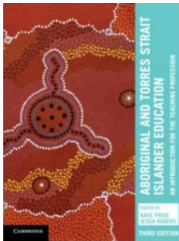



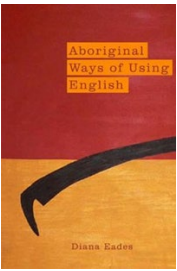
Henry Parkes Equity Resource Centre

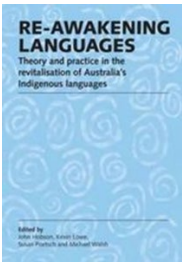
Aboriginal English

New and popular annotated bibliography

See [websites](#)

Resource cover	Annotated bibliography
	<p><i>Aboriginal and Torres Strait Islander education: an introduction for the teaching profession</i> by Kaye Price & Jessa Rogers. Port Melbourne, VIC: Cambridge University Press. 2019. ANF 371.829 ABL</p> <p>In chapter 11, <i>Language and literacy</i>, Troy discusses issues of disadvantage in schools where speakers of Aboriginal English are assigned lower academic expectations. Examples of the impact on language with confusion around cultural understandings explain students' lack of confidence and achievement with language skills. Available to readers is an eBook that enhances the text with web-based activities, case studies and applied learning activities.</p>
	<p><i>Australian Aboriginal English: change and continuity in an adopted language</i> by Ian G. Malcolm et al. Boston: De Gruyter Mouton. 2018. ANF 427 MAL</p> <p>The Aboriginal English dialect is described with attention to regional and social variations. The historical evolution of the dialects are explained in relation to colonial influences and other Aboriginal dialects. Examples are given of cross cultural and language misunderstandings and their impact on speech conventions. A review of recent research, a comprehensive bibliography and a number of sample texts help to deepen understandings.</p>

	<p><i>Aboriginal ways of using English</i> by Diana Eades. Canberra, ACT: Aboriginal Studies Press. 2013. ANF 427 EAD</p> <p><i>Aboriginal ways of using English</i>, is a compilation of nine papers. Eades advocates for the recognition of Aboriginal English to avoid confusions that disadvantage Aboriginal English speakers in society. The many subtleties of meaning and intent of language used by Aboriginal persons is made clear as well as the impact of misunderstandings within the criminal justice legal system.</p>
<p>No image available</p>	<p><i>Tracks to two-way learning: a new three-part train-the-trainer package for teachers and trainers</i> by WA Department of Training and Workforce Development. East Perth: Department of Education. 2012. ANF 427 TRA</p> <p>Drawing on research this text shows the differences between Aboriginal English and Australian English such as: sounds; vocabulary; grammatical structures; social behaviours; and ways of processing knowledge and experience. Included are facilitator and sample workshop guides to improve quality teaching and learning across education, training and workplace settings. Guidance is provided for Aboriginal and non-Aboriginal people to collaboratively plan and implement professional learning to colleagues.</p>
<p>No image available</p>	<p><i>Bardis, fire and gilgies</i> by Glenys Collard. East Perth: Department of Training and Workforce Development. 2011. ANF 305.89 COL</p> <p>The collaboration between the Adult Literacy Program and the ABC of Two-Way Literacy and Learning Project aims to promote: acceptance for Aboriginal English; a way for bridging to Standard Australian English; and cultivation of Aboriginal ways of approaching experience and knowledge. The text with visual support recounts the food gathering and hunting practices of a family in Aboriginal English demonstrating vocabulary, rhythm and grammatical usage. <i>Hearin' the voices</i> is another book available in our catalogue that recounts stories past down from ancestors.</p>



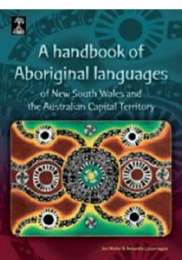
Re-awakening languages: theory and practice in the revitalisation of Australia's indigenous languages by John Hobson et al. Sydney: Sydney University Press. 2010. **ANF 499 RE**

Several papers in this collection reference Aboriginal English alongside Aboriginal English. Topics include: using home language to build academic understandings in Standard Australian English; de-stigmatising Aboriginal English; stereotypes and disadvantage; bilingual education and national testing; and NSW Aboriginal English pronunciation. The papers are organised into the following sections: policy and planning; centres and programs; education; literacy and oracy; technology; and documentation.



