Pidgins and Creoles in Education (PACE) NEWSLETTER

Number 12	December 2001

FROM THE EDITOR

HELP!!

You'll notice that this is a very thin issue of the PACE Newsletter. That is because we received only *one* short report from readers. This newsletter depends on contributions from people working with pidgins, creoles and minority dialects in education or who are interested in the issues involved. While we get plenty of messages from people about how much they like the newsletter, this will not be enough to keep it going.

It may be that the concept of this newsletter has "passed its use-by date", and it is no longer useful for networking in this area. If we don't receive enough contributions for the next issue, then we'll have to assume this is the case. So, unless we hear from more readers, this, unfortunately, might be the last issue of the newsletter.

So, please send in some information to share with other readers. My new address is:

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THANKS.

SHORT REPORT

Papua New Guinea

From Rev Mandalaga Giawasi
       Evangelical Church of Papua New Guinea
       PO Box 3018
       Boroko, NCD PAPUA NEW GUINEA

"In Papua New Guinea we have maintained the languages Pidgin [Tok Pisin] and Hiri Motu, and these two trade languages are used all over the country for reading and writing. The Bible has been translated into these two languages. But people going to schools are given only English lessons from grade 3 to 12 and up to university studies. But the elementary classes (Prep, class 1 and class 2) are done in other languages. So we are promoting every child to learn in a language they know [including Tok Pisin or Hiri Motu] before learning English in grades 3 to 12.

NEWS

New National Literacy Policy for PNG

Papua New Guinea has a new National Literacy Policy. A copy of the policy (published in 2000 by the Department of Education, PNG) was kindly sent to the PACE Newsletter by Willie Jonduo, Director of the National Literacy and Awareness Secretariat. In the policy, Tokpisin and Hiri Motu are recognised as the two national languages. One of the National Goals of the policy is: "All Papua New Guineans must be encouraged to become print literate in their own language and one of the two national languages, Tokpisin or Hiri Motu."

New Research Center in Hawai'i

The Charlene Sato Center for Pidgin, Creole and Dialect Studies has recently been established by the Department of Second Language Studies at the University of Hawai'i in Honolulu. It is named in honour of the late Charlene "Charlie" Sato, a native speaker of Hawai`i Creole English (HCE) well known for her work on the language and its role in education . This research centre (called the Sato Center, for short) will conduct and promote research on pidgins, creoles and unstandardized dialects (such as African American English) – especially research that would be of some benefit to speakers of these varieties. High on the list of priorities is research on educational issues relating to these varieties.

Anyone interested in spending their study leave/sabbatical at the Sato Center, or in doing research on Hawai'i Creole English, Pidgin Hawaiian, AAE in Hawai'i, or any other relevant topic, should contact the editor of the *PACE Newsletter* (see p.1).

Creole Exam for Teaching Qualifications

In a message over the CreoList, Stéphane Grivelet of Université des Antilles et de la Guyane announced that in 2002, a CAPES (a special examination to become a teacher in French secondary schools) will be created in France for Creole. A website has been created on this subject : http://kapeskreol.online.fr/

PUBLICATIONS

Da Jesus Book, a translation of the New Testament into Hawai'i Creole English (locally known as "Pidgin") was published in 2000 by Wycliffe Bible Translators. For more information, the following website: http://www.pidginbible.org. You can order it from Logos Bookshop in Hawai'i: phone 1-(808) 596-8890.

The Alawa-Kriol-English dictionaries were launched on 31st October 2001 in Katherine, NT (Australia) at the Diwurruwurru-Jaru Aboriginal Corporation, the local Aboriginal language centre. [Kriol is the English-based creole of northern Australia and Alawa is an indigenous language spoken in the Northern Territory.]

Margaret Sharpe began initial field work for this dictionary with an analysis of the phonology and grammar of Alawa and a collection of texts in 1966, and continued with

a grant from the Australian Institute of Aboriginal Studies in 1974-5, focussing more on vocabulary.

