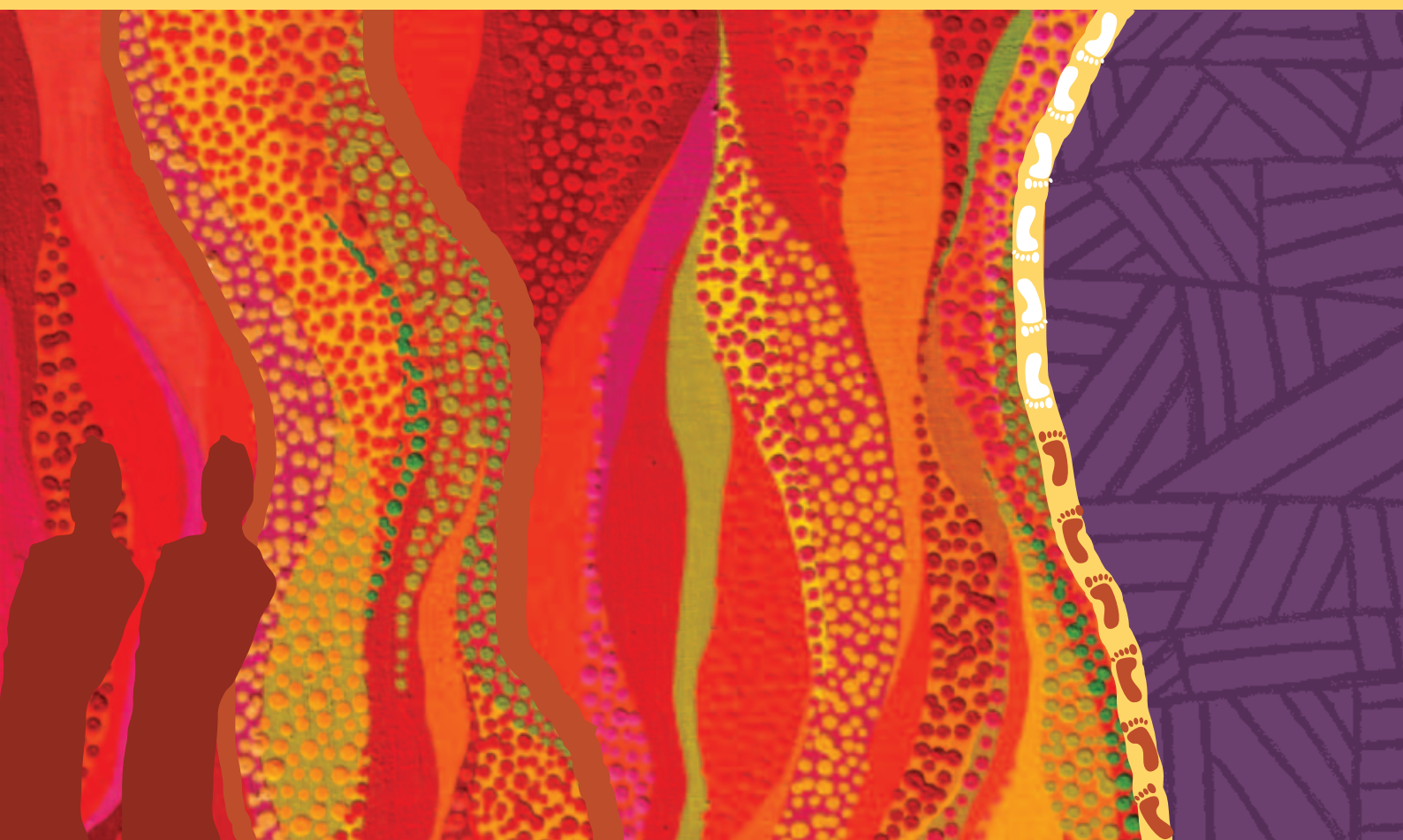




Department of **Education**
Department of **Training
and Workforce Development**



Tracks to Two-Way Learning



FROM SPEAKING TO WRITING



*What's right
and what's wrong*


First published 2012


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Tracks to Two-Way Learning

FOCUS AREA 8

FROM SPEAKING TO WRITING

What's right and what's wrong

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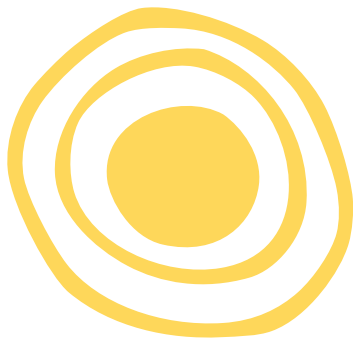
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THE TRACKS TO TWO-WAY LEARNING PACKAGE



- Includes electronic version on CD



Understanding language and dialect
Our dialects, our lives



Our views, our ways
Aboriginal knowledge, beliefs, today



The grammar of dialect difference
Difference, talking, hearing, understanding



How we shape experience
Yarning, seeing, watching, doing



How we represent our world
*Art, symbols, gestures, opportunity
Manners, reading, knowledge, time limits*



Language and inclusivity
How we include and how we exclude



Making texts work
... in a Two-Way learning environment



From speaking to writing
What's right and what's wrong



How we talk
How we talk, when we can talk



Making a difference for learners
*We can do it like this
Show me what*



Hearin' the voices
*Tell me your story
(includes ten storybooks)*



Toolkit for teaching
What we do with our mob



- Includes three sample workshops

THE TRACKS TO TWO-WAY LEARNING PACKAGE

This Focus Area, together with the other 11 Focus Areas, forms the second part of the *Tracks to Two-Way Learning* package.

Each Focus Area has a title and a descriptor. The Standard Australian English titles and descriptors are set roman, while those for Aboriginal English are set in *italics*.

The Focus Area contains a background reading section and professional learning modules intended to help Two-Way Teams to design and facilitate workshops for their colleagues and other stakeholders. All modules include workshop activities with information and materials for facilitators.

The main structure of the package is shown in the diagram on the left. There are three major parts, including the 12 Focus Areas which form Part 2.

The *Tracks to Two-Way Learning* package has been written for Aboriginal and non-Aboriginal educators working together in pairs (Two-Way Teams) to improve the quality of teaching and learning for Aboriginal children and adults.

The advice and involvement of Aboriginal people are critical to bringing about this improvement in education and contribute to making education and training organisations more knowledgeable about and more responsive to the aspirations of the Aboriginal community. For more general information and explanations about the principle of Two-Way, see the 'Introduction' to the *Facilitators Guide*.

It is recommended that Two-Way Teams evaluate their own education or training sites before they use the material provided in any Focus Area. This will enable them to decide which modules are relevant to the staff at their locations. 'Tracking Needs' in the *Facilitators Guide* provides advice on how to evaluate a site.

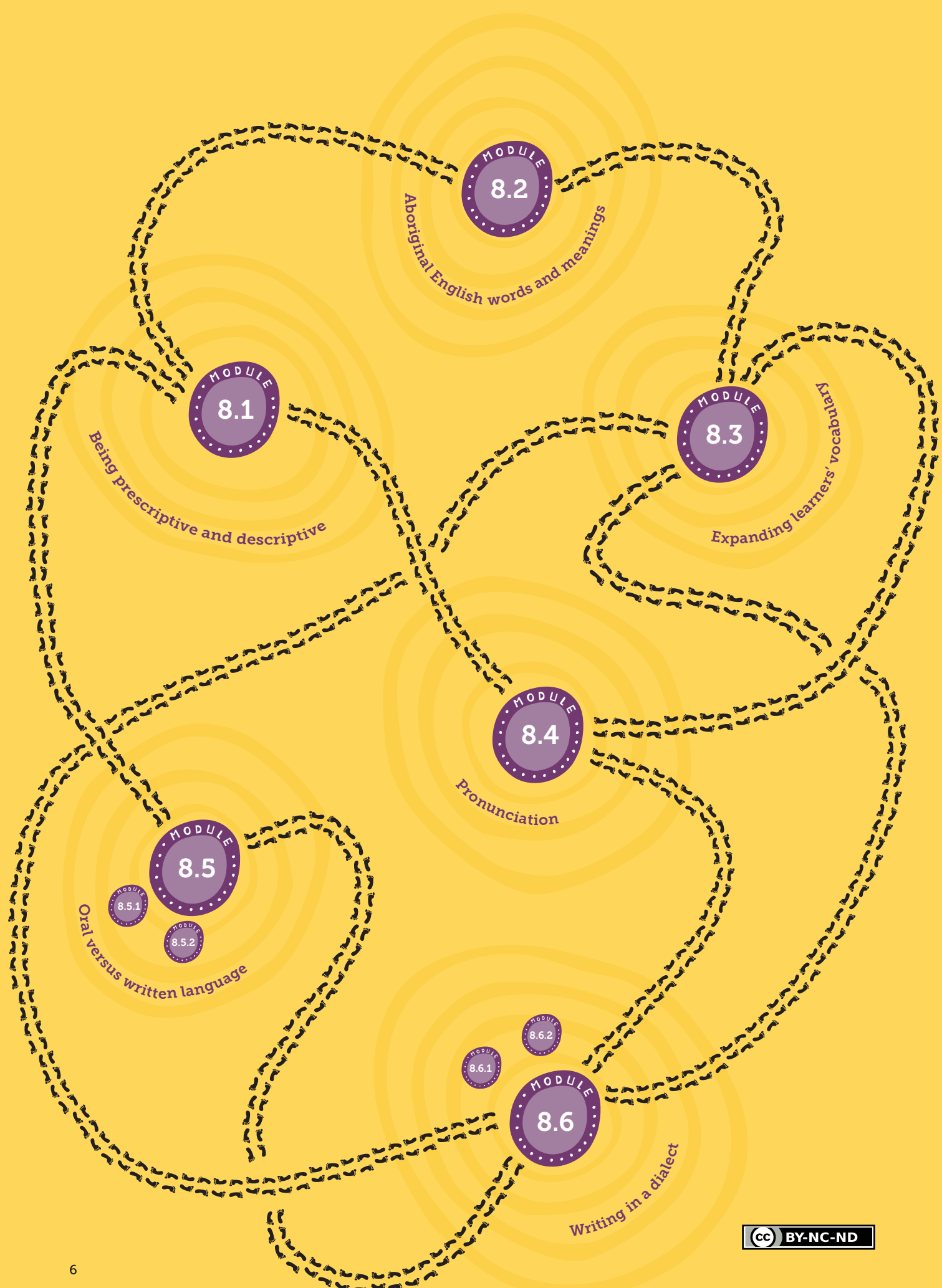
Two-Way Teams are encouraged to select material from across the Focus Areas when designing their professional development workshops.

