



**Linguistic Society of Papua New Guinea
Annual Conference 2017**

University of Goroka

School of Humanities

Division of Language & Literature

Tru'ave mota ikave!

Table of Contents

LSPNG ANNUAL CONFERENCE PROGRAM.....3

MONDAY, 11 SEPTEMBER3

TUESDAY, 12 SEPTEMBER.....4

WEDNESDAY, 13 SEPTEMBER6

THURSDAY, 14 SEPTEMBER9

ABSTRACTS 12

THE GOROKA SHOW40

MAP OF GOROKA42

USEFUL PHONE NUMBERS43

ACKNOWLEDGEMENTS44

NOTES45

**LSPNG Annual Conference
PROGRAM
University of Goroka
11-14 September 2017**

Monday, 11 September

Arrival of Participants & Registration

Venue: UoG Mess

- 08:00 - 10:00 am Registration
- 10:00 - 12:00 am Morning tea / optional discussion on postgraduate studies and supervision
- 12:00 - 06:00 pm Field Trip to Masi village (light lunch in village included) and the McCarthy Museum
- 06:30 - 09:30 pm Dinner (Steak Haus)

Tuesday, 12 September

- 08:00 - 09:00 am Late Registration (Mark Solon Auditorium)

OFFICIAL OPENING

Venue: Mark Solon Auditorium (MSA)

Mistress of Ceremony: **Mrs. Lucy Wakei**

- 09:00 - 09:30 am Welcome Performance
- 09:30 - 09:45 am Welcome Address by the Vice Chancellor of the University of Goroka - **Professor Musawe Sinebare**
- 09:45 - 10:00 am Pro-Vice Chancellor (Academic & Innovation) - Mr. Teng Waninga
- 10:00 - 10:15 am A/Executive Dean of School of Humanities University of Goroka – **Mr. Sakaya Botu**
- 10:15 - 10:30 am LSPNG President - **Mr. Sakarepe Kamene** (University of Papua New Guinea)
- 10:30 - 11:00 am Morning Tea
- 11:00 - 11:15 am Representative of the Summer Institute of Linguistics (SIL)
- 11:15 - 11:20 am Introduction of the Keynote Speaker - **Dr. Friedel Frowein**
- 11:20 - 12:00 am Keynote Speech - **Professor Stefan Engelberg** (Institute for the German Language, Mannheim)
- 12:00 - 12:30 pm Student performance
- 12:30 - 01:30 pm Lunch

Session 1

Venue: UoG Mess

Chairperson: **Dr. Friedel Frowein**

01:30 - 02:00 pm **Dr. Carola Emkow** (Friedrich-Schiller-Universität, Jena / Germany) & **Dr. Regina Knapp** (Friedrich-Schiller-Universität, Jena / Germany). *Topological Relation Markers and Frames of Reference in Bena Bena.*

02:00 - 02:30 pm **Mr. Vincent Pou** (University of Goroka, McCarthy Museum). *Language Is a Repository and a Database of Knowledge.*

02:30 - 03:00 pm **Prof. Stefan Engelberg** (Institute for the German Language, Mannheim). *An Etymological Internet Dictionary of Words of German Origin in Tok Pisin.*

03:00 - 03:30 pm Afternoon Tea

Session 2

Chairperson: **Professor Luis Alamil**

03:30 - 04:00 pm **Dr. Richard Gaffney** (Sacred Heart Teachers College, Bomana). *English as a Distant Language: Investigation of Teachers' Understanding.*

04:00 - 04:30 pm **Mr. Soda Ihania** (University of Goroka). *The Reliable and Authentic Medium of Communication in the Preliterate Pore Tribe of the Waria Valley, Oro Province.*

04:30 - 05:00 pm **Ms. Susie Daino** (University of Goroka). *The Transformative Power of Jolly Phonics on Literacy: a Case of Humilavekah Early Learning Centre - University of Goroka.*

05:00 - 06:00 pm Presentations by UoG postgraduate students

06:00 - 09:00 pm Dinner (UoG Restaurant)

Wednesday, 13 September

Venue: Mark Solon Auditorium (MSA)

Session 3

Chairperson: **Dr. Thamarai Selvi**

08:00 - 08:30 am **Dr. G. Hane-Nou, Mrs. Olga. Temple & Mr. Sakarape Kamene** (University of Papua New Guinea). **Prof. Eugene Ezebilo** (National Research Institute). *Effect of Age of Onset of Second Language Acquisition on the Learning Outcomes of National High School Students in Papua New Guinea.*

08:30 - 09:00 am **Mr. Robert & Mrs. Deborah Petterson** (SIL). *Purari Orthography Development and Literacy.*

09:00 - 09:30 am **Prof. Irene Rapp** (University of Tübingen) & **Prof. Stefan Engelberg** (Institute for the German Language, Mannheim). *The Role of Metaphors for Lexical Change in Pidgin and Non-pidgin Languages.*

09:30 - 10:00 am **Ronald Aknonero** (CNRRD, University of Goroka) & **Stewart Wossa** (CNRRD, University of Goroka) & **Sabina Thomas (Lausus Village)** & **Philip Menemule** (Lausus Village). *Ethnological Documentation and the Traditional Naming System of Native Food Crops in Lausus Village, East New Britain Province, PNG.*

10:00 - 10:30 am Morning Tea

Session 4

Chairperson: **Mrs. Olga Temple**

10:30 - 11:00 am **Prof. Dr. Kerstin Knopf** (University of Bremen). *German Colonialism and the Legacy of Texts: Translating an Ethnographic Text on "Neu-Mecklenburg"*.

