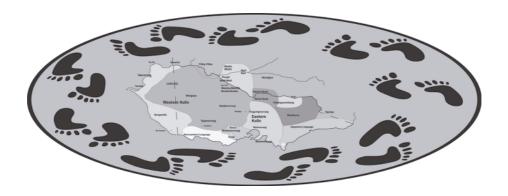# Indigenous Languages of Victoria: Revival and Reclamation

Victorian Certificate of Education Study Design

Contents

IMPORTANT INFORMATION

Accreditation period

Units 1–2: 2004–2011
Units 3–4: 2005–2011

The accreditation period for Units 1 and 2 commences on 1 January 2004.
The accreditation period for Units 3 and 4 commences on 1 January 2005.

Other sources of information

The *VCAA Bulletin* is the only official source of changes to regulations and accredited studies. The *VCAA Bulletin*, including supplements, also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the *VCAA Bulletin*. The *VCAA Bulletin* is sent in hard copy to all VCE providers. It is available on the Victorian Curriculum and Assessment Authority's website at www.vcaa.vic.edu.au

To assist teachers in assessing school-assessed coursework in Units 3 and 4, the Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The current year's *VCE and VCAL Administrative Handbook* contains essential information on assessment and other procedures.

VCE providers

Throughout this study design the term 'school' is intended to include both schools and other VCE providers.

Photocopying

VCE schools may photocopy parts of this study design for use by teachers. Indigenous groups and individuals may also photocopy this document for Language revival and reclamation purposes.

Introduction

THE INDIGENOUS LANGUAGES OF VICTORIA

The Indigenous languages of Victoria form part of the Australian Language Family. They share similar features with other Australian Indigenous languages.

Over two hundred and fifty languages and even more language varieties were spoken in Australia prior to colonisation. Many of these languages are no longer in everyday use; some are spoken only for special purposes (such as ceremonies). Some exist only in manuscripts, some are 'sleeping' and some exist in name only. There may even be languages of which we no longer have any knowledge and which are unlikely to ever be reclaimed. This loss of Australia's Indigenous linguistic heritage is a direct result of contact with English, despite the remarkable inventiveness of Indigenous Australians to withstand absorption of language and culture.

Language displacement and loss have particularly affected Victoria and Tasmania where Indigenous languages are no longer spoken as the primary means of communication. Even so, most Indigenous Victorians are aware of their language heritage, although some may recall only fragments of the language passed down over several generations since English settlement.

Indigenous Victorians have maintained their oral traditions when and where they can, despite continual removal and displacement. These oral traditions constitute the most important body of knowledge on the languages. Other material is available in local, state and national archives and libraries.

The history of the Victorian Indigenous people's struggle to maintain their cultural heritage, language and identity is truly inspirational to most Australians. Their resourcefulness to withstand absorption of culture and the rebuilding of Indigenousness is remarkable. With the assistance of teachers and the Victorian Indigenous community, further progress can be a reality. Despite the history of suppressed Indigenous languages, many Victorian Indigenous people celebrate their survival and advocate strongly for their maintenance.

From the nineteenth century, written information about Indigenous languages was recorded by 'protectors', the clergy, squatters, police officers and other interested groups who were in contact with Aboriginal people. In the 1960s, for example, Luise Hercus recorded Indigenous Victorians on tape, speaking their languages.

More recently, Indigenous Victorians, together with linguists, have looked again at the material surviving for Victorian Indigenous languages. The following list indicates those languages (groups

of languages) for which language material is currently available, and which could be the focus of the study. As reclamation work continues, it is anticipated that more languages will be added to the list.

Victorian Indigenous languages revival and reclamation must be taken seriously at this present time if Victorian Indigenous communities are to attain oracy and literacy in their Aboriginal languages, as well as English numeracy and literacy skills.

There have been many lessons learnt from previous government reports and inquiries that identify the need for Victorian Indigenous languages to be taught in schools. These include the findings of the *Aboriginal Deaths in Custody Report* and the *Stolen Generations Report,* each of which addressed Indigenous social justices and equity.

The Indigenous languages of Victoria can be grouped as follows:

1. **Kulin Languages**

    Western Kulin (*North Western Victoria*)
    Wembawemba (*Swan Hill and Lake Boga*)
    Barababaraba (*Gunbower area*)
    Madhimadhi (*Balranald area*)
    Ladjiladji (*Mildura area*)
    Wadiwadi (*Swan Hill*)
    Wadiwadi (*Piangil*)
    Wergaya (*Wimmera*)
    Tjapwurrung/Djabwurrung (*Grampians*)
    Djadjawurrung (*Loddon Valley*)
    Yardwadjali (*Upper Glenelg River*)

    Eastern Kulin (*Melbourne and surrounds*)
    Thagungwurrung/Daungwurrong (*Goulburn Valley – southern*)
    Woiwurrung (*Yarra Valley*)
    Boonwurrung (*Coastal Melbourne and Westernport*)

    Wathawurrung (*Geelong-Barwon Valley area*)

    Gulidjan or Colac Language (*Lake Colac area*)

2. **Gunditjmara/Warrnambool Language** (*Warrnambool – Portland area*)
    Dhauwurd Wurrung
    Kirrae Wurrung
    Djagurd Wurrung

3. **Bunganditj** *(Mt Gambier area)*

4. **Yorta Yorta and Yabula Yabula/Bangerang** *(Murray Goulburn area)*

5. **Dhudhuroa** (*High Country/Victorian Alps*)

6. **Pallanganmiddang** (*Kiewa Valley area*)

7. **Ganai/Kŭrnai** *(Gippsland area)*
    Brataualung (*Corner Inlet area*)
    Krauatungalung (*Lake Tyers area*)
    Brabralung (*Mitchell River*)
    Tatungalung (*Gippsland Lakes*)
    Braiakaulung (*Latrobe River*)

RATIONALE

Victorian Indigenous cultures are inextricably connected to Victorian Indigenous languages. Reviving and maintaining language is core to reviving cultural and spiritual practices. Indigenous ancestral languages uphold and reinforce Indigenous worldviews held in trust by previous generations.

The *Indigenous Languages of Victoria: Revival and Reclamation* study, enables schools and other providers to target one or more of Victoria's Indigenous languages for study within the VCE, in consultation with members of the relevant Language community.

Students are actively encouraged to participate in the process of revival and reclamation of a Victorian Indigenous language of significance to themselves or to their local area. This will involve the identification of strategies for community consultation and for the participation of Indigenous family groups in the ongoing reclamation process. It will also include the acquisition of knowledge and skill in the location and the interpretation of historical records relating to the target language, as well as the active use of the target language in contemporary settings, within and beyond the classroom context.

The study has significance as an affirmation of the rich cultural and linguistic heritage of Indigenous Victorians, which in turn relates strongly to the broader goals of education.

AIMS

This study is designed to enable students to:

- revive and reclaim elements of a Victorian Indigenous language and use the knowledge gained to communicate with others;
- understand the range of cultural contexts in which the target language functions;
- make connections between language reclamation, cultural restoration and group/individual identity;
- make connections between language reclamation and Indigenous social justice and equity;
- develop knowledge and skills relevant to language revival and reclamation;
- observe and utilise parallels between the target language and other Victorian/Australian Indigenous languages to facilitate the reclamation process;
- observe and appreciate languages of other Indigenous peoples of the world;
- understand language as a system;
- understand and appreciate the role of the target language in contemporary society;
- progress to further education, training or employment.

STRUCTURE

The study is made up of four units. Each unit deals with specific content and is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of key knowledge and skills.

ENTRY

The *Indigenous Languages of Victoria: Revival and Reclamation* study is designed for students who wish to gain knowledge and skill in how to retrieve, revive, restore and reclaim an Indigenous language of Victoria and who aspire to share their knowledge with other members of the relevant Language community. Prior familiarity with any aspect of the language targeted for study is welcome but not expected. Students must undertake Unit 3 prior to undertaking Unit 4.

Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

DURATION

Each unit involves at least 50 hours of scheduled classroom instruction.

CHANGES TO THE STUDY DESIGN

During its period of accreditation minor changes to the study will be notified in the *VCAA Bulletin*. The *VCAA Bulletin* is the only source of changes to regulations and accredited studies and it is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the *VCAA Bulletin*.

MONITORING FOR QUALITY

The Victorian Curriculum and Assessment Authority together with the Victorian Aboriginal Corporation for Languages (VACL) and the Victorian Aboriginal Education Association Inc. (VAEAI) will periodically undertake an audit of the *Indigenous Languages of Victoria: Revival and Reclamation* study to ensure it is being taught and assessed as accredited. Teachers must ensure that all records and samples of students' work are maintained and available should the study be subject to audit. The details of the audit procedures and requirements are published annually in the *VCE and VCAL Administrative Handbook*. Schools will be notified during the teaching year of schools and studies to be audited and the required material for submission.

SAFETY

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking this study.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses for this study teachers should incorporate information and communications technology where appropriate and applicable to the teaching and learning activities. The Advice for Teachers section provides specific examples of how information and communications technology can be used in this study.

KEY COMPETENCIES AND EMPLOYABILITY SKILLS

This study offers a number of opportunities for students to develop key competencies and employability skills. The Advice for Teachers section provides specific examples of how students can demonstrate key competencies during learning activities and assessment tasks.

LEGISLATIVE COMPLIANCE

When collecting and using information, the provisions of privacy and copyright legislation, such as the Victorian *Information Privacy Act 2000* and *Health Records Act 2001*, and the federal *Privacy Act 1988* and *Copyright Act 1968* must be met.

COMMUNITY PARTICIPATION

The *Indigenous Languages of Victoria: Revival and Reclamation* study should be seen as part of a broader activity undertaken particularly by Victoria's Indigenous communities to revive their heritage languages. For this reason, the student, under the teacher's guidance, will be expected to learn from community members and actively contribute to the total body of knowledge for the language targeted for study.

