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LITERACY IN AN ABORIGINAL CONTEXT

Editor: Susanne Hargrave

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PREFACE

These Work Papers are being produced in two series by the Summer Institute of Linguistics, Australian Aborigines Branch, Inc. in order to make results of SIL research in Australia more widely available. Series A includes technical papers on linguistic or anthropological analysis and description, or on literacy research. Series B contains material suitable for a broader audience, including the lay audience for which it is often designed, such as language learning lessons and dictionaries.

Both series include both reports on current research and on past research projects. Some papers by other than SIL members are included, although most are by SIL field workers. The majority of material concerns linguistic matters, although related fields such as anthropology and education are also included.

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Series Editor



INTRODUCTION TO
SERIES B VOLUME 6

Literacy in an Aboriginal context is a complex concern. As the first four papers in this volume indicate, factors that need to be considered are psychological, sociolinguistic and anthropological as well as more directly educational.

The fifth paper is of a different mode but it too presents a factor for the literacy worker to consider — the growing importance of Kriol as an Aboriginal language. Whether one considers it a simplifying or complicating factor, it cannot be ignored.

All of the contributors are SIL field workers who themselves face the challenge of literacy in an Aboriginal context.



TABLE OF CONTENTS

	Page
Preface	iii
Introduction to Series B Volume 6	v
CULTURAL CONSIDERATIONS IN VERNACULAR LITERACY PROGRAMMES FOR TRADITIONALLY ORIENTED ADULT ABORIGINES, by Joy L. Sandefur	1
0. Introduction	1
1. Traditional Aboriginal Values	2
2. Moves Toward European Values	4
3. Traditional Aboriginal Education	6
3.1 Approaches	6
3.2 Methods	9
4. Traditional Education and Literacy Programmes	11
4.1 Teacher-Pupil Relationship	11
4.2 Out-Of-Doors Environment	12
4.3 Practical Experience	12
4.4 Adapting to the Environment	13
4.5 Travel	13
4.6 Observation	14
4.7 Repetition	14
4.8 Challenge	14
5. Other Cultural Considerations	15
5.1 Kinship	15
5.2 Content of Literature	16
5.3 Illustrations	18
5.4 Aboriginal Teachers	24
6. Conclusion	25
Footnotes	26
References	27
Suggested Readings	29

	Page
CHARACTERISTICS OF ABORIGINAL COGNITIVE ABILITIES: IMPLICATIONS FOR LITERACY AND RESEARCH PROGRAMMES, by W. H. Langlands	31
0. Introduction: Topic, Purpose and Scope	31
1. Cognitive Abilities, Functional Learning Systems and Cognitive Style	35
1.1 Cognitive Abilities	35
1.2 Culture and Cognitive Abilities	38
1.2.1 Functional Learning Systems	39
1.2.2 Cognitive Style	41
2. Cognitive Abilities Involved in Reading	43
2.1 Reading and the Structure of Intellect	43
2.2 Perceptual Abilities in Reading	47
2.3 Cognitive Development	49
3. Research From Outside Australia Correlating Culture and Cognitive Abilities	54
4. Research Findings on Aboriginal Cognitive Abilities and Some Implications for Literacy Programmes	61
4.1 Aboriginal Cognitive Abilities	61
4.2 Summary and Implications for Literacy Programmes	65
5. Some Areas for Continued Research	70
Footnotes	74
Appendix: Tests Referred to in this Paper	75
Bibliography	76
A SUGGESTED STRATEGY FOR AN ALYAWARRA LITERACY PROGRAMME FROM A COMMUNITY DEVELOPMENT VIEWPOINT, by Nancy J. Turtle	81
Introduction	81
Suggested Strategy	84
Evaluation of the Product and the Process	90
Footnotes	99
References	100
VERNACULAR LITERACY FOR WARLPIRI ADULTS, by Beverly Swartz	101
0. Introduction	101

	Page
1. Benefits of Vernacular Literacy for Warlpiri Adults	102
1.1 Preservation of Culture	102
1.2 Interest in Children's Education	102
1.3 Understanding of Christian Teaching and Scriptures	103
1.4 Political Awareness	103
1.5 Transference from Vernacular to English	104
2. Aboriginal-European Cultural Differences	104
2.1 Learning Methods	104
2.2 Concepts of Time	105
2.3 Future Versus Past-Present Time Orientation	105
2.4 Other Differences	106
3. Differences Between Teaching Children and Adults	107
4. Teaching Methods	108
4.1 Sentence Method	108
4.2 'Gudschinsky Method'	109
4.3 Programmed Instruction	109
4.4 Transfer Material	110
4.5 Use of Cassettes	111
5. Conclusion	112
References	113
DEVELOPING A LITERATURE FOR KRIOL, by John R. Sandefur	115
Kriol - An Overview	115
Kriol Literature	117
Kriol Orthography	118
Kriol Research	118
Appendix 1: Selected Bibliography of Works on Kriol	120
Appendix 2: Complete Bibliography of Kriol Vernacular Publications Listed by Year of Publication	122



