

Pertame Master-Apprentice Report



Batchelor
Institute



Pertame MAP Report for FLA

Introduction	3
Outline of Master-Apprentice Program	3
10 Points of Language Learning in a Master-Apprentice Program	4
The 2020 Pertame MAP	4
The Pertame 2020 MAP Anticipated Goals:	5
Project activities for the 2020 MAP	5
2021 Pertame MAP	6
Projected goals and activities for the Pertame 2021 MAP	7
Resources developed	8
Results	10
Data on Apprentice Language Learning	10
Apprentice Time spent in Language Learning	10
Pertame Apprentices Hours in MAP sessions in 2020	10
Pertame Apprentices Hours in MAP sessions in 2021- January to June	10
Feedback from Apprentices, Masters and Community Supporters	11
Summary of Apprentice-led language teaching	17
School Holiday Programs, excursions and classes 2020-2021	17
Bradshaw Primary Classes	19
Adult Evening Classes	19
Program cost and expenditure	21
Pertame Master-Apprentice Expenditure over 2020	21
Pertame Master-Apprentice Projected Budget for 2021	21
Discussion	22
Key Findings From the 2020 MAP Evaluation of Project Goals	22
Critical Factors for Success in the Pertame MAP:	25
Conclusion	25
References	25

Introduction

Outline of Master-Apprentice Program

The Master-Apprentice Program (MAP) is a world-leading method of Indigenous language revival that was developed by Indigenous communities in California and has since been taken up by First Nations peoples globally. The methodology is outlined in Hinton, L. (2002). *How to keep language alive: a commonsense approach to one-on-one language learning*. The MAP model is a best-practice method for rapidly growing fluent new speakers, through intensive oral immersion sessions with elder speakers (the master) and adult learners (apprentices). (Hinton, 2002) describes the methodology as emulating how infants first acquire language naturally from their family and home environment. Master-apprentice programs were developed to address the missing adult generation of language speakers (Hinton, et al., 2018).

MAPs see a return to old ways of learning and knowing, where Elder knowledge is privileged above all else. The MAP model foregrounds self-determination and Indigenous epistemologies, as no western specialised knowledge systems are required because English translations, literacy and grammatical study are strongly discouraged (Hinton, et al., 2018). (Grounds 2016) argues that immersion is essential to leave English and western study of our language behind, because our languages do not exist as a mere translation of English, and the colonial overtones and worldviews still reside within the dominant language that have no place in our language revival. (Grounds, 2016) maintains that when we go back to our old, pre-invasion pedagogies of listening, talking and gaining understanding as learners from our Elders, we transmit the full-life of our languages directly from our Elders, which we cannot receive from western “experts”, a dictionary or an app.

“The face-to-face approach that we use in revitalizing our language also recognizes what is at risk of being lost: the heart of our cultures, the life-breath of our communities, our spiritual traditions, our original instructions, and our innate sense of who we are. None of those things can be put in a dictionary or transferred through a long-distance learning module. These are the gifts our Elders bring to our youth”
(Grounds 2016).

After undergoing training from Native American MAP experts in New York, the Central Australian endangered language community, Pertame, has been running the only active MAP in Australia since the beginning of 2020.

MAPs are recommended in AIATSIS’s 2020 National Indigenous Language Survey (NILS) as showing “notable success” internationally for languages with few elderly speakers where intergenerational transmission has ceased (AIATSIS 2020). There are 78 Indigenous Australian languages in this position (AIATSIS 2020); however, there is only one active MAP in Australia, in the Pertame Southern Arrernte language community in Alice Springs.

10 Points of Language Learning in a Master-Apprentice Program

1. Leave English Behind – Learn your language through “immersion sets”
2. Make yourself understood with nonverbal communication – Understand and be understood through pictures, actions, gestures, and activities
3. Teach in full sentences – Get away from word lists
4. Aim for real communication in your language – Learn language you can use every day in real life
5. Language is also culture – Learn and do traditional activities
6. Focus on listening and speaking – You are learning conversation, not reading
7. Learn and teach the language through activities – Cook together, eat together, clean house, do your daily lives together in the language
8. Use audio and video recording – Document your time together, and use the recordings to practice your language
9. Be an active learner – Apprentice can take charge of his/her own learning – learn to ask for language, IN the language
10. Be sensitive to each other’s needs; be patient and proud of each other and yourselves!
11. Have fun

(Hinton 2002)

The 2020 Pertame MAP

The Pertame 2020 Master-Apprentice Program sought to create new fluent Pertame speakers within the younger generations of our family. The project put out applications for three Pertame people who were dedicated and passionate about becoming fluent in their language. KD, JS and ShA went through an application process with Pertame elders, and were accepted into the program in January 2020. These young people committed 10 hours per week of full immersion in Pertame language with elder Christobel Swan. Pertame adult Elder assistants were also contracted to join lessons, learn with the apprentices and give guidance during the sessions to build up the next generation of Elders in the community. The formal Pertame MAP ran from February-December 2020. Pertame young person, Vanessa Farrelly, is employed by the Batchelor Institute’s Centre for Australian Languages and Linguistics (CALL) to project manage the program, and acted as an apprentice as well. Most of the language immersion took place in Alice Springs, on Central Arrernte country, where the majority of Pertame people currently reside. Once a month during the colder times, the master, apprentices and immediate family travelled out to the Pertame homelands to spend 1-2 days immersed in language on-country. As the



apprentices were learning, they planned and ran language classes for Pertame children in Alice Springs. This allowed them to share what they are learning with the wider family and improve their skills through teaching.

