

H E B O U

Newsletter of the Linguistic Society of Papua New Guinea

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EDITORIAL

Welcome back to Hebou which circumstances have forced to appear in a late but double issue format.

This issue, we hope, should serve a double purpose: It also announces the particulars of our next conference which will be held at the S.I.L. centre, in Ukarumpa ( Eastern Highlands) on 8-9 (10)th September.

Continuing on its original lines, it reports on various aspects of research which are related to language, language teaching and linguistics in Papua New Guinea.

We have been pleased to receive a number of requests for this newsletter independently of Kivung subscriptions, and this time, in our effort to reach a wider audience, we are sending a copy of this issue to all Tertiary Institutions of Papua New Guinea. We also hope to get further requests for Kivung subscriptions as well as for our free newsletter. To obtain either or both write to:

The Secretary  
LSPNG  
c/ - Dept. of Language  
P.O. Box 4820  
The University.

Minutes of the Exective Committee Meeting  
of the Linguistic Society of Papua New Guinea  
Friday 3rd February 1.30 p.m.

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Present: Bruce Hooley, John Lynch, Joe Nidue, Anne-Marie Smith.

The following items were discussed:

HEBOU 4: It was decided that UPNG will be responsible for this issue, and that its circulation should be widened both outside the country and inside the country (Tertiary institutions)

KIVUNG : Vol.9 no.1 is out of the printery, ready for circulation  
Vol. 10 is expected any time.  
Vol.9 no.2 should go into press shortly  
A Complete Index is to be printed separately

It was agreed that a new editor to replace John Lynch should be appointed next September so as to allow for the handing over of duties at the 12th Congress. It was also suggested that a new Treasurer be found shortly as Stephen Denny will be leaving in July.

CONGRESS : A call for papers will be circulated together with Hebou 3 (about to be released).  
The date of the Congress has now been agreed upon to be 8th-9th (10th) September which falls on a week-end as the study breaks between Lae and Waigani did not coincide.  
It was decided that a K10.00 registration fee would include the cost of the Annual Dinner, at the Ukarumpa Hotel.

The meeting closed at 2.30 p.m.

KIVUNG

Some development has taken place since the last Executive committee meeting.

Because we have had some inquiries, here is a break down of the latest "state of affairs":

Vol.8	1975	became a biannual journal.
Vol.9	1976	No.1 is out and has been despatched. No.2 will be out shortly and despatched as soon as possible.
Vol.10	1977	No.1 & 2 is out and has been despatched. It is a single publication.
An Index Vol.1-10		is being prepared .

Vol.10 is entitled Tolai Texts. They are edited and translated by Ulrike Mosel and the publication is available (address on p.1) as a special issue to non-subscribers for a K5.00 fee.

Complete sets of Kivung are still available and cost K70.

Orders for any of these should be sent to the Secretary (see address p.1)

Prospective Subscribers: If you join in 1978, you may wish to also receive the 1977 issue (Tolai Texts)...just mention this in your application.

### 1978 CONGRESS

As announced previously the Twelfth Annual Congress will be held at the SIL Centre, Ukarumpa, September 8-10. The program will begin on Friday afternoon, continue on the Saturday and probably carry over onto Sunday afternoon. The annual dinner will be held at the Kainantu Hotel on the Friday evening.

The program will begin with a Friday afternoon session followed by the annual dinner. There will be sessions all day Saturday and the final session will take place on the Sunday afternoon.

Papers: There will be papers on PNG linguistics, applied linguistics and English teaching. It is hoped that following the congress as many papers as possible will be made available for publication in the society's journal, Kivung.

Circulation: It is also hoped that enough papers will be available for circulation by the beginning of August so as to facilitate the circulation among participants. As soon as your paper is printed, please send 50 copies to

The Secretary,  
LSPNG,  
c/- Department of Language  
P.O. Box 4820  
UPNG.

Accommodation: Some accommodation is available with members of S.I.L. Arrangements will be made by contacting Bruce Hooley at the S.I.L. centre.

