## Contents

1  **Introduction** — 1  
1.1  English in Australia — 1  
1.2  The independence of Aboriginal English — 1  
1.3  The unity of Aboriginal English — 2  
1.4  Aboriginal English research — 2  
1.4.1  The role of Aboriginal researchers — 2  
1.4.2  Queensland — 3  
1.4.3  Western Australia — 3  
1.4.4  The Northern Territory — 4  
1.4.5  New South Wales — 4  
1.4.6  Victoria — 4  
1.4.7  South Australia — 4  
1.4.8  Wider studies — 5  
1.5  This volume — 5  

2  **Australian Aboriginal English in Context** — 7  
2.1  Continuity and change — 7  
2.2  Geographic and demographic context — 7  
2.3  Aboriginal social and cultural context — 8  
2.3.1  Tribal and linguistic grouping — 8  
2.3.2  Spiritual connection to the land — 9  
2.3.3  Orientation to observation — 9  
2.3.4  Kinship — 9  
2.3.5  Totemism — 10  
2.3.6  The Dreaming — 10  
2.3.7  The place of storytelling — 10  
2.4  Aboriginal linguistic context — 11  
2.4.1  Diversity and similarity — 11  
2.4.2  Phonology — 11  
2.4.3  Morphology — 12  
2.4.4  Syntax — 13  
2.4.5  Lexis — 13  
2.5  Aboriginal sociolinguistic context — 14  
2.5.1  Greetings — 14  
2.5.2  Address — 14  
2.5.3  Giving information — 14  
2.5.4  Reporting — 15
## Contents

2.5.5 Group orientation — 15
2.5.6 Audience behaviour — 16
2.5.7 Tone — 16
2.5.8 Eye contact — 16
2.5.9 Courtesy — 16
2.5.10 Shame — 17
2.5.11 The stolen generations — 17
2.6 The context of language contact — 17
2.6.1 Contact languages — 18
2.6.2 New South Wales Pidgin — 18
2.6.3 Processes in the formation of contact languages — 18
2.6.4 Language shift — 19
2.6.5 Developmental and restructuring continua — 20
2.6.6 Creoles in Australia — 21
2.7 The Australian English context — 21
2.7.1 Australian English — 21
2.7.2 Vernacular Australian English — 21
2.7.3 Ethnic Australian English varieties — 22
2.7.4 Standard Australian English — 22
2.8 Aboriginal English: its distinctiveness and its functions — 22
2.8.1 Distinctiveness — 22
2.8.2 Functions — 23
2.9 Attitudes to Aboriginal English — 25
2.9.1 Contradictory pressures — 25
2.9.2 Assertion of ownership — 26
2.9.3 Qualified official recognition — 27
2.9.4 Generational differences in attitude — 27
2.10 Aboriginal English and creative expression — 27
2.11 Implications — 28

3 Phonetics and Phonology — 29
3.1 Introduction — 29
3.2 Influences on the phonology of Aboriginal English — 29
3.2.1 The English varieties brought by the colonists — 29
3.2.2 The phonologies of Aboriginal languages — 30
3.2.3 The changes introduced with pidgins and creoles — 30
3.2.4 The phonology of Australian, and other English, varieties — 31
3.3 Vowels — 31
3.3.1 Front vowels — 31
3.3.1.1 Lowered articulation — 32
3.3.1.2 Raised articulation — 32
3.3.1.3 Palatalization — 33
3.3.2 Central vowels — 33
3.3.2.1 Lowered articulation — 33
3.3.2.2 Fronted articulation — 34
3.3.2.3 Retracted articulation — 34
3.3.3 Back vowels — 34
3.3.3.1 Raised articulation — 34
3.3.3.2 Fronted articulation — 35
3.3.4 Diphthongs — 35
3.3.4.1 Rising diphthongs — 36
3.3.4.2 Centring diphthongs — 37
3.4 Consonants — 38
3.4.1 Voicing and devoicing — 38
3.4.2 Introduction of plosive influence — 39
3.4.3 Generalization of sibilants — 39
3.4.4 Introduction of palatal influence — 40
3.4.5 Variants of /r/ — 40
3.4.6 Elision of certain fricatives — 41
3.4.7 TH-fronting — 41
3.4.8 Pronunciation of semi-vowels — 42
3.5 Suprasegmentals — 42
3.5.1 Stress — 43
3.5.2 Intonation — 44
3.5.2.1 Emphatic high pitch and stress — 45
3.5.2.2 Pitch rise for narrative effect — 45
3.5.3 Rate of utterance — 47
3.5.4 Voice quality — 48
3.6 Phonotactic rules — 49
3.6.1 Aphesis — 49
3.6.2 Syncope — 50
3.6.3 Apocope — 50
3.6.4 Epenthesis — 50
3.6.5 Paragoge — 51
3.6.6 Prothesis — 51
3.6.7 Metathesis — 51
3.6.8 Elision of vowels — 52
3.7 Morphophonemics — 52
3.7.1 Liaison — 52
3.7.2 Assimilation — 53
3.7.3 Elision of syllables — 53
3.7.4 Clipping — 54
3.8 Concluding reflection — 54