Apprentices became scholarship trainees at the Batchelor Institute. They were paid an apprentice wage of \$20 per hour to acknowledge the time and effort they are putting into saving the Pertame language. This scholarship helped offset the expenses from the time learning language will take away from other life priorities.

Two of the original apprentices did not complete the program, and one of the adult helpers, the daughter of the Elder speaker, came on board as an apprentice. Another Pertame adult joined the MAP as an apprentice in October after helping organise a school holiday program.

The Pertame 2020 MAP Anticipated Goals:

1. After 12 months, our apprentices are fluent in Pertame language
2. the kinship relationship between young people and old people are strengthened again
3. Intergenerational learning and teaching takes place. As the apprentices learn, they teach the children and eventually the adults to engage the entire family in the project.
4. The apprentices inspire the rest of the family as they become fluent
5. Raise the profile of Pertame language and people in Central Australia. Pertame people exist, we still have language and culture, and we are proud people.
6. Bring the Pertame family groups together over a common goal: save our language.
7. Elders and apprentices have the opportunity to visit country more often, to care for country through language.
8. Breathing life into our language again will heal our people, providing for our spiritual well-being and giving our young people strong Pertame identities.
9. The four apprentices within the program are provided with an income to support their commitment to the program, and gain valuable work experience in the areas of teaching, linguistics, using technology and project management.

Project activities for the 2020 MAP

- Town based immersion sessions with the master and apprentices for 5-10 hours per week, increasing to 10-20 hours per week after the first 5 months
- Monthly country visits to learn language over the weekend on Pertame homelands with the master and apprentices
- Monthly children's language lessons run by apprentices with the assistance of elders
- Apprentices to keep diaries of each lesson, and track their language learning progress
- Weekly visits to other Pertame elder speakers to expose apprentices to fluent Pertame conversations
- Periodic meetings with the Pertame Project reference group to make any relevant decisions, track spending and progress of the master-apprentice program
- Record each master-apprentice session to be archived with Batchelor Institute for future generations
- Apprentices are assigned home-work to review recording sessions and study the language outside face-to-face sessions.



Pertame apprentices with Master Elder on country

2021 Pertame MAP

After a comprehensive evaluation of the 2021 Pertame MAP, the Pertame MAP team embarked on the second year of a MAP in our journey to create fluent speakers. Three apprentices from the previous year continued on, ShA, AS and LS. Another apprentice, SaA, joined in June after showing consistent dedication to the Adult classes and assisting with the holiday programs.

Apprentice's hourly rate was raised to \$30/hr to account for the real work of organising, running and teaching Pertame community classes. The immersion hours were also increased to 15-20 hours per week. MAP sessions were held at the Batchelor Institute 4 days a week, for 4 hours in the morning. This was then increased to 5 days a week, for 3.5 hours with 30 mins study time

each weekday. The Pertame Project Manager's hours increased to full-time employment at the Batchelor Institute to manage the Pertame MAP.

Additionally, in 2020 we struggled to find other Pertame Elders to consistently assist our Master Elder during the MAP sessions. In 2021, we are now inviting a fluent Western Arrarnta and another fluent Eastern Arrernte speaker to be guest Elders. Although they speak a different dialect to Pertame, they are able to elicit fluent speech from our Pertame Elder to create more conversation.

Projected goals and activities for the Pertame 2021 MAP

Goals	Activities
1. Our 4 apprentices are completely fluent in Pertame within 12 months	Immerse our 4 apprentices in Pertame for 15-20 hours a week through master-apprentice immersion sessions with our elder speaker and allocated home study
2. The program provides intergenerational learning and knowledge transfer between the five generations of the Pertame community	- Offer a Pertame class at a local primary school for Pertame children, organised and led by the apprentices with elder assistance - Offer a weekly adult evening Pertame class teaching "children's survival language" to the Pertame community to assist parents to build Pertame immersion within their home environments for their children. Apprentices will organise and lead these classes.
3. The Pertame community is brought together over a common goal to grow in strength and cohesion	Apprentices lead three school holiday programs for Pertame teenagers, infants, children and their families to learn language through interactive games, excursions and kinship connections.
4. Apprentices become community leaders and role models within their teaching positions, growing the next generation of fluent elders and leaders	Apprentices provide weekly report backs to the Pertame community, sharing their progress and achievements at the adults evening classes to share information and gain feedback.
5. Language revival supports Pertame people to build	Conduct 6 on-country apprentice immersion camps during the winter season at Boomerang Bore and Perta Munta homelands.

strong identities to increase self-esteem and cultural pride	
6. The Pertame MAP engages in the fabric of the local Alice Springs community to raise awareness of our project's work	• Apprentices will produce online language learning videos monthly, available to the public and wider Pertame community • Launch a public social media presence on Facebook, Instagram and build our own webpage, as well as grow our audience on Youtube to showcase our work and language resources. • Pertame apprentices and children host information stalls and language performances at Parrtjima, Alice Springs Writers Festival and NAIDOC family day
7. Apprentices gain work experience, skill development and new qualifications within education, language work, linguistics and use of technology.	• Employ one full-time Pertame Project officer, three part-time apprentices and one Elder at the Batchelor Institute, providing income, experience and professional development • Support three apprentices to undertake a VET qualification as students through the Batchelor Institute in: ○ Cert III in Education Support ○ Cert I in Aboriginal and Torres Strait Islander Language and Knowledge Work