Travel: Participants from Port Moresby will have the possibility to use the S.I.L flight arrangement. (Contact Anne-Marie Smith, Secretary if you wish to fly direct from Port Moresby). Other participants should make their own arrangements, but will be met at the airport if they inform Bruce Hooley of their arrival time and date.

Registration: There will be a registration fee of K10.00 (or K5.00 for full-time students at tertiary institutions in PNG). This fee includes the cost of the annual dinner. It may be paid in advance or on arrival at the congress.

If you are planning to attend the congress and have not yet informed us, please complete and return the form which is included in this newsletter to:

Dr. B Hooley,  
S.I.L  
P.O. Box 48  
Ukarumpa via Lae

Here is the list of tentative titles to date:

John Lynch: Proto-Oceanic \*ɲ and \*ɳ; or why did the Koita put  
Yaras on their Yagatois?

Frans Liefrink: EAP at UPNG- are questions the answer?

Brian Cheetham: Language change in response to social needs.

Keith Johnson: Stress, Rhythm and Intonation

Anne-Marie Smith: PNG English

Andrew Taylor: On the relevance of the concept of English as an  
international and inter-national language

Mark Solon: Language Development and Decentralisation

Malcom Ross: The analysis of interactive discourse as an aid to  
functional language teaching

Ulrike Mosel: Reduplication in Tolai and Tok Pisin

Bruce Hooley: Linguistic Education in PNG

Mike Olson: Barai Derivational operations vs. Universal Passive/  
Antipassive constructions

Conrad Hurd: Nasioi Projectives

Ray Johnston: Step towards the grammar and phonology of Proto-Kimbe

Ger Reesink: Euphemisms/Embedding

Bryan Ezard: Tawala Reduplication

Arden & Joy Sanders: Kamasau Phonology and Dialects

This is not an exhaustive list. Other papers are being prepared.  
Do send in your tentative titles and papers if they are ready to

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UPNG.

NEWS FROM UPNG

Language Department, UPNG

- \* New arrivals: In chronological order,

Sakarape Kamene,	Teaching fellow
Trish Donaldson,	Research assistant
Tina Tierney,	Tutor
Patricia Pape,	Lecturer
Angela Gilliam,	Visiting Lecturer

- \* Otto Nekitel, a teaching fellow, is currently studying for a M.A. at the East-West Centre, Hawaii.
- \* Thomas Tumun, a teaching fellow is doing some work on Noun morphology in Wahqt, which is his language.
- \* Sakarape Kamene gave a seminar in October to the UPNG linguistic Society on Dzia Idioms. He is currently involved in looking at Discourse and Registers in Dzia which is also his own language.

Brian Cheetham has conducted a Preliminary analysis of Huli Grammar and Phonology. His second visit to the Huli area prompted him to look at the role of Education in the community. He is now looking more specifically at the effects of using English as a second language as a medium of instruction on cognitive and affective development.

- \* Anne-Marie Smith, has completed her ERU Research Report on the PNG dialect of English (ERU Report No 25, forthcoming) and is embarking on a study of Mass and Count Nouns in PNG English.
- \* Frans Liefink is continuing the research project on English for Academic Studies which he started in 1977. This project is now funded by the University and he has been joined by several of the Preliminary Year Staff in the Department. Full report appears on pp. 12-14.
- \* John Lynch reports on the Seminar given by Tom Dutton at UPNG, Apr. 78:

Tom Dutton recently gave a talk upon his return from a short field-trip to the Gulf. Tom has been investigating the language used on the hiri expedition, in an attempt to clarify the origins of modern Hiri Motu. In his talk he showed first of all that what he and Iru Kakare tentatively proposed last year was correct: that the Motu and the Elema used a pidginised form of Eleman in their trade contacts, and that this language bears little resemblance to Hiri Motu. He also found evidence of yet another pidgin: a pidgin Kikori, used by the Motu and the Kikori people in their trade. This language again is unrelated to Hiri Motu. Tom hopes to do further work later on this latter pidgin, and then intends to investigate other possible origins of Hiri Motu.

\* Department of Language (UPNG) Occasional papers 7 and 14 are now available, through the University bookshop.