11:00 - 11:30 am **Mr. Joe Mangi** (University of Goroka). *Metaphors of the Wahgi Language: A glimpse at the abyss.*

11:30 - 12:00 am **Ms. Selmina Rumawak** (Monash University). *Attitudes towards Tok Pisin: A Comparative Study of Male and Female Papua New Guinean Students in Melbourne.*

12:00 - 01:30 pm Lunch

Session 5

Chairperson: **Mr. Sakarape Kamene**

01:30 - 02:00 pm **Ms. Jennifer Boer** (Curtin University). *Clinical Linguistics and Developmental Phonology Sampling.*

02:00 - 02:30 pm **Dr. Friedel Frowein** (University of Goroka). *Walk Around the Clock: The Shaping of a (Counter) Clockwise Distinction in Siar Directionals.*

02:30 - 03:00 pm **Dr. Carola Emkow** (Friedrich-Schiller-Universität, Jena / Germany) & **Dr. Regina Knapp** (Friedrich-Schiller-Universität, Jena / Germany). *Culture, Body, Bilum and Language. The Use of Metaphoric Language in the Description of Bilum-Making.*

03:00 - 03:30 pm Afternoon Tea

Session 6

Chairperson: **Mr. Robert Petterson**

03:30 - 04:00 pm **Mr. Philip Tama** (University of Goroka). *Case Marking in Taeme*

04:00 - 04:30 pm **Ms. May Huvi** (UoG Graduate, Devare High School). *'La' and 'e': What Are Their Roles in the Maututu Dialect of the Nakanai Language of West New Britain Province?*

04:30 - 05:00 pm **Ms. Maria Lord** (Graduate Institute of Applied Linguistics; maria_lord@gial.edu). *Chicken or Egg? The Relationship of Tune and Lyrics in a Sepik Music Genre.*

05:00 - 07:00 pm Optional dinner (RCF / Bird of Paradise)

07:00 - 09:00 pm Variety Night at the MSA

Thursday, 14 September

Venue: Mark Solon Auditorium (MSA)

Session 7 (Split session)

Chairpersons: **Mrs. Elizabeth Sei-Warambukia / Ms. Janet Munaup**

08:00 - 08:30 am **Mr. Donald Gumbis** (University of Goroka). *Talk English, Tok Pisin, Tok Politics - The Synergy between the Three in Papua New Guinea.*

Ms. Thecla Maim Koeba (PNG Education Institute). *Teachers' Perceptions of the Jolly Phonics Program Initiated in 2013 in NCD State Elementary and Primary Schools and its Impact on Students' Literacy Level.*

08:30 - 09:00 am **Ms. Thekla Aknonero** (Sacred Heart Teachers College, Boman). *Literacy Policy.*

Mr. Norris Wangina (PNG Education Institute). *Research on Communication in Selected English Classes in Semi-Rural Primary Schools in Papua New Guinea.*

09:00 - 09:30 am **Ms. Sylvia Ulai** (PNG Education Institute). *The Role of Literacy and Education in Empowering Women in Addressing Domestic Violence Issues in Urban Settlements of Lae City.*

Mrs. Helen H. Vetunawa (University of Goroka). *Essay Writing Problems of the Fourth Year Humanities students at the University of Goroka.*

09:30 - 10:00 am **Miss Ruth Kamasungua** (University of Goroka). *The Use of Yui Language in Music – A Vehicle to Recreation and Celebration of the Yui Speaker's Identity and the Yui Society's Socio-cultural Environment.*

10:00 - 10:30 am **Samson Hege & Ronald Aknonero & Matthew Pok & Anson Barish** (University of Goroka). *Utilisation Mechanism of Ethno-taxonomy. A Case Study of Sweet Potato in Ketarobo village in the Ungai Bena District of Eastern Highlands Province, Papua New Guinea.*

10:30 - 11:00 am Morning tea

Session 8

Chairperson: **Mr. Andrew Naili**

- 11:00 - 11:45 am Panel discussion on the conference
- 11:45 - 12:00 pm Closing Remarks by Head of Division - **Mrs. Helen Vetunawa**
- 12:00 - 1:30 pm Lunch & performance by UoG students
- 01:30 - 03:00 pm AGM – Chaired by the President of LSPNG, **Mr. Sakarepe Kamene**
- 03:00 - 06:00 pm Free time /organized activities (optional)
- 06:30 - 09:00 pm Closing Dinner – Backdrop of the Mark Solon Auditorium, UoG

Abstracts

Single sessions (Tuesday and Wednesday)

(listed in order of presentation)



Dr. Carola Emkow

Friedrich-Schiller-Universität Jena, Germany
emkow@zedat.fu-berlin.de

Dr. Regina Knapp

Friedrich-Schiller-Universität Jena, Germany
gina.knapp27@googlemail.com

Mr. Vincent Pou

Principal Curator, J.K. McCarthy Museum

Tutor, University of Goroka

pouv@unigoroka.ac.pg

Topological Relation Markers and Frames of Reference in Bena Bena

In the linguistic study of spatial relationships, three reference frames are commonly distinguished: absolute, intrinsic, and relative (cf. Levinson 2003). Languages differ in whether, and how readily, they make use of the each. Bena Bena makes use of all common reference frames, though there is a strong tendency towards the intrinsic frame of reference.

Spatial descriptions in Bena Bena are made using a set of locative case clitics which are frequently used in combination with relational nouns. These locative clitics are used to distinguish basic spatial concepts including ‘*on*’, ‘*in*’, ‘*at*’,

This paper presents the coding of topological relationships between spatial objects and frames of reference by speakers of Bena Bena. It focusses on two crucial aspects when investigating the linguistics of spatial scenes: topological relations, and reference frames. Topological relations locate a Figure with respect to a Ground, reference frames indicate the perspective from which a spatial scene is viewed.

