

## SUMMARY: COUNTRY STATUS REPORTS – MAIN FEATURES AND ISSUES

Language Policy Workshop, 2-9 February 2005

| COUNTRY      | LANGUAGE CONTEXT                                                                                                                                                                                                                 | LANGUAGE PLANNING AND POLICIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | LANGUAGES IN EDUCATION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | COMMUNITY ISSUES                                                                                                                                                                                                                                                              | RECOMMENDATIONS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| COOK ISLANDS | <p>Polynesian: Multiple languages: Maori - consists of number of closely related dialects: Rarotonga, Aitutaki, Mangaia, Aitu, Mauke, Mitiaro, Minihiki and Penrhyn; and, Pukapuka.</p> <p>English is the imported language.</p> | <p>Two official languages: Maori and English.</p> <p>National Language Policy:</p> <ul style="list-style-type: none"> <li>To declare Maori as an official language of the Cook Islands.</li> <li>To establish Te Kopapa Reo Maori (Language Commission) and define its function and powers.</li> <li>To give Ministry of Culture Development additional objectives and functions.</li> </ul> <p>Point is achieved with passing of Te Reo Maori Act in 2004.</p> <p>Language Commission has specific tasks:</p> | <p>1. Language Policy in schools derived from Cook Islands Education Guidelines and the National Language Policy. Importance of culture and language is emphasized and CI nationhood is promoted and strengthened through promoting and developing its linguistic and cultural resources.</p> <p>2. Cook islands Curriculum Framework: recognizes significance of both languages: Maori as the indigenous language and the means by which cultural values, traditions and customs are expressed and communicated; English as the international language used in business, industry, commerce and international communication.</p> <p>3. Guidelines (2002): to develop and implement a language policy, based on the guidelines of the Ministry of Education's Language</p> | <p>1. Benefits of language development.</p> <p>2. Major constraints:</p> <ul style="list-style-type: none"> <li>migration and impacts on language use and survival.</li> <li>Perceptions of Maori language.</li> <li>Limited resources.</li> <li>Political inertia</li> </ul> | <p>National Level:</p> <ul style="list-style-type: none"> <li>Language Commission to be established and operational.</li> <li>Government to lead by example - use Maori in deliberations.</li> <li>All Ministries to reflect best practice in language learning and promotion.</li> <li>Research Unit to be established along Curriculum Advisory Unit.</li> </ul> <p>School and Community Level: to</p> <ul style="list-style-type: none"> <li>work together on school language policy.</li> <li>implement community-wide programmes on language acquisition, learning and teaching.</li> <li>Implement school-wide capacity building programmes on</li> </ul> |

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|         |                  | <ul style="list-style-type: none"> <li>Documentation and preservation of CI Maori.</li> <li>Implement of promotion programmes to increase Maori Language use.</li> <li>Support and provide high quality language service to promote high level competency in Maori.</li> <li>Promote and encourage high quality Maori language assessment and translation.</li> <li>Promote and improve Maori language standards through training of Maori language teachers.</li> </ul> <p>English becoming</p> | <p>Policy that will ensure each student achieves a high level of bilingualism.</p> <p>In schools:</p> <p>Year 1-3/4: Maori dialects; English introduced, with some subjects taught in English, with numbers increasing towards Year 7-8.</p> <p>English medium in high school and college.</p> <p>Rapid decline of use of Rarotonga dialect. Pukapuka strong and used as language of the school from Pre-School to Year 11.</p> |                  | <p>language acquisition, learning and teaching.</p> <p>PRIDE:<br/>Assist with:</p> <ul style="list-style-type: none"> <li>Resource development</li> <li>Teacher capacity building in first language acquisition, pedagogy of language teaching as a second language.</li> </ul> |

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|         |                                 | <p>dominant in all activities: government, business, sport, media, etc.</p> <p>Rarotonga dialect is the lingua franca. English is the official language since 1915. Rarotonga dialect only became an official language in 2004.</p> <p>Two dictionaries:<br/>Dictionary of the Maori Language of Rarotonga and Cook Islands Maori Dictionary.</p> <p>A Pukpuka Dictionary has also been completed and launched in 2004 and the Mangaian Dictionary is in progress.</p> |                                                                                                                                   |                                                                                                              |                                                                                                                    |
| FIJI    | Melanesian: multiple languages. | Fiji 1997 Constitution recognizes Fiji as a multilingual state and designates the main                                                                                                                                                                                                                                                                                                                                                                                 | Local languages used as medium of instruction in first 3 years of primary education and English thereafter, but use of English as | <p>1. Language and its links to the survival of cultural and ethnic groups.</p> <p>2. Danger of language</p> | <p>1. PRIDE to fund technical assistance for development of Fiji's Language policy.</p> <p>2. PRIDE to finance</p> |