Apprentices in the Pertame MAP learning language through activities like cooking and playing games

Resources developed

Resource developed	Contents	Purpose	Link to access
Pertame Project Youtube Channel	49 videos sharing Pertame language, photos, songs, stories and events.	Create audio learning resources that allow images/cartoons/videos to demonstrate the meaning of Pertame language, rather than English translations.	https://www.youtube.com/channel/UCr_LYVBzh1cxUYtwZU5Rpmw
Pertame SoundCloud Channel	180 Pertame audio tracks of everyday Pertame phrases	Allow community and apprentices to listen to small clips of survival phrases and communicative language	https://soundcloud.com/vanessa-farrelly
Pertame teaching resources website	48 language learning resources produced during Pertame teaching activities, including songs, games, stories, history and dictionaries.	Give public access to all learning resources produced in the program for primary school classes and holiday programs, which can be accompanied by Youtube or SoundCloud clips to provide oral reference to written resources	https://callprojects.org.au/language-resources/pertame
Pertame Master-Apprentice Program website	Communicates the program's strategy, values, goals and activities	Communicates who we are, what we do and where we are going for our supporters and funders.	https://callprojects.org.au/projects/pertame
Pertame Family Language Plan	Booklet of everyday household language that can be said in Pertame	For apprentices and family that wish to introduce Pertame into their household life by swapping English household talk for Pertame	https://callprojects.org.au/media/pages/language-resources/pertame/71d1f01302-1627870499/pertame-family-language-plan-reduced.pdf
Pertame MAP image slideshows	Slideshows with images relating to different language situations that communicate key verbs, nouns, adjectives	Visual prompts to help Elders structure their teaching of language and give apprentices comprehensible input as to what the Elders are saying without English translations	https://drive.google.com/drive/folders/1lo57ZTyW5MRN4d5ztUDSciBc89juuqhs?usp=sharing

Kahootz Quizzes	11 Kahootz interactive quizzes on pronouns, tools, times, verbs, family names, animals, survival phrases, body, feelings and people	Kahootz is an online quiz that allows you to match the audio from a Youtube video with a picture, and create a quiz game for apprentices to learn without the need for English translations or literacy in Pertame.	https://create.kahoot.it/profiles/ece1383c-4681-4e2f-afb8-37bf0ce7f8af
-----------------	---	---	---

Results

Data on Apprentice Language Learning

Apprentices were tested on their language learning ability through an oral in-language questionnaire written and spoken by Pertame Master Elder. The Elder would ask the questions in Pertame, and apprentices have to reply with as much Pertame as they can to show they understand the language and can reply in Pertame. A point was given for each new word they could correctly respond to in Pertame.

Questions used in 2020:

Werta, unta marra? Hello, how are you?

Wenha Rritna ngwanga, What is your name

Nthakenha unta nhanha werna petyeka? How did you come here?

Altya ngkwanga nweka apmilaye! Tell me about your family

Wenha unta mpareka ngwenpa? What did you do yesterday

Wenha unta mparema pmerreka? What are you doing tomorrow

Describe the picture

Questions used in 2021:

Werta, unta marra? Hello, how are you

Nthakenha unta welhema? How are you feeling?

Nthana unta-rinya? Where do you come from?

Ngwenha lila unta petyeka nhanha-werna? Who did you come here with?

Wenha unta merna rlkweka lyarta? What did you eat today?

Ilengara unta petyeka nhanha-werna? When did you come here?

Wenhaka unta antyerrima Pertama kaltya-irretyeka? Why do you want to learn Pertame?

Talk about this photo

Apprentice oral test results from Feb 2020 to July 2021:

Date	Apprentice Average Score on the oral question test
Feb-20*	2.7
Mar-20	14.5
Nov-20	30.5
Feb-21**	13.6
Jul-21	18

*the very start of the program when apprentices had no Pertame immersion time through the MAP

** a new set of more difficult questions were used for the 2021 test, accounting for the drop in apprentice average score.

Apprentice Time spent in Language Learning

Pertame Apprentices Hours in MAP sessions in 2020

Apprentice:	KD	JS	ShA	AS	LS
Period of involvement	Feb-July 2020	Feb-May 2020	Feb-Dec	Feb-Dec	Oct-current
Hours spent learning	97.5	55	285.5	224.5	110
Average hours per month of involvement	11hrs/month	5hrs/month	26hrs/month	20hrs/month	37hrs/month

Pertame Apprentices Hours in MAP sessions in 2021- January to June

Apprentice:	ShA	AS	LS	SaA
Period of involvement	Jan-June (cont)	(Jan-June)	Jan-Mar, June-cont	May-June (cont)
Hours spent learning	208.5	224.5	92	32

Average hours per month of involvement	34.75hrs/month	37.4hrs/month	23hrs/month	16hrs/month
---	----------------	---------------	-------------	-------------

Feedback from Apprentices, Masters and Community Supporters

The following feedback is taken from interviews with apprentices, Elders and community supporters in December 2020. Apprentices and Elders designed interview questions, took turns conducting interviews and consented to their interviews being recorded, transcribed and used for the purposes of reports about the Pertame MAP program.