Written in cooperation with: Gibson Aubona, Normelyn Albert, Avi Farokave, Daisy Samuel Meko, *Bilasi Tani, Bilasi Iyape, Inaku’e Ta*

Language is a repository and a database of Knowledge

Carrying out baseline cultural heritage documentation of proposed development project footprints within a limited time frame requires documentation processes that are user friendly and sensitive to land-ownership issues in Papua New Guinea. Landscape ethnography was an innovative documentation tool using local language to document cultural landscapes within proposed project footprints for development purposes.

Use of local language in documenting and creating spatial cultural landscape maps assisted in the interpretation and management of these local landscapes/seascapes for mutual benefit and national interest. Development projects could not have proceeded without landscape ethnography documentation and interpretation.

In development projects, landscape ethnography documentation assists in mitigating management issues with regards significance assessment of cultural heritage.

Professor Stefan Engelberg

Institute for the German Language

Mannheim, Germany

engelberg@ids-mannheim.de

An Etymological Internet Dictionary of Words of German Origin in Tok Pisin

Tok Pisin integrated many words of German origin, some of which are still in use in modern Tok Pisin. A current project at the Institute for the German Language in Mannheim (Germany) explores the history of these words in form of an online multimedia dictionary. The dictionary describes the history of about 200 lexical items of Tok Pisin which are from German or show influences from German. The articles in the dictionary comprise the booking history of the lexemes in almost forty Tok Pisin dictionaries and it provides extensive etymological commentaries that take the colonial situation of language contact into account. On the one hand, the dictionary relates to the plan of an etymological dictionary of Tok Pisin that came up in the 1980s but never materialized. On the other hand, the dictionary is embedded into modern developments in internet lexicography: It is an integral part of an online loanword portal that documents German loanwords in other languages. The talk will discuss the particular problems of pidgin etymology and present the structure of the dictionary and its embedding in the loanword portal.

Dr. Richard Gaffney

Lecturer, Language Strand

Sacred Hearts Teachers College, Bomana, PNG

rickgaffney@gmail.com

English as a Distant Language: Investigation of Teachers Understanding

The majority of primary school students in Papua New Guinea live in Tok Ples communities while attending primary schools where they learn using English. Their experience of English is distinctly different from the English experience of students from Tok Pisin or English backgrounds living in towns and cities. However their teachers usually rely on a generalized understanding of the English language experience of students from non-English backgrounds and have only partial has understanding of the English experience of those students who live in Tok Ples communities. The English as a Distant Language (EDL) Framework has been created to provide teachers with the opportunity to improve their understanding of their Tok Ples community students' English experience. The EDL Framework evolved from a grounded theory investigation of teachers understanding, involving teachers from the Highlands of Papua New Guinea and from remote Aboriginal desert communities in Australia. The English as a Distant Language presentation for the conference will explore the reality of Tok Ples students' experience of an English environment that is distant from their daily lives. This understanding of Distance will then be used to explain the essential elements for their successful learning in English.

Mr. Soda Ihania
University of Goroka
averokode@gmail.com

***The reliable and authentic medium of communication in the preliterate
Pore Tribe of the Waria Valley, Oro Province***

In the Pore Tribe the only medium of communication is through verbal narratives, as in other parts of PNG. The past history of the tribe was effectively kept alive via oral history. The young ones went through initiation and were inducted, in the spirit house(s). Chinnery, (1927), made note of this in his Anthropological Report. His emphasis was on the tribal conduct of the Pore as they passed into manhood.

In this presentation I look at *Oral Narratives* as a medium of transmitting historical information. This history in the absence of library and archives is very critical source of communication amongst my people then and now.

I shall explain the methodology of my people's communication practices then and now.

Terms most commonly used

Song of antiquity: *abi mimiho naa*

Stories: *napaho neimane oda bada* - 'ancestor origins'

Ancestor time: *napaho neimane ho bodza*

The dream time: *Qupi naku* 'in those dark days'

Time reckoning: *ede dena* 'one day', *ede eseli* 'two days'

zasia dena 'one month', *zasia eseli* 'two months'
dii dena 'one year', *dii eseli* 'two years' etc

Ms. Susie Daino
Division of Learning & Teaching
University of Goroka
dainos@unigoroka.ac.pg

***The Transformative Power of Jolly Phonics on Literacy: a Case of
Humilavekah Early Learning Centre - University of Goroka***

Most children in Papua New Guinea (PNG) attend elementary school at six years of age to until they are eight, are unable to read and write. Far too many children left primary school unable to read properly and continued to struggle in secondary school. Currently available evidence confirms that Jolly Phonics has shown to have the transformative power to overcome low literacy rates in PNG.

Jolly Phonics is fun and child-centered approach to teaching literacy through synthetic phonics. This reading program helps to distinguish the letter name from the letter sounds and paves the way for effective early reading and writing. Jolly phonics teaches the letter sounds in an enjoyable, multi-sensory approach, and enables children to use them to read and write words.

The University of Goroka takes a clinical approach where the early reading program (Jolly phonics) has been trialed at the Humilavekah Early Learning Centre (HELC) at the University of Goroka and its partner school, Country Kids Early Learning Centre in a remote village in Simbu Province. The success rates in these schools are vindication for the use of jolly phonics. This early reading program is determined to eradicate illiteracy in PNG.

This paper presents the way forward for teaching literacy through Jolly phonics by specifically focusing on the opportunity provided by the University of Goroka through its Early Childhood Education program which is complimented by its laboratory school- The Humilavekah Early Learning Centre.

