

Back from the Brink: Wiradjuri language revival and Systemic Functional Linguistics

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Wiradjuri maying-galang



Class of 2016, Graduate Certificate in Wiradjuri Language, Culture and Heritage, Charles Sturt University

Wiradjuri Language revival



Wiradjuri nation extends north to Dubbo, south to Albury, east to Tumbarumba and west to Hay



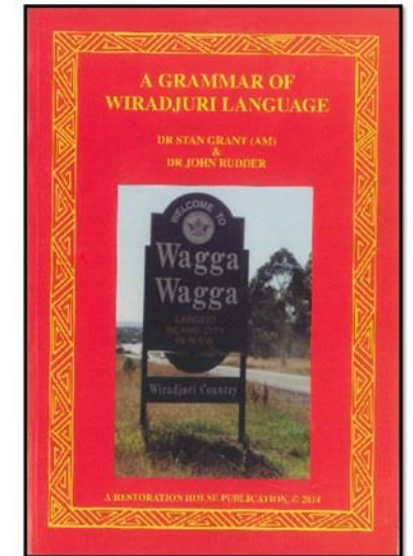
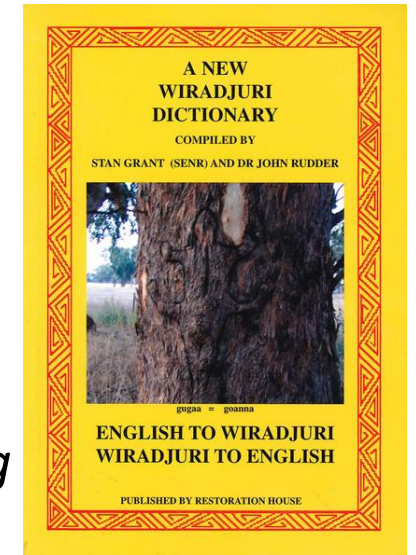
The linguistic work of revival

- *Anthropologists and pasters*

- Hale, Horatio (1846) *Ethnography and Philology, United States Exploring Expedition 1838-1842*
- Gunther, James (1892) *An Australian languages as spoken by the the Awakbakal*, Mitchell Library (3000 words)
- Bayliss, James. (1927) *The Waradgery Language*

- *SILENCE UNTIL.....*

- Dixon, R., Ramson, W., & Thomas, M (1990) *Australian Aboriginal Words in English*
- Hoskings, D & McNicol, S. (1993) *Wiradjuri*. (600 words)
- Grant, S & Rudder, J (1997) *Wiradjuri Dictionary* 1st edition, 2nd edition 2010