Pertame MAP team conducting interviews for the 2020 evaluation report

All apprentices note that their language ability and connection has developed significantly, taking Pertame home and sharing their learning with their families instinctually.

“Yeah I speak Pertame at home, especially to my nieces and nephews because they want to learn more. We sing songs and I teach them words in Pertame. I teach my dad too. He can understand it but he can’t speak it. At the start of the year I didn’t really know that much Pertame, but now I know a lot. I can speak better. I started off doing Eastern Arrernte with school. The two languages are a little bit similar. I could catch onto it easily because I already learnt the Arrernte in school” - SA, apprentice

“I understand it more and when I don’t remember it, I’ll ask Nana what it is when she’s at home and then tell the kids and the kids repeat.... I understand it more now I’ve learnt the words. I ask how things are pronounced properly. I feel more engaged in the language then I did before - KD, apprentice

"We can understand it, but we are just learning now how to talk. I have learnt a lot from mum being in this program. Before I just knew only the swearing words, but now I know more sitting down with you" - AS, apprentice

"I'm like you, I believe that this is the way we are going to succeed in keeping our language. Since I started I have been using Pertame around my kids everyday, telling them to close the door and go outside in Pertame. I also sit with my older sisters and we read words off. My language knowledge has changed significantly. I mean for me to be able to read the language, write it how I want to see it and practise it with you guys, I'm coming leaps and bounds". - LS, Apprentice

Elders and apprentices note other positive outcomes through the MAP, including feelings of increased connection and belonging with each other and the wider Pertame community.

"Yeah I feel closer to [the Master speaker]. I didn't know her before this program very well, and now I see her 3 times a week. It's been good to know and get close to more family" - SA, apprentice

"Yes of course I do feel closer to the apprentices. I think they feel the same to me too. Sitting down talking Pertame. They look after me too as we're doing it. I feel proud of them, coming to learn. I feel wonderful. I'm not sitting at home alone, I'm with my family for most of the week. It's good for me in my heart to teach you people for Pertama ngetyeka. Speaking Pertame" - CS, elder

"It's like three days a week I'm with my mum too because of this program. Even though she comes home half of the sessions with me back to my house. It would be good if I could talk proper Pertame like mum [the Master speaker], I'd take over from her. " - AS, apprentice

"I always thought I was close to [the Master speaker]. But now we are spending more time together. She was always there for me when I was growing up". - LS, apprentice

The participants feel the Pertame MAP program is at its strongest when the entire Pertame community is engaged in learning and teaching, led by the apprentices and master Elder. In-school classes have been a highlight, allowing apprentices to focus on language learning and teaching with a consistent cohort of Pertame children.

"What makes you proud is that there are 5 generations in our family, and you are teaching the whole 5. It's a really good thing for our family. It's growing and growing. That's why it's important to have you there doing it. It's just amazing that all these generations have come, learning my father's language" - GS, community supporter

The best part is learning and teaching. I love seeing those kids faces at Bradshaw School. They are really getting into it. And if we can stick to a core group like that, and take them right through high school, they will be

speakers. They will be fluent speakers. And having regular learning. Hopefully we can get back into the classroom next year. - LS, apprentice

"We learn more when you are teaching other people, like when we did those kids' programs. I guess when you learn it then you teach it, I guess you learn more" - KD, apprentice

The apprentices are constantly taking on leadership roles within the Pertame community as a part of the Pertame MAP. They are organising community events, public speaking, leading children in learning activities, representing Pertame in the media and liaising with family about the work of the program. All apprentices report other family members telling them they are proud of them for their involvement in the program.

"My family say that they are proud that I'm learning my language, especially my dad. They want me to teach them too. Mum Granny feels real proud too. My siblings are really proud too" - SA, apprentice

"A lot of people are saying to me it's good. They see me at Pertame classes or they see me with my Pertame t-shirt on, they say "it's good you are learning with your mum"" - AS, apprentice

"If the apprentices can stand up and be strong and really take on board learning the language, who cares what other people think. As long as you are standing up there and shining with your language and keeping it strong. Some of them [the family] are already taking notice. When I go back to Alice Springs I have had comments from different members of the family "this person is doing this now, she got up there and spoke". Yes they are taking notice. That's why it's really important for you LS, AS and SA, to be strong Pertame women - KB, Pertame Elder and program advisor.

The continuous work of the Pertame Project since 2018, and the MAP program this year, has significantly increased the Alice Springs community's awareness about Pertame. The apprentices report feeling more recognised as Pertame people by the local community.

I know there's a lot more people referring to us as Pertame people. When I was growing up I heard tell that someone in particular did not believe Pertame was a language group of our own. I know now because people are referring to us as Pertame people, we are getting acknowledged as Pertame people, who we are - LS, apprentice

"And just from the other Aboriginal side of this, other language groups themselves are recognising that we are a strong language group, like Eastern Arrernte mob and Ntaria mob, Western Arrernte mob. It's good to have them recognise who we are. That we are not a little group, we are actually a big group" - GS, community supporter

"Yeah when we share things on Facebook, a lot of people comment and like and ask about things. I few people that I know, they ask about it" - KD, apprentice

Participants note the project's role in building a strong, supportive and connected Pertame community bonded by our shared language and culture.

