Yinhawangka language plan – Dictionary making

Starting out

Sounds and words

Dictionary development

Sentences and grammar

Dictionary development

Developing

Yinhawangka Language program

Major resource s | consolidation | language revival
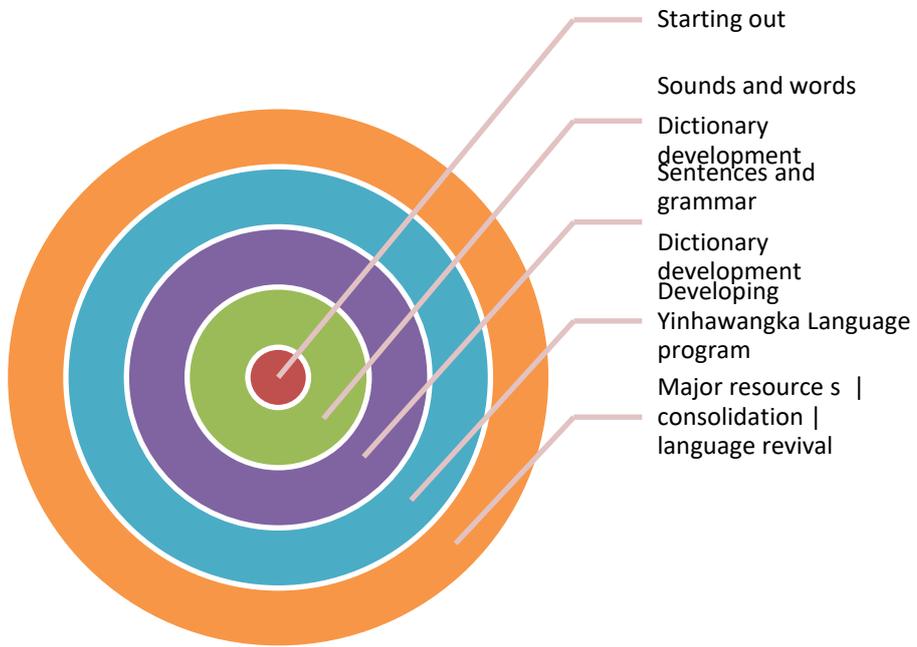
Introduction

What is Peetyawan Weeyn?

Peetyawan Weeyn is a new framework for Aboriginal Language reclamation work. It is a holistic, community oriented guide to planning for language programs for the long term.

Yinhawangka is a **reclamation language** meaning there are no fluent language speakers and no children are learning the language.

While cultural knowledge remains strong in many communities, for most the path to increase ongoing Yinhawangka language reclamation and proficiency is primarily through historical records and some recent linguistic work.

The model has an important function in education, training and building capacity for the short and long term.

Language revival proceeds along many different paths, depending on the community, their circumstances, and history, knowledge of various kinds which is available within the group, their relationships and family dynamics, and outside research.

In Yinhawangka the people, as with other language groups as a whole, are strongly motivated to maintain control of their language, any research that concerns their language, and any use made of it in the public arena. The policy and practice of Wangka Maya is to encourage and support communities to manage and carry out their own language work.

Self-management is certainly crucial to the gaols of language revival, as it is not only the language as such that is to be reclaimed, but the authority of language groups in their own business.

However there are limitations, some of this includes the ownership and copyright of language recordings, hence it is critical that Wangka Maya work with families and copyright owners to ensure access and respectful reciprocal protocols.

These experiences compounded with a colonisation history promote distrust and can be a problem for language revival. By bringing in particular kinds of skill that a linguist can offer, as well as new technology, Wangka Maya is in a better position to help people to understand their capacity to grapple with the crucial aspects of their task – interpreting historical sources, coming to grips with sounds, words, sentences, and ways of putting language together which are fundamentally different from English. As well as, reconciling apparent conflicts between old documents and making links between the old and contemporary knowledge of language, and so on.

The first aim of Wangka Maya is to support communities in managing their language revival process.

A second aim is to represent the big picture of language work in a holistic framework. This holistic goal has a number of aspects. The most obvious is that language revival - relearning to speak your language fluently - involves many factors simultaneously and is hard work that requires at least 20 hours per week of effort.

The framework itself

Has five core areas:

1. People and planning

People and Planning	Image
It needs people authorised to approve and direct. People to do detail work of research and preparing materials. People to organise time, places, money and other people to teach the language. People with technical skills and other specialist skills. People to develop the language by substituting Aboriginal English or adopting from another language group to fill gaps in the language. Develop new words and borrow words. Develop a spelling system.	

Research

Research and analysis Research is the foundation of language revival. Yinhawangka is blessed to have a very strong collection of material. Three kinds of resources maybe available to research and collate: 1. Current knowledge in community 2. Historical records 3. Analysis of the language	

Training and Support

Resources are available through Wangka Maya, we can also support and organise on the job training and professional training with the RNLD. There are also formal accredited training available through TAFE, and universities. Our linguist will also work alongside interested	

people , in training them in DRIL and other skills.	