A SUGGESTED STRATEGY FOR AN ALYAWARRA LITERACY PROGRAMME FROM A COMMUNITY DEVELOPMENT VIEWPOINT¹

Nancy J. Turtle

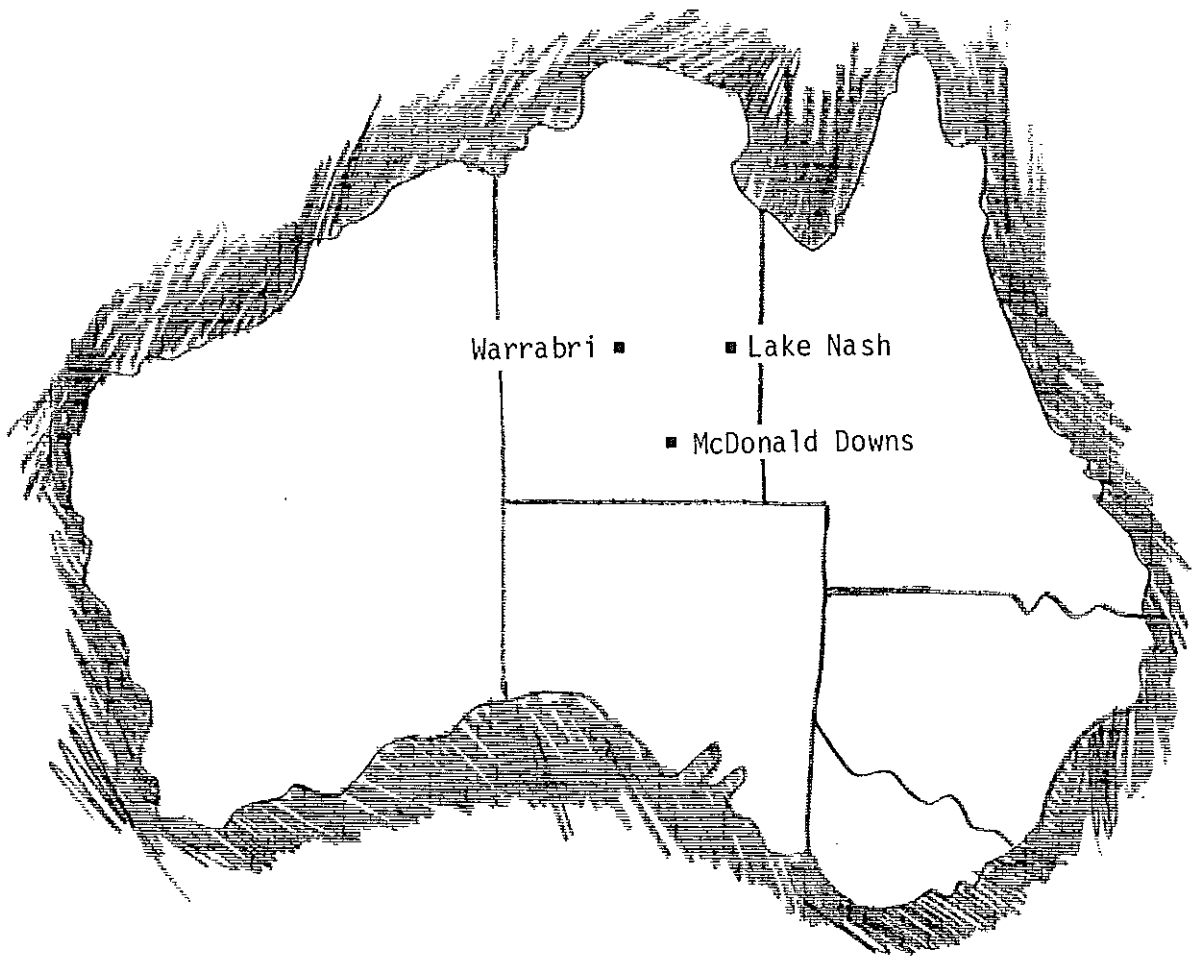
INTRODUCTION

A primary community development (C.D.) principle is that community development is a process not a project. Its aim is to help the people who are being served develop ability to be their own, and increasingly independent, leaders for future development of their community.