In summary, to use the material in this learning package effectively it is advisable to:

- work as Two-Way Team
- perform a site evaluation before beginning to organise workshops (refer to 'Tracking Needs' in the *Facilitators Guide*)
- select suitable modules (refer to the outcomes of the site evaluation)
- read the relevant background reading(s)
- mix and match modules from different Focus Areas according to the outcomes of your site evaluation
- be creative and critical; adapt materials to make them appropriate for your location and the participants in your workshop(s)
- if required, use the section 'Developing Organisational Capacity' in the *Facilitators Guide* for more information on the process of organising workshops
- use the *Sample Workshops Guide* for more detailed information about how to plan and facilitate workshops.

The content of this Focus Area is also on CD (attached to the *Facilitators Guide*). It can be used in electronic form and handouts, worksheets and powerpoints can be edited as required (see 'Workshop preparation' in the *Sample Workshops Guide* for more information).







FOCUS AREA 8

FROM SPEAKING TO WRITING

WHAT'S RIGHT AND WHAT'S WRONG

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BACKGROUND READING

FROM SPEAKING TO WRITING WHAT'S RIGHT AND WHAT'S WRONG

This Focus Area may be difficult for some readers, as it focuses on the concept of correctness of Standard Australian English (SAE). Educators who have trained to become teachers (and English teachers in particular), may have been taught that their role is to teach SAE. Educators need to be reassured, therefore, that this is still their underlying purpose. However, the basic principle of education is understanding 'where learners are at' and moving them forward from there.

We are suggesting a path to SAE through the recognition and acknowledgement of Aboriginal English, as used by many Aboriginal learners, before they start learning SAE conventions (for features of Aboriginal English, see Module 12.3.5 *Quick guide to 100 common features of Aboriginal English*).

Some background before we start

The content in this Focus Area may confront existing attitudes among educators about the correctness of SAE, particularly in relation to pronunciation, spelling and punctuation.

Underlying the ideas presented in this Focus Area is the principle that dialects have rules about the way they are written, but these may not be the same across dialects.

This is because some dialects are mainly spoken and there are no examples from centuries of written literature that show what the rules are.

Rules apply to spoken languages just as they do to written versions of a language. If no rules applied to spoken language, words in a sentence, for example, could be put in any order by any speaker and no-one would understand anyone else (see Focus Area 3 for rules in Aboriginal English).

Prescriptive versus descriptive

There are two ways in which we can talk about language: using a prescriptive view or using a descriptive view.

The prescriptive view prevails when people see language as following a set of strict rules that must be obeyed. They view language as being 'right' or 'wrong'. Many educators want to hold onto these rules, because part of being an educator is educating one's learners in the standard language.

According to the descriptive view, people see language as serving a function and as changing according to that function. These people are also interested in rules, but they are interested in why we use rules and how rules change over time and in different circumstances (for example, language variation).

These people take a much more objective or holistic view of languages and dialects and their use.

Written language versus oral language

Another important point is that written and oral language, even in SAE, can be quite different. When we write, we are learning to plan things, to edit and correct what we are



writing, so that eventually we can produce texts with no errors.

Writing is more complex than speech. It contains sentences with more ideas than the utterances of our speech. It also contains a greater variety of words than our speech. Writing is taught, while spoken language is acquired spontaneously as we grow up.

Writing has more prestige than speaking, so this influences expectations of how we are meant to speak.

Speech is quite different from writing. It is more instant and spontaneous. We will often 'say things without thinking', but we rarely write things without thinking. Speech exists in 'real time' and it decays and disappears, so has to be remembered (unless we go to the trouble of recording it).

Speech has other qualities (such as tone, speed, volume, accent). It is also accompanied by gestures and body language. Speech is mostly unplanned (except for speeches, sermons, lectures and so on).

The context of speech influences its flow (for example, conversations with turn-taking, interruption and feedback versus lectures).

Speech uses a smaller range of connectives (mainly *and*, *but* and *so*), fewer adjectives, more concrete nouns, more first person references and more 'hedges' (such as *sort of*, *nearly*). Speech contains more imperatives (commands), questions, exclamations, active rather than passive verbs, and spatial terms (*here*, *now*, *that one*).

But, most importantly, speech is not always accurate. It is often fragmented and contains false starts, repetition, pauses, errors and 'slips of the tongue'. (For examples of spoken text in SAE and Aboriginal English, refer to Focus Area 5, Module 5.5.1, Handouts 1 and 2.)

Writing down languages and dialects

Some languages and dialects have never been written down.

In certain cultures, written forms of languages give them a lot of prestige and cause them to become accepted as 'standard' language. When we write down a language that has not been 'standardised' and does not have set ways of spelling and punctuation, we have to consider how we will do it.

It is important to remember that dialects can become standardised (for example, the American English spelling of words such as *labor* is now the standard in the United States).

When we attempt to write in a language or dialect that has not been 'standardised', we have to accommodate the variation that will occur in the writing. But, more importantly, we have to remember that it is a spoken language written down and spoken language changes more often than written language. This will be the case when attempting to write in Aboriginal English – we need to remember that what we produce are attempts at trying to capture on paper what we have heard. (More information on written-down Aboriginal English can be found in the Background reading of Focus Area 11).

In this Focus Area, we will look at the origins of words and meanings in Aboriginal English and the way in which particular sounds are pronounced, and we will discuss the implications for spelling and punctuation in the classroom.

Educators should keep in mind that learning spelling and punctuation normally involves hypothesis-formation and hypothesis-testing during the early stages of literacy development: that is, learners who are just beginning to learn literacy form certain hypotheses or predictions about how spelling and punctuation work, based on their early



exposure to printed materials, on what they hear from educators or on what they hear and read within their family contexts.

As learners experience more printed materials, they revise their hypotheses or predictions and continue doing this during their literacy learning process until they finalise them.

Educators can therefore expect to find learners developing their literacy in different ways.

Usually, the use of spelling and punctuation in Aboriginal English is speaker-oriented in the sense that the speaker views spelling and punctuation as tools to mark his/her ideas, observations and understanding of the world or the importance of the idea. For example, a new line may be used to highlight a salient event that occurs during a more complex event or capital letters may be used to mark the importance of a particular event.

Aboriginal English words

In the development of a dialect, many different words may have been introduced and, because of the multiple origins of some dialects, such words may reflect and combine elements in their historical development.

Words in Aboriginal English have been introduced using a number of different strategies:

- a) Aboriginal English contains words with Aboriginal meanings that may differ, depending on where in Australia the dialect is being spoken. They will vary according to the Aboriginal language that was originally (or still is) spoken in that area, eg the Nyungar *Wakaal* - 'Rainbow Serpent'.
- b) Aboriginal words may have gained additional meaning from contact with the non-Aboriginal Australian population (for example, *monartj*,

meaning 'black cockatoo' in Nyungar, can mean 'uniformed policeman' in Aboriginal English).

- c) Aboriginal words can sometimes take on English suffixes (morphemes). For example, they can be made into verbs, such as the Nyungar *kepered up*, 'to be drunk'; *jirrupin*, 'to be happy'; *kangarooin/rooin*, 'to hunt/shoot kangaroos'.
- d) Aboriginal English also includes English words with original meanings but pronounced differently, eg *modiga*, 'motor car'.
- e) Some of the most difficult situations in Aboriginal English and SAE communication are caused by English words that have developed different meanings in Aboriginal English. For example, *kill* can mean 'hit'; *cheeky dog* is 'a dog that bites'; *grannies* can mean either 'grandparents' or 'grandchildren'; *glasses* means 'bits of glass'; *camp* can mean 'home' and *alla* implies complete coverage, not the generalised plural meaning of 'all the'.
- f) English words can also change their shape in Aboriginal English. Irregular plural nouns such as 'men' and 'women' might be *mans* and *womans* and the word *feed* (most often a verb in standard English) is also a noun (as in 'food') in Aboriginal English.
- g) Finally, Aboriginal English has also adopted some words from other languages, probably via English and its early pidgin forms, eg *biginini*, 'child', from the Portuguese *pequeno*, 'small'.