The Pertame program has impacted very well and very heavily. When we first started this program off, I was really really happy to see all the family getting involved. My brother's kids, my sister's kids, and my [cousin] brother's children are going out there and showing a real interest to revive our language. It was a big impact for family to get together and work together as a family. We are so broken up these days, so it's good to see people getting back together to learn our language - KB, Elder

We share meals and we share each other's kids. When I see one of them kids doing wrong, I have every right to tell them what they are doing wrong. We look out for each other. It's a really good thing for our family. It's growing and growing - GS, community supporter

They know their kinship ties and their skin names. They know which skin groups they go into, and this is all because of Pertame school - GS, community supporter

When my family comes to Pertame school, they are getting to know who's who and how they are related to the other kids there - SA, apprentice

While the majority of Pertame learning and teaching has taken place in Alice Springs on Central Arrernte country within the Pertame MAP, participants reiterate the importance of country visits as a part of the program.

"Yeah, I'm just learning more and going out with the Pertame apprentices and Nana and learning a bit more and learning stories. It's more peaceful and it's easier. You feel like you connect more with the land when you're out there and Nana's out there and you're talking. Like when we went out a couple weeks ago, and went for a walk where that woman's dreaming is and those kids were really got involved and interested. We can do more things on land, they did more involved" - KD, apprentice

"Yeah, I feel more connected to the country. When we go back to the homeland I feel real good sitting down there. Yeah that's good going out bush for Pertame classes. It would be good if you could go out more times too" - AS, apprentice

Participants all confirm that the Pertame MAP is fostering a sense of pride, identity and purpose within the apprentices and Elder, as well as the broader Pertame community.

"Yep, we have become more stronger. Just to give you an example, Eastern Arrernte mob, they support each other and they'll dance together, they'll do things together. They know their story lines and things like that. We are just learning stuff. But in the old days it wasn't like that. We knew our stuff. It's just when everybody started going into town it broke away. Because of different issues, and school and stuff. We all had to go away for school or board in town while our parents were still out bush working. It's those things that sort of split that up. But slowly we are getting the old people that are left now to come and talk to us and get us all back in the swing of things" - GS community supporter

"It's impacted hugely on our family and language. When we don't have our language we don't know who we are. People gotta realise we have to learn our language, we have to know who we are. We have to think about the old people who tried really hard to keep our language alive. We have to keep their memories strong by keeping our language strong, because they fought very hard to keep our language alive. Back in those days we told not to speak our language, and people were scared to teach their immediate family English because they said "You mob gotta learn English now". Because these other mob are telling us our language is rubbish. That's how it fell apart back in those days. But for the memory and love of our old people who tried to keep our language strong, for our families, for my father, mother, brothers and sisters, and for SA's family too" - KB, Elder

The MAP program is building the self-worth and self-esteem of the participants, who all report feeling stronger as Pertame people through learning and teaching their language.

"I have seen a change in AS from the first time you started coming here to the classes. I can see how far you have come. You've even gotten up in front of the public and accepted awards. Before, I know you, you would have said, "nah shame job, you do it, you do it". You are doing what your mother used to do years ago. You're taking on that role. I really think you have really come a long way. Your self esteem, and I'll tell you you did have a bit of a low self esteem before. But now!" - GS, community supporter

"Absolutely I feel like I'm fulfilling my role as a Pertame Elder. It's good for me in my heart to teach you people for Pertama ngetyeka. Speaking Pertama" - CS, Master Elder

"When I first got back from New York, I was really inspired to go out bush with Nana [Master Elder] and just try to talk and learn as much Pertama as I could with her. We went out with some of the kids, and when I would ask Nana questions like "how do you say this in Pertama?" or try and talk language, the kids would laugh, talk gibberish and make fun of the language or be shocked that I would want to talk language. It was clear that talking language had a negative connotation in the childrens' minds, that it was something to be ashamed of and hidden for them. However, now I have seen a big change in the childrens' attitude. They are the ones asking questions "how do you say this in Pertama?" and when they remember a Pertama word they are proud. I hear them singing the Pertama songs they learnt at the holiday program or classes while they are playing together. I think what changed was that the children saw the adults they looked up to, the apprentices, trying to learn Pertama, valuing Pertama and teaching them Pertama, and they took notice" - VF, Program coordinator

It was found that the Pertama MAP sessions focussed on more than just teaching language; it focussed on providing the apprentices with the skills to be well-rounded community language workers, learners and teachers. The MAP sessions often included practical language worker skills by involving the apprentices in planning, designing and running the children's classes, holiday programs, on-country trips and digital resources. The apprentices were involved in

curriculum development, logistics, catering, recruiting family members to events, building funding relationships and conducting media interviews. Participants note an increase in their desired career related skills, including language worker skills, confidence and communication skills.