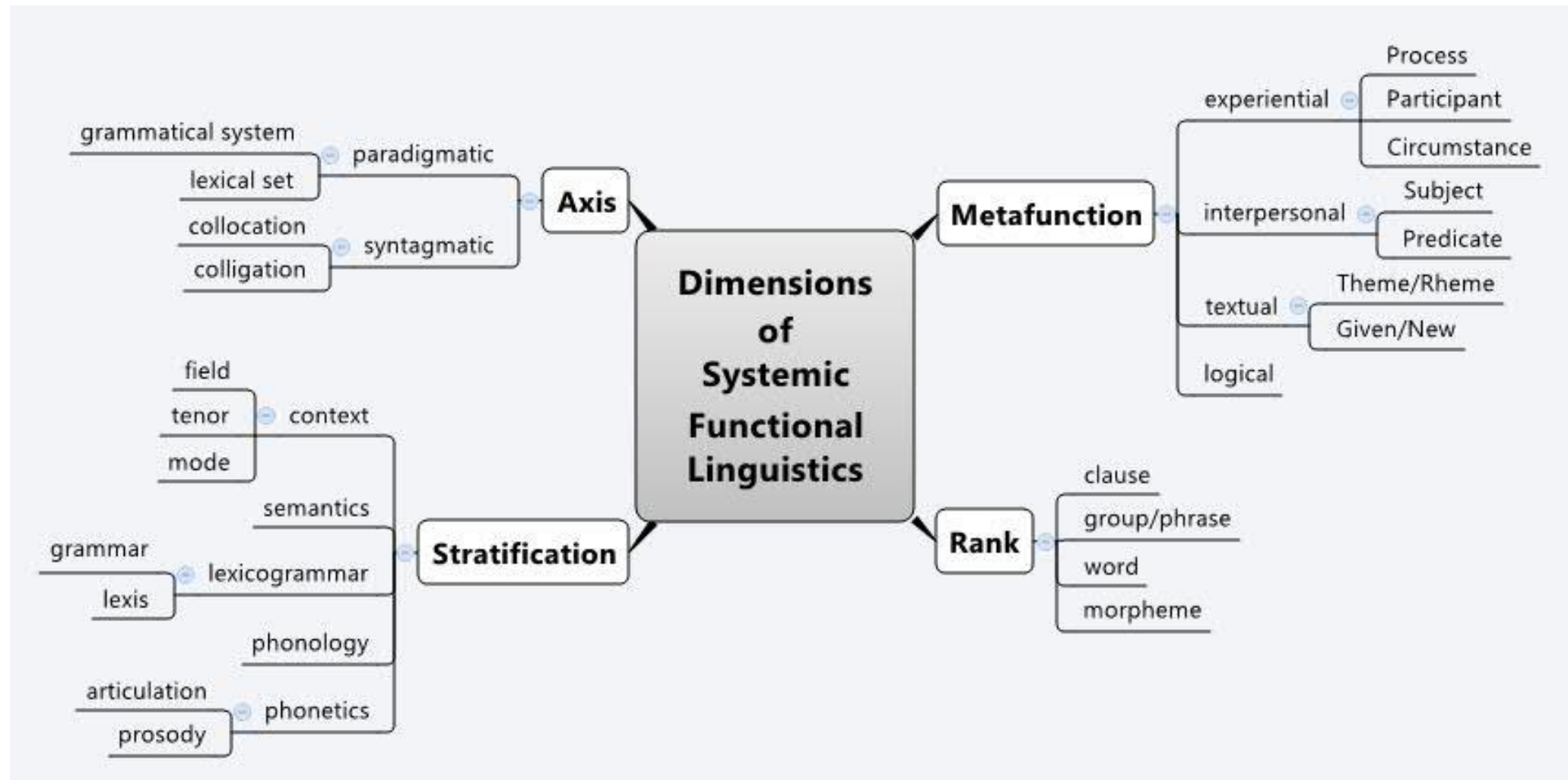


The linguistic work of revival

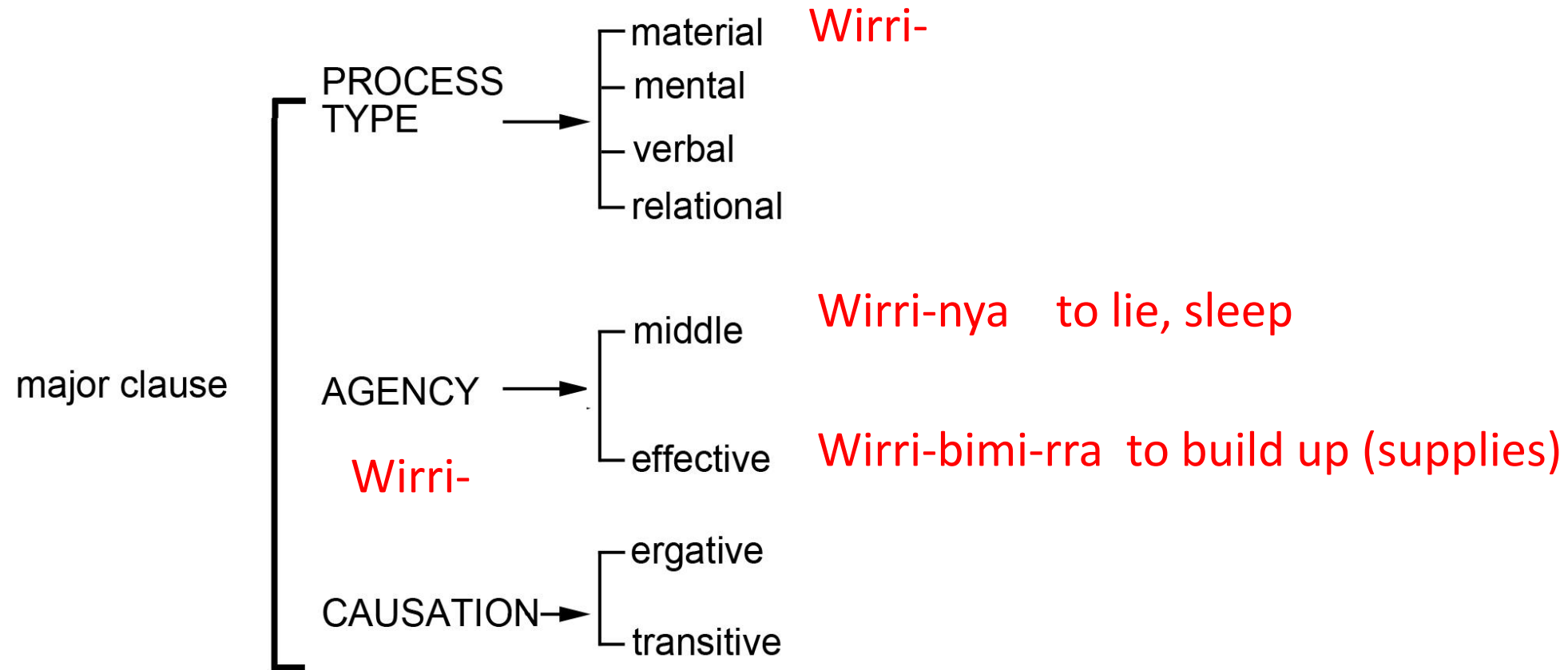
- Language taught in 8 primary schools, 5 high schools, 2 TAFEs and Charles Sturt University
- Learning and teaching resources [Wiradjuri dalang](#)
- <http://www.wiradjuri-language.com>



What can SFL offer?



functional description... paradigmatic patterns



L1 interference... syntagmatic patterns: word order, affixation...

gulba-rra- dhu mayiny-galang birran-dhi Wiradjuri-gu ngurambang.
Understand- 1st ps person-PLU from/of Wiradjuri-poss country

I acknowledge the people of Wiradjuri country.

Hey

Another thing in SIAS we taking the “would like” to out of the acknowledgment and just I acknowledge.

Thoughts

Lori

L1 interference...

Ngadhu	gulba-rra	nginyal
1st ps (Actor)	Understand	2 nd ps (goal)-PLU

I acknowledge you.

gulba-rra-	dhu-	nyal
Understand	1st ps (Actor)	2 nd ps (goal)-PLU

I acknowledge you.

genre pedagogy

1. Building the field – what is the text about?
 - learning the pronunciations of words,
 - Learning the vocabulary
2. Deconstruction – how does the text work?
 - cultural configuration – social purpose
 - contextual configuration – field, tenor and mode
 - Grammar at sentence, group and word level
3. Joint Construction – making meaning together
 - Listening and speaking activities
 - Reading activities
 - Writing activities
4. Independent constructions – making meaning independently
 - Writing your own Just So Story.