Similar changes in English words and meanings have also happened over time. For example, the word *jolly* used to mean 'pretty'. The same word *joli* still has that meaning in French. The word *gay* used to mean 'happy', but nowadays it means 'homosexual'. In British English, an *offsider* is



a football (soccer) term, but in SAE an *offside* is a helper¹. Other typical examples are *cool*, *wicked* and so on. Word and meaning change is natural in all languages.

Our first-learned form of language, through which we have our first experience of human linguistic contact, leaves a powerful impression on us. At least in early childhood, it is the point of reference from which we approach all other language. In order to understand how an Aboriginal English speaker feels when placed in an environment in which another form of English is used, we need to experience what SAE must sound (and look) like to an Aboriginal English speaker.

Pronunciation

When we talk about the rules of pronunciation, we are talking about the phonology of a language or dialect. Changing a sound in a language can mean changing meaning, eg *pin* and *bin* only differ in one sound, *p* and *b*. Because /p/ and /b/ change the meaning, they are phonemes or meaningful units of sound in SAE. They are different because /b/ is voiced (we use our vocal cords when we pronounce it) and /p/ is voiceless (we don't use our vocal cords when saying it). Aboriginal English speakers may have difficulty in distinguishing between sounds with /p/ and /b/. The sounds /p/ and /b/ are not necessarily differentiated in Aboriginal English because many Aboriginal languages spoken by current (and previous) speakers of Aboriginal English don't distinguish between them, so they are not meaningfully-different sounds or phonemes in those languages.

Other consonant phonemes that are interchangeable in Aboriginal English are /t/ and /d/ (for example, *but* and *bud*), /k/ and /g/ (for example, *luck* and *lug*), /th/ and /t/ (for example, *thin* and *tin*) and /th/ and

/d/ (for example, *then* and *den*, *that* and *dat*) (Malcolm, 1999, 52).

Similarly, Aboriginal English speakers may not distinguish in their pronunciation fricative sounds like /f/ and /v/ (for example, *riber* instead of *river*). A further example is the absence of the *ing* sound, which is often pronounced *in* in Aboriginal English, eg *huntin*, *cryin* (Malcolm, 1999, 53).

These examples, which are distinguishable to an SAE speaker, will not be so clearly different to an Aboriginal English speaker because Aboriginal English doesn't have so many different consonant phonemes.

There are vowels that are also hard for Aboriginal English speakers to differentiate, because they are not considered different in Aboriginal English, eg *been* and *bin*, and *had* and *head*.

Other SAE sounds that are difficult for Aboriginal English speakers to pronounce are consonant clusters, or two consonants together, eg *firs* for *first*, *nex* for *next*. This sort of sound difference is also interpreted as a grammatical error because it involves the /-s/ of the verb form (for example, as in *he eat* for *he eats*) and the plural /-s/ (for example, *snake* for *snakes*).

Sometimes the lack of a phoneme in traditional Aboriginal languages means that Aboriginal English speakers will not have the rules for when to apply it.

Therefore, /h/ may occur before other words beginning with a vowel and not occur when it is required in SAE, eg *is* for *his* but *h'Aboriginals* or *h'alright*. Another phonological rule that applies in SAE and not necessarily in Aboriginal English is the use of *an* instead of *a* in front words beginning with vowels, eg *a apple*.

1 The SAE meaning developed from a reference to the person who guided bullocks from the off-side – the side they were not led from.



Spelling and punctuation

During the research and development of these materials, we also published some storybooks as examples of Aboriginal English. The books *Grandfather*, *Djiti Djiti*, *Hearin' the Voices* and *Me 'n Gladys* are reproduced in Focus Area 11 and included as part of this resource. They provide an example of Two-Way bidialectal resources in that they can be used to help learners see that their own dialect can be valued and accommodated in the learning context and can provide learners with a model for their own stories in free writing situations.

We faced a number of issues in having these books published because of existing rules about the way SAE is written. The research team² therefore was often undecided whether to represent the Aboriginal English as closely as possible to the original author's style or to make sure that the spelling of words and punctuating of sentences was the same – or at least similar – across all the books.

It was important to the publishing team that the authors were still able to identify with their writing (see background reading of Focus Area 11).

These same difficulties can easily arise in an education/training site where Aboriginal learners may write Aboriginal English differently from each other.

Therefore the materials in this Focus Area are offered to educators, not for the purposes of teaching how to write in Aboriginal English, but to help learners to make decisions about spelling and punctuation and to explain how they have done it and why. (For more information on the features of Aboriginal English, see Module 12.3.5 *Quick guide to 100 common features of Aboriginal English*.)

Regional differences

Aboriginal English does have regional differences, so Aboriginal English words can be pronounced differently or mean different things in different regions of Western Australia.

Educators are advised to make sure what local words and structures are available to replace the examples in this text if appropriate. Two-Way Teams are able to offer advice on whether the examples in these materials are appropriate for a particular region. This is necessary to ensure that no-one is offended and meaning is not misconstrued.

2 The research team of the *ABC of Two-Way Literacy and Learning Project*.





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MODULE 8.1 BEING PRESCRIPTIVE AND DESCRIPTIVE – OVERVIEW

Learning objectives

This module will help educators to:

- learn a more objective view of language
- appreciate and accommodate language change.

Activity description (text reconstruction)

This activity models a type of text reconstruction that participants might consider using with their learners. It fosters the development of skills associated with reading and listening comprehension, negotiation and structuring Standard Australian English texts (conceptualisation, categorisation, paragraph organisation and text cohesion). Text reconstruction activities can be adapted to provide practice at the whole text level, the paragraph level, the sentence level or the word level.

See *Guide to useful language and literacy teaching strategies and learning experiences* in Module 12.7.3 for other language teaching and learning experiences.

Facilitators notes

Materials required:

- Facilitators material: *Being prescriptive and descriptive* (print or photocopy and cut into strips, one set for each pair of participants; provided)
 - Facilitators key/Optional handout: *Being prescriptive and descriptive* (original whole text; provided).
1. If possible, organise participants into Two-Way Teams; otherwise, organise participants into pairs using one of the strategies in Module 12.7.1 (or one of your own).
 2. Explain to participants that they will be given a text that describes two perspectives on language.
 3. Distribute one set of text strips to each pair.
 4. Ask pairs/groups to read the text strips and put them in order to reconstruct the text.
 5. Follow up with a general discussion question to make sure participants get the main ideas, eg 'What were the two perspectives on language?'
 6. Optional follow-up: handout of the original whole text (included) can be given to each participant for them to check their work.

MODULE 8.1 BEING PRESCRIPTIVE AND DESCRIPTIVE

MODULE 8.1 BEING PRESCRIPTIVE AND DESCRIPTIVE – FACILITATORS MATERIAL

Being prescriptive versus descriptive

Being prescriptive is about making rules and insisting that they are obeyed. The rules of grammar and spelling are taught as 'prescriptive' rules; we think that learners need to obey them.

But most of the time when we speak we don't think about the rules – even Standard Australian English speakers. So language cannot be explained fully in terms of fixed rules, because it is creative and constantly changing. Educators who appreciate and accommodate this change are taking a 'descriptive' approach to language.

So when we write down speech (a story, a narrative, a recount) we may need to use the speakers' structures and not obey Standard Australian English rules. It will depend on our audience (readers) just how close we make our descriptions of people's words to the original.

We have the following choices: we might want to be authentic and represent the speaker exactly, or we might want to consider the audience and make sure that they understand or we might use a combination of both.

Beginning writers should write as they speak: this is an important part of their development as writers. We need to be careful not to 'put learners off' writing by being too prescriptive (wanting the rules obeyed).

Scaffolding and modelling with explanations of the rules used in Standard Australian English as learners develop their skills will provide access to Standard Australian English literacy in a more positive way than explicit correction. However, some educators see their role as being to enforce the rules of Standard English. They are concerned that the grammar is correct (follows the rules) and that the spelling and punctuation are correct.

Some educators might object to the view that we can accept other rules in certain situations. This is because language changes and we need to be very aware of how this change happens. Some examples are differences in spelling (*labour, labor*), or differences in meaning (*gay, wicked, cool*).

But spelling and punctuation change, just as language changes. Think about the lack of punctuation in business letters now. Think about the use of punctuation on overheads, in presentations, emails and SMS messages. Think about how to punctuate written speech (direct speech). We know that we place it in quotation marks ('...'), but how do we punctuate the utterances, pauses, 'stops and starts', 'ums' and 'ahs', or even the silence?