The following is the full list of publications available at the moment:

- No.1 John Lynch,ed.- Pidgins and Tok Pisin.-1975.
- No.2 Elsie Paisawa, Louise Pagotto, & Joan Kale.-  
A short sketch of Are(or Mukawa), Milne Bay, Papua New Guinea  
Guinea.-1976.
- No.3 Joan Kale.- A First Alphabetical listing of the Non-Austronesian  
Languages of Papua New Guinea.-1975.
- No.4 Adrienne Lang,ed.- Studies in Psycholinguistics I.-1975.
- No.5 Louise Pagotto.- The Noun Phrase in Chambri
- No.6 Adrienne Lang,ed.- Studies in Psycholinguistics II.-1976.
- No.7 Peter Fenton.- Teaching Business Communication Skills in a  
Second Language: A Statistical Analysis.-1977.
- No.11 Bob McDonald,ed.- Language and National Development:  
The Public Debate, 1976,-1976.
- No.14.-Bob McDonald.- Georg Friederici's Pidgin English in Deutsch  
Neu-Guinea": an early annotated copy, translated with notes 1977.

The following are now in press:

- No.12 Dieter Osmer.- Language and the Lutheran Church on the Papua  
New Guinea mainland: an overview and evaluation.
- No.16 Margaret Craig.- Aroma Morphology

Education Department, UPNG.

#### THE EVALUATION OF THE GRADE 7 ENGLISH SYLLABUS

The intention of this research was to gauge the teachers' reactions on the effectiveness of the newly introduced 1976 Grade 7 English Functional Syllabus by way of teachers verbal and written comments, suggestions and criticisms. The research consisted of a questionnaire, formal interviews and observations in the classrooms. Due to shortage of time and finance this research was limited to 12 Provincial High School in 3 Provinces involving a population of 34 teachers who were teaching Grade 7 English.

The final report which will be out soon is expected to show the following results:

- The number of schools using the new syllabus and which are in favour of it.
- The number of teachers not trained in this syllabus approach; this implies a need for in-service courses.
- The number of subjects teachers are teaching as a result of generalist teaching.
- The number of teachers that were trained compared to those who were not trained to teach English at all.
- the distribution and availability of teaching materials and facilities for producing them.

The Teaching Methods and Materials Centre (T.M.M.C.)

The following Research Reports of the T.M.M.C. relate to applied linguistics:

- No.16 R.K. Johnson, Differences in the Performance of L<sub>1</sub> and L<sub>2</sub> Speakers in Using Stress, Rhythm and Cues of English to Disambiguate Sentences, 1972.
- No.19 R.K. Johnson (ed.), A Report on Language Problems of Tertiary Level Students Using English as a Second Language in Papua New Guinea, 1974.
- No.22 R.K. Johnson, Sociolinguistic Factors Affecting Language Policy in Papua New Guinea, 1974.
- No.26 R.K. Johnson, A Comparison of Syntactic Complexity in the Writing of First and Second Language Speakers of English at Upper Secondary and Tertiary Levels of Education, 1974.
- No.27 R.K. Johnson, English in Papua New Guinea, 1975.
- No.28 R.K. Johnson, Language Policy in Papua New Guinea, 1975.
- No.29 R.K. Johnson, The Case for Bilingual Education, 1975.
- No.30 R.K. Johnson, Bilingual Education and Teacher Training in Papua New Guinea, 1975.

Research Reports 27 and 28 have been published revised and updated in S.A. Wurm (ed.), New Guinea Area Languages and Language Study Vol3, Pacific Linguistics, Series C, No.40.-1977.

The T.M.M.C. has also published language teaching materials for use in Papua New Guinea schools, and has contributed to the development of other materials. Included amongst these are the following:

R.K. Johnson and D. Isoardi, Phoneme Discrimination: Oral Work for Students in Papua New Guinea, T.M.M.C. 1971.

R.J. Wingfield and R.K. Johnson, Focus on Papua New Guinea, Vols 1-3, passages for comprehension and discussion, Goroka Teachers College, 1975.

R.K. Johnson and B. Pollock, Situational Composition: getting things done with words, T.M.M.C. 1975.

The Educational Research Unit (E.R.U.), UPNG.