A draft has been available for some years, and in early 1999 the "final" draft was workshopped with the Alawa people by Margaret Sharpe and Susan Poetsch, a graduate student of Sydney University with expertise in ESL. They found that with the size the dictionary had grown to, it was too difficult for a number of the people who had limited literacy skills to handle, so "shorter" and "longer" versions were prepared, and also a plant book, .

The plant book (*Ruwu Alawirryunu*) and the shorter dictionary both have larger print and spacing between entries, and appropriate illustrations. The illustrated section of the shorter dictionary can be easily read by an older illiterate man who knows his fauna. The Plant Book lists the traditional uses of various plants, for tools, food and medicine, etc.

The dictionaries and plant book have three listings, first by Alawa, next by Kriol and lastly by English. The longer dictionary also has examples

of usage of the words, sometimes glossed in English, and sometimes in Kriol, and a domain section. (In the shorter, the domain section is pictorial and in the illustration section.)

The books can be ordered from this email address <vicki_humphrey@compuserve.com> or from Caitlin Press, P.O. Box 481, Prospect, SA 5082, ph./fax 61 8 8344 5959.

For those of you who read French, a pre-print article by Professor Yves Dejean, from Haiti, is available on the internet. The English title is "Creole, Education and (Ir)Rationality". It discusses the (non)role of Creole in Haitian schools and addresses a number of related issues concerning theory and practice in Creole studies. (The article is to be published in French (after copy-editing) in the next issue of *Chemins Critiques*. It can be found at this address: <http://web.mit.edu/linguistics/www/ degraff/rasyonalite-kreyol.pdf>.
(You'll need the The Acrobat Reader program to read it. This program is available for free at the following address: <http://www.acrobat.com>.

A new book has several chapters on creoles and education in the Caribbean: *Due Respect: Papers on English and English-related Creoles in the Caribbean in Honour of Professor Robert Le Page* edited by Pauline Christie (University of the West Indies Press, Kingston, 2001). These are found in Section 1: Creole and English: In the Society and in the School.
In "The status of creole in the Caribbean" (pp.24-29), Lawrence D. Carrington discusses the education sector. He writes (p.26): "The churches have always understood what other educators have failed to grasp, namely that people learn best in their own languages, and so have been the major users of Creole vernaculars for religious education." But he notes that Creoles "have generally remained outside the gates of the formal school systems" (p.27), despite debates over the last century about the usefulness of Creoles for educational purposes. However, the author observes (p.27): "Within the formal school systems, the limited use of instruction through Creole languages has always been seen as a bridge to instruction through the official language." Cases where government policy prescribes and supports the use of Creole are rare, and today

found only in Haiti, Aruba and Curaçao. But in countries where English is the official language, while there is no formal use of Creoles in education, there is less active resistance to their use than before.

In "Competence, proficiency and language acquisition in Caribbean contexts" (pp.37-60), Hazel Simmons-McDonald reminds readers that many children come to school with a vernacular variety of English as their first dialect (D1) which differs in some respects from the standard variety they need to learn for school purposes (the D2). She notes that when the two varieties are similar "learners (and in some cases teachers) have difficulty in determining the differences in some grammatical structures of the varieties" (p.40). The author also observes that teaching standard English to D1 vernacular speakers should not be interpreted as the eradication of the D1 variety. Rather, the goal should be "multicompetence" in both varieties. But in order to form the necessary mental representation of the D2, learners must be aware of how its structures differ from those of the D1. She observes (p.53): "An approach that presents the D1 and D2 as two related systems that differ in some respects is more likely to bring learners to a perception of the difference than one which says 'the system that you use is bad and incorrect and you should learn to replace it with this other one'."

