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**BILINGUALISM IN TONGAN PRIMARY SCHOOLS.**

**MO'ALE 'OTUNUKU**

**A thesis submitted in partial fulfilment of the requirements for the degree of  
Masters of Arts in Education, The University of Auckland, 2002**

## **Map of Tonga**

## **ABSTRACT**

The main aim of this thesis is to identify the impacts of a recently implemented English literacy programme in Tongan primary schools on the teaching and learning of Tongan language skills.

Under a New Zealand funded aid project, a primary language component involving a new approach to the teaching of English was implemented in Tongan schools during the period of 1999 – 2001. This skills-based approach to the teaching of English language was included in both pre-service and in-service teacher education programmes and sets of selected English readers were provided to all schools.

In October 2001, a formal evaluation of the programme was conducted and it concluded that there was clear evidence that it had been very successful in raising pupils' literacy in English.

What the proposed study hopes to demonstrate is the effects of the 'new language' practices, introduced in support of English literacy, on the teaching and learning of Tongan literacy skills. Anecdotal evidence from teachers is that it is not only English literacy that has improved. Many teachers also claim that their teaching, and pupils' learning of Tongan reading and writing have also improved.

The findings of this thesis support the view that the English literacy programme implemented in Tongan primary schools has contributed effectively to the teaching and learning of the Tongan language.

## **DEDICATION**

This work is dedicated to my father and son Tevita Tukuafu  
my mother and daughter Mele Vaiolupe Tiale,  
who have all inspired my educational struggle.

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## **INTRODUCTION**

The fundamental issue raised in this thesis is the effects of trying to acquire a second language on the teaching and learning of the first language. It is a search for the best bilingual approaches in third world contexts like Tonga where the target language is acquired but not in the interest of the vernacular language, in short, a balanced bilingualism. The controversial environment surrounding bilingualism, if not studied carefully, will be detrimental and costly to the implementation of any bilingual programmes. Therefore it is very important that decision makers should at least have a general understanding of bilingualism and all its manifestations.

Language learning depends a lot on the learner's attitudes, needs and interests. The learning should be presented in a meaningful context, what the Tongan primary curriculum called, the 'situational usage'. To develop literacy at this stage, it is important that the pupils get a meaningful, systematic and regular exposure to all aspects of the language such as oral, written and visual. This includes reading, writing, speaking, listening and viewing.

Reading and writing are very important to language learning and should be daily activities in the classrooms. Pupils should be given the opportunities and encouragement to speak and listen to the language daily. A daily reading programme should include shared reading, guided silent reading in small groups, discussions of the books as motivation for reading, teacher reading aloud to class, reading activities such as writing a book review, cloze exercises, comprehension exercises and similar activities.

A daily writing programme should incorporate handwriting, silent writing, shared writing spelling, revising, rewriting and conferencing. Pupils should be motivated to write through oral and visual language.

Language learners are expected to acquire a number of skills in a chronological nature. Each class or level has its own level of the skills to be acquired. These levels are the learning outcomes expected from the pupils. Pupils' progress should be assessed against these learning outcomes through a range of assessment strategies like observation, skills checklists, marking pupils' writing, running records and other reading tests.

Therefore it is vital for teachers to plan their language classes carefully and state clearly the purposes and the outcomes or skills they expected the pupils to acquire. Teachers should provide a positive and supporting environment for the pupils and to ensure that the classrooms will provide, stimulate and motivate the pupils in their language learning.

The focus of the thesis is on a particular second language teaching methodology often introduced and proved a success in third world countries, whose children are forced to learn metropolitan languages apart from their own vernacular languages. The second language learning in most third world countries is heavy relied on local teachers whose fluency and competency on the metropolitan languages are very limited. This is exacerbated by limited exposure and genuine motivation to the learning of the target language.

This skills based methodology, known as the ‘book flood’ approach, is based on the assumption that children can overcome the disadvantages of limited exposure and inadequate motivation if the classrooms are flooded with a large supply of high-interest, illustrated reading books and their teachers are shown simple methods of ensuring that the children interact regularly and productively with these books.

The central activity in this approach is known as the ‘shared reading’. This is a method of sharing a good book with a class, several times, in such a way that the students are read to by the teacher, as in a bedtime story. They then talk about the book, they read it together, they act out the story, they draw parts of it and write their captions, they rewrite the story with different characters or events, and they used the texts of the book to study new vocabulary, grammar and other language features.