Dr. Goru Hane-Nou

Senior Lecturer, SHSS, University of Papua New Guinea
langlxmlanesia@gmail.com

Mrs. Olga Temple

Lecturer, SHSS, University of Papua New Guinea
langlxmlanesia@gmail.com

Mr. Sakarepe Kamene

Lecturer, SHSS, University of Papua New Guinea
langlxmlanesia@gmail.com

Professor Eugene Ezebilo

National Research Institute, PNG
eezebilo@hotmail.com

***Effects of Age of Onset (AO) of Second Language Acquisition (SLA)
on the Learning Outcomes of National High School (NHS) Students in
Papua New Guinea***

In Papua New Guinea, the “Land of a Thousand Tongues,” English is the language of education. Therefore, the question of whether the Age of Onset factor (AO) affects SLA learning outcomes truly acquires national security significance here. Our study aimed to measure the strength of a possible association between NHS students’ AO and their current English proficiency. To achieve that aim, we had to obtain information on current National High School (NHS) students’ language education backgrounds and match it with their English scores. A survey, conducted in five of the six NHSs (POMNATH, Sogeri, Aiyura, Wawin, and PASSAM), yielded data on 80% of the entire student population there (1,974 of 2,494 students). These data were matched with the respective students’ current English scores and coded, forming our final database. Statistical analysis was done, using SPSS Version 20. This paper discusses our findings and offers recommendations for future language policy reforms.

Mrs. Deborah Petterson

SIL Ukarumpa, PNG
debbie_petterson@sil.org

Mr. Robert Petterson

SIL Ukarumpa, PNG
robbie_petterson@sil.org

Purari Orthography Development and Literacy

The Purari language of the Gulf Province has five dialects, all with the same phoneme set, but different morphologies. There are only 12 phonemes for the bulk of the language – 5 vowels and 7 consonants, but 3 more consonants have been added as a result of borrowing words from English and other languages. 12 phonemes should make Purari one of the easiest languages in the world to learn to read, but there are some problems: (1) there is disunity about how the language should be written; (2) some phonemes are commonly represented by 2 or 3 different Roman letters in the ad hoc orthographies in common use; (3) many children are illiterate in spite of years of school. This paper looks at (1) ways we have tried to bring some unity and simplification into the orthography, and an innovative solution using Uniskript that is growing in popularity, and (2) attempts to raise literacy levels in the Koriki dialect area by re-focusing on early vernacular literacy rather than only English literacy.

Professor Irene Rapp
University of Tübingen, Germany
rapp.irene@googlemail.com

Professor Stefan Engelberg
Institute for the German Language, Germany
engelberg@ids-mannheim.de

The Role of Metaphors for Lexical Change in Pidgin and Non-pidgin languages

It is a well-known fact that metaphors play an important role in lexical change. In this talk, we will, firstly, show how metaphors can be distinguished from other rhetorical devices like personification and metonymy, which lexical categories they involve and how they can be analyzed in semantics (cf. Bade & Beck 2017, Maienborn 2017).

Secondly, we will demonstrate the importance of metaphors for vocabulary growth, for the extension of lexical meaning, and for the emergence of polysemy; with regard to this point we will discuss how different strategies in metaphor formation are exhibited in pidgin languages like Tok Pisin on the one hand and non-pidgin languages like English and German on the other.

Ronald Aknonero CNRRD, University of Goroka
aknoneror@unigoroka.ac.og

Stewart Wossa CNRRD, University of Goroka
wossas@unigoroka.ac.pg

Sabina Thomas Lausus Village

Philip Menemule Lausus Village

Ethnological Documentation and the Traditional Naming System of Native Food Crops in Lausus village, East New Britain Province, PNG

Ethnological knowledge and the traditional naming system of native food crops in Papua New Guinea communities can provide vital historical information on cultural anthropology and also deliver coloration concepts with science through research and development. The aims of the study were to document the different varieties of native food crops in Lausus village in East New Britain Province and to determine the traditional classification system of naming native food crops. Based on the ethnological documentation, 48 varieties of taro, 11 varieties of aibika and 9 varieties of lowland pitpit are the top three native food crops in terms of the number of different varieties in the area. The traditional naming is based on morphology, place of origin, local belief, local descriptive word, effect on the body and taste. The naming system used on taro is quite unique since it uses the traditional naming system twice for morphological characteristics (colours) in the first identification process followed by a specific name of a different meaning. It was seen that traditional knowledge is slowly fading away from the younger generations due to cultural materialism. However, women in Lausus are well equipped than men with the traditional system of naming of crops. Coloration between the traditional naming system and science offers a window for further assessments of native crop on food security, nutrition and antioxidant properties which can be further developed.

Professor Dr. Kerstin Knopf

University of Bremen, Germany

kknopf@uni-bremen.de

***German Colonialism and the Legacy of Texts: Translating an
Ethnographic Text on “Neu-Mecklenburg”***

German Colonialism in Papua New Guinea is a subject that is largely neglected in German public discourses. Most Germans are not aware about this dark chapter in our history, partly because it is largely ignored in school curricula. In order to combat this national amnesia, I conducted a seminar at the University of Bremen which introduced students to German colonialism in Papua New Guinea, including general colonial history, missionary work and ethnographic studies. We read texts written by German missionaries and ‘ethnographers’ about the Indigenous population in PNG, specifically Emil Stephan/Fritz Graebner *Neu-Mecklenburg (Bismarck-Archipel): Die Küste von Umuddu bis Kap St. Georg. Forschungsergebnisse bei den Vermessungsfahrten von S.M.S. Möwe im Jahre 1904*. Since Germany did not impose the German language upon PNG inhabitants, very few people nowadays in PNG speak German. Thus, most PNG scholars cannot read the German colonial texts and critically engage with German colonial history through these texts. For this reason, we translated two thirds of Stephan/Graebner’s book into English in order to make the text available for critical reassessment by PNG scholars. The paper will discuss colonial semantics and language in Stephan/Graebner’s book that reveal supremacist colonial notions. It will furthermore comment on translation issues and difficulties encountered during our work. We hope, in this way, to contribute to decolonizing colonial discourses and to start to deal critically with German colonial history in Papua New Guinea.

