



Bilingual Big Book Project

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International Development of Oceania Committee (IDOC)

- ▶ Papua New Guinea (PNG) 860 plus vernacular languages (local languages) including three official languages: Hiri Motu, Tok Pisin, and English
- ▶ Tok Pisin is the most common language spoken across PNG
- ▶ Language of formal instruction: English
- ▶ Language of trade and commerce: English (not widely spoken)



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- ▶ The projects aimed to revitalize and preserve Indigenous languages:
 - ▶ Bilingual Big Books
 - ▶ Creative Phonics

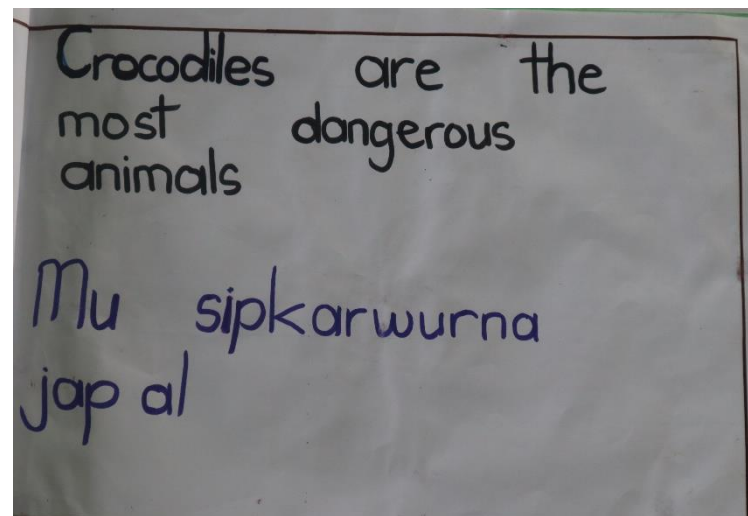
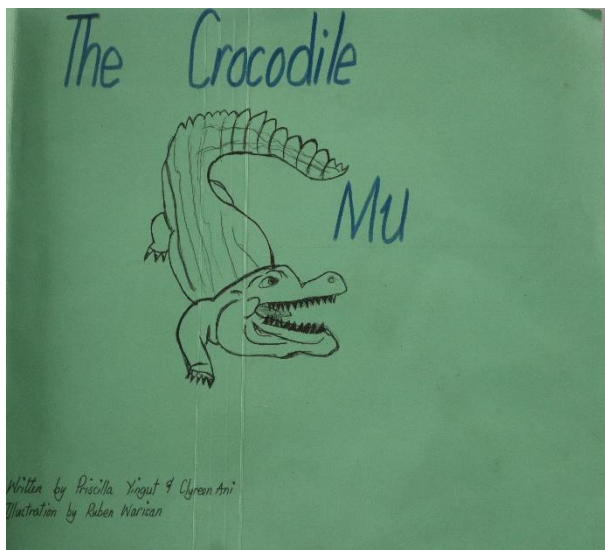
Bilingual Big Book Project

- ▶ 3-day writing workshop, April 2023
- ▶ Divine Word University Campus-St. Benedict's Teachers' College, Wewak, East Sepik Province, Papua New Guinea (PNG)
- ▶ Preservice/teacher education students, primary school teachers, teacher educators



- ▶ Produced eight Bilingual Big Books in eight different languages
- ▶ Learned about Big Book construction: writing conventions
- ▶ Increased appreciation of their Indigenous languages
- ▶ Identified the need for further workshop on learning sounds of their languages (phonics) before they could write bilingual te