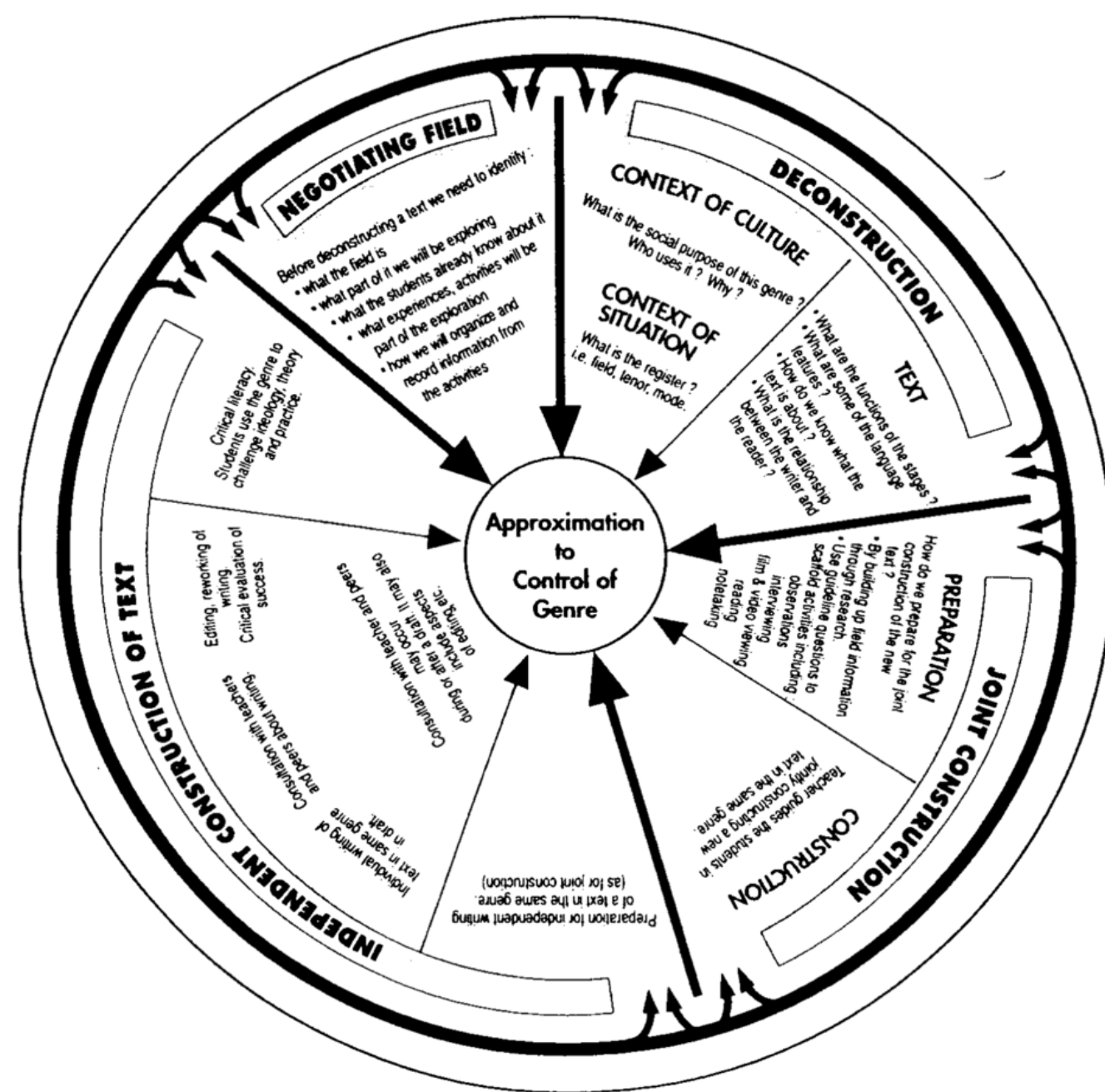
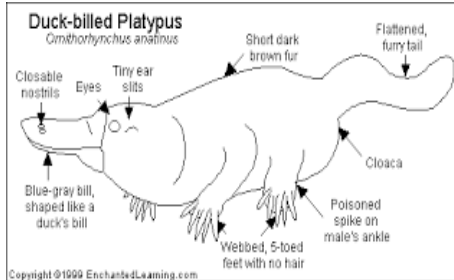