Mr. Joe Mangi

Head of Division / Senior Lecturer

Division of Indigenous & Development Studies

University of Goroka

mangij@unigoroka.ac.pg

Metaphors of the Wahgi Language: A glimpse at the abyss

Melanesia is an oral society. Prior to the development of writing, knowledge was handed down from generation to generation by word of mouth. Language was the mode of transmission and is the repository of culture

Metaphors and idioms provide a glimpse into the vault of the accumulated indigenous knowledge about the environment in which a language is spoken as well as highlighting indigenous ethos and virtues. In traditional egalitarian societies, social etiquette was instrumental in maintaining the often fragile social fabric of inter and intra societal relations through the use of metaphors and idioms in public discourse.

The Wahgi language is a colourful language, full of rhyming phrases, metaphors and idioms entombing a traditional knowledge base of antiquity from time immemorial. Whilst the language itself is under no threat of extinction, the richness of the language is slowly eroding away from within. The phasing out of metaphors, idioms and expressions are symptomatic of the inevitable transition that many indigenous languages undergo in contemporary PNG.

This paper presents the preliminary findings of research into metaphors and idioms in the Wahgi language. The objective is to reveal the loss of metaphors and idioms and highlight the resultant vulgarization of the Wahgi language.

Ms. Selmina Rumawak

Postgraduate student, Applied Linguistics

Monash University, Melbourne, Australia

srum4@student.monash.edu or selmina_rumawak@gmail.com

Attitudes towards Tok Pisin: A Comparative Study of Male and Female Papua New Guinean Students in Melbourne

A few studies and articles have been published and explored regarding attitudes to Tok Pisin (TP) in Papua New Guinea (Piau & Holzknacht 1985; Wurm 1984; and Devette-Chee 2013); however, little is known about gender differences in attitudes. This study will survey Papua New Guineans' beliefs about TP, including the contexts in which it should or shouldn't be used and sociolinguistic perceptions of TP's users. Ten postgraduate students living in Australia (5 males/5 females) will be surveyed through a range of proven tools for assessing language attitudes: Likert scales and semi-structured questionnaire (Baker 1992 & Wassink 1999). The study completion is approximately three months: April – June. Following the data collection, results will be analyzed to identify the participants' attitudes towards Tok Pisin, and ultimately, a comparison between the two genders will be drawn. As a widely used lingua franca in Papua New Guinea, Tok Pisin attracts both positive and negative views – this study will show how attitudes are the same or different between genders.

Ms. Jennifer Boer

Postgraduate Student

Curtin University, Australia

j.boer@postgrad.curtin.edu.au

Clinical Linguistics and Developmental Phonology Sampling

Clinical linguistic descriptive tools are an essential resource for clinicians treating speech and language disorders and supporting literacy initiatives. Creation of such tools requires a process involving many stages and is in its infancy in Papua New Guinea. A current cross-sectional study researching acquisition of phonology in an urbanised Creole Tok Pisin-speaking population of highlands children utilises a purpose designed sampling tool. Fitting the tool for its target population in Mt Hagen WHP has required dealing with issues of validity and reliability in constructing a picture naming tool. The picture naming tool was used in adult and child pilot studies and adjusted subsequently to ensure sociolinguistic appropriateness and content validity. The present word selection aims to elicit a repertoire of words which will contain the full phonology and reflects cultural responses found in adult pilot study participants, balanced with the ease of stimulability apparent in the child pilot study.

Dr. Friedel Frowein

Senior Lecturer in Linguistics

Division of Language and Literature, University of Goroka, PNG

friedel.frowein@gmail.com

***Walk Around the Clock: The Shaping of a (Counter) Clockwise
Distinction in Siar Directionals***

Most Oceanic languages have complex systems of directionals which have been shaped by geographical, topographical or meteorological factors (Palmer, 2002; François, 2003; Ross, 2003b, 2004). It has been assumed that in Proto-Oceanic the cardinal axis was based on the direction of the prevailing winds, and that modern Oceanic languages have adjusted this system according to the particularities of each individual language location (François, 2004).

Siar, an Oceanic language of New Ireland Province of Papua New Guinea, is one of these languages. However, Siar is rather unusual in that it has shaped a (counter) clockwise distinction in its directionals, meaning that Siar speakers specify whether their movement roughly follows the coast in clockwise or counterclockwise motion. This is a rather uncommon feature, even in languages of the Pacific region. It is also unusual because Siar is not spoken on its own island like other languages with a similar distinction. I will present a theory which assumes that the (counter) clockwise opposition is a fairly recent innovation which is a result of the migration of the Siar people from southeast New Ireland to southwest New Ireland.

Dr. Carola Emkow

Friedrich-Schiller-Universität Jena, Germany

emkow@zedat.fu-berlin.de

Dr. Regina Knapp

Friedrich-Schiller-Universität Jena, Germany

gina.knapp27@googlemail.com

***Culture, Body, Bilum and Language -
The Use of Metaphoric Language in the Description of Bilum-Making***

The bilum (string bag) is an important item in the history and cultural life of Papua New Guinea. Bilums have been previously documented from the perspective of construction (Baker 1985), and social significance in highland societies (cf. MacKenzie 1991, Knapp 2013).

The process of making a bilum is taught from person to person using illustration and words using jargon to describe the components and construction of a bilum. This jargon is predominantly metaphorical.

Metaphoric language is shaped both by cognition and culture. Some metaphors derive from universal human cognitive ideas, while others relate closely to a particular culture are less likely to be understood by outsiders of that culture.

This paper will highlight the use of metaphoric language in the description of the production, features, and patterns of the bilum. The study of the linguistic coding of bilum production will provide insights into Bena Bena metaphors and their origins. The paper will also address the prevalent discussion on metaphors originating in culture or cognition.