MODULE 8.1 BEING PRESCRIPTIVE AND DESCRIPTIVE – FACILITATORS KEY/OPTIONAL HANDOUT

Being prescriptive versus descriptive

Being prescriptive is about making rules and insisting that they are obeyed. The rules of grammar and spelling are taught as 'prescriptive' rules; we think that learners need to obey them.

Most of the time, when we speak, we don't think about the rules – even Standard Australian English speakers. Language cannot be explained fully in terms of fixed rules because it is creative and constantly changing. Educators who appreciate and accommodate this change are taking a 'descriptive' approach to language.

So when we write down speech (a story, a narrative, a recount) we may need to use the speakers' structures and not obey Standard Australian English rules. It will depend on our audience (readers) just how close we make our descriptions of people's words to the original.

We have the following choices: we might want to be authentic and represent the speaker exactly, or we might want to consider the audience and make sure that they understand, or we might use a combination of both.

Beginning writers should write as they speak: this is an important part of their development as writers. We need to be careful not to 'put learners off' writing by being too prescriptive (wanting the rules obeyed).

Scaffolding and modelling with explanations of the rules used in Standard Australian English will provide access to Standard Australian English literacy in a more positive way than explicit correction. Many educators see their role as being to enforce the rules of Standard English. They are concerned that the grammar is correct (follows the rules) and that the spelling and punctuation are correct.

Many educators might object to the view that we can accept other rules in certain situations. This is because language changes and we need to be very aware of how this change happens: difference in spelling (*labour, labor*); differences in meaning (*gay, wicked, cool*).

But spelling and punctuation change, just as language changes. Think about the lack of punctuation in business letters now. Think about the use of punctuation on overheads, in presentations, emails and SMS messages. Think about how to punctuate written speech (direct speech). We know that we place it in quotation marks ('...'), but how do we punctuate the utterances, pauses, 'stops and starts', 'ums' and 'ahs', or even the silence?



MODULE 8.2 ABORIGINAL ENGLISH WORDS AND MEANINGS – OVERVIEW

Learning objectives

This module will help educators to:

- build a greater understanding of Aboriginal English (AE) as spoken in the different regions of Western Australia
- understand how the lexicon of AE has developed
- appreciate similarities between AE and SAE (Standard Australian English) morphology.

Activity description (brainstorming activity)

This brainstorming activity allows participants to develop a short list of AE words that are used frequently in their regions. Participants can do a similar brainstorming activity with their learners to develop their vocabulary of SAE.

Facilitators notes

Materials required:

- Powerpoint: *Aboriginal English words and meanings; Word building in Aboriginal English* (provided)
 - Worksheet 1: *Aboriginal English words and meanings* (provided)
 - Worksheet 2: *Aboriginal English words and meanings* (provided)
 - Worksheet 3: *Aboriginal English words and meanings* (provided)
 - Writing materials.
1. Organise participants into groups of three or four. If possible, ensure that there is an Aboriginal person in each group.
 2. Show the Powerpoint: *Aboriginal English words and meanings*.
 3. Handout out Worksheets 1, 2 and 3 randomly. Instruct participants to think of Aboriginal English words from their own regions that fit into the categories provided: English words with English meanings; English words with Aboriginal meanings; English words with changes in form; Aboriginal words with English additions (affixes); words from other languages.
 4. Once groups have completed their lists, ask them to walk around the room, sharing their lists with others and expanding their own lists.
 5. Participants might want to label their vocabulary items, eg **(Ng)** for Nyungar, **(Ya)** for Yamatji. Participants should also be encouraged to develop their lists as widely as possible to give them a broad understanding of Aboriginal English across Western Australia.
 6. Facilitators should also refer to the Background reading for additional examples.

MODULE 8.2 ABORIGINAL ENGLISH WORDS AND MEANINGS – POWERPOINT

Aboriginal English words and meanings

All available resources can be used in the development of new languages and dialects.

When placed in stressful situations (for example, when having to communicate with people who have control), people will communicate as best as they can.

They can be very innovative when creating ways of being understood.

The following strategies can be seen in the development of Aboriginal English:

1. Aboriginal words with Aboriginal meanings (depending on where in Australia it is being spoken)
2. English words with English meanings
3. English words with Aboriginal meanings
4. English words with changes in form
5. Aboriginal words with English additions (affixes)
6. Words from other languages.

Word building in Aboriginal English

Aboriginal English has conventions for word building, just as Standard Australian English does.

Consider some of the following:

- affixes: *yorga* → *yorgas*, *you* → *youse*, *he* → *hees*, *versus* → *versed*, *give* → *givim*
- compounds: *cousinbrother*, *ownlotion*, *bunjiman*, *womanhead*
- reduplication: *piggy piggy*
- affixation: *quickway*, *longway*, *onetime*, *darktime*, *fat-one*
- words like sounds: *smash*
- conversions: *mob* (noun) → *biggesmob* (adjective)

shame (noun) → *shamejob* (adjective)

black eye (adj+noun) → *e blackeyed 'er* (verb)

two dollars (plural) → *a two dollar* (singular).



Aboriginal English words and meanings

- *moordidj* – good
- *yorga* – woman
- *kulunga* – child
- *wadjella* – non-Aboriginal person
- *murni one* – ‘black’ person
- *binji* – belly.



MODULE 8.2 ABORIGINAL ENGLISH WORDS AND MEANINGS – WORKSHEET 2

Aboriginal English words and meanings

English words with English meanings

- *modiga* – motor car
- *riber* – river
- *sineik* – snake.

English words with Aboriginal meanings

- *ole girl* – an elderly woman (a term of respect)
- *camp* – one's home
- *for liar* – not serious/just pretending
- *open* – empty, penniless, pathetic, hungry, poor, etc
- *grannies* – grandchildren and grandparents
- *cheeky dog* – a dog that bites
- *kill* – hit
- *cheeky yam* – a yam that burns your mouth.

These examples are from various areas in Western Australia⁴. Can you provide some additional examples of English words with Aboriginal or English meanings that are used in Aboriginal English in your region?

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⁴ Specific examples of these words can be found in the Aboriginal English spoken in the Kimberley, Pilbara, Mid-West, Goldfields, South-West and Metropolitan regions of Western Australia.



Aboriginal English words and meanings

- *mans* – men
- *womans* – women
- *feed* – food.

- *yorgas* – women
- *kepered up* – drunk
- *jirrupin* – to be happy
- *kangarooin/rooin* – to hunt kangaroos.

beginini – child (Portuguese *pequeno* – small).

These examples are from Nyungar⁵. Are these examples used in your region? Can you provide some additional examples of English words that are used in Aboriginal English in your region and have changed their form, or AE words that have taken English affixes? Can you provide any words from other language that are used in Aboriginal English in your region?

5 There is variation in the spelling of Aboriginal words that are used in Aboriginal English. In addition to the orthography used in this text, the system developed for Noongar (Nyungar) LOTE programs in WA public schools caters for differences between the different dialects of the Nyungar language, eg *moorditj*, *yoka*, *koorlangka*, *manatj*, *kepa*, *kepared up*, *djoorabiny*.



MODULE 8.3 EXPANDING LEARNERS' VOCABULARY – OVERVIEW

Learning objectives

This module will help educators to:

- assist in bridging from an Aboriginal English (AE) vocabulary to an SAE (Standard Australian English) vocabulary
- enhance learners' vocabulary development.

Activity description

This brainstorming activity allows participants to expand an explosion chart to incorporate words with shared meanings across AE and SAE. Participants can do a brainstorming activity with their learners to develop learners' vocabulary of SAE in specific content or expertise areas.

Facilitators notes

Materials required:

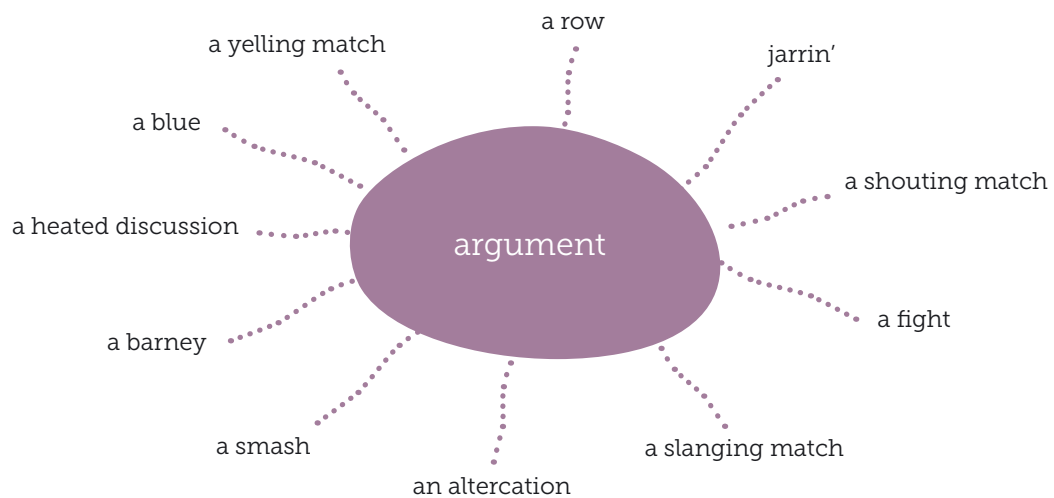
- Powerpoint: *Bidialectal vocabulary: Explosion charts* (provided)
 - Handout: *Blank explosion chart* (provided)
 - Writing materials, adhesive putty, sticky notes.
1. In preparation of your workshop, work as a Two-Way Team and decide on an idea that will be in the centre of the Handout: *Blank explosion chart*. The central idea should be relevant to your workshop topic, eg inclusive practice, bidialectalism, schemas, etc. Alternatively you might use a meaning that is interpreted with different words in AE and SAE, eg 'good', or use the chart to further understand complex concepts such as 'shame'.
 2. Organise participants into groups using a strategy from Module 12.7.1 or one of your own.
 3. Show Powerpoint: *Bidialectal vocabulary: Explosion charts*.
 4. Distribute Handout: *Blank explosion chart* to groups and ask participants to focus on the central idea (decided on by the facilitators). Allow time for participants to discuss the central concepts and generate related words/concepts.
 5. Invite participants to stick their explosion charts to the walls and ask everyone to review them and add any further related words/concepts with sticky notes.
 6. Each group can then review their own chart and make any changes.