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|                                | Main languages are: Fijian (Bauan as the formal language used in schools); English; Hindi; Rotuman; Chinese; Urdu, plus others. | languages (Fijan, Hindi and English) to be equal in terms of status, use and function. In reality English dominates in formal arena, education, media and parliamentary proceedings.                                                                            | the medium right from Class 1 is common in urban schools.<br>1. English is used as the medium of instruction from Class 4 onwards.<br>2. Local languages are used as medium from Class 1-3.<br>3. English is compulsory in all external exams but local languages are optional.<br><br>Need to improve teaching of vernacular languages to make it more attractive.                | shift, particularly in the urban areas to English.<br>3. Dominance of English in education, media and commerce.<br>4. Dominance of English in selection processes for educational and job opportunities.                                                                                                                                   | development of curriculum materials in vernacular languages.                                                                                                                                                                                                                                                                                                       |
| FEDERATED STATES OF MICRONESIA | Micronesian: multiple languages<br><br>Local languages used as medium in early years of primary schools                         | Language Policy has been developed.<br><b>Two main concerns:</b><br>1. To promote development and expansion of local languages and cultures.<br>2. Improve acquisition of English and other international languages.<br><b>National level:</b><br>Standards and | Language policy has been developed. Need implementation plans at national and state levels.<br><br><b>Two complementary objectives:</b><br><br>1. Implement comprehensive language and culture programs to promote the acquisition of primary language skills in local languages and the understanding and appreciation of the values and customs that make us unique as a people. | 1. Language erosion - serious loss of vocabulary egs. Name of common plants, animals and fish; counting systems; honorific terms declining use of high language.<br>2. Language shift - parents using English only in the homes and fear of language death.<br>3. Lack of instructional dictionaries, grammars, curriculum materials, etc. | 1. Legislate at both state and national levels.<br>2. National level: statement of purpose; findings on current uses of languages, trends and competence levels; establish English as official language; guiding principles for development and enhance of local languages; establish a national language and cultural institute; develop standards and assessment |

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|          |                  | assessment; technical assistance; research; curriculum materials development.<br><b>State Level:</b><br>Set the curriculum and instruction; train teachers; standardise spelling systems; develop or revise dictionaries; reference and instructional grammars and dictionaries. | 2. Develop literacy in English and other international languages using the cognitive skills developed in first languages. | appropriate for age of grade groups.<br>4. Lack of trained staff.<br>5. English mainly used for: international language; lingua franca; medium of instruction. | instruments; and reporting requirements to National Congress.<br>3. State level: similar but include issues of: language commissions; standard spelling and representative systems; teacher training; materials development, etc.<br>4. Develop implementation plans, detailing actions and benchmarks: guiding principles; National Language and Cultural Institute; Standards, Assessment and Curriculum and instruction; material development (local and English); training and technical assistance; public education; research, evaluation and reporting; workplace language development; technology for language acquisition. |
| KIRIBATI | Micronesian:     |                                                                                                                                                                                                                                                                                  |                                                                                                                           |                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| NAURU    | Micronesian:     | No written language                                                                                                                                                                                                                                                              | English is used as medium of                                                                                              | 1. Lack of instructional                                                                                                                                       | Learn from others in the                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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|         | Nauruan and English.                  | policy but English used by default for most language functions.                                                                                                                                                                                                                                                                                         | instruction throughout mainly due to lack of instructional materials and by demands of communities.                                                                                                                                                                                                                                                                                               | materials, teachers, standard dictionaries or grammars in Nauruan.<br>2. Lack of community interest and political commitment.<br>3. Lack of capacity within Nauru to develop language materials.<br>4. Language erosion and maintenance.              | region.                                                                                                                                                                                                                                                                                                                                                                        |
| NIUE    | Polynesian: Vagahau Niue and English. | Policy stated in Constitution of Niue, Article 23: Niue has two languages of legally equal status - Vagahau Niue and English; and Niue 1989 Education Act, Section 38 (1) (c): Courses of instructions in all Government schools in Niue shall be secular and of such content and standards which takes into account the following broad aims, namely - | Despite stated policy, English dominates in most language spheres, including education.<br><br>English is the number one compulsory core subject in schools.<br><br>Focusing on:<br>1. developing materials and resources.<br>2. training teachers and teaching language in schools.<br>3. developing dictionaries.<br>4. supporting Niue Language Commission.<br>5. awareness programmes for the | 1. Language erosion and shift to English.<br>2. Lack of resources and loss of capacity to migration.<br>3. Limited financial resources to support maintenance work.<br>4. Lack of general interest among the public but keen interest among students. | 1. Maintain use of Vagahau Niue to support everyday literacy.<br>2. Promote and develop use of language in everyday life.<br>3. Develop and maintain standards for translation and interpreting.<br>4. Develop ethics for editing work.<br>5. Develop, maintain and stock take language resources.<br>6. Promote and encourage all forms of written resources and artistic use |