The C.D. person or agent should act only as facilitator, leading the people of the community themselves to take charge of the programme as far as possible, if only through their involvement as decision makers at certain stages, as compared to their more active participation at others. Any C.D. effort, to be fully successful, must be in response to a felt need of the people in question, whether that need is truly felt or whether it is an underlying need of which the people can be made aware through the facilitator's help, i.e. by 'uncovering' the underlying need.

The successful C.D. effort must then belong to the people. The decisions concerning it must be theirs, as well as their involvement as fully as possible in carrying out those decisions, throughout the entire programme. The C.D. person is there only to facilitate. The people of the community are there to decide upon and to help carry out their own programme.

The community in focus for this paper is an Aboriginal one, among the Alyawarra people. The Alyawarra language group, numbering approximately 500-600, is divided primarily between three main geographical centres which form a triangle in the semi-desert interior of Australia, within the Northern Territory. Two of the centres are Lake Nash Cattle Station and McDonald Downs Cattle Station, located at the north-eastern and southern points of the triangle, respectively. The third centre is Warrabri Aboriginal Reserve, located at the north-west point of the triangle. Smaller segments of the population are located on various cattle stations within the triangle.



Alyawarras of most ages have some facility in speaking English, varying with the individual and with age from a very limited facility to that which enables them to cope with fairly mundane day-to-day communication needs. None of the Alyawarras are literate in their own language.

Schools where the curriculum is taught in English are available to the Alyawarra people living at the main population centres. Thus quite a number of Alyawarra children and some younger adults have some facility in reading English.

Some of both Alyawarra men and women hold employment. Men's positions vary from cattlemen, teaching assistants in the English schools, agricultural workers on the small vegetable farm, administration assistants on the Reserve, to grass cutters and garbage collectors. Women's positions include teaching assistants, hospital aids, grocery store clerks and domestic aids for white families. It is evident that employment relationships alone require a fairly consistent

contact between the Alyawarras and the white segment of the various communities' populations. Approximately 95-100% of the communication between these two groups is through English. The various types of communication involved include communication between the government and the Alyawarras, legal communication, financial communication (paychecks, price tags, etc.), educational communication (oral or written), church ministry, entertainment communication (movies, radios, tape recorders) and various written notices.

In light of the above, the writer feels there is a need for better communication between the Alyawarras and the dominant white society. Better communication would help the Alyawarras more effectively determine their own destiny. With self determination as the ultimate goal, this paper will be specifically concerned with what the writer considers a first logical objective toward reaching that goal, namely a strategy for helping the Alyawarras become literate in their mother tongue.

As an observer in the Alyawarra communities on a semi-regular basis since 1972, this writer feels that there is a need for the Alyawarra people to gain literateness in their first language,

- a. As a bridge to learning more effectively their second language, English
- b. To provide a firmer foundation for the Alyawarras as they face the challenges of a dominant culture and society by building pride in their own language and traditional culture, and preserving their sense of dignity
- c. As a means to gaining a more dynamic understanding of the Scriptures when they become available to them in the vernacular.

It is recognised by most literacy experts that learning to read in the language that one knows and speaks best is more easily accomplished than learning first to read in a second language. The theory behind this is that the learner is dealing with only one unknown at a time. Knowing how to read in one's first language also makes it easier to learn the second language fluently. This greater facility in English would better enable the Alyawarra people to cope and relate where the various types of communication with white society are concerned. It would also open up to the Alyawarras the whole world of literature available to them only in the English language, providing for them a potentially broader general education, whether through private study or through formally taught curriculum.

Learning to read in their own language would also increase pride and preserve dignity for the Alyawarras where their own language

and culture are concerned. This would likely be especially, but not solely, meaningful to Alyawarras beyond the age of those who have been able to gain some literateness in English in the schools. These advantages together would aid the Alyawarras in determining their own destiny. The writer believes further that deeper understanding of the Christian Scriptures would help them determine not only their spiritual destiny, but also their earthly destiny in many senses, e.g. more peaceful human relationships and the potential fulfilment of their whole individual persons. Such a deeper understanding of the Scriptures will be possible when the Alyawarras can read them in their own language.