Figure 5.4 1992 DSP Primary Curriculum Model (Murray and Zammit, 1992: 7)

Giilang marrama-rra Biladuran-dhi

The Platypus creation story

[Expressing Wiradjuri](#)



Bubay budhanbang ngi-nyi. Budhanbang-gu yuwin Gaygaa. Nguram-bang Narran guriyan-dha. Nganhi guriyan-dha Bigun-dhu Gaygaa mulgama-yi. Bigun-dhu Gaygaa nyaandi-gu ngumbaay-gu ngiili-nyi. Gila Gaygaa guriyan-gu birrabuwawa-nhi. Gaygaa-dhu mangga-galang dhurri-yi ngindi yadhang. Yandhu mudyigan-dhu mangga-galang ngaa-nhi. Mudyigan-dhu ya-yi, “Ngindhu nangunma-l-guwaan”. Guwiiny-guliya ngunhungga yanha-ba-ya-yi. Gila Gaygaa guya-gu bambi-nyi. Guwiiny wirimbi-ngidyal birra-marra-dhi nguguwiiyala Mangga-galang-gu ngaa-bun-gaa-nhi. Gaygaa Warrumbangu-wuruwin waygiwi-nyi, Gadyara-bila-dha ganda-yi, Guwiiny wambuul garruu-wuruwin ngiriya-ga-yi, Wambuul-bila-gu bu wambuul-dharama-gu bu. Gaygaa-dhu walar-malang-gu walar garraywa-yi, ngay Gaygaa-gu bir-bir, gila Gaygaa balu-nhi. Ngay Gaygaa-gu mangga-galang walar-a walu-win yadhang mangga-galang gidyang-dhuray bigun-dhi,garang-bulabula-dhuray Gaygaa-ri, ngaan-dhuray Gaygaa-ri. Nginha giilang marrama-rra Biladuran-dhi. Sharon Riley-dhu giilan-dhi biladuran-dhi ya-yi.

Expressing Wiradjuri is part of a whole unit of learning as follows:

Order	Kind of Learning Activity	i2 activity
1	Setting the context – what is the story about https://www.youtube.com/watch?v=4IVp3m4hTHw&nohtml5=False	Landing page
2	Expressing Wiradjuri a) The sound set – listening and saying b) Sounds in combination – listening and saying c) Syllables and words – listening and saying; identifying syllable in words, saying words d) Words and phrases – identifying, and saying allomorphs	A B
3	Word Building	C1 and C2 D1a and D1b
4	Grammar exercises	D 2, 3, 4 & 5
5	Listening Activities – answering questions about the story	
6	Speaking Activities – asking questions about the story	
7	Reading a story Activities	
8	Writing a story Activities	

The learning teaching cycle

- The sound set – listening and saying
Learning Activity A
- Sounds in combination – listening and saying
Learning Activity B
- Syllables and words – listening and saying;
identifying syllable in words, saying words
Learning Activity C1 counting the syllables
Learning Activity C2 dividing up words into syllables
- Words and phrases – identifying, and saying allomorphs
Learning Activity D1a and b listening for the word-final sound
D2 selecting the correct LOC suffix on nouns
D3 selecting the correct Actor suffix on nouns
D4 selecting the correct ABL suffix on nouns
D5 selecting the past tense suffix on verbs