The intergenerational transfer of knowledge is seen as a key value underpinning the areas of study and as enhancing the possible outcomes. Equally important is the process of Indigenous students reclaiming their cultural heritage, or, reconnecting to the Spirit.

RECOGNITION OF PRIOR TARGET LANGUAGE KNOWLEDGE

On occasion, a student may have extensive family/community knowledge of the language targeted for study. This may be taken into account through an accelerated pathway in consultation with a TAFE or tertiary institution which offers Indigenous languages reclamation at a more advanced level.

Assessment and reporting

SATISFACTORY COMPLETION

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. Designated assessment tasks are provided in the details for each unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and the performance descriptors for assessment for Units 3 and 4.

Teachers must develop courses that provide opportunities for students to demonstrate achievement of outcomes. Examples of learning activities are provided in the Advice for Teachers section.

Schools will report a result for each unit to the Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory).

Completion of a unit will be reported on the Statement of Results issued by the Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory). Schools may report additional information on levels of achievement.

AUTHENTICATION

Work related to the outcomes will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student's own. Teachers need to refer to the current year's *VCE and VCAL Administrative Handbook* for authentication procedures, and should note that all assessment tasks for Units 3 and 4 should be conducted in class time and under supervision.

LEVELS OF ACHIEVEMENT

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the Victorian Curriculum and Assessment Authority. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4.

In *Indigenous Languages of Victoria: Revival and Reclamation* the student's level of achievement will be determined by school-assessed coursework and an end-of-year examination. The Victorian Curriculum and Assessment Authority will report the student's level of performance on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score, students must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0–50. It is a measure of how well the student performed in relation to all others who took the study. Teachers should refer to the current year's *VCE and VCAL Administrative Handbook* for details on graded assessment and calculation of the study score. Percentage contributions to the study score in *Indigenous Languages of Victoria: Revival and Reclamation* are as follows:

• Unit 3 school-assessed coursework: 30 per cent
• Unit 4 school-assessed coursework: 30 per cent
• End-of-year examination: 40 per cent

Details of the assessment program are described in the sections on Units 3 and 4 in this study design.

Units 1–4: Common areas of study

The areas of study for the *Indigenous Languages of Victoria: Revival and Reclamation* study comprise the Victorian/Australian Indigenous languages overview, Skills for language reclamation and Creative use of the target language. Vocabulary, grammar, symbolic representations/interpretations and text types for creative use are common to all three areas, but in each instance are approached from a different perspective according to function. Culturally relevant perspectives underpin all areas of study.

THE VICTORIAN/AUSTRALIAN INDIGENOUS LANGUAGES OVERVIEW

The Victorian/Australian Indigenous languages overview makes students aware of the rich variety of the Australian Family of Languages, their key characteristics, common and diverse histories since colonisation, and relevance to contemporary society. The Victorian/Australian Indigenous languages overview utilises a variety of strategies to explore issues such as the key features of the languages; their distribution; sound and writing systems; vocabulary, grammar and symbolic representations/ interpretations. This area of study enables students to apply parallels from other Indigenous languages to advance the revival and reclamation of the target language.

SKILLS FOR LANGUAGE RECLAMATION

This area of study provides students with the knowledge and skills to retrieve and reclaim the target language using appropriate strategies and tools. These include protocols for community consultation, and accessing linguistic and cultural knowledge, including vocabulary, grammar and symbolic representations/interpretations, through a variety of means such as community contacts and resources, artefacts, historical records, archival collections and electronic databases. It also enables students to process, analyse and evaluate the source material gathered.

CREATIVE USE OF THE TARGET LANGUAGE

This area of study enables students to use the target language creatively in an expanding range of contexts. It also provides students with opportunities to share their active knowledge of the target language with others through the development of focused activities.

The following culturally specific symbolic representations/interpretations and culturally relevant text types may also be encountered.

Symbolic Representations/Interpretations
(Natural and Man-made)

Animal observations

Artefacts

Chants

Clouds/Wind

Dreams

Earth diagrams/symbols

Land/Water features

Paintings

Plant cycles/Seasons

Rain/Thunder/Lightning

Sign language

Song and dance

Sky/Passage of the Sun/Moon/Stars

Totems

Tracks and tracking

TEXT TYPES FOR CREATIVE USE

The text types listed below serve a different purpose in each of the three major areas of study. They may be used productively or receptively according to function.

Advertisement	Game	Painting
Anecdote	Greeting/leave-taking	Personal profile
Announcement	Hymn	Placename
Artwork (public)	Inscription	Play
Autobiography	Instruction	Plaque
Brochure	Interview	Poem
Card/Postcard	Introduction	Prayer
CD-ROM content	Invitation	Presentation
Commentary	Joke/riddle	Recipe
Conversation	Label	Report
Description	Language kit	Review
Diagram	Letter	Script
Dialogue	List	Signage
Discussion	Liturgy	Speech
Documentary	Map	Song
Editorial	Menu	Story/narrative
Email	Message	Survey
Explanation	News item	Table
Fax	Newsletter	Webpage
Film/Video script	Note	

Note: In addition to the culturally relevant text types, students will encounter and should be familiar with the terms 'linguistic description' and 'translation with interlinear gloss'. An example of the latter is as follows:

Language:	*ya-n-da*
Interlinear gloss:	go-present-3sg (third person singular)
Translation:	He is going.

VOCABULARY AND GRAMMAR

The grammar and vocabulary are linked to the target language and, where necessary, reclaimed, drawing from parallel features of other Victorian/Australian Indigenous languages.

Vocabulary

Students will be able to access vocabulary from community interaction, classroom resources, library archives and by electronic means. Through the Victorian/Australian Indigenous languages overview area of study, students will learn how to create vocabulary and build upon it to express contemporary concepts.

Grammar

The grammatical items students are expected to recognise and use will depend on the stage of reclamation of the target language. A generic grammatical outline incorporating key features of Australian Indigenous languages is given below. This may be taken as the basis for building up a grammatical description of the target language.

Phonology and Orthography

The sound systems of Victorian/Australian Indigenous languages are typically drawn from the following set. (**Note:** Some languages lack either the inter-dental set of consonants or the retroflex set. Voicing is not distinctive for stops.)

Labial	Inter-dental	Alveolar	Palatal	Retroflex	Velar
p/b	th/dh	t/d	tj/dj	rt/rd	k/g
m	nh	n	ny	rn	ng
	lh	l	ly	rl	
w			y		
		rr		r	

Single vowels		Long vowels
i	as in p*i*t	ii
u	as in *u*no	uu
a	as in f*a*ther	aa
e	as in p*i*zza	
o	as in g*o*t	

The above orthography is based on the International Phonetic Alphabet used by linguists to represent the pronunciation of any language. Similar systems are currently used to represent/spell Australian Indigenous languages for a wide range of purposes, including language maintenance, education, community management, interpreting and translating. There may also be a community orthography which could be used.

Generic Grammar description

The following grammatical features are typical of many Australian Indigenous languages, particularly the major Pama Nyungan language group which predominates in the southern 70 per cent of Australia. The examples provided here are from the Yorta Yorta language.

[For a more detailed discussion of the Yorta Yorta grammar see Bowe, Peeler, Atkinson, 1997, or Bowe and Morey, 1999.]

Verb	Formation	Verb + tense/aspect + pronominal agreement, for example: *ya-n-da* go-present-3sg *He is going*
	Conjugation	Most languages have more than one verb class, for example: verbs with stems ending in *i* take an *–l* imperative suffix verbs with stems ending in *a* take a zero imperative
	Transitivity	The subject of a transitive verb takes the transitive marker (Tsubj). Subjects of intransitive verbs and objects are *unmarked*, for example:

Yiyirr-il   *wanya*   *muni-n*
man-Tsubj.   boomerang   throw-past
The man threw the boomerang

Yiyirr   *ya-na*
man   go-present
The man is going

Yalka-l   *yiyirr*   *nha-n*
child-Tsubj.   man   see-past
A child saw the man

	Tense, mood, aspect	These are typically realised through a series of suffixes which are affixed to the verb or in some languages to a verbal auxiliary. The former pattern is illustrated here for the verb *Nha* (to see), in the first person:

present	*nha-nga*	I see
past	*nhan-banga-nga*	I saw
future/conditional	*nhatjuk-nga*	I will look
imperative	*nhawul*	Look!
reflexive	*ngangu-nhan-ngangin*	I saw myself

Adverb	Inflection	Time adverbs are typically uninflected, for example: *kananngur*, today, *barpirik*, tomorrow
Noun	Formation	Noun + case suffix (see below), for example: *yalka-l* child-Tsubj.

	Case-marking (Inflection)	Noun cases are typically marked as noun suffixes as illustrated in the following set:

nominative	-zero
transitive subject	-(v)l
accusative	-zero
genitive	*-(v)n*
dative (to)	*-ang*
ablative (from)	*-in*
instrumental	-(v)l
comitative (with)	-narrak.

Determiner	Demonstrative	Australian Indigenous languages do not have obligatory determiners. Demonstratives indicate relative position and typically distinguish three relative positions, for example *daya* (this here), *nhalaya* (that-middle distant) and *nganga-buraya* (that-far off).

Adjective	Case-marking	Adjectives are typically inflected for case in agreement with the noun they modify, for example
		
		   Yiyirr-al dunngidja-l (a couple of large men)
		   man-Tsubj. big-Tsubj.
		   A big man.

	Position	Adjectives are placed after the noun they qualify (as above) and can stand by themselves (unlike adjectives in English).
Pronoun	Personal/possessive	Pronouns in most Australian Indigenous languages have singular, dual and plural forms. Some languages also have inclusive and exclusive distinctions for first person non-singulars.