SUGGESTED STRATEGY

Following is a step-by-step strategy suggested from a community development point of view as an approach to a literacy programme for the Alyawarra people. References are made to the Action Chart at the end of the paper which serves as a guide as well as a checklist for each step. A primary resource used in this approach is Gudschinsky, *A Manual of Literacy for Preliterate Peoples*, hereafter referred to as the Manual.

The term 'literacy worker' is used in a broad sense to refer to anyone involved in starting or maintaining a literacy programme in an Aboriginal community, even though that may not be their primary area of training and responsibility. Any literacy worker who intends to follow this suggested strategy for another Aboriginal group should keep the following in mind:

- a. The extent and type of consultation with government departments and officials will depend on the relationship between the government and the organisation sponsoring the literacy worker.
- b. Consultation by the literacy worker with any white official (government, mission, community employees) should be done with the prior knowledge and consent of the Aboriginal people involved. Their participation and input should be sought in such consultations.
- c. Information needed for this approach should be gained through culturally acceptable means, whether interviews with individual key people, cross-section interviews by age and sex, group discussions or other.
- d. During and after the completion of each step outlined, the action and process involved should be evaluated as shown on the Action Chart as to whether or not the objectives for that step have been reached and why or why not. Notes should be recorded specifically for future reference and application where relevant.

STEP 1 BUILD BACKLOG OF MATERIAL FOR INDEPENDENT READING STAGE OF A LITERACY PROGRAMME

Building a backlog of material for the independent reading stage of a literacy programme is suggested as a first step in approaching a literacy programme (i.e. even before determining the felt needs of the community) for the following reasons:

- a. To get the interest and enthusiasm of the community aroused for a literacy programme sometime before the programme is ready to be implemented may very well result in frustration and disillusionment on the part of the community members. If this happens, it is difficult to re-arouse that enthusiasm.
- b. An important part of uncovering motivation is exposure to literature that is interesting to the people in question.

The technique used for collecting texts for such literacy material will be the usual method of tape recording and transcription. More specific techniques for obtaining quality texts are to be found in the Manual.

STEP 2 DEVISE AND TEST PRACTICAL ORTHOGRAPHY

Devising and testing a practical orthography should also be done before arousing community-wide interest in a literacy programme for the same reason as noted under Step 1a, and for the obvious reason that it will be needed before the literature backlog can be prepared. It should be tested quietly and with a minimum number of people, yet with enough that the testing will be effective and the results accurate.

The technique used for this step will be according to that in the Manual.

STEP 3 GATHER INFORMATION CONCERNING PROBLEM AND NEED

It is not known at this point whether better communication between themselves and the dominant white society, or whether achieving literateness in any language, whether the vernacular or English, are felt needs amongst the Alyawarra people. This would need to be determined first before launching out into a literacy programme. The method of determining this would probably be through verbal questioning of the key people of the Alyawarra community if they can be determined, and, if culturally acceptable, of a cross-section of the community age- and sex-wise. A second method of determining this would be through observing interest in various forms of literature. Some of this has already been done, with

favourable responses. For instance the response of various Alyawarra to hearing expressions in their own language read off cards was one of surprise and delight. The same response came to an attempt at substituting some Alyawarra words while reading a short Bible story, printed in English, to a group of Alyawarra people in their camp. These people's interest in literature is shown, too, by the frequency with which they come to the writer's home to look at books. During these times they will often ask to have the English captions read to them.

However, more research would need to be done to determine more accurately the presence of a felt need in the area and what percentage of the community feels the need. If the discovery is that the need is not felt by the community, the writer feels that the next step should then be one of further uncovering motivation. The full procedure and skills for such a step are not known by the writer, but it seems logical that part of such an attempt would be in providing as much information relating to the advantages of literateness as possible. However, this should be done in a way that avoids giving the impression of trying to persuade the people involved to adopt and follow one's own opinion and desires. It must be *their* decision, not that of any outsider. Until the decision *is* theirs it is advisable, from a community development point of view, to postpone the literacy programme.

For the purposes of this paper, however, the assumption will be made that the need for literateness is felt by the community and that a vernacular literacy programme is of their choice.

STEP 4 CONSULT APPROPRIATE GOVERNMENT OFFICIALS

See Action Chart.

STEP 5 GENERATE SOLUTION IDEAS FOR A GENERAL APPROACH TO A LITERACY PROGRAMME / REFINE IDEAS TO ALTERNATIVES AND LIST SPECIFICALLY

The sort of action envisaged for this step would need to be primarily between the literacy worker, the key people in the Alyawarra community and, if culturally acceptable, a good percentage of the Alyawarra people over a cross-section of age and sex. Input from any local Education Department officials and/or teachers would also be sought.