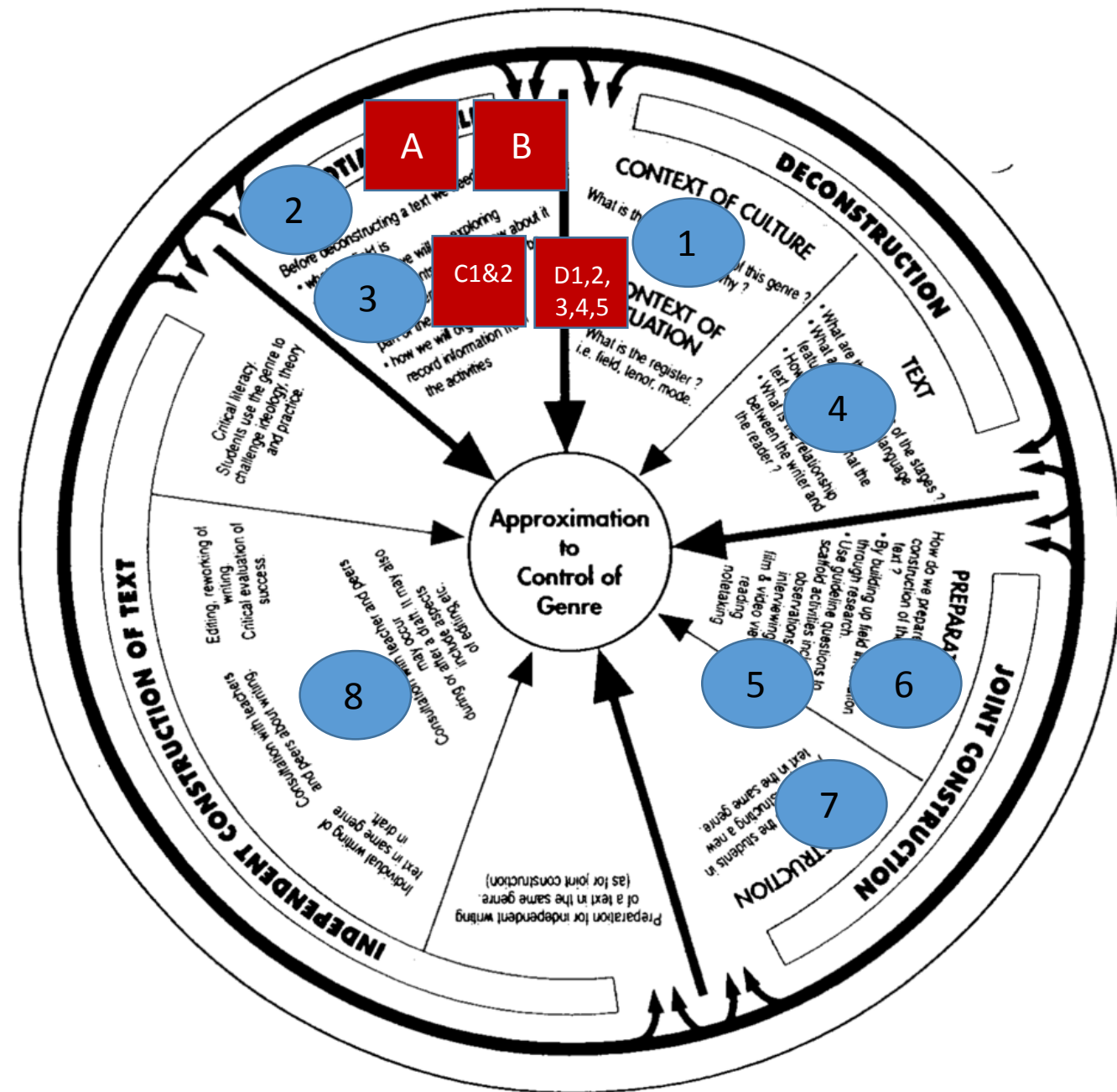


Figure 5.4 1992 DSP Primary Curriculum Model (Murray and Zammit, 1992: 7)

... if we extended the genre approach, then

- We could conceive the language learning component as genres;
- Genres ordered in terms of social purpose, use and complexity;
- Genres of interest could be:
 - Introductions (Who I am)
 - Acknowledgement of country
 - Walking country - description
 - Just So story
 - ...

... where to?

- There is recognition that revival is the destination but the pedagogy at the moment isn't enabling..
- We need functional descriptions for teaching purposes and social purpose to activate language use
- A desire to develop descriptions and pedagogy that supports revival of listening and speaking...
- this is Uncle Stan's dream.





Mandaang guwu

Thank you