Second dialect acquisition by Jeff Siegel. Cambridge: Cambridge University Press. 2010. **NF4 417 SIE**

Jeff Siegel informs readers about the complexities of learning a new dialect and how it differs from learning a new language. Three broad types of dialects examined are national, regional and social. Variations between written forms and spoken standards of English dialects are explained. Dialectal differences include vocabulary, grammar, pragmatics and pronunciation. Educational approaches to second dialect acquisition are recommended.



A handbook of Aboriginal languages of New South Wales and the Australian Capital Territory by J. Wafer, A. Lissarrague & J. Harkins. Nambucca Heads, NSW: Muurrbay Aboriginal Language & Culture Co-operative. 2008. **ANF 499 WAF**

Aboriginal English and NSW Pidgin are two contact languages that are examined in chapter 15 of this book. The evolution of Aboriginal English, its variants, linguistic structure, phonology and issues with miscommunication are addressed.

No image available	<p><i>The way we learn: the nature of the learner</i> by Ruth Elvin et al. North Sydney: Board of Studies. 1995. ANF 371.97 WAY</p> <p>As part of the Aboriginal Literacy Resource Kit this book is in response to NSW teachers surveyed on the needs of Aboriginal students. Information is provided on Aboriginal English, ways Aboriginal students' best learn, health issues and culturally appropriate resources. Respecting, understanding and valuing students' skills in Aboriginal English is viewed as central to supporting students in schools.</p>
No image available	<p><i>The way we speak: the nature of the speaker</i> by Ruth Elvin et al. North Sydney: Board of Studies. 1995. ANF 371.97 WAY</p> <p>This resource is part of the Aboriginal Literacy Resource Kit that promotes the use of Aboriginal English and values the words and phrases used by Aboriginal students in classrooms. Fostering a class culture that respects the cultural capital of Aboriginal students can lead to increasing their self-esteem and promote understanding and acceptance. Practical suggestions are given that can be adapted to the schools' context for: classroom setting; teaching relationships; and nurturing home language in the classroom.</p>
No image available	<p><i>Aboriginal English</i> by Diana Eades. Marrickville, NSW: PETA. 1993. PER PEN 93</p> <p>Several topics concerning Aboriginal children and education are covered in this PETA publication. Described are the skills and strengths Aboriginal students bring to school and their English language needs. The author distinguishes between the needs of Aboriginal English speaking students and other students in Australian primary schools. The challenges teachers face in bridging these differences by respecting Aboriginal English and teaching fluency in Standard Australian English through bidialectal education are discussed. Updated content is provided in Diana Eades' 2013 <i>Aboriginal ways of using English</i> publication.</p>

Websites

[Aboriginal education in NSW public schools](#)

On this NSW Department of Education page, key ideas and resources are provided to support speakers of Aboriginal English in NSW schools.

[Language Tracks: Aboriginal English in the classroom](#)

The purpose of this PEN is to help teachers focus on the uses of Aboriginal English in the classroom and how those uses are viewed and interpreted to adjust teaching practices.

[Story books in Aboriginal English](#)

From the Western Australian Department of Education, this project provides guides and resources showing how to engage school communities in valuing Aboriginal language and culture in schools to create contextually relevant story books in Aboriginal English.

[Teaching students who speak Aboriginal English](#)

This PEN paper from the Primary English Teaching Association describes Aboriginal English and its relationship to the Standard Australian English. The implications for teachers in addressing the differences between the two languages are addressed.

[The Capability Framework: Teaching Aboriginal and Torres Strait Islander EAL/D learners](#)

The frame work aligns with the Australian Professional Standards for Teachers to support teachers in meeting the needs of Aboriginal and Torres Strait Islander EAL/D learners.

[Tracks to two-way learning](#)

This site aims to build capacity of educational leaders to improve quality teaching and learning of Aboriginal students through the four dimensions of Staff Knowledge and Practice, Community Engagement, Policy and Practice, Learner Engagement.

Contact

Our team are available to contact on:

- Mondays to Wednesdays from 8am to 5pm
- Thursdays and Fridays from 9am to 3pm

Henry Parkes Equity Resource Centre

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