"I like to sit down and teach the little kids Pertame. Like what we are doing at the Bradshaw School. I'm already teaching at the schools. Yeah that's good. And even when I get confidence I can sit down in a big group and talk and speak it" - AS, apprentice

"Like teaching is boosting my confidence. Speaking in Pertame too. It has helped me in my year 12 Arrernte course. I want to be a Linguist and language teacher" - SA, apprentice

"Yeah, every work I have had has involved working with Aboriginal people. I've been a youth worker, I've worked in libraries in Yeperenye Primary School and IAD. I'm currently working with Luthern Play Group and Aboriginal families parenting program. Having language skills, even if you just drop a few language words here and there to make them feel confident would helped me a lot" - LS, apprentice

"I'd like to see some more high school kids come in because they are the next leaders. They are already talking about good jobs. And one of them said to me "We want to go to the hospital and work, what's that called Nana?" I said "That's an interpreter" and they said "they we want to be one of them". And I tell them "Well you have to start learning your language, and you will do it". Not only that, what if you want to be a tour group leader, you want to get on a tourist bus and say this is my country and take them out and show them the country. There's already family doing that. There's endless the possibilities with language" - GS, community supporter

In the interviews, several apprentices pointed out the need for MAP sessions to utilise activities in a multitude of learning styles to ensure sessions do not get repetitive.

"Yeah, like just bringing in ideas. More games. It was good to hear the words being repeated with the pass the teddy around" - KD, apprentice

Successful apprentices felt motivated, in control of their lives, hungry to learn and to overcome the obstacles in their path to learning. As Indigenous people, there are many life challenges that can stop an apprentice learning their language. Most apprentices balanced family responsibilities, lost loved ones, funerals, work, school and sports commitments and health issues everyday to allow themselves to commit to our Pertame sessions. Successful apprentices were attentive and motivated during the sessions, and did not lose sight of the ultimate purpose of the program.

"When I heard the other two apprentices dropped out, and I got involved in the planning for the school holiday program, that's when I asked if I could join as an apprentice. I'm an adult now. When I was a kid, we grew up having to speak English. Now I said to myself, it's partly my fault. I'm 50 years old, I should have learnt as an adult, as an 18 year old or 20 year old. My parents didn't have that much say that I wasn't able to. So it's my fault that I'm sitting here just English

speaking. And it's my time to change it" - LS, apprentice

"Just being passionate about learning the language. If you do the program, just stick to it. I just wanted to learn Pertame" - SA, apprentice

"I remember for me I was so hungry to learn and would actively look for ways to learn Pertame when I could find it in very few places. I just had to chase around Nana [Master Elder] and ask her as many questions as I could. The apprentices are so lucky to have Pertame language gifted to them everyday through this program from our Elder speaker" - VF

Summary of Apprentice-led language teaching

School Holiday Programs, excursions and classes 2020-2021

Date	Purpose of program	Focus topics	Teaching Hours	Number of students in attendance	Ages and language level
March 2020	First apprentice-run Pertame class	Introducing yourself in Pertame	5hrs	26	1-13 years old, beginner
Aug 2020	Pertame happy birthday class	Teach kids to sing happy birthday in language	1hr	12	4-11 years old beginner
July 2020	Desert Park excursion	Pertame animals and plants	3hrs	6	4-10 years old beginner
Oct 2020	School Holiday Program Day 1	Stories, songs, body parts	6hrs	16	preschoolers
Oct 2020	School Holiday Program Day 2	Games, stories, introductions, animals	6hrs	18	primary schoolers
Oct 2020	School holiday program day 3	Introductions, asking questions	6hrs	16	high schoolers
Oct 2020	School holiday program day 4	Songs, games, graduation	6hrs	31	1-16 years old

Dec 2020	NITV Children's Class	Introductions, songs, games	2hrs	17	Primary School aged
Dec 2020	Community Christmas gathering	Songs, kinship, body parts	3hrs	36	0-17
Jan 2021	High Schoolers holiday program - 3 days	Asking questions, bush tucker, action words, games, teaching younger kids	15hrs	20	12-17
April 2021	Excursion to Reptile Centre	Pertame reptile names	8 hours	13 kids	Primary school aged
June 2021	Beanie Festival song performance	Children performed 8 Pertame songs in front of festival audience	3 hours	15 kids	Primary school aged
July 2021	Cinema excursion	Learn about stories	2 hours	18 kids	Primary school aged



Pertame community at the October School Holiday Program, 2020



*Pertame excursion to the Reptile Centre
(April 2021)*

Bradshaw Primary Classes

Date	Focus topics	Teaching Hours	Number of students in attendance	Ages and language level
Nov-Dec 2020	Pertame introductions, body parts, commands, kinship terms, questions	6 classes	16 kids	4-11 YO
Feb-Aug 2021	Pertame introductions, songs, animals, bush tucker, stories	14 classes 14 hours	20 kids	4-11 YO



Apprentices teaching Pertame children at the Bradshaw Primary classes

Adult Evening Classes

Date	Focus topics	Teaching Hours	Number of adults in	Ages and language level
------	--------------	----------------	---------------------	-------------------------

			attendance	
2nd March 2021	Everyday things you say to your kids	1.5 hours	13	Adults, over 18 Beginner, intermediate and silent speakers
9th March	Commands	1 hour	10	Beginner, intermediate and silent speakers
16th March 2021	Children's Morning routine	1 hour	15	Beginner, intermediate and silent speakers
22nd March 2021	Learning the Pertame Prayer	1 hour	8	Beginner, intermediate and silent speakers
30th March 2021	Children's night time routine	1 hour	10	Beginner, intermediate and silent speakers
13th April	Morning and night routines	1 hour	5	Beginner, intermediate and silent speakers
20th April	Everyday questions	1 hour	8	Beginner, intermediate and silent speakers