	Nominative	**Possessive**
1 singular	*ngango*	*ngini*
1 dual inclusive	*ngalngingo*	*ngalungun*
1 dual exclusive	*ngullungo*	*ngullan*
1 dual inclusive	*ngalngingo*	*ngalungun*
1 plural inclusive	*ngundingo*	*nguandan*
1 plural exclusive	*ngannango*	*ngannan*
2 singular	*ngunnungo*	*nguni*
2 dual	*bullungo*	*bullan*
2 plural	*nhoorango*	*nhuran*
3 singular	*nha-ungo*	*dinnin*
3 dual	*ngamulngo*	*damalinya*
3 plural	*ngamung*	*ngamunyin*
Other cases:	as for nouns.	

	Interrogative pronoun	Interrogative pronouns are typically inflected for case:

who	*ngani*
who for (dative)	*nganinguddha*
who from (ablative)	*nganinnat*
who with (comitative)	*nganinarak*

Number

Australian Indigenous languages typically have only two or three cardinal numbers which can be combined as illustrated:

Cardinal

iawa	one
butjobal	two
butjobal iawa	three
butjobal butjoba	four
butjobal butjobal iawa	five

Plurality

Plurality is often not marked; however, singular, dual and plural forms have been recorded. For example, *badga* (a possum), *badgal* (a pair of possums), *badgau* (several possums), *winya* (a woman), *winyandjal* (two women) and *winyanboga,* (several women).

Sentence and Phrase types

Statements

The most common word order for Australian Indigenous languages is subject–object–verb, for example:

Yiyirr-il	*wanya*	*muni-n*
man-Tsubj	boomerang	throw-past

The man threw the boomerang

Questions

Yes/No questions are marked by rising intonation only. For example:

Yiyirr-il	*wanya*	*muni-n?*
man-Tsubj	boomerang	throw-past

Did the man throw the boomerang?

Interrogative pronouns

ngani	who
minhe	what
womigin	which
womerriga	when
wanhal	where (at)
wanhak	where (to)

for example:

Yiyirr wanha(l)
man where (at)
Where is the man?

Commands

For the imperative form of the verb, for example:

Nhawul
see = emphatic imperative
Look!

Subordinate clauses

Australian Indigenous languages typically have subordinate anterior, purpose and intention clauses which relate to the main clause.

Negation	Negative constructions	Australian Indigenous languages typically have a negator that is similar to the word for no. For example, the Yorta Yorta word *yorta* is a general negator meaning *no* and *not*. It contrasts with the word *ngowe* (yes), and is also used as a sentence negator. For example:

Yorta lordjpa.
neg. speak
Don't speak.

Vocabulary	Kinship terms	All Australian Indigenous languages have an elaborate set of kinship terms. Mother's relatives typically have different terms from father's relatives.
Cohesive devices	Clausal conjunctions and introducers	Most clausal conjunctions involve subordination as discussed above.
		In addition to the word meaning *and,* many Australian Indigenous languages have evidential adverbs or suffixes that mark the clause as reported.
Routines, fillers and exclamations		Australian Indigenous languages typically have a rich set of fillers and exclamations. For example, the Yorta Yorta, *Yakai!* (Good gracious!) and *Yadhapka!* (Nonsense!).
Style		Speakers of Australian Indigenous languages are expected to vary from directness to indirectness according to kinship relations between speaker and addressee.
Non-verbal communication		Many Australian Indigenous languages have an auxiliary Sign language which can be used as an alternative to speech, for example for those in mourning.

In particular, the areas of study have been selected to enable the learning of key knowledge and skills required for language reclamation to proceed in harmony with the aspirations of Indigenous Victorians to reclaim their linguistic and cultural heritage.

Unit 1

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 14–20 of this study design.

OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

Victorian/Australian Indigenous languages overview

Outcome 1

On completion of this unit the student should be able to describe the contemporary context and distribution of Australian Indigenous languages.

Key knowledge

This knowledge includes

- the distribution of Australian Indigenous languages;
- language areas and naming practices of Australian Indigenous languages;
- the relationship between language, culture and group identity;
- how culture and group identity affect vocabulary patterns;
- the sound system and possible spelling conventions of Australian Indigenous languages;
- similarities and differences in the sound systems of Australian Indigenous languages.

Key skills

These skills include the ability to

- discuss the present-day position of Australian Indigenous languages;
- identify key language areas and naming practices including alternative spelling for language names;
- identify basic features of the sound system of Australian Indigenous languages;
- identify similarities and differences in the sound systems of Australian Indigenous languages.

Skills for language reclamation

Outcome 2

On completion of this unit the student should be able to identify the Victorian Indigenous language to be reclaimed and explain the key processes needed for its reclamation.

Key knowledge

This knowledge includes

- the reasons for selection of the target language of reclamation;
- the contribution that community members can make to the process of reclamation;
- protocols for community consultation;
- the importance of intergenerational collaboration and transmission in a successful reclamation project;
- how to locate language material such as audiotapes, visuals and historical documents available through community organisations and in local, state and national archives and libraries;
- how to organise and store language material using information and communications technology or other filing systems.

Key skills

These skills include the ability to

- explain the selection of the target language of reclamation;
- identify and make contact with available community members following appropriate protocols;
- engage community members in the process of reclamation;
- locate, organise, store and retrieve material relevant to the target language of reclamation.

Creative use of the target language

Outcome 3

On completion of this unit the student should be able to model readily accessible elements of the target language of reclamation using oral and written sources.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to

- recognise and use possible spelling conventions for the target language of reclamation;
- model basic vocabulary and language structures of the target language of reclamation by retelling/performing/playing a simple game/song;
- create a new chart/poster/game/song using elements of the target language of reclamation.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe. Teachers should select a variety of assessment tasks for their assessment program to reflect the key knowledge and skills being assessed and to provide for different learning styles.

For this unit, students are required to demonstrate achievement of three outcomes. As a set these outcomes encompass all areas of study.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Where teachers allow students to choose between tasks they must ensure that tasks selected are of comparable scope and demand. Assessment tasks for this unit are:

Victorian/Australian Indigenous languages overview

Outcome 1

Oral or written report in English on a topic related to a broad overview of Australian Indigenous languages; for example, family/clan relationships, land and identity, language and personal identity, language and group identity, language and culture, language in contemporary society (500–600 words).

Skills for language reclamation

Outcome 2

Series of tables or charts or an audio/visual presentation related to one or more aspects of target language use, grammatical structures, community consultation protocols, community resources and historical resources used in language reclamation (equivalent to 300–400 words).

Creative use of the target language

Outcome 3

Short learning resource in the target language; for example, announcement, chart, email, game, plaque, poem, poster, reading kit, sign or series of signs, song, speech, story (equivalent to 100–150 words).

Unit 2

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 14–20 of this study design.

OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

Victorian/Australian Indigenous languages overview

Outcome 1

On completion of this unit the student should be able to compare the distribution of the target language with others.

Key knowledge

This knowledge includes

- the present-day context and distribution of Victorian Indigenous languages;
- the relationship between language, the land and Indigenous identity in Victoria;
- the sound system of the target language of reclamation;
- possible spelling conventions for the target language of reclamation;
- vocabulary variation between different local varieties of the target language of reclamation.

Key skills

These skills include the ability to

- identify the general distribution of Victorian Indigenous languages;
- discuss the relationship between the target language, the land and Indigenous identity;
- recognise sound patterns of the target language of reclamation in spoken and written contexts;
- access spoken and written resources in the target language.

Skills for language reclamation

Outcome 2

On completion of this unit the student should be able to profile the target language and to apply basic tools needed for its reclamation.

Key knowledge

This knowledge includes

- the history of the target language in the pre- and post-colonisation periods;
- how to interpret and analyse material from a variety of sources;
- aspects of the sound patterns of the target language;
- possible ways of writing the target language;
- basic vocabulary and grammatical structures of the target language drawing on available sources;
- pronunciation in the target language.

Key skills

These skills include the ability to

- locate material relating to the target language;
- locate examples of language teaching resources in the target language and/or other Victorian/ Australian Indigenous languages;
- pronounce words and phrases in the target language;
- use the conventions of writing of other Victorian/Australian Indigenous languages to write the target language;
- identify basic vocabulary and grammatical structures evident in the target language.

Creative use of the target language

Outcome 3

On completion of this unit the student should be able to use elements of the target language of reclamation in simple oral and written language activities.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to

- use words and simple texts in the target language of reclamation;
- use appropriate intonation and sound patterns;
- use an expanding range of vocabulary and sentence structures in the target language to create new sentences and texts such as games and language learning activities;
- understand how to sing or create a song or a poem (traditional or modern) or an information resource in the target language.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe. Teachers should select a variety of assessment tasks for their assessment program to reflect the key knowledge and skills being assessed and to provide for different learning styles.

For this unit, students are required to demonstrate achievement of three outcomes. As a set these outcomes encompass all areas of study.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Where teachers allow students to choose between tasks they must ensure that tasks selected are of comparable scope and demand. Assessment tasks for this unit are:

Victorian/Australian Indigenous languages overview

Outcome 1

Research report in English, identifying similarities and differences between the target language and other Victorian Indigenous languages (600–800 words).

Skills for language reclamation

Outcome 2

Recorded field report on a contemporary or historical issue of importance to the target language; for example, High Court, Land Claim, Language pathways, location of community resources, location of historical sources, language use in the community (10–15 minutes duration).

Creative use of the target language

Outcome 3

Informative resource in the target language on an issue related to individual student interest; for example, family tree/kinship diagram, placenames (200–250 words **or** 5–10 minutes duration)

and

Oral presentation of the resource to a target audience (5–10 minutes duration).

Unit 3

OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

Victorian/Australian Indigenous languages overview

Outcome 1

On completion of this unit the student should be able to investigate and explain key features of the target language of reclamation in the context of other Victorian/Australian Indigenous languages.