The following E.R.U. Research reports relate to aspects of Applied linguistics:

- No.4 J.Jones, Comprehension of Some Commonly Used Words: A Study with Tertiary Students in Papua New Guinea.
- No.12 J Jones, Quantitative concepts, Vernacular, and Education in Papua New Guinea.
- No.13 J.Jones and F.Lieftrink, A survey of the Languages Spoken by students at UPNG.
- No.19 J.Jones, Classification Systems, Vernacular and Education in Papua New Guinea.
- No.25 A.M.Smith, The Papua New Guinea Dialect of English. (forthcoming)

The Psychology Department, UPNG

Recent research on children's cognitive development raises theoretical and practical questions in the area of language studies. John Shea's data from 985 community school children, from six different "regional/cultural" groups in PNG, confirms other findings indicating very large differences in cognitive ability (as measured by Piagetian techniques) which may be related to features of language such as the "complexity" or sophistication of counting systems. The data suggest that schooling in English while improving overall cognitive performance, relative to unschooled children, does not change the relative performance of different regional/cultural groups. Thus, exposure to a new and more complex code, the English language, which is supposedly a superior vehicle for logical and abstract thought by comparison with PNG vernaculars does not produce an improvement in cognitive performance. Inequalities between groups are not evened out. At the theoretical level this renews doubts about the Sapir-Whorf hypothesis, including modern versions of it (e.g. Bruner, 1973), and at the practical level it indicates that the PNG system of education is not presently enabling children from different parts of PNG to cope equally well with modern education.

The Waigani Seminar will be held at UPNG on Sept. 11-15. Decentralisation is this year's theme.



From the PNG Journal of Education

Vol.13 N<sup>o</sup>1 March, 1977 contains two items of interest to language studies in PNG.

- Johnson, R.K.- Language Policy and the aims of the Five Year Education Plan. pp 1-6.
- Johnson, R.K.- A review of ERU Report N<sup>o</sup>19 1976 by John Jones, classification Systems, Vernacular and Education in Papua New Guinea pp 45-46.

Coming in August 1978

A Special Issue on the Indigenous Mathematics Project

Tentative Contents include:

Carl Thune, "Numbers and Counting in Loboda: An example of a non-numerically oriented culture".

Hilary Pumuye, "Number in the Daily Life of the Kewa".

Philip Kapusa Kikala, "The Traditional Mathematics of the Yolo and Walini Clans of Laiagam Subprovince".

Agnes Paliau, "Number and Measurement on Ponam".

Colin Meek, "Mathematics Achievement in Secondary and Tertiary School in Papua New Guinea".

Bob Roberts, "Mathematics Achievement in Primary Schools in Papua New Guinea".

John Shea, "Conservation Studies with Students in PNG".

Max Kelly, "An Historical Review of Cognitive Research in PNG".

Alan Bishop, "Research on Spatial Relations with University Students",

David Lancy and Max Kelly, "Studies in Culture and Cognitive Development".

Glen Lean and David Lancy, "The Nature of Counting System in Melanesia".

Brian Cheetham, "Counting and Number in Huli".

We would very much like to receive additional materials for this issue please address all correspondence to:

PNG Journal of E.D.,  
Box 2051,  
KONEDOBU.

Notes from SIL

Consultant Update Seminar -

SIL is planning a consultant update seminar for September 11-22 to be held at Ukarumpa. The seminar is intended to be a forum for discussion of various aspects of linguistics and of recent trends and developments. The seminar will be led by Dr. Ken Gregerson of SIL's Indonesian Branch and will be attended by various senior consultants from branches in Australia, Indonesia and the Philippines as well as Papua New Guinea.

Language Planning Conference -

Bob Litteral represented the SIL at a Language Planning Conference held in the Solomon Islands on April 25-28. The meeting was sponsored by the University of the South Pacific with Dr. Rodney Moag as coordinator. The conference was limited to language planning in the Solomons due to difficulties in having a broader geographical representation at the time.

The main topics discussed during the four day meeting were 1) bi- or multi-lingual education, 2) the need for a greater role for Pijin and its standardization, 3) the need for preserving and developing vernaculars and 4) the need for English education but the inadequacy of education in English only.