MODULE 8.3 EXPANDING LEARNERS' VOCABULARY – POWERPOINT

Bidialectal vocabulary: Explosion charts

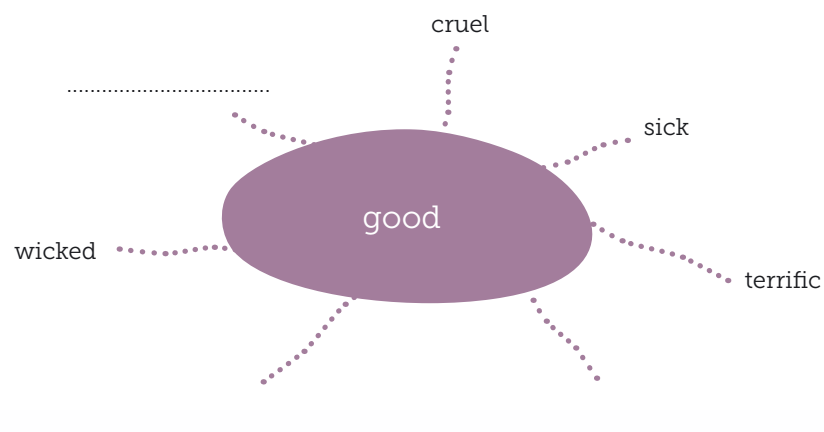
Language development explosion charts can be bidialectal.

Explosion chart 'argument'



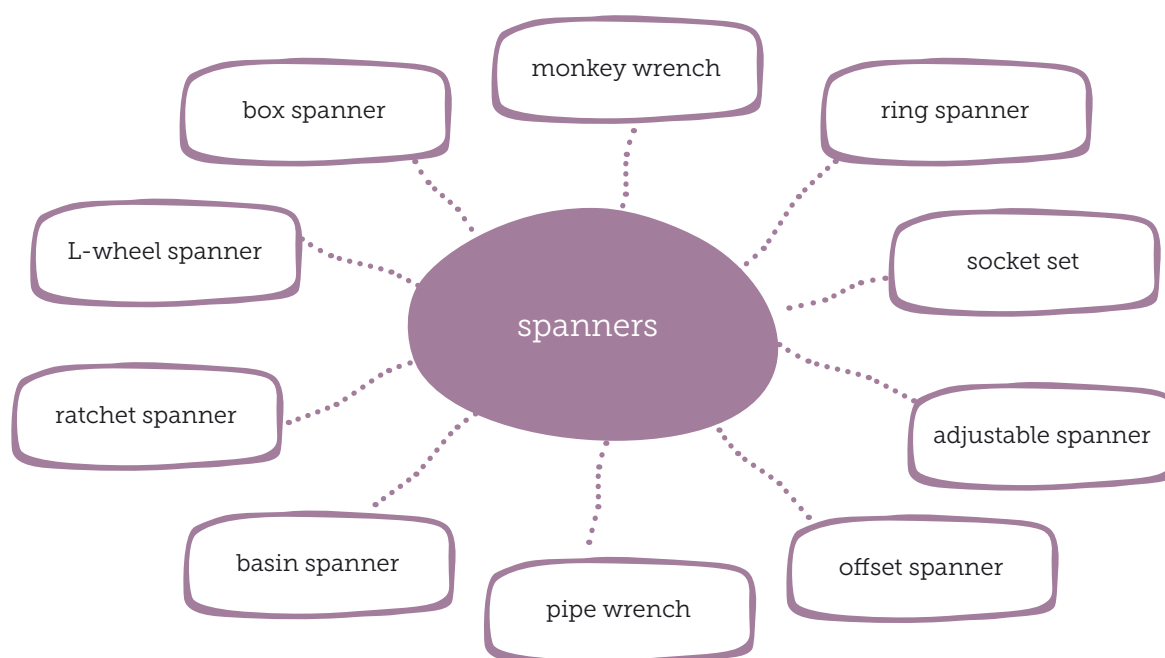
Explosion chart 'good'

Explosion charts can be done in groups or as a whole class

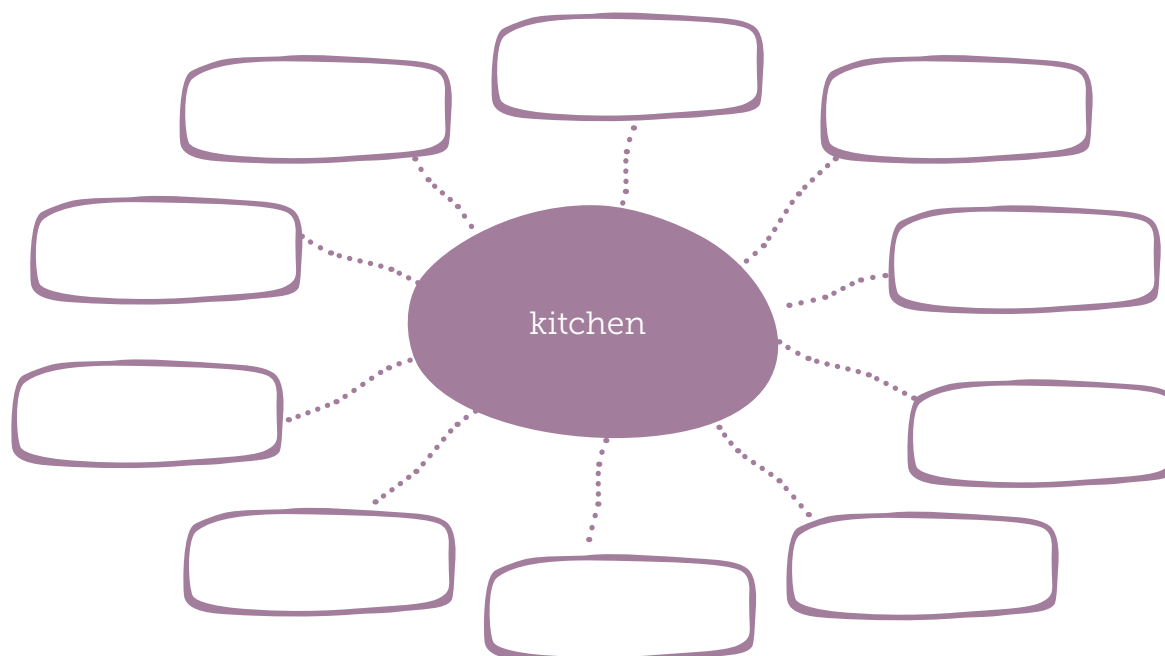


Explosion charts can introduce learners to content specific vocabulary:

Explosion chart 'spanners'



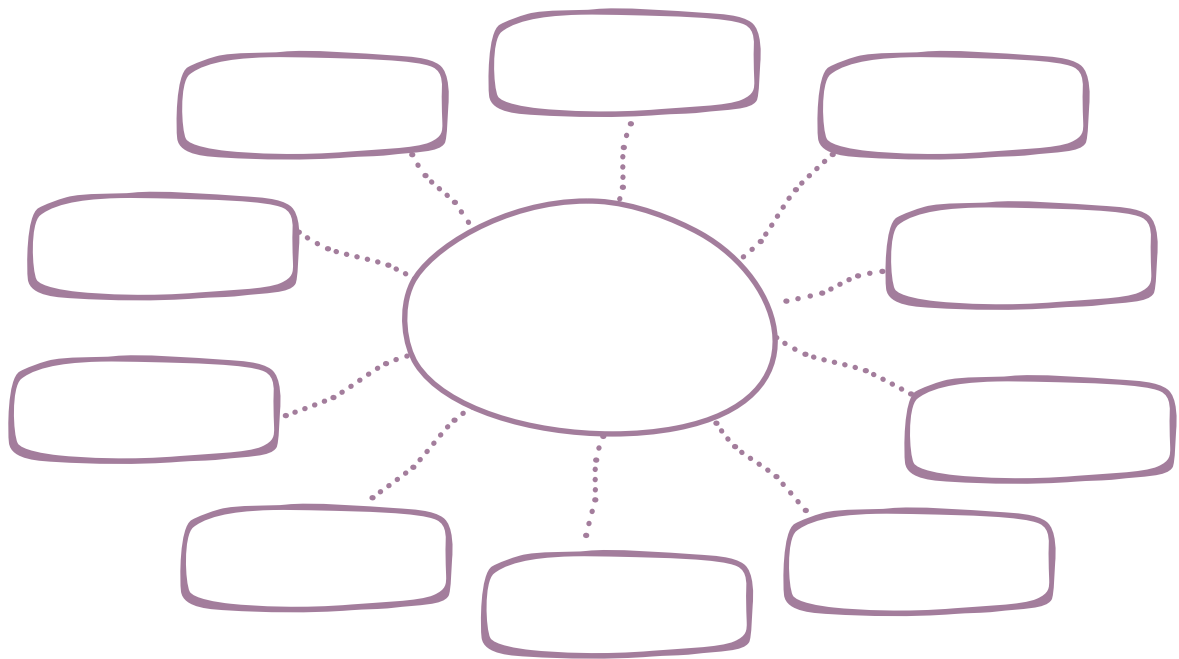
Explosion chart 'kitchen'