Key knowledge

To achieve this outcome the student should demonstrate knowledge of

- key features of the target language;
- key characteristics of the target language and parallel features in other Victorian/Australian Indigenous languages;
- the ways in which the target language can be used to create and reflect family relationships;
- the ways in which the target language can be used to create and reflect group relationships;
- uses of Victorian/Australian Indigenous languages in contemporary society.

Key skills

To achieve this outcome, the student should demonstrate the ability to

- recognise key features of the target language and parallel features in other Victorian/Australian Indigenous languages;
- identify uses of the target language in contemporary society.

Skills for language reclamation

Outcome 2

On completion of this unit the student should be able to investigate and explain ways in which an understanding of language features of other Victorian/Australian Indigenous languages can be applied to the reclamation of the target language.

Key knowledge

This knowledge includes

- conventions of word order and sentence construction;
- processes of vocabulary building;
- ways in which language suffixes are used to identify participants in an event;
- ways in which language affixes are used to express direction, past, present and future events.

Key skills

These skills include the ability to

- use vocabulary building conventions of word order and sentence construction;
- use noun and pronoun suffixes;
- use verb forms to express direction and present, past and future events.

Creative use of the target language

Outcome 3

On completion of this unit the student should be able to use the target language of reclamation in a range of communication contexts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to

- create and participate in simple conversational exchanges in the target language of reclamation;
- use the language; for example, perform a song in a concert, teach a game to a younger audience.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment of levels of achievement

The student's level of achievement for Unit 3 will be determined by school-assessed coursework and an end-of-year examination.

Contributions to final assessment

School-assessed coursework for Unit 3 will contribute 30 per cent to the study score.

The level of achievement for Units 3 and 4 will also be assessed by an end-of-year examination, which will contribute 40 per cent to the study score.

School-assessed coursework

Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment handbook published by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe.

Outcomes	Marks allocated*	Assessment tasks
Victorian/Australian Indigenous languages overview **Outcome 1** Investigate and explain key features of the target language of reclamation in the context of other Victorian/Australian Indigenous languages. **Skills for language reclamation** **Outcome 2** Investigate and explain ways in which an understanding of language features of other Victorian/Australian Indigenous languages can be applied to the reclamation of the target language.	70	*All outcomes will be covered by components of the resource task.* Create a resource or set of resources in the target language in any medium or combination of mediums for a specific purpose and audience. The resource should be suitable for addition to the target language materials pool and should contribute to the process of language reclamation by others.
Creative use of the target language **Outcome 3** Use the target language of reclamation in a range of communication contexts.	30	Participate in a solo or group performance in the target language **or** for languages at the vocabulary stage, use the word list database to categorise language items (individual contribution of 2–5 minutes duration).
Total marks	**100**	

*School-assessed coursework for Unit 3 contributes 30 per cent to the study score.

Unit 4

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 14–20 of this study design.

OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

Victorian/Australian Indigenous languages overview

Outcome 1

On completion of this unit the student should be able to identify issues relevant to the target language reclamation program and explain their relationship to the process of Indigenous languages reclamation more generally.

Key knowledge

This knowledge includes

- key issues relating to language reclamation programs operating in Victoria and elsewhere;
- the ways in which individuals/communities may be involved in the reclamation process;
- the types of outcomes that have been achieved in the reclamation of the target language and/or in other language reclamation programs.

Key skills

These skills include the ability to

- identify ways in which communities may be involved in the reclamation process;
- discuss issues relating to other language reclamation program(s) and compare them with those achieved in the target language reclamation program.

Skills for language reclamation

Outcome 2

On completion of this unit the student should be able to analyse the ways in which the target language of reclamation is used in different social situations and for different purposes.

Key knowledge

This knowledge includes

- the influence of the speaker–audience relationship on language use, for example same generation/ grandparents/in-laws;
- variation in aspects of the sound system and grammatical features between closely related groups and less closely related groups in a given area;
- ways in which parallel knowledge from other Victorian/Australian Indigenous languages can be used to further develop the social use of the target language of reclamation.

Key skills

These skills include the ability to

- recognise social influences in communication;
- identify some of the ways language varies according to who is using it, and why;
- identify language appropriate to different social uses;
- utilise other Victorian/Australian Indigenous languages to further develop the social use of the target language of reclamation.

Creative use of the target language

Outcome 3

On completion of this unit the student should be able to extend the target language of reclamation into new communication contexts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to

- create spoken and written texts in the target language for a range of purposes (informal and formal); for example, message of welcome, advertisement, requesting/providing information;
- use language appropriate to relationship and kinship;
- create language resources in a variety of media.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment of levels of achievement

The student's level of achievement for Unit 4 will be determined by school-assessed coursework and an end-of-year examination.

Contributions to final assessment

School-assessed coursework for Unit 4 will contribute 30 per cent to the study score.

The level of achievement for Units 3 and 4 will also be assessed by an end-of-year examination, which will contribute 40 per cent to the study score.

School-assessed coursework

Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment handbook published by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe.

Outcomes	Marks allocated*	Assessment tasks
Victorian/Australian Indigenous languages overview **Outcome 1** Identify issues relevant to the target language reclamation program and explain their relationship to the process of Indigenous languages reclamation more generally. **Skills for language reclamation** **Outcome 2** Analyse the ways in which the target language of reclamation is used in different social situations and for different purposes.	40	Present a report in English with illustrations from the target language of reclamation, explaining or evaluating elements of the language reclamation program, and compare with an Indigenous language reclamation program elsewhere. The report should be between 800–1000 words **or** 8–10 minutes if presented orally on audio/video tape.
Creative use of the target language **Outcome 3** Extend the target language of reclamation into new communication contexts.	30 30	Participate in a conversation in the target language of reclamation of 3–5 minutes duration. **and** Present a report in the target language of reclamation on a topic of choice of 2–5 minutes duration.
Total marks	**100**	

*School-assessed coursework for Unit 4 contributes 30 per cent to the study score.

End-of-year examination

Description

The end-of-year written examination will assess the student's level of performance on Outcomes 1 and 2 in Units 3 and 4.

Purpose

The examination will assess the student's knowledge and skill in discussing and analysing key features related to the reclamation of the target language in the context of other Victorian/Australian Indigenous languages.

Format

The examination has two sections.

In Section 1, the student will answer a series of questions related to language structure and to the social and cultural dimensions of language.

In Section 2, the student will respond to one or more tasks related to issues of reclamation.

Conditions

The examination will be completed under the following conditions:

- Duration: 2 hours.
- Date: end-of-year, on a date to be published annually by the Victorian Curriculum and Assessment Authority.
- Victorian Curriculum and Assessment Authority examination rules will apply. Details of these rules are published annually in the *VCE and VCAL Administrative Handbook*.
- The examination will be marked by a panel appointed by the Victorian Curriculum and Assessment Authority.

Contribution to final assessment

The examination will contribute 40 per cent to the study score.

SUMMARY OF OUTCOMES AND ASSESSMENT TASKS

The following tables provide an overview of outcomes and assessment tasks required for Units 1–4.

Outcomes and assessment tasks for Units 1 and 2

Outcomes	Unit 1 (3 tasks)	Outcomes	Unit 2 (3 tasks)
1 **Victorian/Australian Indigenous languages overview** Describe the contemporary context and distribution of Australian Indigenous languages.	Oral or written report in English on a topic related to a broad overview of Australian Indigenous languages; for example, family/clan relationships, land and identity, language and personal identity, language and group identity, language and culture, language in contemporary society (500–600 words).	1 **Victorian/Australian Indigenous languages overview** Compare the distribution of the target language with others.	Research report in English, identifying similarities and differences between the target language and other Victorian Indigenous languages (600–800 words).
2 **Skills for language reclamation** Identify the Victorian Indigenous language to be reclaimed and explain the key processes needed for its reclamation.	Series of tables or charts or an audio/visual presentation related to one or more aspects of target language use, grammatical structures, community consultation protocols, community resources and historical resources used in language reclamation (equivalent to 300–400 words).	2 **Skills for language reclamation** Profile the target language and apply basic tools needed for its reclamation.	Recorded field report on a contemporary or historical issue of importance to the target language; for example, High Court, Land Claim, Language pathways, location of community sources, location of historical sources, language use in the community (10–15 minutes duration).
3 **Creative use of the target language** Model readily accessible elements of the target language of reclamation using oral and written sources.	Short learning resource in the target language; for example, announcement, chart, email, game, plaque, poem, poster, reading kit, sign or series of signs, song, speech, story (equivalent to 100–150 words).	3 **Creative use of the target language** Use elements of the target language of reclamation in simple oral and written language activities.	Informative resource in the target language on an issue related to individual student interest; for example, family tree/kinship diagram, placenames (200–250 words **or** 5–10 minutes duration) **and** Oral presentation of the resource to a target audience (5–10 minutes duration).

Outcomes and coursework assessment tasks for Units 3 and 4

Outcomes	Unit 3 (2 tasks)	Outcomes	Unit 4 (3 tasks)
1 **Victorian/Australian Indigenous languages overview** Investigate and explain key features of the target language of reclamation in the context of other Victorian/Australian Indigenous languages.		1 **Victorian/Australian Indigenous languages overview** Identify issues relevant to the target language reclamation program and explain their relationship to the process of Indigenous languages reclamation more generally.	*Outcomes 1 and 2* **Task 1** Present a report in English with illustrations from the target language of reclamation, explaining or evaluating elements of the language reclamation program, and compare with an Indigenous language reclamation program elsewhere. The report should be between 800–1000 words **or** 8–10 minutes if presented orally on audio/video tape.
2 **Skills for language reclamation** Investigate and explain ways in which an understanding of language features of other Victorian/Australian Indigenous languages can be applied to the reclamation of the target language.	*Outcomes 1, 2 and 3* **Task 1** Create a resource or set of resources in the target language in any medium or combination of mediums for a specific purpose and audience. The resource should be suitable for addition to the target language materials pool and should contribute to the process of language reclamation by others.	2 **Skills for language reclamation** Analyse the ways in which the target language of reclamation is used in different social situations and for different purposes.	
3 **Creative use of the target language** Use the target language of reclamation in a range of communication contexts.	*Outcome 3* **Task 2** Participate in a solo or group performance in the target language **or** for languages at the vocabulary stage, use the word list database to categorise language items (individual contribution of 2–5 minutes duration).	3 **Creative use of the target language** Extend the target language of reclamation into new communication contexts.	*Outcome 3* **Task 2** Participate in a conversation in the target language of reclamation of 3–5 minutes duration. **and** **Task 3** Present a report in the target language of reclamation on a topic of choice of 2–5 minutes duration.