Mr. Philip Tama

Lecturer in Linguistics

Division of Language and Literature, University of Goroka, PNG

tamap@unigoroka.ac.pg

Case Marking in Taeme

This paper is based upon linguistic research carried out on Taeme, one of the most linguistically complex and barely documented languages of Southern New Guinea (Evans, 2012), from 2012 to 2014. Taeme belongs to the Pahoturi family of the South-Central Papuan languages (Ross, 2005) and it probably shares dialects of Idi to the West, Agöb to the South and Ende to the East. While the Pahoturi family languages spread eastward, most of the Morehead-Macro family languages spread westward stretching about 300 kilometers.

The paper will look at only one area of the language investigated-Case Marking. Listed below are 7 Taeme cases that will be discussed.

Case	Case marker (suffix)
accusative	-(e)m
dative	-ble
genitive	-bo
ablative	-(a)tt(a)
allative	-we
instrumental	-(a)ne
locative	-me

Ms. May Huvi

UoG Graduate

Devare High School, Autonomous Region of Bougainville, PNG

alfinehuvi@gmail.com

'La' and 'e': What are Their Roles in the Maututu Dialect of the Nakanai Language of West New Britain Province

The use of *la* and *e* varies in the Maututu dialect of the Nakanai language even when one hears the indigenous speakers use it. Chowning and Goodenough (2014) said that nouns are marked by the presence of *la* and *e* as prefixes yet the systematic difference is unclear as in *e-lamo*, *la-lamo* 'mosquito'

It is both used and understood by the native speakers. *La* is used in a variety form whereas *e* alters. A close examination of the speakers' usage of language finds its course.

This study will focus specifically on the Maututu speakers of the Nakanai language as well as other surrounding languages related to Nakanai in Bialla, West New Britain Province, Papua New Guinea.

Ms. Maria Lord

Ethnoarts Specialist

Graduate Institute of Applied linguistics (MA student)

maria_lord@gial.edu

***Chicken or Egg? The Relationship of Tune and Lyrics in a Sepik
Music Genre***

The Pouye people of Yukilau (Sandaun Province, Papua New Guinea) have described their traditional *talmou* music as having one tune for which there are many sets of lyrics. However, the relationship between music and text in *talmou* is far from simple. A simplistic definition may define *talmou* as musico-centric, since the tune pre-exists new sets of lyrics. Unfortunately, this discounts the fact that the text of each song profoundly impacts the rendering of the tune, not to mention that the earliest *talmou* songs came from spirits in complete form: music and words together. In this paper, I seek to describe how *talmou* displays both logo-centric and musico-centric properties by answering questions such as: How does the number of syllables and the syllabic stresses of each set of lyrics affect the rendering of the tune? What could extended sections using vocables reveal about the underlying tune and rhythm of *talmou*, which the constraints of the text may obscure? Which kinds of variation in tune and lyrics are allowed? How does variation in one affect the other? How do the vocables ‘o’ and ‘e’ play into emic perceptions of tune?

Mr. Donald Gumbis

Pro-Vice Chancellor (Policy & Planning)

University of Goroka

gumbisd@unigoroka.ac.pg

***Tok English, Tok Pisin and Tok Politics – synergy between the three in
Papua New Guinea***

In Papua New Guinea today, there is general social perception that English, Pisin and Politics are synonymous. In everyday usage, the English uses of certain words are merged to mean certain things. This paper attempts to link the three issues together by using certain narratives. The simple use of the word ‘Boss’ is interpreted differently and in different contexts. In the social media, the Papua New Guinean usages and descriptions of words carry many emotions.

The use of mobile communication, accessibility to information technology, use of everyday language and song lyrics have seen a dramatic rise in the corruption and bastardisation of words and phrases in different contexts and emotions. The synergies generated are captivating and at times draw criticisms but in many instances contain hilarious and comical interactions. In essence, Papua New Guineans have now developed a new form of language expression and at times, this comes in conflict with the proper usage of English.

Ms. Thecla Maim Koeba

Senior Language Lecturer

PNG Education Institute

tmkoeba17@gmail.com

Mrs. Theckla Aknonero

Sacred Heart Teachers College, Bomana

jlingawa@dwu.ac.pg

***Teachers' Perceptions of the Jolly Phonics Program Initiated in 2013
in NCD State Elementary and Primary Schools and its Impact on
Students' Literacy Level***

In recent years, policy makers, education authorities, politicians, parents and the public at large have expressed alarm about the drop of education standards in Papua New Guinea. Due to this outcry, the Department of Education and other stakeholders administered various phonics programs of which Jolly Phonics was one that teachers in certain NCD state schools were involved in. The study aimed to gauge the teachers' perceptions of the impact it had on students' literacy skills and their learning in general. The questionnaires were administered and were distributed to the elementary and primary school teachers who were actually involved in teaching the phonics in their respective schools up until 2016: The data gathered from the questionnaires were analysed based on ten questions. The findings revealed that participants held perspectives that Teaching Phonics to early graders is a crucial step but the programs need to be incorporated into the National Curriculum and that all early grade teachers are trained adequately for any improvement in the level of children's literacy achievement. Teachers also viewed that all pre-service teacher training institutions should offer compulsory phonics courses to all teacher trainees. Such strategic insights are possible interventions leading to quality of education.

Literacy Policy

English is widely regarded as Papua New Guinea's official language and is used all educational institutions, with two other national languages, or Lingua francas, Tok Pisin and Hiri Motu are widely spoken, too.

Research indicated that literacy activities should start in a language the learner speaks (Jonduo 1993; Waiko 1999). Once they become reasonably fluent readers and writers, learners should be encouraged to transfer their literacy skills to one of the national languages: Tok Pisin, Hiri Motu, or English. (National Literacy Policy, 2000, p.5).