In "Language education revisited in the Commonwealth Caribbean" (pp.61-78), one of the pioneers of research on creoles and education, Dennis R. Craig, compares the educational policies from the 1970s and 80s with more recent ones. He notes that the newly available descriptions of creoles and related vernaculars in the 1970s had created the possibility for more effective teaching of the standard to speakers of these varieties. It was realised that normal foreign language or second language teaching methodologies were not effective in such situations because for speakers of creoles and related vernaculars, the related standard language is not the mother tongue, but not a foreign or second language either. Controversies about this dilemma soon led to a pessimism about the possibility of successful standard language teaching to such students. Nevertheless, some positive developments occurred during this period,

including the production of well-conceived special English-as-a-second-dialect (ESD) materials for the teaching of English to creole and nonstandard speakers. However, these developments have been more recently weakened by several factors. One of these is the continuing dominance of an "English-as-the-mother-tongue" tradition. In other words, students are taught as if standard English is their mother tongue. Another factor is shifting and ambivalent educational policies, which have in general not adopted innovative measures shown to be helpful, such as using creole to teach literacy or adopting ESD methodologies. Rather communicative language teaching approaches have been adopted, which have been counter-productive in the Caribbean. The result has been, unfortunately, declining pass rates in English in Caribbean Examinations Council exams. [See the following article by Dennis R. Craig.]

Beverley Bryan illustrates the effectiveness of accepting the students' own language in the classroom in "Defining the role of linguistic markers in manufacturing classroom consent" (pp.79-96). She gives examples of actual classroom discourse from Jamaica, and shows how bilingual teachers use the language they have in common with the students (Creole) both to engage them in the lesson and to move them towards the target standard variety. She notes (p.89), "The facility in moving between two languages is an important part of this mutual engagement, this initiation into the culture of the school."

Two other chapters deal with other interesting language and educational issues. Verma Pollard discusses hypercorrection in "'A singular subject takes a singular verb' and hypercorrection in Jamaican speech and writing (pp.97-107). Monica Taylor argues for the need to recognise Caribbean English as a legitimate variety in "English in the English-speaking Caribbean: Questions in the academy" (pp.108-121).

In the Commonwealth Caribbean, as in most places where the everyday speech is an English-based pidgin or creole-influenced vernacular, the problem of teaching English language and literacy in schools is well known. (e.g. Reinecke 1935; Aarons (ed.) 1974; Edwards 1979; Craig 1976, 1990, 1998).

Undoubtedly, the problem has to be viewed against the fact that the English language itself is undergoing constant change, while at the same time increasing its spread as a world language. (e.g. Widdowson 1994; Rooney (ed.) 1999). Concurrently, the growth of liberalism in contemporary times has led most societies to be more accepting of local English-based varieties that deviate from hitherto assumed norms. The result has been that in societies such as those of the Commonwealth Caribbean, variation or deviation from traditional English has itself become a norm. (Youssef 1991, 1996). Questions consequently arise as to whether the everyday speech, although its pidgin or creole roots are English-based, can at all be regarded as a form of English. (e.g. Shields-Brodber 1997; Rickards 1995; Patrick 1997; Devonish 1986).

There are other facts however, against which the problem also has to be viewed. These other facts are of an educational nature. Preceding the nineteen-fifties, schools in most vernacular situations tended to follow largely traditional practices based on prescriptive grammar, phonics, and rote-learning in their teaching of standard language and literacy. Then followed a relatively brief period in the nineteen-sixties extending into the early seventies when many of the shortcomings of traditional practices in language

and literacy teaching were recognised, and teaching was modified under the influence of structural linguistics. These changes had some effect on the teaching of standard language and literacy in vernacular situations. (e.g. Shuy (ed.) 1964; Craig 1969; Wolfram 1970; Aarons (ed.) 1974; Edwards 1979).

The latter changes and their effect on language education in vernacular situations however, were in most cases short-lived. From about the mid nineteen-seventies until relatively recently, *communicative* and *whole-language* approaches to language and literacy teaching, harmonising with the already-mentioned world-wide growth of liberalism, became fashionable. This development led, in many vernacular situations, not only to a completion of the abandonment of the earlier traditional approaches, but also to an abandonment or severe dilution of the later structural-linguistic approaches, based on contrastive analyses of the learner's first language and the new language to be learned. Moreover, in many vernacular situations where only the most traditional practices had persisted, the abandonment of those practices merely left a vacuum and much uncertainty about what best to do in language and literacy education. (e.g. Craig 1999, Chapters 2 & 4(2); Smith 1999).