Part of the method for this action may be to provide information for the Alyawarras concerning possible approaches such as:

- a. One-to-one teaching (each one teach one)
- b. Group classes
- c. Teaching literacy teacher(s) to teach

- d. Literacy worker teaching everyone
- e. Local school teachers teaching everyone
- f. d. or e. with Alyawarra teaching assistants

However, in addition to possible approaches given (and even before such information is offered), as many ideas as possible should be elicited from the Alyawarra people themselves and pooled with all information, to be considered carefully in the process of arriving at various alternatives.

STEP 6 EVALUATE SPECIFIC SOLUTION ALTERNATIVES, MODIFYING AND COMBINING AS DESIRED / SELECT A TRIAL ALTERNATIVE

See Action Chart.

STEP 7 SEEKING GOVERNMENT APPROVAL OF CHOSEN TRIAL ALTERNATIVE

See Action Chart.

STEP 8 GENERATE SOLUTION IDEAS CONCERNING DEVELOPMENT OF ADOPTED TRIAL ALTERNATIVE / REFINE IDEAS TO ALTERNATIVES AND LIST SPECIFICALLY.

Action involved in this step would be primarily between that segment of the Alyawarra community who have expressed the desire to become literate and the literacy worker. However, it may be wise for rapport to consult also with the key Alyawarra people if they are not included in the above.

The types of information to be gathered during this step include the following:

I. ADMINISTRATIVE INFORMATION

A. Who should be the first students?

- 1. Men (what age group?)
- 2. Women (what age group?)
- 3. Boys
- 4. Girls
- 5. Men and women (what age group?)
- 6. Boys and girls

B. If Alyawarra teachers are going to be trained, who specifically will they be?

C. Who should teach/conduct classes?

- 1. If Alyawarra teachers are going to be trained, who should teach/train them? How?
- 2. If Alyawarras are going to act as teaching assistants, who specifically will fill the role?

3. Other?
- D. How many students per class
1. If Alyawarra teacher training is to be the approach?
 2. If the approach is to be group classes?
 3. If another approach?
- E. Where should classes be held?
1. Alyawarra camp area?
 2. Local school? (inside or out?)
 3. Literacy worker's home? (inside or out?)
 4. Other?
- F. When should classes be held?
1. Morning?
 2. Midday?
 3. Evening?
 4. Other?
- G. Who will finance the programme?
1. Alyawarras?
 2. Government?
 3. SIL?
 4. Combination of above?
- H. What provisions will be made for informal or formal pre-reading activities?
1. Who will conduct them?
 2. Who will be participants?
 3. Where will they be conducted?
 4. When will they be conducted?
- I. Who will develop needed literacy materials?
1. Literacy worker?
 2. Local teachers?
 3. Alyawarra people?
 4. Combination of above?
- J. Who will illustrate primer and independent reading materials?
1. Alyawarra people? Who specifically?
 2. SIL artists?
 3. Local teachers?
 4. Other?
- K. Who will do printing of literacy materials?
1. Alyawarra people? Who specifically?
 2. Local school personnel?
 3. SIL?
 4. Private enterprise printers?
 5. Combination of above?
 6. Other?

- L. If Alyawarra people are to do the printing (typing/duplicating/mimeographing) with what facilities and equipment will it be done?
 - 1. Help them set up their own facilities, equipment?
 - 2. Use of local school facilities?
 - 3. Use of SIL facilities?
- M. Who will be publishers of tested literacy materials?
 - 1. Government?
 - 2. SIL?
 - 3. Other?

II. CONTENT INFORMATION

- A. What materials are needed?
 - 1. Pre-reading materials
 - a. What types?
 - b. What quantity?
 - c. Where to obtain?
 - 2. Primer materials
 - a. How many in series?
 - b. What quantity of each separate primer?
 - c. Style, shape, size of primers?
 - d. Colour of materials (covers, etc.)?
 - 3. Graded readers
 - Same as for 2
 - 4. Teacher aid materials
 - a. Types?
 - b. Quantity needed?
 - 5. Bridge materials
 - a. Materials for teaching oral English?
 - b. Transition (vernacular to English) primer materials?
 - c. Math lessons?

STEP 9 EVALUATE SPECIFIC SOLUTION ALTERNATIVES, MODIFYING AND COMBINING AS DESIRED / SELECT TRIAL ALTERNATIVE

See Action Chart.