Reading and Writing are skill processes of using and conveying information for various purposes. Writing comes in many forms and uses different language features to make sense and meaning to suit the audience's need for a particular purpose.'

Papua New Guinea has more than 820 languages; more than any other nation in the world (Grimes 1996). Of this number, 17 have less than 50 speakers, one is an international language and two are pidgins. In addition to these 820 languages, 10 more are extinct or dead (Landweer 1999). This Part of Papua New Guinea's heritage is gone forever – usually without a written record.

Mr. Norris Wangina

Lecturer

Papua New Guinea Education Institute (PNGEI) Research Unit

Research on Communication in Selected English Classes in Semi-Rural Primary Schools in Papua New Guinea

Communication directly affects the way concepts are conveyed to the students by the teacher and this affects the performance in the English subject. Recent research works in Papua New Guinea on Primary school English performance has highlighted the importance of improving teaching and learning processes. The low standard of English in primary schools is due to many reasons however the commonly highlighted factor is the lack of clear communication in teaching and learning process. Therefore this research examines communication in teaching and learning process in selected Primary schools in the country. Specifically, it investigated a range of teacher and student-related factors influencing communication, the prevailing pattern of communication in English class, and the challenges faced in communication in the English classes. The study employed survey research design supplemented with interviews. Findings showed that most of the teachers and students have positive attitude towards English. However, low level of teacher-students interaction, lack of teaching and learning materials, class size and inconsistency in attendance were the main challenges contributing to ineffective communication leading on to low students' performance in English. Addressing and improving the challenges outlined will improve students' English learning.

Ms. Sylvia Ulai

Lecturer in English and Communication

PNGEI Primary Unit, Papua New Guinea

sylviaulai@gmail.com

The Role of Literacy and Education in Empowering Women in Addressing Domestic Violence issues in Urban Settlements of Lae City

In PNG, domestic violence is prevalent in the homes of families in both urban and rural settings. Domestic violence issues are now making a point in the mainstream media due to the high number of cases of domestic violence that are being reported both in the rural and urban centres.

Literacy and education have been found to be very important factors in addressing domestic violence issues of the women in the urban settlements of Lae City. It has been discovered that women with lack of literacy and lack of education has hindered them to seek proper legal assistance and proper counselling from the authorities in dealing with violence in their homes. Interventions by the Government and other key stakeholders could solve illiteracy problems and education problems faced particularly by women in both rural and urban centres.

Mrs. Helen H. Vetunawa

Head of Division, Language & Literature

University of Goroka, Papua New Guinea

vetunawah@unigoroka.ac.pg

Essay Writing Problems of the Fourth Year Humanities students at the University of Goroka

This study aims to identify and diagnose essay writing problems of the Fourth Year School of Humanities students who have done the fourth year course on 'Language Learning' at the University of Goroka. A total of 50 essays were selected at random to identify errors and mistakes made by the students. The findings reveal that the selected university students have various writing problems ranging from grammatical errors to mechanical mistakes such as spelling, punctuation and capitalization. Other problems include students' inability to paraphrase ideas taken from different sources, citations, text organization and sequencing of ideas, incorrect use of lexical items and the lack of precision in their expression of ideas. In the light of these findings a number of recommendations have been made to address students' academic writing needs through a compulsory academic writing course in their first year of study and for the Students Learning Study Support Centre to continuously offer various academic writing workshops to address different needs of students in the different levels and programs of study throughout their four years. These can include writing essays, reports, literature reviews, proposals and writing a thesis depending on students' different needs. The duration of these workshop sessions can take one day to a week. It is hoped that writing problems encountered by students will decrease and their academic performance will be enhanced and maximized.

Miss Ruth Kamasungua

Senior Tutor

Division of Language & Literature, University of Goroka

kamasunguar@unigoroka.ac.pg

The use of Yui language in Music – A Vehicle to Recreation & Celebration of the Yui Speaker's Identity and the Yui Society's Sociocultural Environment

The Yui language of the Salt Nomane District in the Simbu Province of Papua New Guinea is an endangered language with approximately 6500 speakers. The Yui speakers use language in music as a means of recreating and celebrating their identity, pride, social standing, relationships, stability, and survival fitness etc. For instance, in songs, they boast and reminisce about their achievements and origination of their tribe, the unique geographical features of their place, wealth, trading relations etc. This enhances their identity, pride and social standing within the society. The Yui people's achievements and experiences are communally shared within their particular tribe. Songs are always sung by a group of people within a tribe to communally celebrate and reaffirm communal achievements and experiences during specialized occasions. The use of language in music plays a major role in laying the foundation of the society's harmonious sociocultural environment. This paper also discusses how the awareness of the benefits of the use of language in music can be used as an important cause to language revitalization.