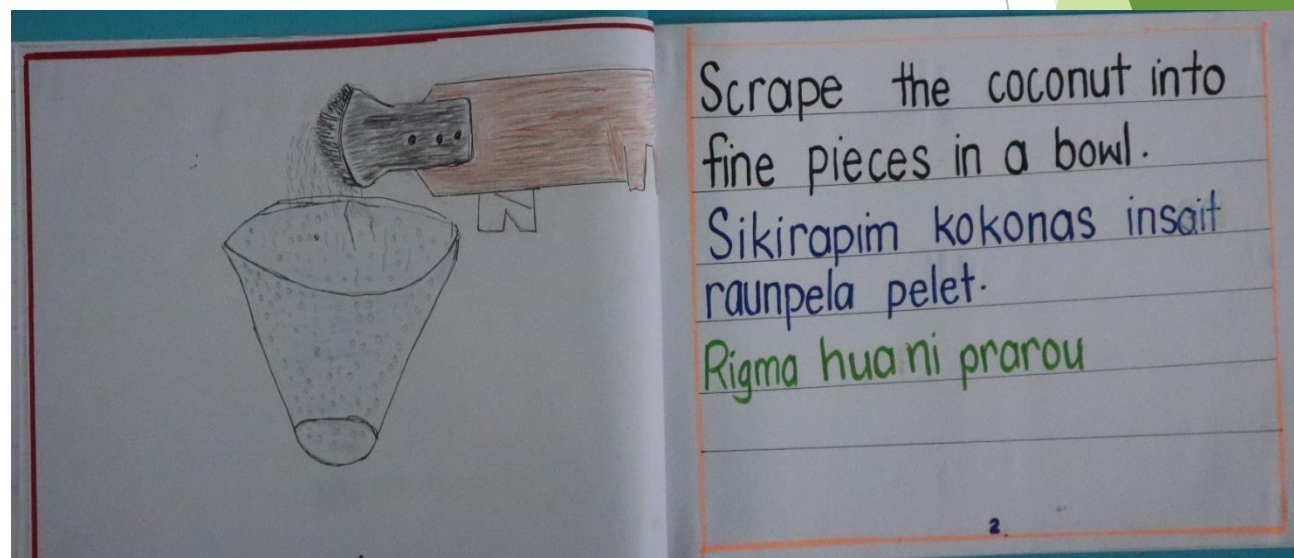


The Crocodile

Manamb language

How to make 'duo' sandwich

Duo language - East Sepik Yangoru/Sausia



Part 1 Gathering of materials.

Step 1: Find a large rock with a perpendicular rock.



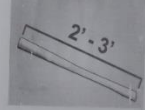
Arkah kumna: Ep kulohu rongi.
Timb endoim: Rui aime kur katingi.

Step 2: Use a river rock.



Timbral: Nol ku ering

Step 3: Look for freshly harvested or green wood.



Timbreldike: Ond kont katingi.

Step 4: Get cord made of bark or wet rawhide.



Timbkapikapil: Ond kumnga ond ngant kont ela tingi.

