



Sounds of our language 4: differences in our languages



Lesson four of four lessons:

- Sounds of our language 1: letter of the week poster
- Sounds of our language 2: syllables in our names
- Sounds of our language 3: rhymes
- **Sounds of our language 4: differences in our languages**

CURRICULUM INFORMATION

PHASE OF DEVELOPMENT

| Early Childhood | Middle Childhood | Early Adolescence | Late Adolescence |
|-----------------|------------------|-------------------|------------------|
| ✓ | | | |

MAJOR LEARNING AREAS

| The Arts | English | H & PE | LOTE | Mathematics | Science | S & E | T & E |
|----------|---------|--------|------|-------------|---------|-------|-------|
| | ✓ | | ✓ | | | | |

VALUES

| Pursuit of knowledge & commitment to achievement of potential | Self acceptance & respect of self | Respect & concern for others & their rights | Social & civic responsibility | Environmental responsibility |
|---|-----------------------------------|---|-------------------------------|------------------------------|
| ✓ | | ✓ | | |

TOPIC INFORMATION

PURPOSE

To provide opportunities for students to identify differences and unique qualities of Aboriginal English and Standard Australian English.

STUDENT OUTCOMES

Students:

- discuss differences between their home language (use terminology approved at your school for Aboriginal English) and Standard Australian English; and
- identify and read differences documented on class charts.

Early childhood: English/Listening and Speaking

- Students listen with purpose, understanding and critical awareness in a wide range of situations.
- Students speak with purpose and effect in a wide range of contexts.

Contextual Understandings

- The language used in the classroom may be different from the language used at home.





KEY BACKGROUND POINTS

Deadly Ideas and *Making the Jump* (see references in table below) suggest some similar activities to those described here and may be useful for more information.

There are a number of differences between Aboriginal English and Standard Australian English, and it is important that students learn these differences and how both languages are important. This will also help students to ‘code switch’ and talk more openly about the differences in the two languages.

Some differences from ‘Solid English’ (see reference below, refer to this for more information) include:

- phonology (sounds) of the languages, for instance, certain sounds may be added or deleted (such as /h/ or /ing/);
- in Aboriginal English it isn’t necessary to distinguish between some voiced and voiceless consonants (such as /p/ and /b/);
- in Aboriginal English the ‘ng’ sound is changed to a ‘n’ sound at the end of a word;
- semantics – there may be differences in word meanings (such as ‘deadly’ or ‘roast’);
- pragmatics – differences in the social use of language (such as listening behaviours and eye contact); and
- syntax – differences in word order and grammar.

It is important that these are taught as differences between the languages, if the opportunity arises, and that they are not errors or mistakes of Standard Australian English, but are differences unique to Aboriginal English.

CULTURAL & PROTOCOL CONSIDERATIONS

Always work with an AIEO, member of the Aboriginal Education team at your District Office, or Aboriginal community members to ensure the activity is appropriate for your class. Students in your class and the AIEO will be the experts on identifying differences between the two languages.

You may also be able to invite an Aboriginal Community member in to discuss differences they are aware of between the languages and their experiences with code switching. It is important that these differences are taught as *differences* between the languages and not errors or mistakes of Standard Australian English.

RESOURCES

| Medium | Author, producer, developer etc | Title | Source |
|--------------------------------------|---|---|---|
| package with book, cd, stickers etc. | Department of Education and Training, Western Australia | <i>Do you hear what I hear? Living and learning with conductive hearing loss/ otitis media</i> | Department of Education and Training 92644733 |
| book | Berry R & Hudson J (1997) | <i>Making the jump: a resource book for teachers of Aboriginal students</i> | Kimberley Region: Catholic Education Office |
| book | Department of Education and Training, WA | <i>Deadly Ideas.</i> A collection of two-way bi-dialectal teaching strategies from the ‘Deadly Ways to Learn’ project. | DET: (08) 9264 4733 |
| book | Department of Education and Training | <i>Solid English</i> | DET: (08) 9264 4733 |
| book | Magabala Books | <i>Jalygurr — Aussie animal rhymes</i> | Magabala Books PO Box 668, Broome WA 6725 |





TEACHING AND LEARNING STRATEGIES

TEACHING RESOURCES

- large poster paper and space on wall to keep poster
- marking pens (textas)

LESSON STEPS

Preparation

- **Discuss** differences between Standard Australian English and Aboriginal English with your AIEO to think of clear differences to discuss with the class and encourage them to think of further examples. Students may suggest some of those identified in the previous lesson.
- **Invite** your AIEO to co-teach the lesson with you as it would be difficult to teach it if you have only a limited knowledge of Aboriginal English. If the AIEO is not available you may like to invite a member of the Aboriginal Education team from your District Education Office, or an appropriate member of the local Aboriginal community.
- **Look** through *Solid English*, *Deadly Ideas* and *Making the Jump* for examples of differences between Standard Australian English and Aboriginal English to discuss with the class.

Implementation

- Revise from the previous lesson, words that rhymed and which languages these words are from. You may like to read another poem you select from *Jalygurr*, or another source, and ask the children to identify rhyming words.
- Talk to students about which languages they speak. Who speaks standard Australian English? Who speaks Aboriginal English? Who speaks another language?
- Use terminology approved for your school (eg Standard Australian English may be referred to as 'school language' and Aboriginal English may be 'home language').
- Discuss differences between Standard Australian English, and Aboriginal English from the perspective of both as different languages.
- Give an example of a difference: Sometimes in Aboriginal English, we put an 'h' in front of words, like 'happle'. In Standard Australian English, we say 'apple'. Both are correct in the context of their own language.
- Draw a line down the middle of the poster paper. Clearly write 'Aboriginal English' (or the terminology used in your school) as the heading for one column, and 'Standard Australian English' as the other column's heading.
- Write in the Aboriginal English column – 'h' is in front of words, like 'happle'.
- Write next to this in the Standard Australian English column 'apple' does not have an 'h' in front of it.
- Brainstorm with the class: what other differences there are between home language and school language?
- Write these words on the board as students suggest them, and discuss them at the conclusion of your brainstorm.
- Explain to children that this poster will remain on the wall, and each time they come across a difference between the two languages, we will add it to the poster.
- Continue to add differences as they come up in class.

ASSESSMENT

Observe student's:

- ability to identify differences between languages,
- ability to identify differences in words,
- ability to join in group discussion, and
- participation during the activity.

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