Educational Materials and Activities

Educational Materials and Activities Wangka Maya has already developed resources for teaching including body parts, Kinships posters and story books. There are also a range of other resources that can be developed for teaching and training purposes.	Image

Community language archive

Wangka Maya has the largest collection of Pilbara Aboriginal Language material and have had a number of assessments undertaken to improve the standards around collections. We have a current legacy collection research project with AIATSIS which will be part of the language revival process for Yinhawangka.	Image

Timeline

The framework provides a general timeline of 7 years+, but it is understood that this will depend on where each individual or apical group is in terms of their timeline and priorities. To assist people in seeing the bigger journey we break it into seven phases. All the phases are dependent on how well people are able to work together and their own language awareness. Generally community language programs tend to follow the following trends:

- Starting phrase
- Sounds and words
- Sentences and grammar
- Developing the language
- Major resources
- Consolidating
- Advance (speaking) language revival

Phrase	People & Planning	Research & Analysis	Education material	Training and support	Language Opportunities
Starting out	Establish a community language team based on the 3 apical groups and Wangka Maya language speaker collection. Office set up.	Know what different kinds of resources: 1. Contact identified speakers 2. AIATSIS extract material & WM Historical records 3. Linguist resources	Organise metadata of Yinhawangka Ed material. From various sources	Identify Yinhawangka Language workers and training needs	Get involved in pooling knowledge , recording language
	Action **Meet with YAC board to establish apical teams**	**Action** **Identify speakers from survey** **Create data base of historical and linguist resources**	**Action.** **Review Pilbara Aboriginal Languages Curriculum overview**	**Action.** **Currently 3 certified language workers. And one Master – apprentice team Identify language training needs, resources and priories.** **For example Yinhawangka place names and meaning**	**Action:** **Linguist to record Yinhawangka C. Jones songs** **Participant and include language activities in Harmony and NAIDOC activities with the school**
Sounds & Words	Elders and other authorised people to discuss issues and make decision to teach based on Yinhawangka law and	Sort Yinhawangka wordlist collection. And draft dictionary. Decide on spelling and meaning	Make teaching materials for sounds and words based on languages curriculum	Listen to audio visual & images material identify speakers and get authorisation from copyright	Develop key words in everyday activities Record Yinhawangka greeting words Word of the week and

				holders	meaning for radio/ interactive website using both old and new recordings
	culture (apical groups)				
Sentences & Grammar	Revisit how team(s) is going Discuss draft dictionary	Review dictionary and see how words go together in Yinhawangka language to make sentences. Discuss	Develop a school base text book plus CD- ROM Teach simple repeating sentences using the Master – Apprentice program and language teachers through games , stories and songs	Some work has already been done on the grammatical aspect of the language need to understand Contact Prof Allan Dench regarding the completion and use of the Yinhawangka Sketch Grammar	Use sentences at a language day or NAIDOC play songs, use simple conversations
Developing the Language	Elders and apical teams discuss ideas and provide ongoing input into dictionary	Review draft dictionary discuss type and functions of dictionaries they want Reverse dictionaries Visual dictionaries Beginners learners Multi lingual Medical Plant book Geographical How to write Yinhawangka	Make teaching materials engage Irene Hayes language teacher to develop resources for kids and how to teach language in schools WM also wants to develop a digital language learning school using IT (ipads/ apps / laptops)	Fill the gaps in words sets using archival or borrowed language material	The whole community can join in making written things like the Yinhawangka body parts or posters like the Yinhawangka Mothers side kinship poster

Major resources	Yinhawangka people or identified people with skills in illustrations, linguistics, language work , software , publishing etc.	The Yinhawangka dictionary can lead to smaller projects such as a chart on plants. Or a Yinhawangka phrase book move from words to phrases	Use the draft dictionary or word list as the basis for many discovery activities to help Yinhawangka kids get comfortable using it , get feedback Organise and develop Yinhawangka Language development holiday program make it fun and exciting	Introduce Software for dictionary making for individuals and interested members and story book for kids. Provide examples of Apps for language revival using IT	Find other pathways to promote the language ie conduct a Yinhawangka Language classroom activity for the Karijini experience Use the current information at the visitors and tourism opportunities to promote the language. Work in partnership with other groups
Consolidating	Conduct evaluation of improved language proficiency	Finalise your major resources and make them available. Consider what else you need	What other teaching material you need Is there now sufficient resources to start a properly education funded language class. Is there enough for it to be included in the school curriculum	Is there enough interest to support training & employment for Yinhawangka language worker (s) What training plans are there?	Develop a Yinhawangka speaking radio program Find other ways to bring the language into everyday life
Advanced language revival	Is YAC ready to manage the Yinhawangka language program? How is the team working	Is the dictionary ready for publication and launch How will it be maintained?	Are there any gaps in the teaching resource material? Are there enough sets of teaching at home as well as the classroom? What other innovative ways ie there are	Is there an understanding of the rules of grammar and culture	Discuss the development of a Yinhawangka endangered languages archive and how this can be supported through innovative web technologies

			talking posters on getting ready for school		