MODULE 8.3 EXPANDING LEARNERS' VOCABULARY – HANDOUT

Blank explosion chart

Use this blank chart to create your own explosion chart(s):



MODULE 8.4 PRONUNCIATION – OVERVIEW

Learning objectives

This module will help educators to:

- become familiar with the sounds of AE (Aboriginal English)
- identify pronunciation teaching points for AE speakers.

Activity description (jigsaw pronunciation activity)

In this jigsaw activity, the texts are kept small because each one deals with a specific pronunciation feature. Participants will need to familiarise themselves with that feature before moving on to their new grouping, so they can teach it.

The activity itself models a jigsaw reading/listening activity that participants might consider using with learners. Jigsaw reading/listening activities are useful for developing reading, listening and speaking skills as well as note-taking and cooperative learning skills. They can be especially useful when learners need to be familiar with the content of longer texts.

See *Guide to useful language and literacy teaching strategies and learning experiences* in Module 12.7.3 for other language teaching and learning experiences.

Facilitators notes

Materials required:

- Handout 1: *Jigsaw text* (provided)
- Handout 2: *Jigsaw text* (provided)
- Handout 3: *Jigsaw text* (provided)
- Handout 4: *Jigsaw text* (provided)
- Handout 5: *Jigsaw text* (provided)
- Writing materials

1. Explain that the jigsaw activity will provide each group or pair with a specific sound issue for speakers of Aboriginal English.
2. Go around the room assigning participants to Groups 1, 2, 3, 4 and 5. Participants assigned to Group 1 come together in one part of the room, and so on. (Note: ideally, this task should be undertaken jointly by both Aboriginal and non-Aboriginal participants. This will need to be taken into account when grouping participants. If this is not possible, participants will need to rely on their existing knowledge of both SAE [Standard Australian English] and AE.)
3. Distribute copies of Handout 1 to Group 1, Handout 2 to Group 2 and so on. Everyone should have a copy of a text to read, discuss and make notes on.
4. Members of each group read and discuss their text and undertake the task. Tell participants that you expect to hear a lot of noise as they practise the sounds themselves. They should be able to explain and demonstrate the differences in the AE and SAE sounds.
5. Disband the groups and re-form smaller groups of three, including representatives from Groups 1, 2, 3 and so on.
6. Members of these groups take turns in explaining and demonstrating the issues relating to their sounds, beginning with Person 1, then Person 2 and so on.
7. Ask participants about any other sounds that they have observed Aboriginal English speakers having difficulty with.

MODULE 8.4 PRONUNCIATION – HANDOUT 1

Jigsaw text

Languages place meaning on different units of sound – segments as small as single letters. So changing a sound can mean changing meaning, eg *pin* and *bin*. In English it is important to hear and pronounce the difference between *p* and *b*, but Aboriginal English speakers do not necessarily differentiate between these sounds.

Other consonants that are interchangeable in Aboriginal English are /t/ and /d/ (for example, *but* and *bud*), /k/ and /g/ (for example, *luck* and *lug*), /th/ and /t/ (for example, *thin* and *tin*) and /th/ and /d/ (for example, *then* and *den*, *that* and *dat*). Similarly, Aboriginal English speakers may not distinguish in their pronunciation of fricative sounds such as /f/ and /v/, eg *riber* rather than *river*.

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Jigsaw text

Equally, the 'ing' sound at the end of a word is often pronounced 'in' in Aboriginal English, eg *huntin*, *cryin*. These sounds might be important to an Standard Australian English speaker, but are not so clearly different to an Aboriginal English speaker.



Jigsaw text

Educators may need to demonstrate these differences in minimal pairs (for example, *been* versus *bin*), until learners become familiar with them.

Notes





Jigsaw text

Not noticing this ending might be interpreted as a grammatical error because it involves the /-s/ of the verb form (for example, *ts* as in *he eats*), the plural /-s/ (for example, *snake* for *snakes*), or the past tense, as in *finish* and *finished*.

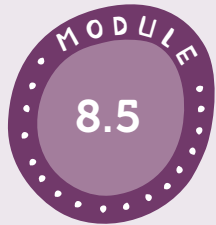


Jigsaw text

Another sound that is influenced by the beginnings of words in Standard Australian English and not necessarily in Aboriginal English is the use of 'an' instead of 'a' in front of words beginning with vowels, eg *a* *apple*.

Notes

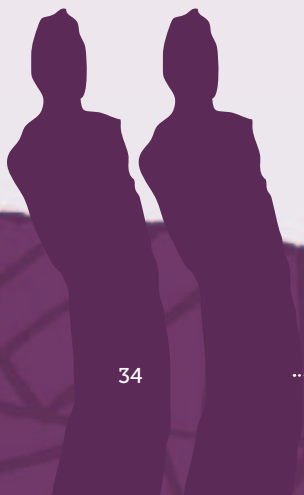




MODULE 8.5 ORAL VERSUS WRITTEN LANGUAGE

Module 8.5 presents workshop materials that will enable educators to:

- raise awareness of the differences in oral and written speech
- reflect on the roles of spelling and punctuation in learning.



MODULE 8.5 ORAL VERSUS WRITTEN LANGUAGE

8.5.1 PUNCTUATION – OVERVIEW

Learning objectives

This module will help educators to:

- raise awareness of the differences between oral and written speech
- enhance oral language transcription skills.

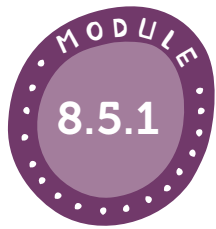
Activity description

In this activity, participant groups are given a set of three texts. Pairs within the groups are to punctuate the 'bare' texts. Two texts are transcribed oral narratives and one is written, so the punctuation will differ. Participants can introduce the same activity to their learners using texts of appropriate content and level. Learners might also listen to an audio recording of a peer and, as a class, transcribe and punctuate it. This activity will raise awareness of punctuation conventions in Standard Australian English.

Facilitators notes

Materials required:

- Powerpoint: *Oral versus written language* (provided)
 - Worksheet 1: *Ella's story* (provided)
 - Worksheet 2: *Emu story* (provided)
 - Worksheet 3: *Origin of the word 'blue'* (provided)
 - Facilitators key: *Ella's story; Emu story; Origin of the word 'blue'* (provided)
 - Writing materials.
1. Show and explain the Powerpoint: *Oral versus written language*.
 2. Divide participants into three groups, using a strategy from Module 12.7.1 or one of your own. Ask participants from the same groups to form pairs.
 3. Circulate the three worksheets, Worksheet 1 for Group 1, 2 for Group 2, 3 for Group 3; one worksheet for each pair. Alternatively, you can prepare your own texts with no punctuation. A range of text types or genres can be used in both dialects.
 4. Ask participants to punctuate their texts in pairs and to share/compare with other pairs, so every participant is familiar with all three worksheets.
 5. Ask participants for comments relating to the task, the need for flexibility and innovation in transcribing oral language and the differences between oral and written language.



MODULE 8.5 ORAL VERSUS WRITTEN LANGUAGE

8.5.1 PUNCTUATION – POWERPOINT

Oral versus written language

Written and oral languages are very different:

- Speakers generally don't apply the rules of standard written language when they speak:
 - They don't finish sentences.
 - They stop and start.
 - They 'um and 'ah'.
- They even make grammatical mistakes – sometimes they correct themselves and sometimes they don't.
- Spoken language is spontaneous. It occurs at the moment, is less prepared or thought out (except for a speech, sermon, etc).
- Spoken language does not last – it is said and is gone – unless it is written down or recorded.
- Written language is prepared.
- Written language is often edited and perfected.
- Written language is usually meant to last and be read at another time and in another place.
- We are used to punctuating written language with sentences, dividing them with commas and ending them with full stops, which makes the parts of a sentence easier to understand.
- Written spoken language needs to reflect *how* it was said, so we understand the speaker's purpose.