Most recently however, and paradoxically, there has been another development since the nineteen-nineties. This consists of a growing world-wide recognition that the best policy in language education is not to go wholesale for any one method or approach. The best policy is to select strategies that are effective, and that satisfy the specific needs of learners, irrespective of the language-teaching approach in which those strategies historically originated. (e.g. Richards 1990; Kumaravadivelu 1994; Fotos 1994; Celce-Murcia (et al.) 1997).

What this means is that, for the most effective teaching of language and literacy, teachers in vernacular situations must have a knowledge base that enables them to be eclectic. They are best advised to make accurate assessments of specific student needs, and to provide for the satisfaction of those needs by making appropriate selection from a relatively wide range of procedures. These procedures may, among other things, include the following:

- consciousness raising and motivational strategies (e.g. Sharwood-Smith 1981; Schmidt 1990);
- strategies for the development of language awareness (e.g., Fairclough (ed.) 1992);
- strategies for using the vernacular as a bridge to new language learning (e.g. Simpkins et al. 1981);
- direct teaching based on contrastive analyses (e.g. Lado 1964; Gower et al. 1983);
- communicative interaction (e.g. Krashen 1982, et al. 1984);
- immersion procedures (e.g. Genese 1988);
- exploitation of individual learning styles (e.g. O'Malley et al. 1990; Oxford 1990; Green et al. 1995; Ely et al. 1996).

In the situation outlined above, and especially in light of the continuing inadequate proficiency of the educational output in standard language and literacy, teachers in training and in service in the Commonwealth Caribbean need programmes that will do the following:

(1) Create or improve in teachers an understanding of the local language situation, and its influence on language education in schools.

(2) Develop in teachers an orientation to language and literacy teaching which will be guided by their understanding under (1) preceding.

(3) Acquaint teachers with the salient, though varying perspectives and approaches that have influenced language and literacy teaching in contemporary times.

(4) Equip teachers to select relevant principles from the perspectives and approaches under (3) preceding, so as to provide for the specific language-education needs of vernacular speakers.

(5) Improve the capacity of teachers to apply the selected principles for a more effective teaching of language and literacy at primary, inadequately achieving post-primary, or secondary levels.

(6) Provide language and literacy teachers with tools that may increase their ability to be constructive in improving existing syllabuses and schemes of work in their schools.

These six things that need to be done constitute the most necessary goals for preparing teachers of language and literacy in the Caribbean. A programme to achieve these goals is detailed in the text: *Teaching Language and Literacy: Policies and Procedures for Vernacular Situations* (Craig 1999). The use of that text in Caribbean teachers' colleges is contributing towards ensuring that intending teachers are adequately prepared for the task that awaits them in the field. But the achievement of the stated six goals would hardly affect the total language education situation, if that achievement involved only the new teachers graduating from training institutions and becoming employed in the schools each year. The main reasons for this are well known: new teachers do not have the authority that would influence colleagues in the system; and in any case numbers of new teachers are too small an incremental proportion of the total to make a significant difference. (An argument to the latter effect may be seen, for example, in World Bank 1993).

What would undoubtedly have a significant impact on the existing unsatisfactory situation however, are in-service programmes that are concurrent with the use of the text-book in the teachers' colleges, and that have the same six stated goals. However, Ministries of Education face significant problems in mounting in-service training programmes that are comprehensive and sustained enough to be effective. One of the main problems in Commonwealth Caribbean countries has been that of inadequate financial resources. But ever since the nineteen-sixties, that problem has been somewhat alleviated by relatively frequent in-service, educational improvement projects funded by external donor foundations, or by international agencies which have included USAID, CIDA, and the World Bank. When the quantity of such projects over the years is considered however, it is surprising that the quality of primary and secondary education for the majority of Caribbean children remains disturbingly low. (as is illustrated, for example, in data presented in: World Bank 1993, OECS 1991, Craig 1998.)

