



Shadow Man

Looking at it from our way...

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The suite of stories

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Hearing the Voices

Djiti Djiti

Me n Gladys

Grandfather

Shadowman + CD

Candles n Gilgies



Ashley Collard

More to come.....

What are they for?

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- For teachers to learn about Aboriginal English so they are more informed as they teach SAE
- As reading material for Aboriginal readers (children and adults)
- As a model for developing Aboriginal writers seeking more culturally appropriate ways of expression

AUDIO



Shirley Collard

The background of the slide features a stylized, painterly illustration of a landscape at sunset or sunrise. The sky is a warm, golden-yellow color. In the foreground, there are several trees with dark, gnarled trunks and branches, some of which are silhouetted against the bright sky. The ground is a mix of dark and light brown tones, suggesting a natural, perhaps arid, environment. A single bird is visible in flight in the upper center of the sky. The overall mood is serene and contemplative.

The problem is linguistic

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- All solutions advanced are monocultural and monodialectal and potentially assimilatory.
- The most significant repository of culture is language.
- Current testing takes no account of Indigenous students' linguistic and culture-based competencies and their real abilities are effectively excluded.

Ailey Collard



Linguistics 101

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- Standard Australian English (SAE) and Aboriginal English (AE) are both dialects
- Many Aboriginal people use Aboriginal English as their home talk
- Both dialects have complex language rules – Standard English is the institutionalised variety – which is what makes it “standard”.

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Linguistics 101 (contd)

- All language conveys and determines world-views (particular ways of seeing the world)
- Aboriginal English has different rules about how and when to speak, and how to behave
- Some standard English words have different meanings in Aboriginal English
- Aboriginal English has rules that generate different word and sentence forms
- Aboriginal English has conventions and genres that differ from other ways of using English.

Stress/Intonation
(prosodics)

Sounds
(phonology)

Words
(morphology)

Sentences
(syntax)

Meaning
(semantics)

Text form/text structure
(genres)

The way language is used
(pragmatics)

Values

Beliefs

Attitudes



Applying the iceberg

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- Read one of the stories
- Note examples that illustrate Aboriginal English rules conventions or worldview
- Compare your list with others

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Differences in stories

authenticity	fictitious
group orientation	person orientation
economy of words – contextualised – based on rich oral tradition	word rich – preference for decontextualisation – based on rich written tradition.
holistic view of meaning making (hence importance of pictures)	word-based meaning-making
assumption of shared knowledge	less assumption of shared knowledge
organisation of text: eg topical progression	organisation of text: eg: timeline

Spelling punctuation and genre

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The stories developed for the two-way literacy and learning project:

- preserve the voice (sound)
- preserve the grammar/syntax
- preserve the genre features
- preserve the world of meaning

- so that, for Aboriginal readers, the text would have meaning.



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Double power

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- Indigenous knowledge needs to be acknowledged in class
- Respect of home language offers a strong base to improve SAE acquisition
- Proficiency in a first dialect is relevant to proficiency in a second dialect
- All students benefit from analysing language and its functions

Contacts

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