MODULE 8.5 ORAL VERSUS WRITTEN LANGUAGE

8.5.1 PUNCTUATION – WORKSHEET 1

Ella's story

1. In pairs, insert punctuation in the following text.
2. Share and compare your decisions with other pairs.

Transcript

theres this girl in my group who like really stands out she can do the backward flip and land on her feet just right every time but this other day she she her feet just she didn't land and I had the teacher had to write this report she went to hospital but she is fine now.



MODULE 8.5 ORAL VERSUS WRITTEN LANGUAGE

8.5.1 PUNCTUATION – WORKSHEET 2

Emu story

1. In pairs, insert punctuation in the following text.
2. Share and compare your decisions with other pairs.

Transcript⁶

at the station me and my dad and my mother and my brother we went we went camping out and um we went bush and uh we walking along and i saw a s- i saw i sawra sawra emu and e was a cheeky emu and i went and i went to um get de eggs and my dad e was gonna shoot da wild emu and i ran back to get da bullets nd d emu was under da um under the er land rover and i got... and e was under the land rover and is walkin along get the bullets and i got the bullets and um, and i ran u saw de emu under da um Land Rover and i ran jumped the fence hit a – um jumped over a the r um um spinifect and and a... snake came out i got up, got the bullets and and ran an told Dad and I got the gun and Dad wasnt dere so I got the gun and shot the emu and got the eggs and got in the land rover and roared around the c- um roared around the corner then a and thats the end of the story

⁶ Centre for Applied Language and Literacy Research (1993-2005). *Centre for Applied Language and Literacy Research Database*. Perth: Edith Cowan University..



MODULE 8.5 ORAL VERSUS WRITTEN LANGUAGE

8.5.1 PUNCTUATION – WORKSHEET 3

Origin of the word 'blue'

1. In pairs, insert punctuation in the following text.
2. Share and compare your decisions with other pairs.

Transcript⁷

blue is one of those Australian terms that over the years have gathered an extremely wide range of meanings it denotes a summons, an error of judgment, a mistake it is an abbreviation of bluey a swagman bundle it is an inevitable nickname for any red-haired person it is used as a reference to a blue-speckle cattle dog

there is a distinct likelihood that blue originated in Australian shearing sheds in the 1890s when shearing machines were beginning to displace hand shears this is the way an old-timer put it in a letter to me it was necessary to keep sharpening the cutters on a fast-spinning wheel this was done by the expert in those days of handpieces no one was very skilled in the sharpening business if a cutter was held against the wheel too long it would turn blue and lose its temper nothing enraged a fast shearer always looking for an excuse to cover any drop in his tally more than if the expert made a blue of one of his cutters if you made a blue you most likely had a fight on your hands

⁷ Adapted from Baker, Sidney J. (1977). *The Australian Language*. Melbourne: Sun Books, 126, reproduced with permission.



MODULE 8.5 ORAL VERSUS WRITTEN LANGUAGE

8.5.1 PUNCTUATION – FACILITATORS KEY

Ella's story

theres this girl in my group who like really stands out she can do the backward flip and land on her feet just right every time but this other day she she her feet just she didn't land and I had the teacher had to write this report she went to hospital but she is fine now.

Emu story

At the station me and my dad and my mother and my brother, we went⁸ we went camping out and um we went bush and uh we walking along and I saw a s- I saw- I sawra sawra emu and e was a cheeky emu, and I went- and I went to um get de eggs, and my dad e was gonna shoot da wild emu and I ran back to get da bullets, nd d emu was under da- um- under the er land rover and I got- and e was under the land rover and I's walkin along get the bullets and I got the bullets and um, and I ran u saw de emu under da um Land Rover and I ran jumped the fence hit a – um jumped over a - the r - um um spinifect and - and a... snake came out I got up, got the bullets and- and ran an told Dad and I got the gun and Dad wasn't dere so I got the gun and shot the emu and got the eggs and got in the land rover and roared around the c- um roared around the corner then a- and that's the end of the story⁹.

Origin of the word 'blue'

Blue is one of those Australian terms that over the years have gathered an extremely wide range of meanings. It denotes a summons, an error of judgment, a mistake; it is an abbreviation of *bluey*, a swagman bundle; it is an inevitable nickname for any red-haired person; it is used as a reference to a blue-speckle cattle dog.

There is a distinct likelihood that *blue* originated in Australian shearing sheds in the 1890s when shearing machines were beginning to displace hand shears. This is the way an old-timer put it in a letter to me: 'It was necessary to keep sharpening the cutters on a fast-spinning wheel. This was done by the *expert*. In those days of handpieces, no one was very skilled in the sharpening business. If a cutter was held against the wheel too long it would turn blue and lose its temper. Nothing enraged a fast shearer (always looking for an excuse to cover any drop in his tally) more than if the expert *made a blue* of one of his cutters. If *you made a blue* you most likely had a fight on your hands.

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- 8 When transcribing spontaneous speech, indications of hesitation and repetition can be important. Usually '...' or '-' are used and, if the speech is incomprehensible, 'xxxxx' can be used.
- 9 It's not unusual to find continuous utterances in oral language, especially in young learners. The intonation pattern of the utterance (pitch, tone and pauses) will indicate if a pause is actually equivalent to a sentence break.

MODULE 8.5 ORAL VERSUS WRITTEN LANGUAGE

8.5.2 SPELLING – OVERVIEW

Learning objective

This module will help educators to:

- reflect on the role of spelling in learning.

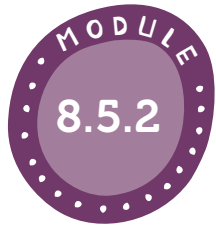
Activity description

In this activity, participant groups are asked to reflect on their own spelling skills and consider the following quotation: ‘Some people never become good at spelling, while others are like “walking dictionaries”’

Facilitators notes

Materials required:

- Powerpoint 1: *Why is spelling important?; Managing the ‘disgrace’ of not being a good speller* (provided)
 - Powerpoint 2: *Discussion points* (provided).
3. Organise participants into groups using the strategies mentioned above.
 4. Show Powerpoint 1: *Why is spelling important?; Managing the ‘disgrace’ of not being a good speller*. Generate discussion from the questions about ‘spelling disgrace’:
 - Is it public and embarrassing?
 - Is it subtle and quiet?
 - Does it tell the learner what the problem is?
 - Does it provide opportunities for improvement?
 5. Show Powerpoint 2: *Discussion points* and ask groups to reflect on their own spelling experience and skills.



MODULE 8.5 ORAL VERSUS WRITTEN LANGUAGE

8.5.2 SPELLING – POWERPOINT 1

Why is spelling important?

Spelling becomes important once we begin to write.

Spelling is:

- a means of making ourselves understood to a reading audience
- a vehicle that helps to transfer oral into written language
- rule-governed and standardised in Standard Australian English
- not necessarily standardised in all dialects of English.

Managing the 'disgrace' of not being a good speller

Managing 'spelling disgrace' requires reflection on what level of correction you provide: for example, detailed rewriting of the word, circling the word with no correct example, advising reference to a dictionary, advising use of a spell checker.

Consider the impact of your correction on the learner:

- Is it public and embarrassing?
- Is it subtle and quiet?
- Does it tell the learner what the problem is?



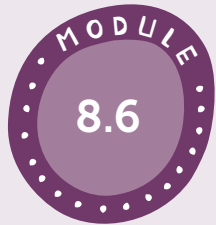
MODULE 8.5 ORAL VERSUS WRITTEN LANGUAGE

8.5.2 SPELLING – POWERPOINT 2

Discussion points

- Rate yourself as a speller.
- Describe the aspects of spelling you have difficulty with.
- Consider how you manage the (potential) disgrace of your own inaccurate spelling.
- How do you feel when you see that another adult has spelt a word wrong?
- How good are you at spotting mistakes in spelling in public signs, etc?
- How often do you ask how to spell a word or use a dictionary?

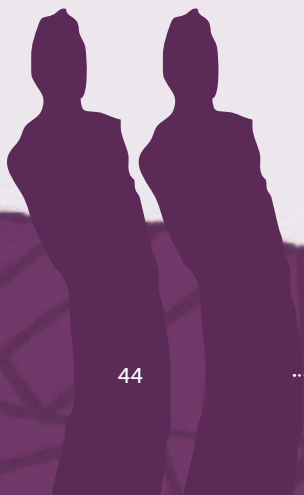




MODULE 8.6 WRITING IN A DIALECT

Module 8.6 presents workshop materials that will enable educators to:

- raise awareness of the importance of maintaining and valuing one's dialect
- understand the opportunities and challenges of writing in a dialect
- better incorporate writing in Aboriginal English in their learning environment.



MODULE 8.6 WRITING IN A DIALECT

8.6.1 WHAT IS WRITING? – OVERVIEW

Learning objectives

This module will help educators to:

- understand the complexity of learning how to write, especially in an additional language
- identify the different skills that are involved in writing a text.

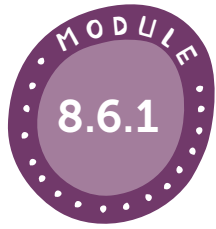
Activity description

This activity draws on participants' personal experiences in order to relate to learners. Participants might consider using this kind of activity with learners, choosing a text and questions that are appropriate for them. The group reflections/discussions foster communication skills and build empathy.