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|         |                                                                                                                                | (c) to continue with the development of bilingualism (Vagahau Niue and English).                                                                                                                   | public.<br>6. translation of materials.                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                    | of language.<br>7. Promote and maintain language with Niueans abroad.<br>8. Use technology to promote and maintain language.<br>9. Establish links with Pacific and world language institutions.<br>10. Develop legislation for use of Vagahau Niue. `     |
| PALAU   | Micronesian:<br>Multiple<br><br>Local languages:<br>Palauan,<br>Sonsorlese,<br>Tobian<br>Major others:<br>English,<br>Filipino | Article XIII, Section I of the Palau Constitution designates Palauan traditional languages: Palauan, Tobian and Sonsorlese as national languages and Palaun and English as the official languages. | Two main concerns: to preserve the local languages and cultures and to prepare Palauan children to participate in both the immediate community and the global society.<br><br>Title 22 of the Palau National Code, as amended by Republic of Palau Public Law 4-57, mandates the teaching of both Palauan and English in all schools in Palau. Both are taught as subjects and used as medium of instruction but Palauan tends to dominate in the elementary level but English is | 1. Need to protect and maintain 2 minority local languages.<br>2. Need to codify and standardise these two languages.<br>3. Need also to protect the language rights of other minority language groups, such as migrants.<br>4. Achievement in education tends to correlate with English competence.<br>5. Lack of general interest in Palauan and | 1. Ministry of Education to convene meeting of all stakeholders to discuss language policy issues in education.<br>2. PRIDE to provide assistance in facilitating assessment of current practices and formalising language policies in education in Palau. |

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|                  |                                                                                                                                             |                                                                                                                                                                                                                                                              | <p>the main medium at the secondary level.</p> <p>Curriculum frameworks identify learning targets and benchmarks for grades 1-12: structure and history of the language; vocabulary and concept development; reading, viewing and literature; composing, writing, listening and speaking; and critical thinking.</p> <p>So far no systematic way of evaluating policies or programs.</p> | <p>demand from communities and parents for English.</p> <p>6. Need for community and language groups to be involved in development of language policies in education.</p>                                                                                                         |                                                                                                                                                                                                                                                                                                                       |
| PAPUA NEW GUINEA | <p>Melanesian: Multiple</p> <p>854 distinct languages, not counting dialects.</p> <p>Largest language is Engan (highlands) with 200,000</p> | <p>Implicit language policy. National Constitution: ‘all persons and governmental bodies (to) achieve universal literacy in Tokpisin, Hiri Motu, tokples or ita eda gado’.</p> <p>English assumed to be national language but is not. However, it is the</p> | <p>National Education Reform, 1995 created 5 levels: Elementary (Pre to Grade 2); Lower Primary (Grades 3-5); Upper Primary (Grades 6-8); Lower Secondary (Grades 9-10); and Upper Secondary (Grades 11-12). Reform strongly recommended use of vernacular languages and language policy that includes all languages in PNG at Elementary level.</p>                                     | <p>1. Language choices: What languages for national languages or education or national development? Who does the selection? How should it be done? What are the benefits? How do you ensure minority language rights? Would pidgin languages be better candidates or options?</p> | <p>1. Assistance is made available to promote literacy in rural areas particularly for women.</p> <p>2. assistance to undertake survey to establish languages that have yet to develop alphabets and develop alphabets for them.</p> <p>3. more teachers be trained in their own vernacular language to help them</p> |