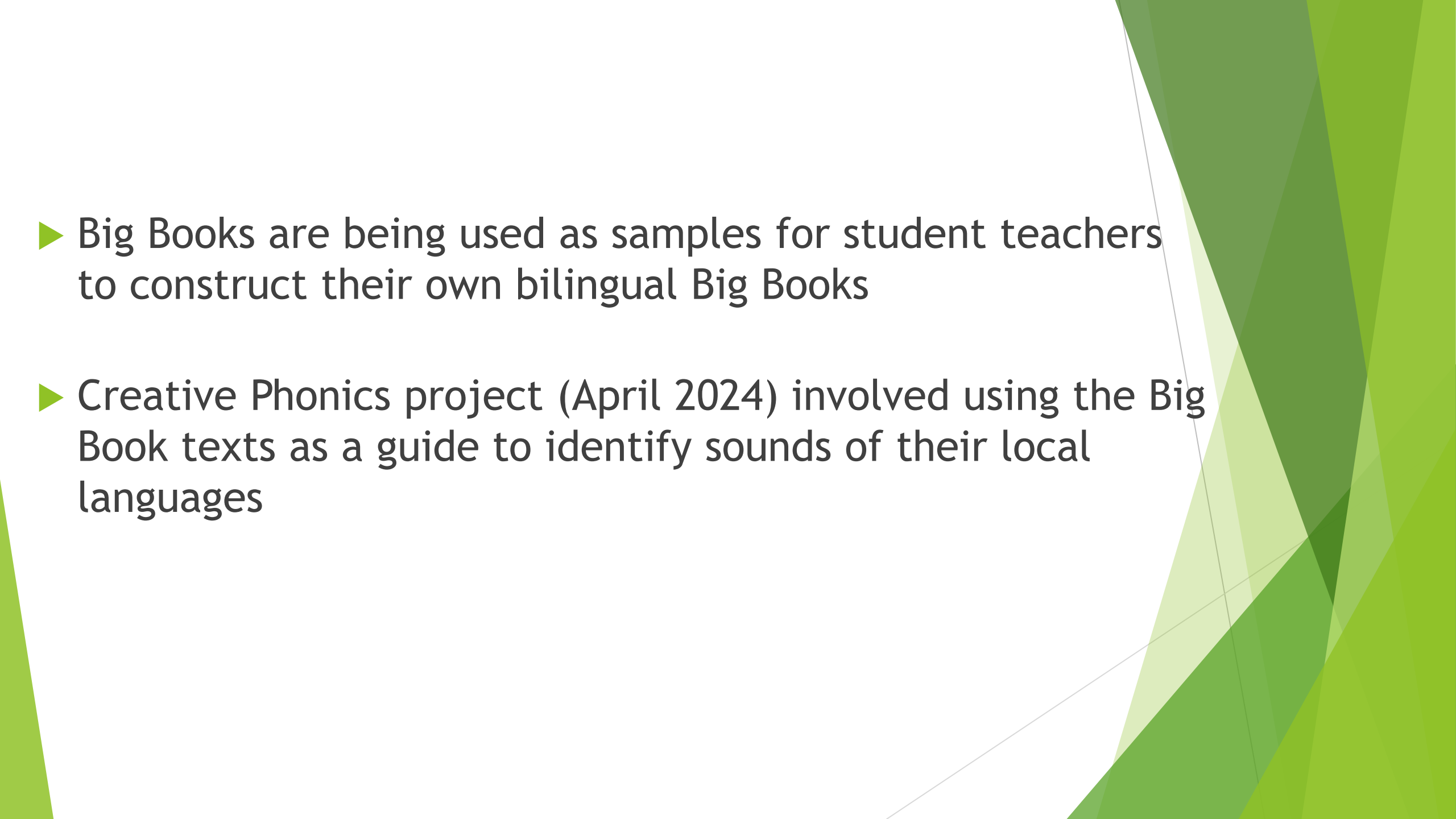
How to make a stone axe

Nii language - Jiwaka area - Highlands of PNG

Uses of a coconut

Siwai language - AROB

| | | | |
|--|--|---|--|
| | | | |
| Moo nihu Kahah pirohamong, eneke urinii tutosiwotawamong. | | Moo buhah rung rawamong, eneke Paurukamong. | |
| Coconut leaves can be used for decoration and weaving baskets. | | Dry Coconut can be used for cooking food and oil. | |

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- ▶ Big Books are being used as samples for student teachers to construct their own bilingual Big Books
 - ▶ Creative Phonics project (April 2024) involved using the Big Book texts as a guide to identify sounds of their local languages

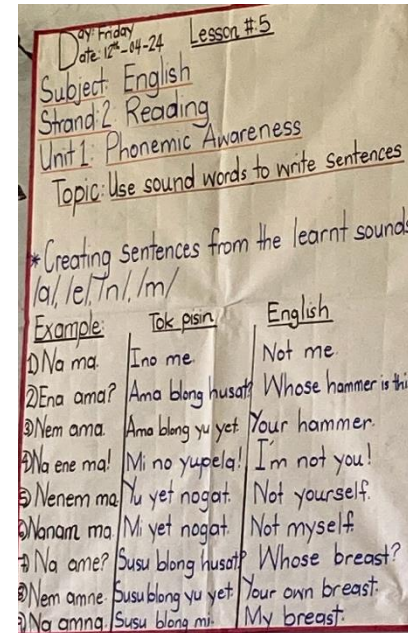
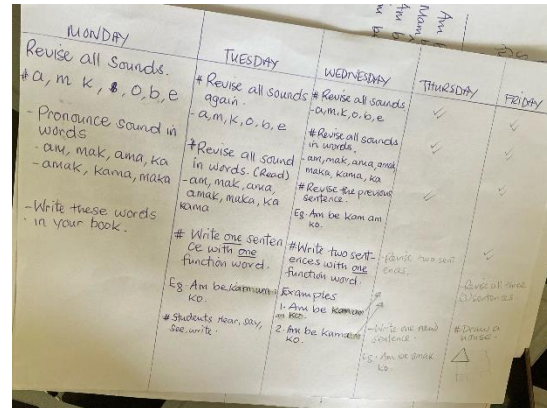
Creative Phonics Project