4 Morphosyntax — 55
4.1 Introduction — 55
4.2 The Verb Phrase — 55
4.2.1 Tense — 55
4.2.1.1 Present — 55
4.2.1.2 Past — 56
4.2.1.3 Future — 58
4.2.2 Aspect — 59
4.2.2.1 Progressive (Continuous) — 59
4.2.2.2 Perfect — 60
4.2.3 Voice — 60
4.2.4 Mood — 61
4.2.4.1 Indicative — 61
4.2.4.2 Imperative — 62
4.2.4.3 Conditional — 62
4.2.4.4 Subjunctive — 63
4.2.5 Person — 63
4.2.6 Number — 64
4.2.7 Related structures and processes — 64
4.2.7.1 Transitivity — 64
4.2.7.2 Coordination — 66
4.2.7.3 Negation — 66
4.2.7.4 Auxiliary verbs — 68
4.2.7.5 The copula — 69
4.2.7.6 The adverb — 69
4.2.7.7 Metaphorical extension — 70
4.3 The Noun Phrase — 70
4.3.1 Number — 71
4.3.2 Gender — 72
4.3.3 Possession — 72
4.3.4 Determiners — 74
4.3.4.1 Definite article — 74
4.3.4.2 Indefinite article — 74
4.3.5 Adjectives — 75
4.3.5.1 Adjectives and word order — 75
4.3.5.2 Adjectives and nominalization — 76
4.3.5.3 Adjectives and emphasis — 77
4.3.6 Pronouns — 78
4.3.6.1 Personal and possessive pronouns — 78
4.3.6.2 Reflexive pronouns — 80
4.3.6.3 Interrogative pronouns — 80
4.3.6.4 Relative pronouns — 81
4.3.6.5 Other ‘pro’ forms — 82
4.3.6.6 Pronoun cross-referencing — 83
4.3.7 Prepositions — 83
4.3.7.1 Zero preposition — 83
4.3.7.2 Added prepositions — 84
4.3.7.3 Distinctive prepositional uses — 84
4.3.7.4 New prepositions — 87
4.4 Structure of sentences — 87
4.4.1 Statements — 87
4.4.2 Questions — 89
4.4.3 Responses and vocative tags — 90
4.4.4 Resumptive pronoun (left dislocation) — 91
4.4.5 Post-sentence modification (right dislocation) — 92
4.4.6 Topicalization (fronting) — 93
4.4.7 Embedded observation — 94
4.4.8 Verb repetition — 94
4.5 Conclusion — 95

5 Lexis and Discourse — 96
5.1 Introduction — 96
5.2 Lexis — 96
5.2.1 Derivation — 96
5.2.1.1 English lexical sources — 96
5.2.1.2 Non-English lexical sources — 105
5.2.2 Use — 107
5.2.2.1 Conceptual factors — 107
5.2.2.2 Pragmatic Factors — 110
5.3 Discourse — 113
5.3.1 Interactive conventions — 113
5.3.1.1 Principles — 113
5.3.1.2 Speech events — 115
5.3.1.3 Speech acts — 116
5.3.1.4 Strategies — 117
5.3.2 Oral narrative — 118
5.3.2.1 Oral narrative genres — 119
5.4 Conclusion — 125

6 Schematic Structures — 126
6.1 Introduction — 126
6.2 Approaching cultural conceptualizations — 126
6.2.1 Categories — 127
6.2.2 Schemas — 129
6.2.2.1 Travel — 135
6.2.2.2 Hunting — 136
6.2.2.3 Observing — 137
6.2.2.4 Scary things — 137
6.2.2.5 Family — 139
6.2.3 Metaphor and metonymy — 140
6.3 The embedding of conceptualization in an adopted language — 142
6.3.1 Retention — 142
6.3.2 Elimination — 143
6.3.3 Modification — 144
6.3.4 Extension — 145
6.4 Cultural conceptual imperatives in the formation of Aboriginal English — 146
6.4.1 Group orientation — 146
6.4.1.1 Pervasiveness of kinship — 146
6.4.1.2 Group reference perspective — 147
6.4.1.3 Lifestyle-specific categorizations — 149
6.4.1.4 Connotations deriving from shared history — 149
6.4.2 Interconnectedness — 150
6.4.2.1 Less segmented time differentiation — 150
6.4.2.2 Reduced differentiation between time and space — 151
6.4.2.3 Reduced differentiation between genders — 151
6.4.2.4 Reduced number differentiation — 151
6.4.2.5 Reduced differentiation between human and animal — 151
6.4.2.6 Reduced differentiation between human and non-human — 152
6.4.2.7 Embodiment of meaning — 152
6.4.3 Orientation to motion — 153
6.4.4 Orientation to observation — 155
6.4.5 Awareness of the transcendent — 156
6.5 Conclusion — 158