There could be several reasons, which cannot be considered here, why in-service educational improvement programmes in the Commonwealth Caribbean have not had a more significant and lasting impact. In the field of language education, one of the reasons is that the goals of in-service programmes have not often combined *essential understandings, practical insights,* and *resource materials* in a comprehensive and coherent package, as in the six goals and the relevant textbook stated above. In the context of present-day advances in information technology, the ideal mode of delivering such a package would be a computer-based interactive programme. However, that mode of programme delivery is not yet available in the local situation. With this in mind, a proposal was made to Commonwealth Caribbean ministries of education for, in each case, a single, short in-service teachers' workshop in which the "working document" for each participant would be the relevant textbook.

The proposed duration of a workshop was three eight-hour days, a time-span that might not normally be considered adequate for achieving such a comprehensive set of stated goals. However, that time-span happens to be one that, for many reasons, would be convenient to most ministries. And a rationale of the proposal was that a comprehensive working document in the hands of each participant would:

- make it possible for a relatively large amount of information to be effectively communicated, and noted as being stored and available for convenient and easy retrieval;
- minimise the necessary quantity of workshop contact; and
- maximise the likelihood of a persisting impact after the workshop.

The Ministry of Education of the Government of Grenada accepted such a proposal, and arranged for a relevant workshop to be held on February 21-23, 2001. Grenada is noteworthy as a Commonwealth Caribbean country that has been in the forefront of concern for the language education problems of its school population. Kephart (1984) for example, describes community interest in his attempt to use Grenadian Creole in the teaching of reading; and Devonish (1986) discusses at length the innovative and rational language policies of the then Government. Within the stated goals of the

2001 workshop now under discussion, there is a concern for the local heritage of language that was recognised as being consistent with previous emphases in Grenada. This concern is illustrated, for example, in the outline of a programme: "The Vernacular in Our Lives: A Programme for Maintaining the Home Language and Culture, and Strengthening the Language Awareness of Pupils" (pages 274-76 of Craig 1999). This programme however, is only a part of a larger complex that has a direct and strong focus on the development of proficiency in standard-language and literacy. This larger complex constitutes the workshop programme.

An outline of the complete workshop programme is given in the Appendix below. From the Appendix, it can be seen that the complete programme provided for three sessions per working day, with each session allowing for a lecture-discussion, a related group activity, and opportunity for questioning and clarification. The lecture-discussions and group activities were concerned not only with the already-mentioned language-teaching principles and approaches as they apply in vernacular situations, but with essential aspects of the "content" that teachers of vernacular-speaking learners would need to use. The latter essential aspects of content, together with other helpful information, are an important part of the workshop document which refers to them as *"syllabus resources",* as can be seen in Appendix.

The Grenada ministry invited 40 persons to attend the workshop. These persons were all well-experienced, senior teachers who could offer guidance to others in the education system. The ministry also provided a senior academic specialist from the country's community college, together with two education officers, who assisted the workshop conductor in detailed arrangements, including those for small-group participant discussions. For the latter discussions and related activities, participants were grouped and sub-grouped according to the types of schools: primary; secondary etc., in which they taught. Group reports after activities were the bases of further discussions, questions and clarifications in subsequent plenary sessions.

At the very beginning of the workshop, each participant had been given a list of the six goals

earlier stated above as objectives of the workshop. Participants had then been alerted that an evaluation of the achievement of these objectives would be requested. At the end of the final session of the workshop, some participants had to leave early, but 30 of them remained and completed an evaluative questionnaire. The evaluative questionnaire asked each participant to rate the achievement of each objective on a 5-point scale, where 5 indicated the highest, and 1 the lowest rating. The results of this evaluation are given on the page following this.