Contribution of assessment tasks to study score

School-assessed coursework	%	End-of-year examination	%
Unit 3			
Create a resource in the target language for addition to the target language materials pool.	21		
Individual contribution of between 2–5 minutes duration in the target language to solo or group performance.	9		
Unit 4			
Informative/evaluative report on the target language resource and on another resource (800–1000 words or 8–10 minutes audio).	12		40
Conversation in the target language of reclamation (3–5 minutes duration).	9		
and			
Present a report in the target language of reclamation on a topic of choice (2–5 minutes duration).	9		
	60		**40**

Contribution of school-assessed coursework and end-of-year examination

Outcomes 1 and 2 each contribute approximately 30% to the study score,
while Outcome 3 contributes approximately 40%.

Advice for teachers

DEVELOPING A COURSE

A course outlines the nature and sequence of teaching and learning necessary for students to demonstrate achievement of the set of outcomes for a unit. The areas of study broadly describe the learning context and knowledge required for the demonstration of each outcome. Outcomes are introduced by summary statements and are followed by the key knowledge and skills, which relate to the outcomes.

Teachers should develop courses that include appropriate learning activities to enable students to develop the knowledge and skills identified in the outcome statements in each unit.

For Units 1 and 2, teachers must select assessment tasks from those provided. Tasks should provide a variety and the mix of tasks should reflect the fact that different types of tasks suit different knowledge and skills. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

In Units 3 and 4, assessment is more structured. For school-assessed coursework, assessment tasks are prescribed. The contribution that each task makes to the total of the school-assessed coursework is also stipulated.

Methods

Teaching programs will need to reflect students' varied skills, abilities, language experiences and backgrounds. They must also reflect the cumulative and continuous nature of language reclamation and of language learning.

There are many ways of organising programs based on this study design and teachers should create sufficiently flexible programs to accommodate the reclamation stage which the target language has reached. For example, different learning activities might need to be selected for a language where the focus of reclamation is at the vocabulary stage as against a language that is more fully described.

Learning activities should also be culturally appropriate and opportunities should be taken to explore the cultural influence of the target language in the local area and in areas where it once flourished. Explorations of the origin of placenames, visits to culturally significant sites and tracing of Dreaming Tracks are some examples of culturally relevant contexts. Others are use(s) of the target language within the community.

In all programs, the teaching of vocabulary and of grammatical structures should be integrated into the learning–teaching program. In some situations an emphasis on the teaching of specific aspects of grammar and/or grammar parallels from other Indigenous languages may be necessary to further the reclamation of the target language.

Teachers should structure the learning–teaching program to incorporate opportunities for students to take responsibility for their own learning. The student needs to learn to be a successful independent learner and to recognise and acknowledge the rights and obligations of all those involved in the learning and teaching experience. In particular, the student should acknowledge and respect the knowledge held by the custodians of the target language, and actively contribute towards its reclamation goals.

Structure and organisation

The idea of an organisational focus may be helpful in planning and sequencing learning activities and assessment tasks, and the content associated with them. Themes and topics can serve as effective organisational focuses for activities, as can a text or a skill.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses and developing learning activities for the *Indigenous Languages of Victoria: Revival and Reclamation* study, teachers are encouraged to make use of applications of information and communications technology and new learning technologies, such as computer-based learning, multimedia and the World Wide Web.

Information and communications technology can be used most effectively to gain access to local, national and international websites, online libraries, institutes and organisations focusing on the maintenance and reclamation of Indigenous languages. The various technologies can also be used to network, videoconference and communicate with Community Language Centres and other providers to extend the skills and knowledge base. They can be used to culturally enrich the language reclamation classroom and to enhance the production and presentation of student work.

The new digital technologies such as digital cameras, scanners and printers can be used to more readily access and extend the range of culturally appropriate contexts for active use of the target language. The use of information and communications technology to provide opportunities for visual representations of various kinds complements and extends traditional Indigenous styles of teaching and learning.

Examples of applications

For research and information gathering teachers and students could acess:

- websites and online databases, for example, the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) website and database or the Victorian Aboriginal Corporation for Languages (VACL) website and database;
- online dictionaries and vocabulary databases, for example, at Community Language Centres;
- websites utilising multimedia to research spoken elements of Language in culturally relevant contexts;
- websites dedicated to Indigenous languages reclamation in order to make comparisons of strategies used.

Teachers and students could also use:

- DVD, video, audio-tape or digital camera to research and/or gather elements of the target language from the custodians of that language;
- a range of multimedia, including the Internet, to research famous Indigenous people with views on language and/or Indigenous culture(s);
- the Internet to access specific reclamation skills, for example, caring for audio/video tapes/print manuscripts; effective recording techniques.

For language learning, teachers and students could:

- access web links, curriculum statements, sample tasks, sample examinations;
- access language specific websites; for example, Gamillaroy;
- develop and update a vocabulary database and/or a resource base for the target language;
- participate in email or video/telephone conferencing discussion groups with other young people and targeted groups involved in languages reclamation programs;
- videoconference programs where an Australian Indigenous language is spoken;
- use commercially available or developed products such as DVD, CD-ROM, video/audio tape that offer language reclamation skills, experiences and practice.

For presentation purposes students could:

- create multimedia presentations
- use desktop publishing programs
- use word-processing programs
- create culturally relevant layout styles
- create PowerPoint presentations
- record presentations
- create a webpage
- email tasks, for example, to the teacher, other members of the class, to students in sister schools.

KEY COMPETENCIES AND EMPLOYABILITY SKILLS

Students undertaking the following types of assessment, in addition to demonstrating their understanding and mastery of the content of the study, typically demonstrate the following key competencies and employability skills.

Assessment task	Key competencies and employability skills
Resource in the target language for addition to the target language materials pool	Communication, teamwork, problem solving, technology, initiative and enterprise, planning and organising, self management
Individual contribution to solo or group performance	Communication, self management, teamwork, initiative and enterprise, planning and organising
Informative or evaluative report	Communication, technology, problem solving, self management
Conversation	Communication, teamwork, initiative and enterprise, problem solving
Presentation	Communication, self management, planning and organising, initiative and enterprise

PROGRAM IMPLEMENTATION

Protocols

Protocols are guidelines for all people to follow which will establish and maintain positive and mutually beneficial relationships between Indigenous and non-Indigenous people, communities and their organisations.

Establishing a language reclamation course

The establishment of a successful language revival and reclamation course is the joint responsibility of both the local Indigenous community and the school. It is therefore vital that both schools and communities understand the issues involved and work together to establish successful language reclamation programs.

Before setting up a language revival and reclamation program, the school and members of the local Indigenous community interested in language need to work together to ensure the following are met:

- members of the local Indigenous community are interested and willing to support the program;
- members of the local Indigenous community in consultation with the school select the language(s) to be reclaimed;
- the administration of the school is willing to support the program, to allocate time and resources and to respect local choice of language(s) for reclamation;
- language teacher(s) able to teach the language(s) of reclamation are located and supported;
- the classroom teacher(s) are willing to facilitate the program and work as a team;
- a linguist capable of supporting the language(s) targeted for reclamation is located and available for consultations;
- a language team is established to provide ongoing support to the program.

The Language team

The Language team in the school can consist of several people or as few as two, depending on the skills of the people available. Several important roles include:

- language teacher(s)/specialist(s)/speaker(s) of the language(s) targeted for study;
- Koorie Educator;
- Elder(s) with cultural knowledge and/or knowledge of the target language(s) or an interest in the language(s);
- community persons with an interest in the language(s);
- classroom teacher(s);
- linguist(s) when needed;
- others who may wish to be involved.

Preparation time

The Language team will need to set aside some time each week to support classroom delivery, for example, resource development, visits to the community, planning.

Strategies

The strategies used by the Language team could include:

- developing networks;
- encouraging parents and community members to take part in school activities;
- facilitating curriculum workshops for parents, staff, students and the community;

- ensuring that community expertise is used for all culturally relevant issues;
- ensuring community members deliver areas of the curriculum which involve issues directly related to Indigenous culture and language;
- providing teaching staff with professional development;
- continuing to seek and develop appropriate and accepted resources for the classroom;
- inviting Elders and community members to participate in programs.

Roles of the Language team

Language teacher

The language teacher's role is to teach the language revival and reclamation program as well as to facilitate delivery of the program including:

- encouraging a positive attitude to language learning;
- maintaining the presence of the language throughout the whole school program, not only in the language classes;
- creating an atmosphere to encourage language specialist(s) to be actively involved in the program;
- assisting with classroom management, particularly when the need is indicated by the language specialist or Koorie Educator;
- participating in lesson planning;
- ensuring that all members of the Language team are prepared adequately for lessons;
- taking a personal interest as a learner of the language;
- organising and attending Language team meetings.

Language specialist

The role of the language specialist is to:

- be the teacher of the language;
- provide cultural direction to the Language team;
- attend Language team meetings;
- attend language classes;
- work with the linguist when needed;
- network with teachers in other reclamation programs;
- maintain links with the local Indigenous community;
- network with other teachers of Indigenous languages.