STEP 10 PREPARE INSTRUCTIONAL MATERIALS AND TEACHERS' GUIDES

As the Manual states, the instructional materials and teachers' guides should be prepared simultaneously so that thought can be

given to how to teach each page as it is planned. The technique recommended in the Manual should be followed, outlining the entire series of primers and guides first and then working each lesson out in detail.

STEP 11 PREPARE BRIDGE MATERIALS

Any needed bridge materials should be prepared following the same technique as for primers and teachers' guides (see Step 10).

STEP 12 TEST MATERIALS, REVISING AS NECESSARY

The testing of materials should be done with only a small group of pupils to avoid arousing too much interest before the literacy programme is ready to be implemented.

STEP 13 PUT THE FULL PLAN INTO EFFECT

This step includes publishing of tested materials and proceeding with classes as planned during Steps 5 and 8. This step will require a number of sub-steps which are beyond the scope of this paper. Before the full literacy plan is implemented, each sub-step should be carefully mapped out, following the same procedure used up to this point. As the Manual points out, special attention should be given to the timing of the entire programme so that pupils will be able to successfully complete the course without major interruptions to the programme.

EVALUATION OF THE PRODUCT AND THE PROCESS

When the total strategy has been planned, in addition to the step-by-step evaluation that is done during the planning process (as shown on the Action Chart), a final evaluation of the end results and the process used should be made. Questions which may help in the evaluation are:

A. What We Did

1. Was information about the effects of actions collected as planned and made available to all group members?
2. Is the group able to compare, in detail, the outcomes with the objective set earlier?
3. Can the group determine whether any new problems were created and then set plans to deal with these new issues?
4. If based on the evaluation the problem was not resolved, did the group return to earlier proposed solutions and set new action plans?

5. If based on the evaluation the problem was successfully resolved, did the group consider what further actions, if any, would be needed to keep the problem from reappearing?

B. How We Did It

1. Were all group members involved in influencing both what the group did and how the group operated?
2. To what extent were the communications in the group open, expressive of real feelings, and understood by all group members?
3. Were group members supportive of the ideas and feelings of one another throughout the problem-solving process?
4. At various appropriate points did the group members openly discuss and critique how the group was working? (i.e. critiquing the process).
5. To what extent has the group learned to solve problems with the process detailed in this questionnaire? [i.e. as used in this paper]. Is the group able to effectively use this problem-solving process in future work?²

It is hoped that as a result of planning the strategy for this literacy programme the Alyawarra people will not only be on the verge of becoming literate, but that they will be better able to plan toward and reach solutions to other problems which they recognise in their society and feel the need for correcting.

CHART

WHO RESPONSIBLE
EVALUATION? MEET
OBJECTIVES?

EVALUATION

WHO RESPONSIBLE ?

RESOURCES/EXPENSES*

ACTION STEPS

ACTION STEPS	RESOURCES/EXPENSES*	WHO RESPONSIBLE ?	EVALUATION	WHO RESPONSIBLE EVALUATION? MEET OBJECTIVES?
Step 1 Build backlog of material for independent reading stage of programme	a. Alywarras language helpers b. <u>Mazuzi</u> pp. 3-5, 12-21 c. Literacy worker's salary d. Equip. (tape recorder/tapes) e. Materials (paper, etc.) f. Printing costs (perhaps only carbon copies/duplicating/mimeographing until materials are tested), including printing equip. g. Alywarras' salaries	Literacy worker	a. Have a variety of language helpers been used as sources for texts so that all the reading materials are not limited to one author? b. Have a variety of types of texts (i.e. content) been used in building the backlog to provide for interesting literature? c. Has enough backlog been built to prevent disillusionment of new readers due to lack of continuing reading material? d. What was the effect of this action? Good? Adverse? Were any adverse effects dealt with satisfactorily? How?	Literacy worker
Step 2 Devise and test a practical orthography	a. <u>Mazuzi</u> pp. 5, 116-135 b. Alywarras people (limited number)	Literacy worker	a. Is the testing being done quietly with a minimum number of people to avoid arousing wide community interest at too early a stage? b. Have all principles and procedures contained in the <u>Mazuzi</u> been carefully followed in devising and testing the orthography?	Literacy worker

* Though not done in this chart, approximate figures for all expenses should be listed as a part of each Action Step.

EVALUATION

WHO RESPONSIBLE?