From the evaluation results, it is obvious that participants felt that each of the six goals of the workshop was very highly achieved (in all cases, achievement was rated as 4+ out of a highest possible rating of 5). Detailed scrutiny of each of the six goals would show that, in each case the target was to improve or to create in participants some capacity or other that is important for the teaching of language and literacy. The high achievement rating of the workshop programme therefore indicates the extent to which participants felt that they personally, in each case, had been improved as teachers. Only the future performance of participants can show whether their assess-ment of their own improvement at this point in time is justified. But it would seem that educational systems can do no better than to spread as quickly as possible and as widely as possible this recognition among teachers that, within themselves, the six stated goals have been achieved.

Participant by Number	OBJECTIVES					
	1	2	3	4	5	6
	5-point Achievement Rating					
1	5	5	5	5	5	5
2	5	5	5	4	4	4
3	5	5	5	5	4	5
4	4	5	5	4	5	5
5	5	5	5	4	4	4
6	5	4	5	4	4	5
7	5	4	3	4	4	4
8	5	4	4	4	4	5
9	5	5	5	5	5	5
10	5	4	5	4	4	5
11	5	5	5	5	5	5
12	5	5	4	5	5	5
13	5	4	5	5	3	5
14	5	4	4	5	5	3
15	5	5	4	4	4	5
16	5	4	5	4	5	4

17	5	5	4	5	4	5
18	5	5	4	3	3	4
19	4	4	5	5	5	5
20	4	4	5	5	5	4
21	5	4	4	4	5	5
22	5	4	5	4	4	5
23	5	5	5	4	4	4
24	4	4	4	4	3	3
25	5	4	4	5	4	3
26	5	4	5	5	4	4
27	5	3	3	3	4	4
28	5	3	3	3	3	5
29	5	5	5	5	5	5
30	3	4	4	4	4	4
Totals:	144	131	134	130	127	134

AVERAGE RATING FOR ACHIEVEMENT OF EACH OBJECTIVE

Objective 1: 144 / 30 = <u>4.8</u>

Objective 2: 131 / 30 = <u>4.4</u>

Objective 3: 134 / 30 = <u>4.5</u>

Objective 4: 130 / 30 = <u>4.3</u>

Objective 5: 127 / 30 = <u>4.2</u>

Objective 6: 134 / 30 = <u>4.5</u>

From this it is obvious that, in the opinions of participants, each objective of the Workshop had been very highly achieved.

The evaluation results also show however, that participants themselves recognise that not all of the stated goals have an equal likelihood of being realised in actual practice. For example, it is obviously easier for persons to understand sets of facts taken by themselves, than to understand those facts as well as to acquire skills of applying those facts in practice. Participants' recognition of this is probably reflected in the indication that goal number 1, which concerns factual under-standing of the local language situation has the highest of all total achievement ratings (144), while goal number 5, which concerns the practical implementation of teaching procedures, has the lowest total achievement rating (127). Participants obviously recognise the different levels of difficulty that is entailed in the achievement of individual goals.

Twenty-one of the thirty participants in the evaluation gave optional comments at the end. Apart from being generally commendatory, these comments indicated that some participants felt that:

- The Workshop was 'timely', and satisfied an urgent need;
- The 3-day duration of the Workshop was too short;
- Opportunities for actual demonstrations of teaching would have been beneficial.

A recognition by participants that is related to the preceding is probably to be seen in the optional comments that came from 21 of the 30 evaluators. These comments, as mentioned at the end of the evaluation results, indicated that while participants were highly commenda-tory, they would have liked a longer workshop with opportunities for demonstration and practice of teaching procedures. The latter are justifiable desires on the part of participants. However, the satisfaction of such desires depend on what ministries of education find it most expedient to do.