The main emphasis of the conference was to see the establishment of a Language Institute, to be approved by the government but not controlled by it. The Institute if established would

- (i) be responsible for language research in the Solomon Islands.
- (ii) provide training for teaching, translating and producing materials for vernacular and Pijin.
- (iii) assist in language standardization.
- (iv) provide a consultancy on the above for the National Government, Local Councils, Churches and the private sector.

News from Goroka Teacher's College:

- \* Malcom and Ingrid Ross, two prominent members of L.S.PNG have just returned from a year of Study Leave in England. They are now at Goroka Teacher's College Lecturing in the Language Department. Another member of the department who has just arrived is Mr. Kasavan(Language Studies Dept,GTC).
- \* GTC has a programmed time in its timetable where members of staff and students can give seminars on any topic of professional interest. Should any member of L.S.PNG wish to deliver a seminar at GTC, they should contact J.M. Solon of the Language Studies Dept.,GTC..Box 1078, Goroka.

News from UoT Lae

Professor M.Smithies, and S. Holzknicht are working on an error analysis of Unitech students' English, with a view to producing remedial materials based on areas of language use which appear to be giving most trouble to the students.

Geoff Smith is doing a preliminary investigation into the phonology of the Labu language, an Austronesian language spoken by people living near the Labu Lakes, south-east of Lae. Geoff is also investigating the counting systems of Morobe Province. And he is planning some trips to the Watut area to check information about a previously unrecorded language in that area, called Susuami.

Jeff Siegel has been working with Geoff Smith on the Labu project, and he has just left PNG for his study-leave.

Clive Upton is co-operating with David Crooks, Audio-Visual Officer in the Unitech Library, to produce a tape and slide explanation of the Advanced Learners' Dictionary.

Gordon Doyle is planning research into English Language Teaching methods in PNG schools, with special emphasis on oral skills (stress, rhythm, intonation, pronunciation).

Malcolm Mintz is continuing his study of the acquisition of Malay as a first language, by a Malay child, from 21 to 27 months of age. He is focussing particularly on evidences of self-drilling techniques.

Andrew Taylor has just arrived back from study-leave, most of which spent in the Social Science Research Institute of the University of Hawaii. He is continuing work on the Motu Dictionary project.

Bob Lomax is working on Papua New Guinea spoken English, based mainly on radio broadcasts.

John Anderson is doing some research into the magical and religious beliefs of Papua New Guinea societies.

ENGLISH FOR ACADEMIC STUDY AT UPNG.- A REPORT

PRELIMINARY YEAR LANGUAGE RESEARCH PROJECT

In 1977 the Department of Language at UPNG began a modest research project on the English required for academic study at UPNG, whose aim was to provide information on the developmental needs of students about to matriculate for entrance to UPNG, which could be used as input to the design of new Preliminary Year Language course components. A brief report on the project appeared in Hebou 2.

By the end of 1977 the project had led to a description of the academic language activities of Arts Foundation Year students in terms of the factors involved in the communication situation, as well as a reformulation of these activities in the form of a "study formula", i.e. a behavioural sequence of recurring activities involving language which students go through in doing a first year course of study in Arts.

At this point the UPNG Research Committee approved a proposal for the continuation of the research on a more formal basis, and allocated funds for the appointment of two part-time Research Assistants. Also, discussion of the nature and aims of the research project in a series of Departmental seminars led to the involvement of several teaching staff in the project, so that since the beginning of this year a team of six staff has been working (part-time) towards the creation of a Functional English Language Teaching Program in English for Academic Study for two categories of UPNG students, internal Preliminary Year students, and external Adult Matriculation students. Furthermore, two members of staff who have recently joined the Department have expressed a desire to undertake research along similar lines towards the construction of a Functional ELT program for future first year Science students.

Our first priority this year has been to test the validity of the "study formula" evolved in 1977 as a workable strategy for studying, and to refine and deepen it. To this end one of the Research Assistants was given the task of participating in certain sections of the Arts Foundation Year courses, to do all the work required in those sections, using the study formula, and to keep a diary giving a detailed description of this experience. The other Research Assistant was given the task of "monitoring" three above average Foundation Year students as they worked their way through the three main Foundation Year courses. This involved collecting all the language materials the students received and produced, and interviewing them regularly about all aspects of their study activities.