Pertame adults at the community evening classes, March 2021

On-country language camps

Date	Focus topics	Teaching	Number of community	Ages and language level
------	--------------	----------	---------------------	-------------------------

		Hours	members in attendance	
June 2020	Bush tucker and plants, place names on country	2 days	10	4 apprentices 1 Elder 5 kids
August 2020	Stories from Elders	2 days	11	3 apprentices 5 kids 3 Elders
April 2021	Country, fishing, stories from the old days, church songs in language	3 days	57	25 children 27 adults 4 apprentices 1 Elder
July 2021	Native seed jewellery making, art	3 days	37	16 children 15 adults 5 donor guests 1 Elder



P1: Pertame children on country at Melenga waterhole at the April On-country camp 2021



P2: Apprentice reading a story to Pertame kids on country (May 2021)

Program cost and expenditure

Pertame Master-Apprentice Expenditure over 2020

Expense	Total Expenditure in 2020 (\$)
---------	--------------------------------

Transport and Food	2,830.8
Learning Resources	2,341.15
Payments: Elder, apprentices and guest Elders	33,203
Batchelor admin (15 %)	15,075
Project Managers Salary 0.6 ACA-3 (including on costs)	62,953.15
Total	116,402.6

Pertame Master-Apprentice Projected Budget for 2021

Description	Amount (\$)
Full-time employment of Pertame project officer (including on costs)	\$104,922
Master-Apprentice Program Sessions (MAP)	\$64,872
- Master Elder payment	11,472
- Guest Elder payment	2,000
- Employment of three apprentices (\$30/hr x 14hrs/week x 40 weeks)	50,400
- MAP Learning resources	1,000
School holiday programs, children's classes and adult classes*	\$19,546
- Learning resources	1,586
- Transport and food	3,000
- Apprentice payment (\$30/hr x 144 hrs x 3 apprentices)	12,960
- Adult helper honorarium	2,000
On-country apprentice immersion camps	\$12,240
- Transport and food (\$600 per camp x 6 camps)	3,600
- Apprentice payment (16hrs x \$30 x 3 apprentices x 6 camps)	8,640
Qualifications and training for apprentices	\$2,420
- Cert III in Education Support x 1	1,738
- Cert I in Aboriginal and Torres Strait Islander Language and Knowledge Work x2	682
Batchelor Administration Fee (15%)	\$36,000
TOTAL	\$240,000

Discussion

Key Findings From the 2020 MAP Evaluation of Project Goals

Project Goal 1: After 12 months, our apprentices are fluent in Pertame language

- While no apprentice reached full fluency in the first year of the Pertame MAP, all apprentices deepened their language knowledge and engagement significantly
- All apprentices are bringing Pertame home and sharing their learning with the children in their households
- 2020 has built a strong and dedicated MAP team to reach fluency by 2021

Project Goal 2: The kinship relationships between young people and old people are strengthened again

- Apprentices and elders feel closer and stronger as a family unit through the MAP sessions
- The Pertame MAP has helped Pertame elders feel valued and cared for

Project Goal 3: Intergenerational learning and teaching takes place. As the apprentices learn, they teach the children and eventually the adults to engage the entire community in the project.

- A total of 7 Pertame apprentices, 4 elders, 55 children and 30 adults have been engaged and directly benefited from the Pertame MAP (Figure 3)
- In 2020, the Pertame MAP ran 71 Pertame master-apprentice immersion sessions, 5 children's classes, 6 school-based lessons, a 4-day school holiday program and 2 on-country immersion camps.
- 25 Pertame online language learning videos and quizzes were created, which have received 2433 engagements from the Pertame community on Youtube, Kahootz and Facebook platforms (Figure 4a)
- Pertame Peppa Pig Cartoon Voice over was a huge success at raising awareness about the Pertame project and engaging the entire community in online language immersion
- 5 generations of Pertame family are engaged the MAP
- Apprentices site the most fulfilling and effective element of the MAP is teaching the children as they are learning
- Over 80% of community participants in the Pertame MAP were female

Project Goal 4: The apprentices inspire the rest of the family as they become fluent

- All apprentices report other family members telling them they are proud of them for their involvement in the program.

- One apprentice has been acknowledged for her leadership in the Pertame project through receiving an “Aspiring Role Model” award from The Girls Academy and NT Board of Studies Karimi Sceney Aboriginal Excellence and leadership Award.

Project Goal 5: Raise the profile of Pertame language and people in Central Australia. Pertame people exist, we still have language and culture, and we are proud people.

- The Pertame community feels more recognised and validated in their identity as Pertame people from the Alice Springs community
- The story of the Pertame MAP has been published through national and local traditional media on SBS, NITV, NT news and ABC radio, as well as social media such as Facebook, Youtube and Wikipedia.