The fieldwork and data gathering for this thesis was conducted in Tonga. Three primary schools were selected and within these schools, three levels were also selected. These were class 2, 4 and 6. These classes were observed during their English and Tongan classes and the teachers were also interviewed.

Chapter One briefly traces the historical development of formal education from the arrival of the missionaries to the present. It also looks at the roles, functions and structure of the present Ministry of Education.

Chapter Two moves from the historical and the general picture of Formal Education to looks specifically at the Primary Schools, its curriculum and in particular, the bilingual programme offered.

Chapter Three is an attempt to put the main issue of the thesis into perspectives. This is done by addressing the global crisis in basic education in third world countries and the lip-service efforts of the developed nations to the problem. It also describes the methodology of the data collecting process.

Chapter Four looks at the finding of the fieldwork by trying to answer the ten sub-research questions established at the beginning of the research. It is hoped that the answers for these ten questions will also provide the answers for the main research question. A summary of the findings is also provided.

Chapter Five provides a critical analysis of the 'Book Flood' Approach in its application in the context of the Tongan primary schools. It also provides suggestions for the improvement of this new approach believed to be the best methodology to lift the literacy levels both in English and in Tongan of the Tongan primary schools' pupils. There is also an implication for a similar approach in the multi-ethnic context of New Zealand.

## **CHAPTER ONE**

### **Education in Tonga: a historical development.**

#### **1.1. Introduction**

Tonga is a small kingdom in the South Pacific. Its nearest neighbours are Fiji to the west and the Samoas to the north. It has a total land area of 691 square kilometres and consists of 150 small islands widely scattered within its 700,000 square kilometres of the Pacific Ocean. Of these 150 islands, 36 are inhabited by a population of approximately 98,000 (Tonga, 1999).

A hereditary constitutional monarchy governs Tonga under a constitution promulgated in 1875. It is the oldest and the last remaining Polynesian monarchy that has survived the test of time through many changes to the 21<sup>st</sup> Century. The head of state is King Taufa'ahau Tupou IV, whose great-great grandfather and namesake, Taufa'ahau Tupou 1, orchestrated the unification of the country under one centralised political system. He is often referred to as the 'Father of Modern Tonga'.

Tonga is a patriarchal society and highly stratified. The pyramid of the social structure consists of three tiers of which the king and members of the royal family are at the top followed by the nobility with the commoners occupying the bottom tier. One's status is acquired by birth and one only moves up the social ladder through inter-marriage and sometimes through education.

Tongan is the mother tongue spoken by majority of the population. It is a member of the Polynesian language family that stem off from the Austronesian language (Taufe'ulungaki, 1988, p.90). Both English and Tongan are taught and used in the

school system right from the primary level. Education is free and compulsory for children ages 6 to 14. The government operates most primary schools while churches sponsor most of the secondary schools. At 98.5 percent, Tonga's official adult literacy is the highest in the Pacific Islands (Tonga, 1999, p.xxviii).

Tonga has a very fragile economy with agriculture and fishing as the chief economic activities. This is supplemented by remittances from Tongans who live abroad. It is estimated that between \$T80 to \$T100 million dollars are injected into Tonga's economy annually from fellow Tongans living overseas mainly in New Zealand, Australia and the United States thus making Tongan dependence on remittances among the highest in the world (Ahlburg, 1991, p.18).

## **1.2. The Missionaries**

Early explorers' reports and accounts of the Pacific, especially those of Captain Cook, convinced the London Missionary Society (LMS) to send some missionaries to the area. In 1797 a missionary boat, the Duff, was dispatched to the islands of the South Pacific and the mission was to Christianise and civilize the indigenous people of those islands.

The ship arrived at Tongatapu on the 12 of April 1797. On board were ten missionaries intended for Tonga. This was “ doomed to fail right from the beginning for the missionaries were ill-equipped for this tremendous task and the Tongan themselves were not ready for the new religion.... ” (Latukeyu, 1974, p.25).