RESOURCES/EXPENSES

ACTION STEPS

ACTION STEPS	RESOURCES/EXPENSES	WHO RESPONSIBLE?	EVALUATION	WHO RESPONSIBLE EVALUATION? MEET OBJECTIVES?
Step 3 Gather information concerning problem and need	a. Alyawarra people - Key people of community if they can be determined, and (if culturally acceptable) a high percentage of community members, cross-sectionally age- and sex-wise b. Literacy worker's salary c. Materials	Literacy worker	a. Have the key people of the community been determined? Has each one been consulted? b. If key people cannot be determined, and providing it is not against cultural custom, has a cross-section of the community been consulted to obtain their thinking and opinions? Has anyone been excluded who should have been consulted? c. Is it a felt need by the Alyawarras to improve communication between themselves and the white segment of society? What percentage of the community feels the need? d. Is it a felt need by the Alyawarras to become literate in their mother tongue? By what percentage of the community? e. As for Step 1d.	
Step 4 Consult with appropriate government department(s) regarding vernacular literacy programme	a. Government b. Postage/telephone and/or travel	Literacy worker and/or SIL administration	a. In what way should the government be consulted? b. Is the government sympathetic to the felt need of the Alyawarra for improved communication between themselves and English speakers? c. Is the government sympathetic towards a felt need for a vernacular literacy programme as a first step toward meeting that need? d. As for Step 1d.	Literacy worker and/or SIL administration

Step	ACTION STEPS	RESOURCES/EXPENSES	WHO RESPONSIBLE?	EVALUATION	WHO RESPONSIBLE EVALUATION? MEET OBJECTIVES?
Step 5	Generate solution ideas for a general approach to a literacy programme / refine ideas to alternatives and list specifically	<ul style="list-style-type: none"> a. As for Step 1, a-c b. Local Ed. Dept. official and/or teachers 	Literacy worker	<ul style="list-style-type: none"> a. Is information being gathered in a culturally acceptable way, i.e. through the appropriate channels, etc.? b. According to a, is everyone (including the more shy members) being encouraged to express his ideas? c. Are all ideas being accepted without criticism (criticism tactfully discouraged and evaluative comments postponed)? d. When all ideas have been gathered, has the list been reviewed in detail, items clarified, and ideas expanded or added to where and if necessary? e. Has the group examined and combined various ideas into a number of specific, clearly-stated alternatives? f. Is the group being fully co-operative in arriving at specific alternatives (is domination of the group by any one member being prevented and full encouragement given to all members to voice ideas and opinions)? g. Is everyone fully aware of the final alternatives selected (i.e. has a visual list of them been made available or have they been made clear orally)? h. As for Step 1d. 	Literacy worker
Step 6	Evaluate specific solution alternatives, modifying and combining alternatives as desired — select trial alternative	<ul style="list-style-type: none"> a. Alyawarra people (as culturally acceptable — see Step 5) b. Local Ed. Dept. official and/or teachers c. Literacy worker's salary 	Literacy worker	<ul style="list-style-type: none"> a. Have all essential Alyawarra people been consulted? Key people? As many as culturally permissible? b. Is each solution alternative being examined and discussed according to data which will either support or contradict the solution? c. Are solution alternatives being analysed in a supportive rather than attacking way (i.e. in such a way that the 'best' rather than the 'worst' of each solution is being noted)? Are feelings of rejection being minimised? d. Are the solution alternatives being modified and combined to form an improved final set of solution alternatives? e. Is everyone's opinion being given fair and considerate hearing? 	Literacy worker

ACTION STEPS	RESOURCES/EXPENSES	WHO RESPONSIBLE?	EVALUATION	WHO RESPONSIBLE EVALUATION?	MEET OBJECTIVES?
(Step 6 cont.)					
Step 7 Seek approval of appropriate government dept.	<ul style="list-style-type: none"> a. Government b. Postage/telephone and/or travel 	<ul style="list-style-type: none"> SIL administration and/or literacy worker 	<ul style="list-style-type: none"> f. Has group selected a final trial solution alternative after thoroughly discussing its potential outcome? g. In selecting the trial alternative was a true group consensus reached (i.e. were all differences recognized and satisfactorily resolved)? h. How well was the selected solution related to the problem statement, the need, and the group objective(s)? i. Is Ed. Dept. agreeable to adopted solution? j. As for Step 1d. 	<ul style="list-style-type: none"> SIL administration and/or literacy worker 	
Step 8 Generate solution Ideas concerning development of adopted trial alternative (i.e. vernacular literacy programme); refine Ideas to alternatives and list specifically	<ul style="list-style-type: none"> a. Alyawarra people (as culturally acceptable) — all those who have expressed the felt need to become literate; key people of Alyawarra community if they are not included in above but are sympathetic towards those who do want to become literate, and if it is felt wise for sake of rapport to consult them. b. The <u>Marruca</u>? c. Local Ed. Dept. official and/or teachers d. Local mission personnel (if involved in education or vernacular work) 	<ul style="list-style-type: none"> Literacy worker 	<ul style="list-style-type: none"> a. Is Government in agreement with adopted trial solution? b. As for Step 1d. a. As for Step 5 above 	<ul style="list-style-type: none"> SIL administration and/or literacy worker Literacy worker 	

