

# HEBOU 19

The Newsletter of the  
Linguistic Society of Papua New Guinea  
June 1987

As the annual general meeting draws near, a newsletter reviewing some of the language related activities in Papua New Guinea and within the LSPNG is appropriate. You should have received notification in March/April that this year's conference and annual general meeting are to be held at the University of Technology in Lae, July 8-10th with a main theme of "Issues in Language Development in PNG". The change in location from that announced in Hebou 18 became necessary when it was discovered after Christmas that our booking at the National Sports Institute had not been recorded. Some frantic phone calls and an executive meeting in Madang (the first in two years!) were needed to make alternate arrangements. We trust the location change is not as great an inconvenience as a change of date would have been, and that we will still be able to benefit from the presence of some of our overseas members coming for the Tok Pisin conference the following week.

The Annual General Meeting will of course include election of officers and several of the present executive will not be available for re-election. Too frequently in the past, no nominations have been made until the meeting has begun. Our constitution specifies that nomination should be in writing in the secretary's hand 24-hours before the meeting. We would like to encourage you, therefore, to either submit your nominations by mail before the conference or be prepared to offer them on the first day.

The long awaited volume 15 of Language and Linguistics in Melanesia is in the printer's hands now and may be ready in time for the conference. Volumes 16 and 17 are well on the way so the goal of three volumes this year is still within reach. Two volumes will still be needed in 1988 to bring us up-to-date so please continue to submit materials and encourage others to do so. Progress on special publication No 2 has not been as good and we are still awaiting word from its editor as to when it can be expected. In accordance with the decision at the last AGM, if it is not soon forthcoming, the articles for it will be diverted to the regular volumes of the journal.

Membership dues and subscription rates.

At the executive meeting in March it was decided that an increase in dues and rates was in order. (There has been no change since 1981.) Commencing this year, the individual membership will be K10.00 and commencing with volume 16 the institutional subscription rate will be K20.00. Of course, any who have already paid at the old rates will not be asked to pay the increase.

**Tokples Education Workers Training Course.**

To meet the need expressed by NFE (Non-Formal Education) officers in different provinces for some kind of training in the development of Tokples Pre-Schools, a course was held at UKarumpa, EHP, February 6-26, 1987. A total of 22 participants from 11 provinces attended the course.

The main objectives were:

- To assist participants in understanding the basic theory and background of TPE in PNG, and in learning how to plan and develop programmes in their own areas.
- To enable participants to develop relationships with others involved in TPE programmes.
- To increase participant's awareness of the many resources available to them for their programmes.

Most of the staff were SIL linguists and literacy workers. Others involved were Nicholas Faraclas (UPNG), Lyn Yeoman (Dept of Education, Waigani), Macael Olsson (UPNG) and Naihuwo Ahai (UPNG) who was guest speaker at the closing banquet. Sir Paulius Matane was a guest speaker, addressing the issue of total human development and the role of Tokples.

The course schedule was divided between lectures, discussion sessions, workshops, and seminars. Special emphasis was placed on actively involving participants in all aspects of the course - discussion of lectures, panel discussions, group reports, regular evaluation (and revision accordingly).

Three papers were produced in the course by participants themselves. One is a recommendation for a "National Policy for Language and Education" to be sent to national and provincial governments. (See next page.) The others are a suggested format for vernacular follow-up in primary, secondary and tertiary education, and a suggested "Group Questionnaire for Literacy Surveys". A full report of the course entitled "Developing Tokples Education Programmes in Papua New Guinea" has also been produced.

Participants expressed satisfaction in the opportunities they had to discuss their programmes among themselves. They have decided to set up an on-going network of NFE workers engaged in TPE programmes. Both participants and staff agreed that follow-up to this course is essential. Regional workshops on speciality subjects and a second general course next year were among suggestions offered.

The recommended "National Policy for Language and Education" is reproduced in full here for your interest, and with the possibility in mind of making it the basis of a seminar or panel discussion at the conference in July.

Book announcement:

"Working Together for Literacy" by Mary Stringer and Nicholas Faraclas.

This book is a "complete step by step guide for setting up a local language literacy program using the community framework and for teaching literacy classes using the multi-strategy method." It will be available this month from Christian Books Melanesia in Wewak.

It contains four chapters and ten guides. The chapters are:

Ch.1 Local language literacy programs and developing countries.

Ch.2 The multi-strategy method and how to use it.

Ch.3 The community framework and how to use it.

Ch.4 The local language literacy program in practise. (2 case studies)

The guides cover many if not all aspects of running the programme.

The multi-strategy literacy method has the following characteristics:

A. Allows for many different styles for learning reading and writing.

B. Helps people to become creative readers and writers and original thinkers.

C. Allows students to learn with interest, confidence and a positive attitude.

D. Helps to bring attendance rates up and bring school leaving rates down.

E. Helps to make school an experience that strengthens the learner's sense of identity.

F. Allows learners to use strategies that fit them best from their own culture.

G. Uses two different approaches or ways of teaching, divided into two tracks: the Story Track and the Workbook Track.

H. Has different strategies and approaches built into the basic way the method is set up: teachers use simple daily patterns; learners use whatever suits them best to learn to read and write.

Call for announcements.

Any items which you wish to announce in Hebou, or any comments about what should be included in it will be appreciated by the secretary and should be sent to him/her. It has been suggested that recognition should be given in Hebou to society members or PNG citizens who complete post-graduate university degrees in language and/or linguistic fields. Let us know what you think and who are eligible.

TOWARDS A NATIONAL POLICY FOR LANGUAGE AND EDUCATION  
IN PAPUA NEW GUINEA

In order to improve the quality of education and to strengthen traditional cultures and values in Papua New Guinea, we, the participants of the first Training Course for Tokples Education Workers, recommend the following:

THAT there be a National Policy for Language and Education in which two year pre-school programmes be established using local languages:  
Tokples to be the language used in villages;  
Tok Pisin or Hiri Motu to be the languages used in mixed language areas.

THAT the administration for Tokples Education be shared among communities, provincial governments and the national government:

Community responsibilities shall include:

- providing and maintaining school buildings,
- funding (school fees, projects)
- providing teachers' salaries.

Provincial government responsibilities shall include:

- training and in-service of teachers, writers, supervisors and coordinators at local or language level,
- producing materials,
- recommending personnel for training at national level,
- administrative staffing and salaries
- funding (subsidising teachers' salaries)

National government responsibilities shall include:

- curriculum guidelines with minimum goals,
- funding (student subsidy)
- training at advanced levels for language level, district and provincial programme coordinators,
- teacher trainers and materials production trainers.

THAT bridging classes be established in Grade 1 of Community Schools in which the Tokples programme and English (or national) language programme are parallel.

THAT a minimum of 150 minutes per week in Grade 2 and 60 minutes per week in Grade 3-6 be given to Tokples Education in Community Schools for the purpose of strengthening and maintaining traditional and cultural values. (If a policy for a national language other than English is established, the national language will become the medium of instruction in Grades 1-6 and taught as a subject from Grade 7 through tertiary levels. English will be taught as a subject in Grades 2-6 and as a medium of instruction from Grade 7 through tertiary levels.)

THAT a Tokples Adult Education Programme be established with responsibilities divided among communities, provincial and national governments as they are for children's programmes. Content for adult programmes will include literacy, numeracy and functional literacy subjects such as health, nutrition, crops, law, etc. Following this, a national language will be taught to those who do not speak one, and all will be taught to read one.

This policy shall be reviewed ten years after Tokples, Tok Pisin and Hiri Motu pre-schools have been in operation and their achievements have been evaluated.