With the help of the information gathered in this way we are now in the process of constructing a questionnaire on student behaviour which will be administered to all Foundation Year students at the start of the second semester. Our intention is to compare the responses given by A-grade students with those given by D-grade students. It is hoped that the results will show whether the study behaviour of A-grade students corresponds more closely to the study formula than the behaviour of D-grade students. If this turns out to be the case, we may, for practical teaching purposes, conclude that the study formula represents desirable student behaviour in Foundation Year and may therefore be useful "taught" to students before they enter Foundation Year.

The guiding principle in deciding priorities for more detailed research has been the requirements of teaching staff involved in production materials for the new program, which needs to be completed and ready for trialling at the end of 1978.

The basic assumption underlying the program is that, if it is to merit the label "functional", the learning activities it imposes on students need to resemble as closely as possible the activities they will engage in actual University courses at first year undergraduate level. For this reason the program has two components, a "course-content" component, modelled on Foundation Year courses, and an integrated "Study-skills/ELT" component, in which students are taught how to study the course-content component. (1)

#### The "course-content" component

The title of the course students are helped to study is MAN AND ENVIRONMENT: PAST AND PRESENT. It is divided into two parts (or "themes"), the first dealing with the origin and evolution of earth, life, man and society, the second dealing with presentday issues and problems confronting man in relation to his environment. (2) Part 1 is divided into 6 Topics, 5 of which have been completed at this stage. Each Topic includes lectures, tutorials, a set of reading guides, and discussion questions, while groups of Topics include tests and assignments. This follows closely the pattern of organisation of Foundation Year courses. Part 2 is still in the planning stage, but the intention is that, while Part 1 is primarily concerned with expository academic discourse, Part 2 will be concerned with argumentative discourse and problem solving.

#### The "Study-skills/ELT" component.

The basic feature of this component is that it is "spiralling": students are taken through the "routine" of studying (the study formula referred to above) with every Topic, each time practising the study skills required, each time adding to and refining these skills, and each time attending to a new set of language uses appropriate to the academic discourse about a particular Topic, as well as practising language uses acquired earlier.

#### Research

The research so far has aimed to provide the information required for the "Study-skills/ELT" units that go with the first five Topics. This procedure was imposed by the one-year time limit on the production of the program.

It was discovered that above average Foundation Year students not only follow the study formula fairly closely with regard to attending lectures, but also cope fairly satisfactorily with lectures. This is probably due to the fact that Foundation Year lecturers usually take great care with the organisation and presentation of their lectures.

However, when it comes to participating in Tutorials, the students' behaviour and ability left a great deal to be desired. (3) The team decided that the first and most important step in improving tutorial participation had to be proper tutorial preparation and that this

(rather than e.g. discussion techniques) should be the focus in the early Study-skills/ELT units.

A great deal of effort has therefore gone into the formulation of a Tutorial Preparation strategy, and in particular of a strategy for dealing with the articles included in the set textbooks. (4)

The other major area of enquiry, which is now being more deeply investigated, is that of the Questions students have to cope with in Foundation Year courses. Initially a tentative classification was made of Discussion Questions, Test Questions and Essay Questions in terms of the answers students were expected to give. This classification has proved useful as a guide for the construction of Questions to be included in the new P.Y. Language course. We are now looking into the area of Questions and Answers more deeply, with the aim of finding out what strategies are used, and can be taught, in answering questions first of all in written form, and secondly in spoken form in Tutorials. We are also trying to establish what kinds of language uses and language forms are involved in such answers, and how these language uses and forms are related to the forms of the questions.

With regard to research on student behaviour during Tutorials we are faced with some rather difficult problems. One is the difficulty of obtaining and analyzing data. A pilot study has been made of two Tutorials using the descriptive framework developed by Sinclair and Coulthard for the analysis of classroom discourse, but this did not seem to lead to particularly useful insights from the point of view of language teaching. Another problem is that what we need for the purpose of this research is samples of "good" tutorial behaviour, which can be used to construct "models" - and "good" tutorial behaviour is very rare. A further problem is that Foundation Year tutorials are taken by a large number of different tutorial techniques. We are trying to meet this last problem by persuading Foundation Year Board of Studies to adopt standardized tutorial procedures at least within each course.