Koorie Educator

The role of the Koorie Educator is to:

- assist school staff in communicating with the local Indigenous community;
- attend Language team meetings;
- assist in the development of the language program, including the preparation of resources;
- extend his/her knowledge of the target language, for example, by learning the spelling system (orthography);
- learn basic language teaching skills from the teacher.

Linguist

The role of the linguist is to be consultant to the Language team when necessary, and to:

- assist school staff to liaise with the local Indigenous community to determine the language(s) to be taught and to identify the language teacher(s) and specialists;
- supply specific language data as needed by the Language team;
- where there is no established spelling system, negotiate with representatives from the target language group to establish an acceptable orthography;
- train the language teacher(s) to use the spelling system;
- attend language meetings when needed;
- attend language classes when invited.

Maintaining and supporting the study

Victorian Aboriginal Corporation for Languages (VACL)

The Victorian Aboriginal Corporation for Languages (VACL) was established in 1994 and is the state body responsible for coordinating Indigenous community language programs throughout Victoria. This involves retrieving, recording and researching Indigenous languages as well as providing a central resource on Victorian Indigenous languages.

The *Aboriginal Deaths in Custody* report emphasised the importance of Indigenous languages. Recommendation 55 states:

- The Government and funding bodies reflect the importance of the national Aboriginal Language Policy in the provision of funds to Aboriginal communities and organisations (1991, p. 43).

Victorian Aboriginal Education Association Inc. (VAEAI)

The Victorian Aboriginal Education Association Inc. (VAEAI) established in 1976 represents the Koorie community in relation to education policy development and strategic programming at the local, state and national levels. VAEAI supports the provision of education and training that reinforces Indigenous communities' cultural identity and increases the awareness of the wider community about Koorie culture and aspirations in education and training. The latest policy is the *Yalca: A Partnership in Education and Training for the new Millennium* (available at www.vaeai.org.au).

LEARNING ACTIVITIES

Examples of learning activities for each unit are provided in the following sections. Example assessment tasks are highlighted by a shaded box. The examples that make use of information and communications technology are identified by this icon .

Unit 1

AREA OF STUDY 1: The Victorian/Australian Indigenous languages overview

Outcome 1	*Examples of learning activities*
Describe the contemporary context and distribution of Australian Indigenous languages.	search the local area for street and place names with Indigenous language derivations
	search the website of FATSIL (www.fatsil.gov.au) or visit VACL or a local Community Language Centre and look for maps of language areas in Australia that illustrate Indigenous languages distribution before and after the arrival of the British
	study the maps (see above learning activity), and investigate and discuss the number of Indigenous languages and language speakers in Australia before and after colonisation
	locate and analyse one or more language areas of interest
	using a blank map, fill in some of the most noteworthy information with respect to the number of Indigenous people and the number of languages currently spoken
	make a list of the languages of the areas students are most interested in, and find out how to pronounce the names of the languages

> #### *Example assessment task*
>
> An oral PowerPoint presentation in English (500–600 words) focusing on Indigenous languages change/shift since colonisation.

Unit 1

AREA OF STUDY 2: Skills for language reclamation

Outcome 2	*Examples of learning activities*
Identify the Victorian Indigenous language to be reclaimed and explain the key processes needed for its reclamation.	visit the local Indigenous Language Centre or library and research material such as video, audiotapes, visual and historical documents available through community organisations, universities and in local, state and national archives and libraries to be used in the study of the target language
	investigate websites which cover the target language and make a list of these websites

design a poster advertising the study of the target language inviting community members to participate in group discussions

collectively identify names of people who could help with reclamation of the target language

contribute the information gathered to a class resource list on the target language

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Example assessment task

An oral presentation or data show (equivalent to 300–400 words) on a description of community contacts and resources available to be used in the study of the student's target language of choice.

Unit 1

AREA OF STUDY 3: Creative use of the target language

Outcome 3	**Examples of learning activities**
Model readily accessible elements of the target language of reclamation using oral and written sources.	listen to a song or story in the target language, either live or on CD-ROM or on the web, and write any words recognised
	listen to the song or story again and, with the help of the teacher, write out the words of the whole song or story
	illustrate the song or story
	make up some questions about the meaning of the song or story and discuss them in class
	in groups, write sentences used in the song and analyse the way they are constructed
	interview a person who knows about the language used in the song and write an explanation of how the sentences are constructed
	present one to two sentences to the class and discuss the ways in which the sentences work in the target language

design a visual display explaining the sentences taken from the song or story

in groups or individually, mime or role-play the song or story; send a voicemail to a friend or relative using the sentences in a conversation

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Example assessment task

Design a poster with illustrative explanations of a grammatical point, for example, on the way adjectives (modification of nouns and position) are used in the target language. Give at least three examples (equivalent to 100–150 words).

Unit 1

AREA OF STUDY 3: Creative use of the target language
(for languages at the vocabulary stage)

Outcome 3

Model readily accessible elements of the target language of reclamation using oral and written sources.

Examples of learning activities

research and locate at least fifteen words in the target language

research the pronunciation of the words

prepare transparencies of the words and present them to the class (the transparencies can include word illustrations)

compile a list of the words collected by all class members

in groups, examine the collective list and comment on any distinctive features

using a word-processing package, make a presentation of simple sentences in the target language

use the words of the target language in an email and send to a friend

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Example assessment task

Creation and presentation of a reading kit in the target language (equivalent to 100–150 words) comprising, for example, illustrated vocabulary, description of the sound system, patterns of sentence making, a description or a comment on the distinctive features of the target language.

Unit 2

AREA OF STUDY 1: Victorian/Australian Indigenous languages overview

Outcome 1	*Examples of learning activities*
Compare the distribution of the target language with others.	view a film/video focusing on the importance of Indigenous identity, for example, *Women of the Sun; Rabbit Proof Fence*; answer questions about the film and write key ideas and opinions presented
	research online and in libraries stories of Indigenous Victorians who have written about their personal lives, social significance of language, the land and group identity
	discuss these stories in groups, looking at issues such as the role of the relationship to the land in building group identity
	prepare a set of interview questions
	in groups, use these questions to interview a family member or community member
	collate the information gathered and present to the class
	invite an Elder or community person to come to the class and tell their story, focusing on the importance of the land in the development of identity

> *Example assessment task*
>
> Write a research report in English (600–800 words) about an Indigenous person's insight into his/her personal life in relation to the land and group identity.

Unit 2

AREA OF STUDY 1: Victorian/Australian Indigenous languages overview

Outcome 1	*Examples of learning activities*
Compare the distribution of the target language with others.	visit the VACL's and other websites, and research different kinds of maps on the current distribution of Victorian Indigenous languages
	interview a member of VACL who has worked in the compilation of the maps showing current distribution of Victorian Indigenous languages

collect different maps with the same information, compare them and write down the differences found in the maps on the distribution of Victorian Indigenous languages

discuss the reasons why the maps are different and which one the group is going to use for its information

make a list of the languages featured on the map chosen by the group and the location of each language

each student identifies a language from the map and describes its location

in groups, choose three languages from the map and find out the approximate number of speakers of each language

using a blank map of Victoria, draw the area of the three languages chosen to research and write language words associated with the areas

investigate vocabulary variation between the three languages chosen

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Example assessment task

Write a research report in English (600–800 words) about the distinctive features of at least three languages including examples of vocabulary variation.

Unit 2

AREA OF STUDY 2: Skills for language reclamation

Outcome 2	*Examples of learning activities*
Profile the target language and apply basic tools needed for its reclamation.	visit libraries and appropriate websites, and research historical material related to the target language
	look up different aspects of history, for example, oral tradition pre-colonisation and post-colonisation; record findings and present to the class

in groups, discuss

- the impact of colonisation on the target language
- how the target language is surviving
- how the number of target language speakers can be increased
- strategies to write more materials in the target language
- what has been achieved in the target language
- who is benefitting from the reclamation process

Example assessment task

A recorded field report of approximately 10–15 minutes duration identifying the impact of colonisation on the target language. The report may include items such as a description of the situation, number of speakers of the target language, the areas where the target language is spoken.

Unit 2

AREA OF STUDY 3: Creative use of the target language

Outcome 3	***Examples of learning activities***
Use elements of the target language of reclamation in simple oral and written language activities.	tape record a speaker of the target language on a topic related to individual student interest; in pairs, transcribe the text(s)
	examine the distinctive features of the text(s) and make a list of all these features including the sound and orthography of single vowels and long vowels
	tape record other students using the same texts and listen to each other's pronunciation
	in groups, produce a script for a dialogue based on the recorded texts; exchange the scripts and compare the different dialogues
	act out the dialogues

Example assessment task (oral presentation component)

An oral presentation of a dialogue in the target language (5–10 minutes) using appropriate intonation and sound patterns in a medium of individual student choice, for example, a series of overheads.

Unit 3

AREA OF STUDY 1: Victorian/Australian Indigenous languages overview

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Outcome 1	***Examples of learning activities***
Investigate and explain key features of the target language of reclamation in the context of other Victorian/Australian Indigenous languages.	videotape speakers of a language other than the target language; in groups, transcribe the texts
	make a list of the parallel features of this language, focusing on vocabulary, kinship terms, style and non-verbal communication
	make a PowerPoint presentation on the different uses of these languages in contemporary society

> ***Example assessment task***
>
> Research task: PowerPoint presentation, using short text examples, identifying some distinctive features of the target language and comparing and contrasting these with another Victorian Indigenous language. (Outcomes 1, 2 and 3 of Unit 3.)

Unit 3

AREA OF STUDY 2: Skills for language reclamation

Outcome 2	***Examples of learning activities***
Investigate and explain ways in which an understanding of language features of other Victorian/Australian Indigenous languages can be applied to the reclamation of the target language.	view a video in class or obtain an interview from the Internet which uses a reclaimed Indigenous language; in groups, choose a segment to analyse
	each group focuses on one of the features of sentence and phrase types used in the text such as statements, questions or commands
	compare these features of the language used in the text with the target language, and use the findings as a tool for language reclamation
	collect and examine these identified features and make a folio of the different aspects of the languages studied

> ***Example assessment task***
>
> Create a folio of written language material discussing and illustrating two or three grammatical aspects of the target language focusing on beginners. (Outcomes 1, 2 and 3 of Unit 3.)