Facilitators notes

Materials required:

- Handout: *What is writing?* (provided)
 - Facilitators material: *What is writing* (provided).
1. Distribute the Handout: *What is writing?* to participants.
 2. Give participants time to read through the whole text and possibly recall personal experiences that relate to the text.
 3. Use the facilitators materials, read Section 1 of the text to participants and pose questions. Invite participants to share their thoughts with the whole group. Repeat this process for Sections 2 and 3.



MODULE 8.6 WRITING IN A DIALECT

8.6.1 WHAT IS WRITING? – HANDOUT

What is writing?

Writing involves several quite separate skills, including:

- **transcription** or *dictation* – the process of translating language into written symbols. The brain must translate sounds into physical movements that make patterns on paper
- **text generation**, or translating ideas into language – the process of choosing words. What do you want to say? How do you want to say it?

Putting thoughts into words on paper is the highest form of language skill development. It is complex because it involves the simultaneous application of several learned skills. For fluent writing, the brain must learn how to coordinate all the above functions into one smooth, integrated operation.

The learner who needs to think about forming letters is quite likely to have trouble with text generation¹⁰.

10 Adapted from Nelson, R. H. (2002) *PhysicalLanguage* [sic]. Retrieved 23 May 2011 from <http://www.peterson-handwriting.com/Publications/PhysicalLanguage.html>.



MODULE 8.6 WRITING IN A DIALECT

8.6.1 WHAT IS WRITING?

– FACILITATORS MATERIAL

What is writing?

Section 1

Writing involves several quite separate skills, including:

- **transcription or dictation** – the process of translating language into written symbols. The brain must translate sounds into physical movements that make patterns on paper
- **text generation**, or translating ideas into language – the process of choosing words. What do you want to say? How do you want to say it?

Possible questions

- Have you tried to produce a piece of writing in a new language as an adult?
- What strategies did you use to simplify the task of writing?

Section 2

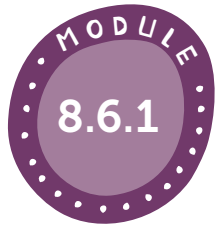
Putting thoughts into words on paper is the highest form of language skill development. It is complex because it involves the simultaneous application of several learned skills. For fluent writing, the brain must learn how to coordinate all the above functions into one smooth, integrated operation.

Possible questions

- Think about a time when you had to write about something that was very complex or that was about something you were not very familiar with or did not understand properly.
- What can you remember about what your thinking processes were?
- How did you feel about undertaking this task?

(continued on next page)





Section 3

The learner who needs to think about forming letters is quite likely to have trouble with text generation¹¹.

Possible questions

- Have you had the experience of learning a new skill that involved the development of sub-skills?
- How can the fact that you try to master different sub-skills affect the accomplishment of the overarching skill?

11 Adapted from Nelson, R. H. (2002) *PhysicalLanguage* [sic]. Retrieved 23 May 2011 from <http://www.peterson-handwriting.com/Publications/PhysicalLanguage.html>.



MODULE 8.6 WRITING IN A DIALECT

8.6.2 POSSIBLE GUIDELINES – OVERVIEW

Learning objectives

This module will help educators to:

- understand possible considerations regarding spelling and punctuation in Aboriginal English (AE)
- raise awareness of the importance of maintaining one's dialect
- develop ways of using one's dialect in bridging to Standard Australian English.

Activity description

This activity enhances participants' ability to analyse and compare texts, with a special focus on the link between meaning and spelling/punctuation. The task encourages participants to apply a critical view to guidelines, policies, etc.

If possible, also refer to Focus Area 11.

Facilitators notes

Materials required:

- Handout: *Guidelines for learners to choose for spelling and punctuation in Aboriginal English* (provided).
1. Organise participants into pairs, using one of the strategies in Module 12.7.1 or one of your own.
 2. Distribute the handout to participants. Discuss the storybooks from Focus Area 11 (*Grandfather*, *Djiti Djiti*, *Me 'n Gladys* and *Hearin' the Voices*) and compare the spelling and punctuation in the books with the guidelines on the handout.
 3. Discuss as a group, inviting pairs to share their findings or thoughts.

MODULE 8.6 WRITING IN A DIALECT

8.6.2 POSSIBLE GUIDELINES – HANDOUT

Guidelines for learners to choose for spelling and punctuation in Aboriginal English

Background information

This set of guidelines has been developed by the Department of Education, the Department of Training and Workforce Development and the research team¹² to assist educators and writers in maintaining some consistency in the writing of Aboriginal English for the texts produced to accompany these materials (see also associated storybooks, some of which are represented in Focus Area 11).

Please note:

- The guidelines are NOT for the teaching of Aboriginal English, but are to help learners make decisions about spelling and punctuation *if they choose* to write in Aboriginal English and to help them explain how they have done so and why.
- Two-Way Teams will need to consider which member (Aboriginal or non-Aboriginal) should read writing in Aboriginal English.
- Any free writing situation that enables the use of Aboriginal English needs to be accompanied with reflection on pronunciation and discussion about the possibility of miscommunication, eg if using *is* for *his* and *is* for *is*.
- These guidelines may not be applied in the same way for every text, but offer learners options for how they can use the written form of their dialect.
- For learners in the adult sector, these guidelines provide a basis for negotiation with an editor on how they would like their writing published.

12 The ABC of Two-Way Literacy and Learning Project research team.



Guidelines for learners, teachers and trainers to choose appropriate spelling and punctuation in Aboriginal English

1. **Recognising Aboriginal English speakers' perceptions:** the spelling of Aboriginal English words needs to be determined by community consultation and may therefore vary from area to area, eg *ana/unna*, *noongar/nyungar*, *feller/fullah*.
2. **Accommodating dialectal and stylistic variation:** the spelling of many words (for example, *dance*, *kilometre*, *castle*, *derby*) is constant in the English system, although their pronunciation can differ according to dialect and style. This same kind of flexibility is proposed for Aboriginal English varieties.
3. **Spelling may show the development of the word** (its etymology) and its original form (its morphology): for example, *cause* shows the relationship with *because* better than *cos*. A preference for spelling that is related closely to the conventional form (*cause*) may better support learners' ability to spell in standard forms.
4. **Phonetic accuracy may be kept** (for example, *aksed* rather than *asked* represents Aboriginal pronunciation).
5. **The grammatical forms used by the author/speaker may be kept** (for example, *gotta* may be considered more authentic than *got to* in Aboriginal English, as the *to* is not seen as a separate word).
6. **Punctuation may be minimal.** Punctuation can cause an interruption or distraction, rather than helping understanding as in Standard Australian English. The meaning in Aboriginal English is made clear from the context. Line breaks can be used sometimes where a comma might otherwise be used. Spacing and line length can follow intonation and sense grouping. Commas, therefore, can be used between items in a list or with an explanatory phrase or clause, but are not used if a line break already does the same thing. Sentences may begin with capital letters and end with full stops to keep similarity with Standard Australian English.
7. **Avoiding ambiguity or double meanings:** care should be taken so there is no confusion. Inverted commas are used to indicate contraction when this occurs in the middle of a word. Inverted commas are only used to indicate a missing first or last letter when this could cause confusion (for example, *'and* [= *hand*] to avoid confusion with *and*). Different spellings should also be kept when words have different meanings, eg *break* and *brake*.
8. **Preference may be given to forms that help the transfer to Standard Australian English (SAE) spelling and punctuation.** For example, words starting with *h* in SAE (for example, *home*, *hand*) should keep their *h* regardless of it sometimes not being pronounced in SAE either (for example, *hour*, *honour*).
9. **Repeated words need to be spelt the same way** throughout a text: for example, do not use *fella* in some places and *fellow* in others for the same word within the same text.
10. **Avoid negative stereotyping with the over-simplification of words.** For example, don't use unnecessarily simple spellings like *skool* for 'school', as they can be stereotyped as childish.

Task: Using the guidelines above and the storybooks *Grandfather*, *Djiti Djiti*, *Me 'n Gladys* and *Hearin' the Voices*, discuss the use of spelling, punctuation and layout.





Tracks to Two-Way Learning

This Focus Area booklet is one of a series of 12 that forms Part 2
of the *Tracks to Two-Way Learning* package.



**Understanding
language and dialect**
Our dialects, our lives



Our views, our ways
*Aboriginal knowledge,
beliefs, today*



**The grammar of
dialect difference**
*Difference, talking, hearing,
understanding*



How we shape experience
*Yarning, seeing,
watching, doing*



**How we represent
our world**
*Art, symbols, gestures,
opportunity
Manners, reading,
knowledge, time limits*



Language and inclusivity
*How we include and how
we exclude*



Making texts work
*... in a Two-Way
learning environment*



From speaking to writing
*What's right and
what's wrong*



How we talk
*How we talk,
when we can talk*



**Making a difference
for learners**
*We can do it like this
Show me what*



Hearin' the voices
*Tell me your story
(includes ten storybooks)*



Toolkit for teaching
*What we do
with our mob*