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|         | <p>speakers. Smallest is Laua/Labu (Central) with one speaker. Average: 2,000 speakers. Lingua franca: Tokpisin, L1 for many. Pressure from English and languages used for evangelism by the churches. Pressure also from regional languages.</p> <p>National Lingua Francas: - Tokpisin used by at least 2m people. - Hiri Motu used by about</p> | <p>official language and used in major public domains, such as government, law, justice, education, media, business, commerce, etc.</p> <p>Ministerial Committee Report on a Philosophy of Education for Papua New Guinea strongly recommended that vernacular languages be used at the elementary and lower level of the education system.</p> <p>National Government has tasked National Education Department to formulate a proposal for a National Language Policy Framework for further discussions, debate, etc. Still in infancy but National Government is</p> | <p>Local communities to develop and plan own schools: pressure to train teachers, develop materials, design syllabi, curricula and alphabets for all languages.</p> <p>Summer Institute of Linguistics assists in this area. 285 languages already and working on another 180, totaling 465 languages.</p> <p>Language department of University also providing training to assist students and community to develop and design own materials, alphabet, primers, and story books. Have assisted 100-160 communities already.</p> <p>Local people trained to run their own 'tokples' school.</p> | <p>2. Vernacular languages in early education or Languages in early education. Is this a sound pedagogic option? Is there any academic, psychological and environmental benefits/constraints? What resources are needed? How do you produce adequate teaching and learning materials? Do you design alphabets for all languages? How many curricula would you have for schools? How do you evaluate the programmes - one common or multiple and only academic or should other criteria be included? Who owns the vernacular education program? MOE, community, or provinces?</p> | <p>develop teaching and learning materials.</p> <p>4. local government be responsible.</p> <p>5. traditional and knowledgeable elderly community members be recognized as important sources maintaining and promoting local cultures.</p> |

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|                                  | 200,000 - 500,000 people of the southern region.         | shifting paradigm from emphases on economic development to promoting social aspects. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 3. Would English be a better option, as suggested by some within and without the country, as a mean of uniting the nation?                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| REPUBLIC OF THE MARSHALL ISLANDS | Micronesian:<br>Main languages: Marshallese and English. | Marshallese is the National Language. English is the official language.              | <p>Mandated to be used as the medium of instruction in Grade 1-6 in all subject areas except for English.</p> <p>Private schools have their own language policies and medium of instruction is not standardized.</p> <p>PREL has recommended:</p> <ol style="list-style-type: none"> <li>1. Local language to be used in 2/3 of the subjects and 1/3 in English in Grade 1-2.</li> <li>2. Medium of instruction should be used 50/50 in both languages in grades 3-5.</li> <li>3. Medium of instruction should be English in all subject areas except for Marshallese class.</li> <li>4. Use first language to support second language.</li> </ol> <p>Recommended the use of two-</p> | <ol style="list-style-type: none"> <li>1. Low literacy achievement of teachers.</li> <li>2. Differences in the cultures of the two major languages.</li> <li>3. Should RMI adopt the PREL recommendation and two-way bilingual policy?</li> </ol> | <p>MOE to:</p> <ol style="list-style-type: none"> <li>1. regulate one language policy for RMI.</li> <li>2. organize workshop to evaluate and review language policy with technical assistance from PRIDE Project.</li> <li>3. develop resources in Marshallese Language, Arts, Maths, Science, and Social Studies.</li> <li>4. provide professional development training for teachers in both English and Marshallese academic skills.</li> </ol> |