Appendix

THREE-DAY WORKSHOP PROGRAMME

DAY 1

Lecture/Discussion 1 (1 hour)
Topic: The Language Situation

Content: (1) Vernacular and official language (2) Creole and Mesolect (3) Varieties and official standards (4) Local standards in relation to Internationally Accepted English (5) The vernacular and the linguistic content of English teaching

Group Activity 1 (1 hour)
Consideration (in work groups) of Syllabus Resources (SR) #1 and #2 in the Working Document.
Review of a number of questions in Chapter 1 of the Working Document relevant to the content of the Lecture/Discussion. Detailed attention (in work groups) to the following two questions: "*How would you categorise the English-based vernacular with which you are most familiar, - as a Creole, Mesolect or Dialect? Explain why you say as you do*"; "*Consider the language (speech and writing) of school children you know. How does it compare with the examples cited in SR-1?*"

Lecture/Discussion 2 (1 hour)
Part A: Clarification of questions, if any, that arise out of Group Activity 1.
Part B Topic: Learners' Needs and the Components of School Programmes

Content: (1) Continuity in cognitive growth (2) The development and use of language awareness (3) The orientation of teaching and learning (4) Classroom

procedures that implement the orientation (5) The components of school programmes.

Group Activity 2 (1 hour)

Review (in work groups) of questions relevant to the lecture/discussion in Chapter 3 of the Working Document.

In work groups, listing of essential components and important activities within each component of a language and literacy programme, taking local conditions into consideration.

Lecture/Discussion 3 (1 hour)

Part A: Clarification of questions, if any, that arise out of Group Activity 2.

Part B Topic: Perspectives and Approaches in Language Teaching

Content: A: Main approaches: (1) Mother Tongue (2) Audio-lingual (3) Situational (4) Cognitive (5) Communicative (6) Eclectic.

B: Taking the vernacular into account.

Group Activity 3 (1 hour)

In work groups, (A) review of a lesson plan in Chapter 4 of the Working Document, (B) construction of outline plans to implement different language-teaching goals, while using the same given subject matter.

DAY 2

Lecture/Discussion 4 (1 hour)

Part A: Clarification of questions, if any, that arise out of Group Activity 3.

Part B Topic: The Linguistic Content of English Teaching

Content: Exposition of essential information in the "syllabus resources" (SR) of the Working Document: (1) SR-2: Sounds & The Alphabet; (2) SR-3: Inflection Systems; (3) SR-4: Word Formation; (4) SR-5: Conventions Of Writing; (5) SR-6: The Syntax Of Noun And Verb Phrases; (6) SR-7: Purposes Of Language Use.

Group Activity 4 (1 hour)

In work groups, consideration of linguistic contrasts for direct teaching to vernacular speakers, paying special attention to the local situation. Comparison of conclusions with those in SR-8**:** Vernacular/English Contrasts.

Lecture/Discussion 5 (1 hour)

Part A: Clarification of questions, if any, that arise out of Group Activity 4.

Part B Topic: Direct Procedures in the Teaching and Learning of Language Forms

Content: Exposition of procedural types presented in SR-10 of the Working Document: (1) Perception/ Reception; (2) Internalisation; (3) Controlled Form-Focus; (4) Controlled Meaning-Focus; (5) Control By Initial Stimulus Only; (6) Zero Control.

Group Activity 5 (1 hour)

In work groups, planning of ways in which groups of contrasts identified under Activity-4 may be treated within the varying procedures examined in the Lecture/Discussion.

Lecture/Discussion 6 (1 hour)

Part A: Clarification of questions, if any, that arise out of Group Activity 5.

Part B Topic: Teaching English to Speakers of a Related Vernacular (TESORV): General Principles With A Focus On Literacy

Content: (1) Identification of the problem; (2) Language in advance of Literacy; (3) Listening with or without Viewing, for Form and Meaning; (4) The correlation of syllabuses for the language skills; (5) An 'Augmented Language Experience Approach' (*ALEA)*; (6) Teaching grammatical structure, speech, and the expressive aspect of writing; (7) Teaching The form-focussed aspect of Writing.

Group Activity 6 (1 hour)

In work groups, construction of outline plans for correlating the teaching of different aspects of the Language Arts, at different grade levels, with the special needs of vernacular speakers in view.

Review of Questions 1-3 in Chapter 5 of the Working Document.

DAY 3

Lecture/Discussion 7 (1 hour)

Part A: Clarification of questions, if any, that arise out of Group Activity 6.