ACTION STEPS	RESOURCES/EXPENSES	WHO RESPONSIBLE?	EVALUATION	WHO RESPONSIBLE EVALUATION?	MEET OBJECTIVES?
(Step 8 cont.)	e. Literacy worker's salary f. Materials	Literacy worker	a. As for Step 6, a-j. b. Are those consulted (government, local teachers, mission personnel) in agreement with chosen trial alternative?	Literacy worker	
Step 9	a. As for Step 8	Literacy worker	a. Have plans determined during Step 8 been followed as to who should develop, illustrate, and print literacy materials, and what quantity, style, etc. finished product should take?	Whoever is responsible for Step 10 as determined during Step 8	
Step 10	a. <i>Mazzoni</i> , pp. 73-108, 143-174 b. SIL literacy consultants c. Materials d. Printing costs e. Literacy worker's salary f. Possible Alyawarra salaries	As determined during Step 8	b. Have principles and procedures contained in the <i>Mazzoni</i> been carefully followed? c. As for Step 1d.		

ACTION STEPS	RESOURCES/EXPENSES	WHO RESPONSIBLE?	EVALUATION	WHO RESPONSIBLE EVALUATION?	MEET OBJECTIVES?
Step 11	Prepare bridge materials	<ul style="list-style-type: none"> a. SIL literacy consultants (if SIL member is responsible for this step) b. Local school teachers (if they are responsible for this step) c. Materials d. Printing costs e. Literacy worker's salary f. Possible Aliywarra salaries 	As determined during Step 8	<ul style="list-style-type: none"> a. As for Step 10 	Whoever is responsible for Step 11 as determined during Step 8
Step 12	Test materials with small number of pupils, revising as necessary	<ul style="list-style-type: none"> a. <i>Mazzuz</i>, pp. 25ff. b. SIL literacy consultants (if SIL member is teaching) c. Local school teachers (if they are teaching) d. Aliywarra pupils 	As determined during Step 8	<ul style="list-style-type: none"> a. Have all problems been recognised and revised to satisfaction in consultation with all concerned? (i.e. all human resources in Resource column under this step) b. Were pupils used for testing in accordance with decisions made during Step 8 concerning who should be first students? c. Were the specific pupils used for testing chosen in consultation with the Aliywarra community who have expressed the desire to become literate? d. As for Step 10. 	Whoever was determined during Step 8 to be responsible for Step 12

WHO RESPONSIBLE EVALUATION? MEET OBJECTIVES?

EVALUATION

WHO RESPONSIBLE?

RESOURCES/EXPENSES

ACTION STEPS

(Step 12 cont.)

Whoever is responsible for Step 13 as determined during Step 8

a. Have principles and procedures contained in the Marruzi been carefully followed?
 b. Have plans and decisions determined during Step 8 been followed as they relate to any specific sub-steps under Step 13?
 c. As for Step 1d.

Step 13

Put the full plan into effect: publish the materials and proceed with teaching as planned during Steps 5 and 8

As determined during Step 8

- a. Marruzi, pp. 25-72
- b. SIL literacy consultants (if SIL member is involved)
- c. Literacy worker's salary
- d. Aiyawarras' salaries
- e. Publishing costs —?
- f. Will need to determine more resources according to each specific sub-step required under this step, as they are mapped out

FOOTNOTES

1. This paper was first written in 1977 as part of a course in community development principles undertaken at the Summer Institute of Linguistics, University of Oklahoma, Norman, Oklahoma, USA. The paper was a fulfilment of a course assignment rather than a research project as such, and was to illustrate ability to apply the community development principles taught during the course. The procedure followed in planning the strategy suggested in this paper was taken from Morris and Sashkin, pp. 3, 235-45.
2. This list of questions has been taken directly from Morris and Sashkin, p. 245.

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