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|---------|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
|         |                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | way bilingual, which is two language groups receiving medium of instruction in both languages equally.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                     |                         |
| SAMOA   | Polynesian:<br><br>Samoan and English | <p>Explicit language policy, part of historical process.<br/>Samoan as the national and official language but English is included under Clause 54 of the 1960 Constitution, reflecting the bilingual emphasis in Samoa.</p> <p>Western Samoa Education Policies 1995-2005: 'a prime objective of the Samoa education system should be bilingualism - the production of bilingual individuals, fully literate in both Samoa and English.<br/>1. All schools will follow bilingual teaching methodologies</p> | <p>Transitional bilingualism:</p> <ol style="list-style-type: none"> <li>1. Establish Samoan literacy first.</li> <li>2. Introduce English in Year 4.</li> <li>3. Teach Samoan throughout the primary schools up to year 8.</li> </ol> <p>In practice English becomes medium in Year 6, introduced as early as Year 1 and generally taught as a subject from Year 4-6.</p> <p>Impacts:</p> <ul style="list-style-type: none"> <li>• Limits opportunities for developing cognitive academic language proficiency and literacy in Samoan.</li> <li>• Impacts on attitudes about the capacity of Samoan language to perform higher level academic functions thereby affecting Samoan language status.</li> </ul> | 1. Why the change in direction? Who made the decisions? Who were consulted? What is the status then of the language policy of 2001? | Continuing the process? |

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|         |                  | <p>that recognize Samoan as the first language of the vast majority of children.</p> <p>2. basic literacy in Samoan will be established before the introduction of English - although the provision for children whose first language is English will continue in both government and non-govt schools.</p> <p>3. Samoan and English must be taught systematically, according to approved bilingual methodology.</p> <p>4. Literacy programmes will ensure systematic teaching and learning of Samoan throughout primary schooling, and of English from Year 4-8.</p> <p>Policy aimed at</p> | <ul style="list-style-type: none"> <li>Limits opportunities for language expansion;</li> <li>Contradicts social principles of equity, and quality.</li> </ul> <p>Further developments:</p> <ul style="list-style-type: none"> <li>Matrices and descriptors of achievement of outcomes for Language and Literacy in Samoan and English have been developed.</li> <li>These form the basis for the redesign of literacy and numeracy assessment tools (SPELL) for Years 4 and 6. These have been trialled.</li> <li>In-service training completed for teachers of Years 4-6 focusing literacy principles, descriptors of achievement, new assessment tools, and implications for planning and teaching.</li> </ul> <p>New developments:</p> <ul style="list-style-type: none"> <li>Pre-School and Year 1: Samoan Medium but English</li> </ul> |                  |                 |

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|-----------------|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|---------------------------|
|                 |                  | <p>achieving pluralistic bilingualism or additive bilingualism, which seeks to maintain and develop mother tongue whilst acquiring English.</p> <p>Samoa Language Commission established as an independent statutory body to provide vehicle for on-going language planning, modernization and standardization.</p> <p>Churches and former colonial governments were influential in language planning activities.</p> | <p>introduced.</p> <ul style="list-style-type: none"> <li>Years 1-3: develop literacy skills in both Samoan and English.</li> <li>Years 4-6: consolidate literacy skills in both languages.</li> <li>Years 7-8: Samoan as a subject and English as the medium.</li> <li>Years 9-13: same</li> </ul> <p>Grammars and monolingual dictionaries have been developed for schools and database and Samoan Autocorrect developed.</p> |                        |                           |
| SOLOMON ISLANDS | Melanesian:      |                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                 |                        |                           |
| TOKELAU         | Polynesian:      |                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                 |                        |                           |
| TONGA           | Polynesian:      |                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                 |                        |                           |
| TUVALU          | Polynesian:      | Two official languages:                                                                                                                                                                                                                                                                                                                                                                                               | Legislation stipulates that both                                                                                                                                                                                                                                                                                                                                                                                                | 1. Demand from parents | 1. Train teachers to have |