Unit 3

AREA OF STUDY 3: Creative use of the target language

Outcome 3	*Examples of learning activities*
Use the target language of reclamation in a range of communication contexts.	listen to an audiotape or view a video of a conversation; present the conversation in poster form or use a word-processing package to present it
	working in small groups, role-play the conversation
	discuss the role of the participants in the conversation
	in groups, write a short play; present the play to the class

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Example assessment task

Group performance of a short play in the target language of about 2–5 minutes individual contribution.

Unit 4

AREA OF STUDY 1: Victorian/Australian Indigenous languages overview

Outcome 1	*Examples of learning activities*
Identify issues relevant to the target language reclamation program and explain their relationship to the process of Indigenous languages reclamation more generally.	visit or contact the local Language Centre or community organisation
	in groups, use the following points for discussion:

in groups, use the following points for discussion:
- the level of community support for a revival language program
- the quantity of written historical material
- protocols used for community consultation
- the availability of training for language teaching
- whether closely related languages are spoken or well documented
- how much of the language is still used or remembered
- teaching resources available in other programs

present findings to the class and have a class discussion on any issues relevant to the target language reclamation process

list different aspects of the reclamation process of the target language in relation to findings

Example assessment task

A report of 800–1000 words or 8–10 minutes duration comparing the target language reclamation with another language reclamation program. (Outcomes 1 and 2 of Unit 4.)

Unit 4

AREA OF STUDY 2: Skills for language reclamation

Outcome 2	***Examples of learning activities***
Analyse the ways in which the target language of reclamation is used in different social situations and for different purposes.	audio tape examples of target language use in the community; listen to the tapes in class
	in groups, write out one of the tape-scripts
	discuss the different ways in which the language changes according to different social situations
	compare language features of the script and analyse the different parts of the interaction
	construct individual dialogues and explain a grammatical point, for example, the use of verbs in the target language
	compare with similar language features in another reclamation program

Example assessment task

A report of 800–1000 words or 8–10 minutes duration comparing the use and purpose of the teaching resource created in Unit 3 with another teaching resource. (Outcomes 1 and 2 of Unit 4.)

Unit 4

AREA OF STUDY 3: Creative use of the target language

Outcome 3	*Examples of learning activities*
Extend the target language of reclamation into new communication contexts.	download a range of messages of welcome or advertisements from an Indigenous newspaper or magazine on the Internet
	discuss the use of language for this purpose
	make a list and discuss the expressions used in a message of welcome or in an advertisement
	collectively brainstorm words in the target language to be used in a message or an advertisement
	compose a message of welcome in the target language for a group of students who are visiting the school or write an advertisement for a job in the local newspaper

Example assessment task

Participate in a conversation in the target language of reclamation of 3–5 minutes duration.
and

Present a report in the target language of reclamation on a topic of choice of between 2–5 minutes duration.

THE INDIGENOUS LANGUAGES OF VICTORIA: A BRIEF SUMMARY

In Australia, linguists have identified over 250 different Indigenous macro language groups which between them shared about 600 language varieties. Most of these languages share a number of core vocabulary items and general features of grammatical structure. The study design encourages the utilisation of these common features to further the reclamation of the language targeted for study.

In all societies, language is a core marker of group and individual identity. In the diverse Australian Indigenous cultures, language variation is a key marker of social status and group affiliation, for example, language variation marked marriage groups within the larger group. Language groupings also reflect features of the geographical area. In Victoria, language communities may be identified as river people, lakes people, mountain people, plains people or coastal dwellers.

Most Indigenous people are aware of their language heritage, although some may recall only fragments of the language passed down to them over the several generations since colonisation.

In the 19th century, information about Indigenous languages was recorded by clergymen, squatters, policemen and others who were in contact with Aboriginal people. This material (mainly vocabulary lists and grammatical notes) can be used to complement the spoken language heritage of the Indigenous people of Victoria.

In the 1960s, Luise Hercus recorded numbers of Victorian Aboriginal people on audio tape, talking about their languages. This work is presented and analysed in *Victorian Languages: A Late Survey* (Hercus, 1986). Hercus' audio tapes are deposited in the library of the Australian Institute of Aboriginal and Torres Strait Islander Studies in Canberra and can be accessed under appropriate circumstances.

In recent years scholars have looked again at the material surviving for Victorian Indigenous languages. Professor RMW Dixon (2002) established a classification of Victorian languages into several groups, using a criterion of 'mutual intelligibility', that is whether speakers of different varieties would have understood each other or not. Blake and Reid (1998) in an article entitled 'Classifying Victorian Languages' elaborated on Dixon's classification and provided comparative vocabularies and grammatical suffixes for most of the languages they discuss. Blake and Reid's comparative lists, using regularised spellings, make an excellent starting point for comparing other resources[1].

The following information has been compiled by members of the writing team[2] using Blake and Reid's classification as a starting point, listing major language varieties and providing key primary and secondary resources. For most languages, each secondary resource contains extensive lists of other primary resources.

1. Kulin languages

Western Kulin (*North Western Victoria*)

Wembawemba *(Swan Hill and Lake Boga)*

Barababaraba *(Gunbower Area)*

Madhimadhi *(Balranald area)*

Ladjiladji *(Mildura area)*

Wadiwadi *(Swan Hill)*

Wadiwadi *(Piangil)*

Wergaya *(Wimmera)*

Tjapwurrung/Djabwurrung *(Grampians)*

Djadjawurrung *(Loddon Valley)*

Yardwadjali[3] *(Upper Glenelg River)*

Variety/group name	Major primary sources	Major secondary sources
Yeti languages[4] (Madhimadhi, Ladjiladji and Wadiadi)	Hercus (1986)	Blake and Reid (1998)
WembaBaraba[5] (Wembawemba and Barababaraba)	Hercus (1986), (1992) Stone (1911)	Blake and Reid (1998)
Tjapwurrung /Djabwurrung	Dawson (1881)	Blake and Reid (1998), Scholl (nd)
Wergaya	Hercus (1986)	Blake and Reid (1998)
Djadjawurrung	Parker (1876) in Smyth II:, Mathews MS 8006, Notebook 1:91, 93-101	Blake and Reid (1998) Tully (1997)

Blake and Reid (1998:6) categorised WembaBaraba, Wimmera language and Tjapwurrung as 'Core Western', stating that they were 'very similar to one another and represent what we might think of as the core of the Western Language'.

Western Kulin is the only language of Victoria for which really high quality linguistic recordings have been made. Most of Hercus (1986) is grammar of three Western Kulin varieties, Madhimadhi (Yeti group), Wembawemba (Wemba-Baraba group) and the Djadjala dialect of Wergaia (Wimmera languages).

Another important primary source for Western Kulin is the Ballarat word list and sentences in Thomas (1862). This has been assigned to Tjapwurrung by Scholl (nd) and Blake (pers. comm.), on the basis of lexical similarity with Dawson's Chaapwuurong (1881). However, a study of the sentences recorded by Thomas show close affiliation to Parker's Ja-jow-er-rong (1876). Further research is needed to establish the exact relationship between these sources.

Eastern Kulin Languages (*Melbourne and surrounds*)

Thagungwurrung/Daungwurrong (*Goulburn Valley – southern*)

Woiwurrung (*Yarra Valley*)

Boonwurrung (*Coastal Melbourne and Westernport*)

Variety/group name	Major primary sources	Major secondary sources
Thagungwurrung, Daungwurrong[6]	Mathews (1902) MS Notebook 1, 38, 75–76	Blake (1991)
Woiwurrung	Green (1876), Thomas (1876) and Mitchell Library MS 214/23, Robinson MS, Hercus 1986	Blake (1991)
Boonwurrung	Robinson MS, Macrae	Blake (1991)

Wathawurrung (*Geelong/Barwon Valley area)*[7]

	Major primary sources	Major secondary sources
	Cary (1898), Thomas (1862) (Bacchus Marsh), Mathews (1902a) and Robinson MS	Blake, Clark and Krishna-Pillay (1998)

Gulidjan or Colac Language (*Lake Colac area*)

	Major primary sources	Major secondary sources
	Cary (1898), Robinson MS	Blake, Clark and Reid (1998)

2. Gunditjmara/Warrnambool Language (*Warrnambool-Portland area)* (including Dhauwurd Wurrung, Kirrae Wurrung, Djagurd Wurrung)

As with so much of the study of Victorian languages, there is often a large number of names given to different languages and dialects. Blake (2003b) notes that 'there is a confusing number of dialect names in the sources (See Clark 1990). In ascribing the sources to dialects I have ignored names and locations in the first instance and used only linguistic data.'

Following this method, Blake identifies three dialects from which most of the sources come, namely Peek Woorroong, Koorn Kopanoot and Wannon.