- ▶ 5-day workshop
- ▶ Preservice teachers, teacher educators, and primary and elementary teachers
 - To learn about the phonology of their local/Indigenous languages in order to write a decodable bilingual text.
 - To develop a vernacular alphabet



| Phonogram | Phonogram in a word | Number of times the phonogram occurs | Order from the highest # to the lowest # | New order | New order phonogram that produces the most phonograms words to make sentences |
|-----------|---|--------------------------------------|--|-----------|---|
| a | haka, haka Mandakauk waka, kiya Simbrangu, Nimkankak | 55 | 58 | k | ka, ku, kiya hanku, rakawa huksesek, mak |
| b | brakase Simbrangu | 13 | 57 | i | ikawde, hakeken ning, ki, kiki oive, oie mia |
| d | Mandakauk | 9 | 55 | a | nawa, numbri, nieng nengku |
| e | venik, henik Mandakauk kawan, te, neng, neng | 34 | 45 | n | naw, unde wanere. |
| g | Simbrangu Neng | 11 | 35 | u | uku, unde wanere. |
| h | henik | 7 | 34 | e | yekere, yanere, yimere mak, mande mandeyua |
| i | venik, henik Mandakauk kuyek, kiya paka, ki, Simbrangu | 57 | 29 | m | mayu, hamba, hama pipima, rakawa waga, kuruk |
| k | Tatika venik, kiya brakase, ki Mandakauk Nimkankak Kandi, henik Nunuro | 58 | 24 | r | waripi, wia, warihet warik, w rakawa, |
| m | Mandakauk Nimkankak Simbrangu | 29 | 24 | w | hime, warihet. |
| n | Tatika, nawa numro, nwa Mandakauk pang Nimkankak Nunuro brakase wido Tapa | 45 | 21 | o | simbi, sanik, oingga simbra, sanrik huksekek, hegei |
| o | Nunuro venik brakase Pore Simbrangu Tari | 21 | 14 | s | bam, braluse, baruo henimba |
| r | brakase Simbrangu | 14 | 13 | b | gilk, gilek, gile ningga, ningga |
| s | Tatika, te | 6 | 8 | g | duo, mandetuo, unde |
| t | Nunuro, w brakase Simbrangu Mandakauk | 35 | 7 | d | huksekek, henimba hnikga |
| u | venik nwa | 5 | 6 | h | tingga, tere |
| v | Mandakauk Nimkankak wia wida | 24 | 5 | t | venik, vwa havi, yava, bavimu |
| w | kiya | 4 | 4 | v | yekere, vahana, yawi yava, yembi. |
| y | | | | y | |

- ▶ Wrote texts in their local languages
- ▶ Identified sounds/phonemes from their texts
- ▶ Creates decodable texts from their phonics chart
- ▶ Taught 10-min. lessons on reading their language



- ▶ Appreciated the importance of their local languages
- ▶ Engaged the whole family in learning about their local language sounds, words, etc.
- ▶ Identified creative phonics as a strategy/approach to bridge to English sounds/reading
- ▶ Developed confidence to facilitate similar workshop to others in their local communities



Challenges

- ▶ Using local Indigenous languages in formal classroom teaching
 - ▶ While we want to encourage the use of local languages in the classroom, there is a tension between what the community/teachers want and what the Education Department is mandating.
- ▶ A discontinuity between practice and policy
 - ▶ In practice, teachers will continue to support students' local languages if English texts are to be understood.
- ▶ Funding support for language preservation is lacking.

Acknowledgments

- IDOC
- ILA
- Dr. Katina Zammit
- Yupela olgeta - Everyone

Tenkyu tru