Frans Liefcrink  
Department of Language  
19th June 1978

#### NOTES

- (1) For discussion see F. Liefcrink, "Semi-functional and Functional English Language Teaching", Department of Language, UPNG, September 1977.
- (2) At an early stage we consulted members of the National High School Social Science Syllabus Planning Committee, and the Curriculum Branch of the Department of Education about the appropriacy of this content matter, and were assured that these subjects were not covered at any stage in any High School program. We have recently learned, to our surprise and dismay, that the Grade 9 and 10 Social Science Syllabus does, in fact, cover this content. It has been pointed out, however, that the level of treatment at Grade 9 and 10 level is fairly elementary, and that students have some familiarity with the difficult and controversial concepts involved may be regarded as an advantage (rather than, as we ourselves are inclined to suspect, a demotivating factor.)

- (3) The interviews suggest the possibility that the effectiveness of Tutorials could be improved by the adoption of different tutorial teaching techniques.
- (4) These have been set out in a pamphlet "How to prepare for Tutorials", prepared for the guidance of Preliminary Year Tutors in teaching PY course Units during semester 2 1978.

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#### A STANDARDISED ALPHABET FOR SPELLING GEOGRAPHICAL AND PERSONAL NAMES IN PAPUA NEW GUINEA.

Alphabets have now been devised for many of the languages in Papua New Guinea, and many people are now spelling their own names and the names of places from their area according to the spelling rules of their own language. This is very much to the credit of vernacular literacy teachers, but it can also lead to problems, such as:

1. Outsiders cannot know how to pronounce names in a particular tokples, this is especially true of radio announcers.
2. People get upset when outsiders pronounce their names in a funny way.
3. It is hard for map-makers and other people concerned with the names of places to know how to write Papua New Guinean names.

There are good linguistic reasons why the same alphabetic letter may be pronounced in a different way in different tokples, and there is no point in discussing these here. However, there are also good reasons for trying to develop a standardised alphabet for writing Papua New Guinean proper names which will ensure that anyone who knows the alphabet (e.g. radio announcers, teachers etc.) will be able to pronounce any Papua New Guinean name with reasonable accuracy.

The purpose of this note is to stimulate discussion on this topic, both in HEBOU and the Linguistic Society meetings.

Brian Cheetham  
Department of Language  
UPNG.

#### JUST OFF THE PRESS

Man, Langwis mo Kastom Long Niu Hebridis, edited by Ron Brunton, John Lynch, and Darrell Tryon, and published by the Development Studies Centre of the ANU, is an attempt by anthropologists, linguists and archaeologists to explain their disciplines and the results of their research in the New Hebrides to New Hebrideans. The whole volume is in Bislama (New Hebrides Pidgin).

The following linguistic articles are included:

- 'Wok blong ol Lingwis', by John Lynch
- "Wok blong Faendemaot Fasin blong Mak-mo-Mining ol i Samting Olsem long Samfala Langwis', by David Walsh
- 'Olgeta Langwis blong Saot', by John Lynch
- 'Olgeta Langwis blong Niu Hebridis', by Darrell Tryon
- 'Fasin blong Man we is Save Plante Langwis long Niu Hebridis', by Janet Dougherty

LINGUISTIC SOCIETY-PNG

12th Annual Congress at UKARUMPA, On 8th-9th (10th) Sept. 78.

NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_  
\_\_\_\_\_

I will be attending the 12th Annual Congress of the LSPNG.  
I do/don't intend to present a paper.

Tentative Title:

Abstract enclosed: yes/no

Signed:

Date:

To: Secretary, LSPNG C/- Language Department, P.O. Box 4820,  
University, Papua New Guinea.

N.B. It is the Society's intention to encourage the circulation  
of pre-published versions of the papers.  
Prompt replies will therefore be appreciated.

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