Dialect name	Major primary sources	Major secondary sources
Koorn Kopanoot	Dawson (1881)	Blake (2003b), Krishna-Pillay (1996)
Peek Woorroong	Dawson (1881)	Blake (2003b), Krishna-Pilllay
Wannon	Thomas (1862)	Blake (2003b), Krishna-Pillay (1996)

3. Bunganditj (*Mt Gambier area*)

	Major primary sources	Major secondary sources
	Smith (1880), Stewart (1887), Thomas (1862), Mathews (1903)	Blake (2003a)

4. Yorta Yorta and Yabula Yabula/Bangerang (Murray Goulburn area)[8]

Variety/group name	Major primary sources	Major secondary sources
Yorta Yorta	Curr (1887 vol. 3: 567–580) Mathews (1902b), Robinson MS Mitchell Library 67/1–11, 65/3/160–162, 65/6/87–9, 95–96, Hercus (1986)	Bowe and Morey (1999) Bowe, Peeler and Atkinson, (1997)
Yabula Yabula	Curr (1887 vol. 3: 581–582, 588–589), Mathews 1903 & MS	Bowe and Morey (1999)

5. Dhudhuroa *(High Country/Victorian Alps)*

	Major primary sources	Major secondary sources
	Mathews (1909), Mathews MS	Blake and Reid (2002)

6. Pallanganmiddang *(Kiewa Valley area)*

	Major primary sources	Major secondary sources
	Curr (1887, vol. 3: 562–3) No. 213 Upper Murray. Mitchell, Thomas in Smyth (1878), (vol. 2:67) Pallanganmiddah	Blake and Reid (1999)

7. Ganai/Kŭrnai *(Gippsland area)*
Brataualung *(Corner Inlet area)*
Krauatungalung *(Lake Tyers area)*
Brabralung *(Mitchell River)*
Tatungalung *(Gippsland Lakes)*
Braiakaulung *(Latrobe River)*

	Major primary sources	Major secondary sources
	Bulmer (1876), Howitt (1876), Mathews MS, Notebook 1:10–20, Thomas (1862) Woolum Bellum KODE 2000	Fesl (1985), Gardner (1996)

Blake and Reid (1998:3) identified the following language groups for Victoria:

1. Western Victoria
2. Bunganditj
3. Warrnambool
4. Colac
5. Wathawurrung
6. Central Victoria
7. Yota Yota
8. Yabula Yabula
9. Dhudhuroa
10. Pallanganmiddang
11. Gippsland

Notes

[1]Blake and Reid (1998:4) did not include several languages spoken on the Victorian borders, such as Yitha-Yitha and Dardi-dardi in the North-west, Bidawal in the east and Ngarigu in the north-east, on the grounds that they were 'sharply differentiated from any of the eleven languages' listed above.

In the present document, several of these languages have been grouped together and some different names adopted. Nearly a century ago, Father Wilhelm Schmidt recognised that the Western Victorian, Central Victorian and Wathawurrung languages were closely related. He termed them 'Kulin' languages because the word for person was *kulin* or *kuli* in each of these languages.

Schimdt divided the Kulin languages into Eastern Kulin and Western Kulin. Work referred to above by Dixon and Blake has established that Wathawurrung, the language of the Geelong/Barwon Valley area, was a distinct language within the Kulin group. In this study design the three Kulin languages are grouped together and the terms Western Kulin (rather than Western Victoria) and Eastern Kulin (rather than Central Victoria) are used.

This paper also lists Yorta Yorta and Yabula Yabula as a subgroup rather than as two separate languages. The spelling Yorta Yorta is that preferred by the Yorta Yorta community and therefore adopted here.

[2]This paper was written by Dr Heather Bowe and Dr Stephen Morey in consultation with Ms Aretha Briggs, and Ms Lynne Dent and Ms Doris Paton of VACL.

[3]Spelled Jardwadjali in Clark 1996. The use of the initial <J> for the 'y' sound in 'yes' is based on the International Phonetic Alphabet. In this study design, the 'y' sound is always notated <Y> or <y>.

[4]Blake and Reid (1998:5) group Madhi-madhi, Ledji-ledji and the form of Wadi-wadi spoken at Swan Hill into a group which they call the *Madhi Group*, but which are also sometimes referred to as the *Yeti languages*, because they have the distinctive form *yeti* for the 1st person pronoun. Wadi-wadi as spoken at Piangil is a more distinctive form.

[5]Wemba-Wemba and Baraba-Baraba are regarded by Hercus (1986) and Blake and Reid (1998) as being almost identical and are grouped together as Wemba-Baraba.

[6]This language name may have also been pronounced as 'Thuungurrung', with the 'g' in *thagung* and the 'wu' at the beginning of the word *wurrung* 'lips' omitted.

[7]This language name is often pronounced as 'Watharrung', with the 'wu' at the beginning of the word *wurrung* 'lips' omitted.

[8]Curr (1886) identified ten groups that made up the Bangerang tribe (See Bowe and Morey 1999:6). The term Yorta Yorta was not mentioned by the earliest recorders of the language, but was used by Mathews and other researchers working around 1900. It is the term preferred by the Yorta Yorta community. Yabula Yabula or Ngarimoro was regarded by Curr as part of the Bangerang, but the language is significantly divergent from the other Yorta Yorta varieties.

SUITABLE RESOURCES

Courses must be developed within the framework of the study design: the areas of study, outcome statements, and key knowledge and skills.

Some of the print resources listed in this section may be out of print. They have been included because they may still be available from libraries, bookshops and private collections.

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Language issues

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www.fatsil.com

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www.koorimail.com/

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WEBSITES

At the time of publication the URLs (website addresses) cited were checked for accuracy and appropriateness of content. However, due to the transient nature of material placed on the web, their continuing accuracy cannot be verified. Teachers are strongly advised to prepare their own indexes of sites that are suitable and applicable to the courses they teach, and to check these addresses prior to allowing student access.

It is not possible to organise this list in any more than general terms. Generally the title given is the title of the page; where this is not possible a description of the content is given.

Aboriginal and Torres Strait Islander Resource Directory:
'A working document which attempts to maintain a register of all current websites by, for or about Australian Aboriginal and Torres Strait Islander people.'
www.koori.usyd.edu.au/centre/register.html

ACT Board of Senior Secondary Studies
www.decs.act.gov.au

The Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) in Canberra holds the most comprehensive collection of language and language-related materials in Australia
AIATSIS-Australian Institute of Aboriginal and Torres Strait Islander Studies
GPO Box 553
Canberra ACT 2601
www.aiatsis.gov.au

ATSIC-Aboriginal and Torres Strait Islander Commission
www.atsic
ATSIC is the peak Indigenous governing body and has state and local representatives and offices. The ATSIC website is extensive and covers a wide range of issues. It has comprehensive links, including radio and television links.

Commonwealth Department of Education, Science and Training
www.dest.gov.au/directory/indigenous/htm

Curriculum Council of Western Australia-first and second language frameworks on Indigenous languages
www.curriculum.wa.edu.au

www.dnathan.com/VL/austLang.htm
A comprehensive website on Australian Indigenous languages and cultures. Extensive links.

FATSIL-Federation of Aboriginal and Torres Strait Islander Corporation for Languages.
www.fatsil.org
FATSIL is the peak organisation for Australia's Indigenous languages. It publishes a monthly newsletter, *Voice of the Land*, and has extensive links and listings on a state-by-state basis. Access to the online *National Indigenous Languages Contacts Directory* is through the FATSIL website.

Garma Studies Institute and Yothu Yindi Foundation
www.garma.telstra.com/yy-foundation

Kulin Nation Cultural Heritage Organisation
Website access through:
www.portphillip.vic.gov.au/cultural heritage

Monash University Centre for Australian Indigenous Studies and the Elizabeth Eggleston Memorial Library.
www.arts.monash.edu.au/cais

Museum of Victoria Aboriginal Heritage Trust
www.museum.vic.gov.au/sitemap/index

New South Wales Aboriginal Languages Research and Learning Centre
www.alrrc.nsw.gov.au
Established to assist in the preservation and revitalisation of the Indigenous languages of NSW. Offers database and general reclamation support.

New South Wales Board of Studies
Aboriginal Studies Unit
www.boardofstudies.nsw.edu.au
Access to P–10 Language Framework.

Northern Territory education
www.ntde.nt.gov.au

Queensland education
www.qsa.qld.edu.au

South Australian Education Department
www.dete.sa.gov.au
Access to the SA *Curriculum and Standards Accountability Framework's Australian Languages Component.*

Tasmanian Secondary Assessment Board
www.tassab.tas.edu.au

University of South Australia
www.unisa.edu.au
Access to Rob Amery's light-house reclamation work.

Victorian Institute of Teaching
www.vit.edu.au

Victorian Qualifications Authority
www.vqa.edu.au

ORGANISATIONS

KEST-Koorie Education Strategy Team, Department of Education and Training
33 St Andrews Place
East Melbourne 3002
Has links to all Educational and Language Regions in Victoria.
The Yalca Policy is on the website:
www.sofweb.vic.edu.au/koorie/

Koori Heritage Trust
295 King Street
Melbourne 3000
Tel: (03) 9639-6555
www.kooriheritagetrust.org
The Koori Heritage Trust preserves and promotes the history and culture(s) of Indigenous Victoria. It mounts excellent exhibitions for students and the general public.

State Library of Victoria
328 Swanston Street
Melbourne 3000
Tel: (03) 8664 7000
www.statelibrary.vic.gov.au
Links to other libraries, for example, Northcote, Mitchell libraries.

Victorian Aboriginal Corporation for Languages (VACL)
295 King Street
Melbourne 3000
Tel: (03) 9600 3811
www.vaclang.org.au
VACL is the peak organisation for Victoria's Indigenous languages and includes a Resource Centre. It publishes language materials; for example, Ian Clark's and Toby Heydon's database and dictionaries on monogram and CD-ROM on Victorian Aboriginal placenames as well as cultural materials related to language.

Victorian Aboriginal Education Association Inc. (VAEAI)
PO Box 1463
Collingwood 3066
Tel: (03) 9416 3833
www.vaeai.org.au
VAEAI is the peak Indigenous educational body in Victoria.
Its website has extensive links on culture, history and topical issues.

Victorian Curriculum and Assessment Authority (VCAA)
41 St Andrews Place
East Melbourne 3002
Tel: (03) 9651 4300
www.vcaa.edu.au
Advice on all aspects of this study design, including updates and additional resource listings on the website.

Worawa Independent Aboriginal College
PO Box 250
Healesville 3777
Tel: (03) 5962 4344
Fax: (03) 5962 2419
Advice on this study.