**Guiding principles for second dialect consonant acquisition**

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This presentation reports on a study designed to have a positive impact on the literacy learning of young Aboriginal children, specifically focusing on literacy and consonant acquisition. This study involves the development of guiding principles for a consonant phonological programme based on specialist advice from a diverse cross-section of experts.

The perspectives of literacy practitioners, Aboriginal education practitioners, university academics and Aboriginal community members were explored through semi-structured interviews in order to establish the most effective and culturally appropriate pedagogy to implement during the teaching of Standard Australian English consonants to young Aboriginal children. The interviews were coded to identify similarities and triangulated through the analysis of literature.

Participants and relevant literature emphasised that a solid relationship exists between consonant articulation and learning, both in reading and writing. They agree that the most effective method of learning sounds is analytical and involves extracting the sound from its context (a word), learning the sound, and placing it back into context (the word). There was a strong consensus that, for effective learning, children needed an awareness of both the articulators and the manner of articulation, and that, in order to learn the sound, a sensory activity was necessary to enhance awareness.

Based on these findings, guiding principles for a consonant program design have been developed. These guiding principles have the potential to be adapted to a variety of contexts, and thereby support teachers and students in a variety of learning contexts.

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