Project Goal 6: Bring the Pertame family groups together over a common goal: save our language

- The Pertame community feels an increase in cohesion and connection through the Pertame MAP community-wide activities
- Through the involvement of an apprentice from another Pertame family group, the MAP is slowly bringing together diverse Pertame family groups

Project Goal 7: Elders and apprentices have the opportunity to visit country more often, to care for country through language.

- Travel restrictions due to COVID-19 significantly set back the frequency of on country visits in 2020
- Pertame elders and apprentices deeply value learning language on country
- Learning language through the MAP has increased the apprentices feelings of connection to country

Project Goal 8: Breathing life into our language again will heal our people, providing for our spiritual well-being and giving our young people strong Pertame identities.

- Apprentices feel stronger as Pertame people through learning their language due to increased connection to language, family and culture
- The MAP gave Elders the opportunity to fulfill their responsibility for intergenerational knowledge transfer

- Pertame children have an increased engagement, curiosity and pride in Pertame language as a result of the apprentices' leadership

Project Goal 9: The four apprentices within the program are provided with an income to support their commitment to the program, and gain valuable work experience in the areas of teaching, linguistics, using technology and project management.

- Apprentices note an increase in their desired career related skills, including language worker skills, confidence and communication skills.

Critical Factors for Success in the Pertame MAP:

1. A committed, purposeful and passionate apprentice team is essential to achieve the goals of the MAP. Some apprentices did not have the capacity in their lives for the level of commitment the MAP requires, leading them to cease involvement. They have continued to be involved with the program during key events with less responsibility.
2. Finding the right apprentices was best done by running the program and watching which adults engaged the most with all the events, online resources and stayed back to help, then inviting them to step up as an apprentice. Apprentice interviews were not able to accurately gauge who had the dedication for the program, as this is best shown through repeated action, rather than interview questions.
3. Well prepared MAP sessions with a variety of activities, games and lessons that meet all the different learning styles to keep apprentices and Elders engaged and enjoying the process.
4. It is essential that apprentices are active learners, who actively seek out language learning opportunities and are constantly asking Elders for language.
5. Providing payment for the apprentices' time is important. For apprentices to reliably commit 10-20 hours a week to MAP sessions, they are not able to hold down a full-time job. All our apprentices and Elders do not have any other employment, making the MAP payments essential so they are able to feed their families.
6. A focus on everyday communication language in Pertame is more successful at engaging apprentices and applying it to their everyday life. Focussing MAP sessions on "language situations" (e.g. language for cooking, language for gossiping) over a focus on "word categories" (e.g. emotions, verbs, foods) was more useful.
7. Support from the Yuchi Language Program team and the Global Indigenous Language Caucus to provide guidance, training and advice on the MAP method

8. Support of the Batchelor Institute to manage our finances, provide charity status, offer in-kind classroom and office space, and access to vehicle hire such as the 18-seater bus and the 4WDs
9. A Project manager from within the community that is able to hold oversight of the program, provide transport for Elders, manage apprentice hours, facilitate Elder teaching during sessions and liaise between Batchelor Institute and the Pertame community
10. On-going support from our generous donors and partners, who provide the financial support to run the program

Conclusion

The Pertame Master-Apprentice program has been an incredible journey for the Pertame community. We would highly recommend this method to any Indigenous Australian language group that has few fluent speakers left contained within the older generations. An investment in the creation of new fluent speakers within the adult generation is an investment in community leadership, self-determination, and the next generation of Elders. By supporting and growing adult leadership, we have empowered them to support and grow the entire community from children to their adult peers. However, it is a heavy investment, requiring huge time commitments, resources, and funding. Fluency in an endangered Indigenous is not an easy task; however, our community decided we cannot afford to continue with business as usual, and let our language fall asleep with our old people. Since the MAP began in 2020, we have lost 4 Pertame Elders. Right now, Pertame language, and most Indigenous Australian languages are under urgent threat. Creating new fluent speakers, and reviving intergenerational transmission needs to be the sole focus of severely and critically endangered language groups. All the evidence from First Nations peoples overseas shows that immersion is the most effective way to do this, it is also the way our old people have been passing on our oral languages since time immemorial. Australia's Indigenous language revival movement would benefit deeply from shifting its focus from literacy and English dictation rooted in Western education methodology, to immersion methods that centre our Elders as the ultimate knowledge holders.

References

AIATSIS 2020, *National Indigenous Language Report*, Australian Government Department of Infrastructure, Transport, Regional Development and Communications

<https://www.arts.gov.au/what-we-do/indigenous-arts-and-languages/national-indigenous-languages-report>

Grounds, R 2016, 'Indigenous Perspectives and Language Habitats', Paper presented to the INTERNATIONAL EXPERT GROUP MEETING- Indigenous Languages: Preservation and Revitalization: Articles 13, 14 and 16 of the United Nations Declaration on the Rights of

Indigenous Peoples, United Nations, New York, 19 - 21 January 2016
https://www.un.org/esa/socdev/unpfii/documents/2016/egm/Paper_Grounds2.pdf

Hinton, L. 2002, *How to keep language alive: a commonsense approach to one-on-one language learning*, Heyday Books.

Hinton, L, Florey, M, Gessner, S & Manatowa-Bailey J 2018, 'The Master-Apprentice Language Learning Program', in Hinton, L., L. Huss & G. Roche (Eds.). *The Routledge Handbook of Language Revitalization*: 123-136. New York: Routledge.