Part B Topic: Specific Aspects of the Teaching Of Reading

Content: (1) The TESORV context; (2) Word recognition, phonic features, word analysis, context clues; (3) Vernacular influences on English word recognition; **(**4) Developing comprehension skills; (5) Detailed reading; (6) Extended reading.

Group Activity 7 (1 hour)

In work groups, outlining of programmes to improve different aspects of reading at different grade levels. Review of relevant questions in Chapter 5 of the Working Document.

Lecture/Discussion 8 (1 hour)

Part A: Clarification of questions, if any, that arise out of Group Activity 7

Part B Topic: Factors Affecting the General Form of English Programmes for Vernacular Speakers at Primary and Secondary Levels

Content: **(**1) A profile of the relevant pupils; (2) The necessary programme dictated by the profile; (3) Situational constraints: English Mother Tongue (EMT) and Creole-Influenced Vernacular (CIV); (4) Progression within the programme; (5) The Passive Repertoire of the learner; (6) Purpose and Language Structure; (7) The Examination.

Group Activity 8 (1 hour)

Work groups recapitulate the subject matter of the last lecture/discussion and of the preceding sessions.

Work groups, according to their specialisations (primary, post-primary, or secondary), consider possible applications of the Workshop content, guided by questions in Chapters 6, 7, or 8 of the Working Document.

Group Activity 9, followed by final plenary discussion and evaluation (2 hours)

Work groups consider syllabuses and schemes of work they generally follow in their schools. Work groups discuss and report on actual or possible applications of the Workshop principles in their syllabuses and schemes. Concluding discussions.

Evaluation.

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CONFERENCES

Past conference

The Pacific Second Language Research Forum meeting was held at the University of Hawai'i from 4-7 October, 2001. One of the plenary talks was "Issues in Second Dialect Acquisition", given by Jeff Siegel.

There was also a colloquium on "Current Research in Second Dialect Acquisition" which included the following presentations:

"Hypothetical discourse in a contact situation: The acquisition of the standard dialect by heritage speakers of Spanish in the United States" (Marta Fairclough, University of Houston).

This study analyzed the effects of formal instruction on the acquisition process of the standard variety of Spanish by looking at the expression of conditionality (i.e. hypothetical discourse) produced by heritage speakers of Spanish in the United States attending university classes at the intermediate and advanced levels.

"Factors affecting the acquisition and use of the Standard Dialect by Aboriginal youth" (Ian Malcolm, Edith Cowan University and Patricia Königsberg, Education Department of Western Australia).

This presentation discussed the ways in which historical, sociolinguistic and psycholinguistic factors associated with the use of Aboriginal English, revealed in recent research conducted on "two-way" principles, impact on the behaviours of its speakers and may inhibit their acquisition of standard English as a second dialect.

"Growing up bidialectal: Pidgin and English in Hawai'i" (Terri Menacker, University of Hawai'i).

This paper presented ongoing dissertation research focused on the language development of schoolchildren on O'ahu in Pidgin and in English. Special attention was paid to examining the "targets" of acquisition, factors which influence separation and control of related codes, and the issue of disambiguating competence and choice in language use.

"Results of a survey on the acquisition of standard English as D1 or D2 in African American communities" (Robert L. Trammell and Nannetta Durnell-Uwechue, Florida Atlantic University).

To explore learner insights and commonalities among African American (AA) speakers who learned Standard English (SE) as their D1 or D2, a 70 question website was created. The responses indicate a variety of backgrounds, attitudes, and experiences can lead to the acquisition of SE. Several responses usually stood out from the others.

Upcoming conference

The 14th Biennial conference of the Society for Caribbean Linguistics (SCL) will be held at the University of the West Indies, St Augustine, Trinidad & Tobago, from 14-17 August, 2002. There will be two special colloquia that would be of interest to readers of the PACE Newsletter:

- Teaching English in Standard/Creole-speaking communities
- Linguistics and the education system

Abstracts for papers are due 2 January, 2002.

For further information, check out the website <http://www.geocities.com/jsferreira/ SCL_2002.html> or email <libarts@carib-link.net> or <SCL2002@trinimail.net>.