Samson Hege CNRRD, University of Goroka
heges@unigoroka.ac.pg

Ronald Aknonero University of Goroka
aknoneror@unigoroka.ac.pg

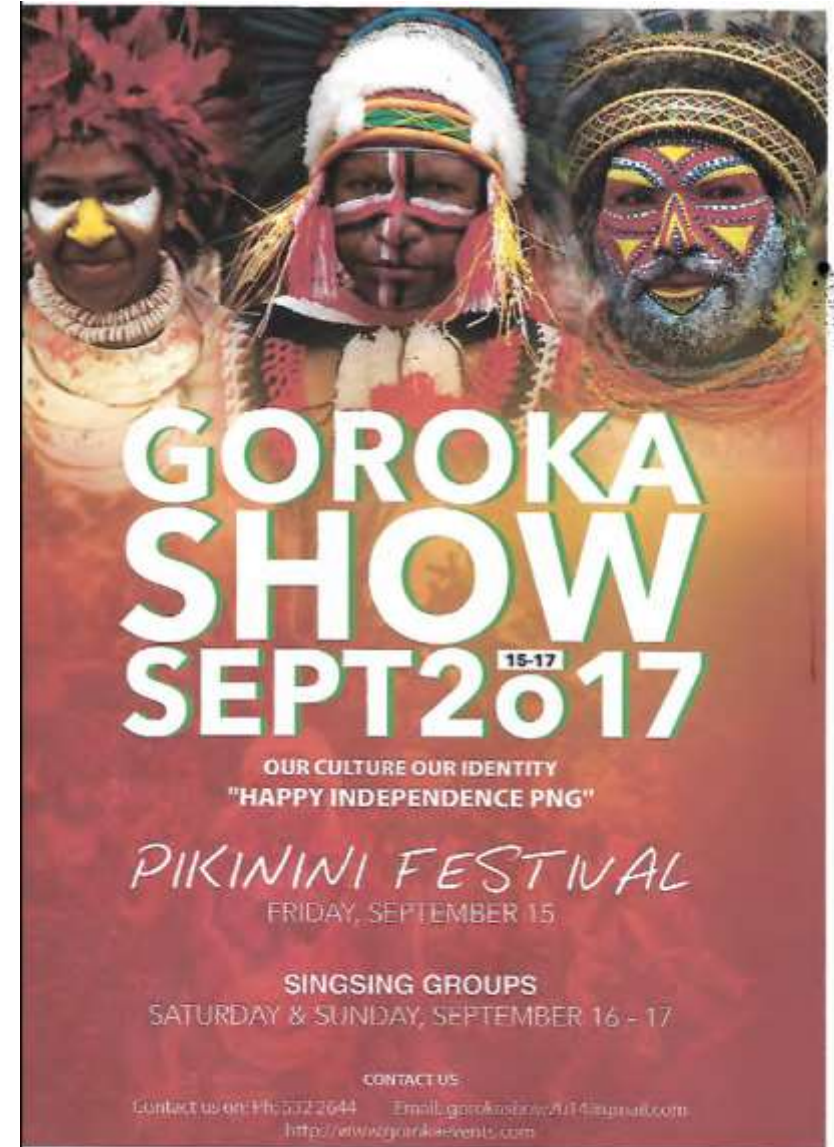
Matthew Pok University of Goroka
pokm@unigoroka.ac.pg

Anson Barish University of Goroka
barisha@unigoroka.ac.pg

Utilisation mechanism of Ethno-taxonomy: Case study of sweet potato in Ketarobo village, in the Ungai Bena District of Eastern Highlands Province, Papua New Guinea

Ethno-taxonomy is a subdiscipline of ethnology which refers to cultural classification of individual ethnic groups. Native food crops in various communities of Papua New Guinea have their own classification system used over the years. Ethnological study of sweet potato from Ketarobo village in Bena area of Eastern Highlands Province has shown some of these systems. The surveyed data was obtained from qualitative approached by using unstructured interviewing with open ended questions. Randomly women of the aged group forty-five and above were participated in the study, especially for the documentation. Based on the documented results eight varieties were farmed by the studied tribal group; seven of which were introduced species and only one was the indigenous species which has been cultivated since the introduction of the crop by the foreigners. The traditional naming and classification of the crop is based on: morphology, colour, taste and the local descriptive words. Thus, studied data revealed that ethnological knowledge is a historical technology which incorporates many clues that can be a breakthrough in science. Connection between these technologies; the traditional and modern scientific can minimize problems on food security in the country, for say pest tolerance sweet potato variety can be developed in the near future.

The Goroka Show





PRESENTS the

INDEPENDENCE SHOW BALL

CELEBRATE OUR INDEPENDENCE AT THE BIRD OF PARADISE HOTEL. SATURDAY 16TH SEPTEMBER, 6PM TILL LATE.

K400.00 PP, K3,500 FOR A TABLE OF 10 (TEN)
HURRY! LIMITED TABLES
CALL: 5322644
E:gorokashow2014@gmail.com

DRESS: FORMAL, RED BLACK &

PRIZES FOR BEST TABLE, FREE WINE ON ARRIVAL!!



Belle of the Ball Prize

PRE DINNER DRINKS, 6PM

LIVE BAND ENTERTAINMENT

ENTRY BY TICKETS ONLY

NO DOOR SALES

Map of Goroka



Useful phone numbers

Taxi

Taxi (Albert) 7564 5496 or 7564 5496

Taxi (Jeff) 7280 4071

Hotels and accommodation

Bird of Paradise 532-1144 / 3100

RCF 532 3211 / 1425

Emergency

Police 532-1443

Ambulance 531-2133

Fire Services 532-1111 / 1113

Goroka Base Hospital 531-2100

UoG Clinic 531-1748

Other

Hertz Rent-A-Car 532-2411 / 1009

Budget Rent-A-Car 532-1144

Acknowledgements

The LSPNG 2017 organizers would like to thank the following people for the gracious support towards our conference.

- Top Management Team, UoG
- School of Humanities
- School of Education
- Division of Information and Communication Technology
- Planning and Resource Management
- Division of Social Science
- Unigor Bookshop
- Unigor Catering
- Unigor Printery
- Goroka Provincial Administration
- Division of Communication & Creative Arts
- Student Enrichment Center
- Centre for Melanesian Studies
- Division of Mathematics & Computing

and finally to all our wonderful student volunteers who have been working tirelessly to make our conference a memorable one, in particular to Melissa Sabub for coordinating the venues, to Beverly Awun for coordinating the catering, to Dominic Geary for coordinating the ushers, to Caroline Mawe for coordinating the local tours, to Rachael Rimu for coordinating the activities and to Michquileen Sangi for coordinating the Variety Show.

Many thanks to all of you!

Notes



Notes





Notes