This well-intended effort of the missionaries was often overshadowed by immoral activities and untrue rumours that were spread against them by fellow Europeans who were also residing in Tonga at the time. They were beachcombers, whalers or traders



who saw the presence and the teachings of the missionaries as barriers or obstacles to their own individual agendas or interests. These activities were reflected by the feelings of three of those Europeans (renegades) resided in Tonga at the time.

Before many months had passed the three renegades began to realise their life with the local people might be much better without the presence of the missionaries. So they proceeded to encourage the chiefs to harass the artisans and steal their property, to make their existence as unpleasant as possible (Eustis, 1997, p.27).

The language barrier was also another problem that hindered the missionaries' work. On top of those problems, Tonga was unstable politically. This culminated in the murdered of Tuku'aho, one of the high chiefs at the time, and the broke out of a civil war. This was a period of serious strife and social disorder. Three missionaries were killed and consequently the mission was abandoned in 1800, two years after their arrival (Latukeyu, 1974).

The second attempt to bring the gospel to Tonga was marked by the arrival of another group of missionaries in August 1822, 22 years after the first group left unsuccessfully. This time it was the British Methodist Conference in New South Wales that decided to reopen the mission in Tonga. This attempt was short-lived because the Tongans only interested in the missionaries' materialistic belongings rather than their teachings. This party left Tonga in October 1823 (Latukeyu, 1974).

The third attempt was made in 1826. They stationed themselves at the village of Kolovai at the western side of the main island of Tongatapu. Again this group faced the same problems their predecessors faced and so accordingly decided to return home. They sent a request to Sydney for a boat to bring them home. A boat did arrive from Sydney but instead of taking the missionaries home, reinforcement was brought in.

More missionaries were sent to save the mission, reflecting the Methodist authorities determination not to abandon the work again (Latukefu, 1974).

### **1.3.The Breakthrough**

This was the breakthrough in the missionary work in Tonga, which was also aided by other contributing factors. Among these factors, the new arrivals were in a better position to do the job. They were better educated and had gained previous experiences that helped them in dealings with the Tongans. For example, one of them had previously worked with the Maori of New Zealand. These experiences proved a very successful contribution.

The political situation at the time also favoured Christianity. Aleamotua, the Tui Kanokupolu, was residing at Nuku'alofa and had accepted the new faith. He had requested missionaries to be stationed at Nuku'alofa. In 1827, two Tahitian missionaries arrived at Nuku'alofa on their way to Fiji but instead stayed and started their mission there with the full support of Aleamotua and the people.

Significantly the seed of Christianity had been sown in Tonga, 30 years earlier. The people had been exposed to this foreign faith long enough to made their own judgements and decisions. All these factors contributed favourably to the flourishing of Christianity, especially at Nuku'alofa.

When the reinforcement team arrived in Nuku'alofa in 1827 they found a missionary already successfully established with 300 members, a church, a converted king and followers who were attracted to the new faith. It was under these circumstances that formal education was established at Nuku'alofa in March 1828.

#### **1.4. Formal Education**

The missionaries regarded the establishment of school as a must, not only in order to enable their converts to read the bible and to communicate with each other in writing but also to help combat some of the superstitious beliefs of the people (Latukeyu, 1974, p.55).

According to Latukeyu (1974:55) the first school was established by the missionaries that were stationed at Hihifo (Western part of Tongatapu), probably at the village of Kolovai, between their arrival on June 1826 and its closure in 1829. This was unsuccessful because the chiefs were reluctant to adopt the new faith and so the mission was closed as well as the school. Ata was the powerful chief of Hihifo at the time and though he allowed the missionaries to stay, he did not allow his people to be converted.

On the other hand, the school established at Nuku'alofa (present capital) proved a successful story. More and more Tongans moved to Nuku'alofa in order to be enrolled and this success was engulfing the people and soon spread to the other places. The instructions were basically on how to read and write in Tongan and some religious teachings. “ This was of course in line with the missionaries’ main objective which was the inculcation of Wesleyan doctrines and an understanding of the teaching of the Bible” (Kavaliku, 1966, p.112).

Later on when more schools were established and more Tongans were enrolled, there was the need for more local teachers and preachers to help the European missionaries. More subjects were incorporated into the schools like arithmetic, English, history and geography to facilitate this need.

There was also an increasing demand for reading materials as “ the popularity of school work and the novelty of literacy spread” (Kavaliku, 1966, p.56). As a result, a printing press was erected and the first book to be printed in Tonga was published on 14 April 1831. This printing work added further success not only to education but also to the missionaries’ work.