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| COUNTRY | LANGUAGE CONTEXT                                                                                                                                                 | LANGUAGE PLANNING AND POLICIES                                                                                                                                                                                                                                                                                                                      | LANGUAGES IN EDUCATION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | COMMUNITY ISSUES                                                                                                                                                                               | RECOMMENDATIONS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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|         | <p>Major languages: Tuvaluan and English.</p> <p>Different dialects within Tuvaluan but there is one minority 'language' spoken by the people of Nui island.</p> | <p>Tuvaluan and English. English is the lingua franca.</p> <p>Tuvalu has established a Language Board, which has produced:</p> <ul style="list-style-type: none"> <li>• A monolingual dictionary</li> </ul> <p>But there is:</p> <ul style="list-style-type: none"> <li>• A Tuvaluan-English dictionary and English-Tuvaluan dictionary.</li> </ul> | <p>languages are used in schools and that English should take precedence.</p> <p>MOE to be responsible for ensuring that it is implemented in the school system.</p> <p>Years 1-2: medium is mother tongue.</p> <p>Years 3-: English is the medium</p> <p>Insistence on English medium is a likely response to demand from parents.</p> <p>In reality, English is seldom used in primary schools as a medium. No monitoring has been done to ensure policy is practised. Literacy achievements in both languages 'not good'.</p> | <p>for English.</p> <p>2. Low performance of students in National Year 8 examination was very poor and performance has been attributed to inadequacy of implementation of language policy.</p> | <p>adequate competence in English and use it as the medium of instruction.</p> <p>2. Better monitoring mechanisms should be put in place to monitor implementation of policy.</p> <p>3. Run community awareness programmes based on language issues.</p> <p>4. Develop and implement a national Tuvaluan language curriculum.</p> <p>5. Develop a bilingual education policy.</p> <p>6. Develop a consultative plan to monitor the language policy and evaluate its effectiveness.</p> <p>7. Get expert advice to assist Tuvalu in these matters.</p> |
| VANUATU | <p>Melanesian: Multiple</p> <p>113 languages but two</p>                                                                                                         | <p>Constitution protects French and English as the medium of instruction and Bislama as the official language</p>                                                                                                                                                                                                                                   | <p>Education master plan and corporate plan stipulate the teaching of the vernacular languages from Year 1-2. Aimed at enhancing learning and to</p>                                                                                                                                                                                                                                                                                                                                                                             | <p>1. Introduction of teaching of vernacular welcomed by communities to maintain and revive traditions and</p>                                                                                 | <p>Need political commitment to make necessary changes to language policy that would benefit all.</p> <ul style="list-style-type: none"> <li>• Language act and</li> </ul>                                                                                                                                                                                                                                                                                                                                                                            |

## SUMMARY: COUNTRY STATUS REPORTS – MAIN FEATURES AND ISSUES

Language Policy Workshop, 2-9 February 2005

| COUNTRY | LANGUAGE CONTEXT                                                                                                                   | LANGUAGE PLANNING AND POLICIES                                                                                                                                                                                                                                               | LANGUAGES IN EDUCATION                                                                                                                                                                                                                                                                | COMMUNITY ISSUES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | RECOMMENDATIONS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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|         | <p>metropolitan languages English (60%) and French (40%).</p> <p>Bislama is the lingua franca spoken by 99% of the population.</p> | <p>but there is no provision to teach it or any other language in the schools.</p> <p>Office of Prime Minister has established a National language policy to develop policy guidelines to preserve the vernacular languages. The draft regulations are almost completed.</p> | <p>preserve cultural heritage. Bislama, by default, is used in the multilingual urban centres.</p> <p>English and French as the media of instruction are used from year 1 to 13. French goes up to Year 14. Common program for Language, Social Science and Maths from Year 1-10.</p> | <p>cultures.</p> <p>2. but major constraints are:</p> <ul style="list-style-type: none"> <li>No mechanism within CDU to do this.</li> <li>Lack of expertise to develop curriculum and train teachers.</li> </ul> <p>Government has established National Language Policy to develop guidelines to protect cultural heritage.</p> <p>Communities played pivotal role in schools where trials of new language policy implemented especially in developing mother tongue vocabulary.</p> <p>2. Need to reconsider dual language system.</p> | <p>policies to be made official in Government.</p> <p>MOE to:</p> <ul style="list-style-type: none"> <li>revisit and insert in the curriculum clear objectives on vernacular teaching for lower classes to guide teachers.</li> <li>assist communities to develop their teaching materials, evaluation and monitoring of the development of the vernacular classes.</li> <li>have consent of people to achieve bilingualism.</li> <li>Train vernacular teachers to have good command of their cultures and tradition.</li> <li>Revisit French and English teaching to upgrade them.</li> </ul> <p>PRIDE to assist with the</p> |

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|---------|---------------------|--------------------------------------|---------------------------|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |                     |                                      |                           |                  | following: <ul style="list-style-type: none"><li>• Provide expertise on the development of language policies.</li><li>• Provide expertise on framing the curriculum of the vernacular program pending on request from communities.</li><li>• Provide technical assistance in the development of the curriculum material for vernacular teaching.</li><li>• Provide financial assistance on language issues in Vanuatu, egs. Training, compilation of documents, etc.</li></ul> |