The first teacher training institution was opened at Neiafu, Vava’u on 13 of July 1841. It was shifted to Nuku’alofa, the new capital. Taufa’ahau had taken the name King George Tupou 1, as he became king. He had been installed the Tui Kanokupolu in 1845 thus possessing the supreme political power in the whole of Tonga. He had disallowed the other two kingly lines, the Tu’i Tonga and Tu’i Ha’atakalaua thus making himself and the Tui Kanokupolu line as the only legitimate monarchy.

In 1842 a Roman Catholic Catechetical school was opened at the village of Pea. Those chiefs who were not happy with the rising power of Taufa’ahau and his alliance with the Wesleyan Missionaries supported the Roman Catholic Missionaries. Laufulitonga, the last Tu’i Tonga (most senior of the three king lines) realised the threat imposed on his authority by this partnership also converted. This conflict culminated in the 1852 civil war, which disrupted education and life throughout Tonga. Finally, Taufa’ahau and his warriors settled this civil chaos and disorders once again and the Tongans had time to involve themselves in worthwhile national building activities such as education.

When the king accepted Christianity, he was deeply involved with its cause. He became a local preacher and gave full support to the new faith. He was fully aware of the advantages of a very high standard of education and knew very well the consequences

of having uneducated subjects. He took the lead and supported in every way possible the missionaries' works.

The king had requested to the Wesleyan Conference in Australia for someone to start an institution that modelled that of the Wesleyan Educational Institution of Australia and the request was answered when the Reverend J.E.Moulton arrived in Tonga in 1865. The following year, Tonga's educational development was elevated to a new height, when Moulton's school, formally named Tupou College, by the king was opened in February 1866. It was Tonga's first English – style secondary school. Helu (1999: 215) maintains that Moulton “instituted a system of education that was so far above the stage of development of the society”. He introduced a curriculum, which were very academically oriented and discouraged ‘practical’ subjects.

Formal education then was introduced by the Wesleyan missionaries in 1828 and for fifteen years they administered the only education system in existence. This was done in accordance with the Wesleyan doctrines and what the missionaries perceived relevant and applicable to their missionary works.

The Roman Catholics joined the Wesleyan when they established their own education system. These two were not in good working relations and therefore developed their own systems and competed against each other for the people's support.

So at this stage schools were under the authorities of these two churches. This was not to say that the Government was not involved in education all along. In fact without the support of the king and the people the missionaries' educational sacrifices would have

come to nothing. Under King George Tupou 1, the Government saw education as one of its uttermost responsibilities.

### **1.5. Nationalizing the Education System**

The education system prior to 1866 had provided only elementary education. At first, it was relevant and sufficient for the needs of the missionaries. But as more Tongans favoured education and the Government, especially the king, needed educated people as officials, there were needs for modifications. So far the Government had relied on the Wesleyan Church, and especially the students of Tupou College for providing able people for the government services.

However, the relationships between the king and the missionaries started to deteriorate and so the Government passed its first education act in 1882, nationalising the education system and establishing its first college, Tonga College.

This Act was an explicit move towards the fulfilment of Tupou 1's wish, voiced as early as 1874, for a government-controlled system of education which, he believed, was essential for the development of Tonga (Kavaliku, 1966, p.134).

The act established that all schools were under the control of the government. Tonga entered the 20<sup>th</sup> century with an unstable political legacy. King George Tupou 1 had passed away in 1893 and the respect and admiration he commanded were lost. This political instability was reflected in the education system and other social institutions. Interest in education declined and made worse by financial problems that saw the government neglecting education. Government schools were closed between 1910 and 1911. The Wesleyan Church once again ran their schools during this trouble time.

The Roman Catholic did the same and during the early stage of the 20<sup>th</sup> century, other denominations followed and established their own schools. However the curriculum they adopted especially at the secondary level was not much different from that introduced by Moulton. Tonga College later on introduced ‘practical’ subjects and also initiated extra provisions to cater for basic teacher training.

From this disorganised period sprang the school systems that define the pattern of education in Tonga, and has survived to the present. It is a multilateral system of government and churches education interdependent with one another.

### **1.6. Education Revival**

In 1912 a new Minister for Education was appointed and the national interest in education was rejuvenated. The new minister, Tuivakano (a noble), inherited Tupou 1’s belief in education and provided effective leadership. Government schools were reopened in 1912 and the first Director of Education was recruited from New Zealand. The Education Ordinance of 1913 was the first comprehensive education Act in Tonga. It made provision for a Department of Education with a Board that regulated school hours and provided Tonga with its first national syllabus.

In the 1920s co-educational church schools were established providing education for girls, although Tupou College had made the same provision as early as 1870. The 1913 ordinance was revised and subsequently passed as the Education Act of 1927. The department defined its policy accordingly :

- To give an all-round education in the vernacular and in English of an elementary nature, in the primary or college schools, followed by a somewhat secondary course in English at the college.

- The aims and aspirations of the future are to continue along the present lines, gradually improving the standard, to introduce a better scheme of agricultural education and to provide more facilities for the education of girls beyond the primary school standard (Kavaliku, 1966, p.134).

The 1927 Education Act therefore laid the foundation for modern education in Tonga. There were major changes to the curriculum. A common syllabus was introduced for all secondary schools and there were provisions for students intending to enter the civil service. An Entrance Examination was administered at the end of primary education and a scholarship scheme was introduced in 1928 for academically able students to have further studies in Fiji and Australia. Minor amendments to the 1927 Act, were made in 1947 and this act was later repealed by the 1974 Act, which is in force at the present.

### **1.7. New Heights**

In 1943 a new Minister of Education was appointed that proved to be an elevation not only of the Education Department but also to Tongan education in general. Crown Prince Tupouto'a – Tungi (the present king) who had graduated with a BA and an LLB from the University of Sydney, took over the administration of the Education Department.

The following year, the Teachers' Training College was established followed by the Matriculation School three years later. This became Tonga High School later on, a co-educational government high school with the equivalent of an overseas secondary system with English as the mode of communication. A system of scholarships to overseas institutions was established, curriculum was upgraded and the importance of teachers was finally recognised by the government.



However the establish of Tonga High School was maybe his most influential education innovations of all. Gifted children from the primary schools were selected and offered special training, similar to that in New Zealand public schools. These students were expected to become future leaders in the country. Education was seen as a mean for social mobility and Tonga High School offered the opportunities to achieve those envied high government posts. Since then, the whole country was driven for success in the Secondary Entrance Examination. This is reflected by Kavaliku when he says that,

The official aim of education is often obscured and forgotten by the drive for success in the entrance tests at the end of the primary school year. Indeed, it can be said with a substantial degree of certainty that for many teachers and certainly for most pupils and members of the public, the aim of primary education is to prepare one for success in the entrance tests (Kavaliku, 1966, p.168).

The post-primary education system was decentralised to the other islands by the churches after World War Two. Prior to that, those who wanted secondary education had to come to Tongatapu, the main island. However it was not until the early 1980s that the government established secondary schools in the outer islands. During the 1980s the government also established tertiary education as means of catering for the needs and aspirations of the nation. For example, the Teachers' Training College became in 1986 the Tonga Institute of Education awarding diplomas to its students.

But it was 'Atenisi Institute, a private institute founded by Professor Futa Helu, one of Tonga's most well known and respected scholars, that had taken crucial step in the development of tertiary education in Tonga with the establishment of its University branch in 1975. Two years later, diplomas were presented to its first graduate and then seven years later, 'Atenisi awarded its first graduate scholars with B.A. degrees. It was the first time in the history of education that Tongan students could complete their

University education without going overseas. 'Atenisi Institute has since extended its university programme to Masters level.

Tonga today is a member of the United Nations Education, Scientific and Cultural Organization (UNESCO). It is among the countries with the highest number of PhD graduates per population. Apart from the diploma awarded in teaching, the Ministry of Education also offered diplomas in Agriculture, Tourism and Hospitality, Accounting Studies, Information Technology and a post graduate diploma in teaching for graduate teachers. One of the organisational visions of the Ministry for the next decade is to establish a national university.

## **1.8. Ministry of Education - Roles, Functions and Structure**

### **1.8.1. The Administration**

When the first Education Act was passed in 1882, there was no provision for an Education Department; the responsibilities rested with the Premier and his Department. This has evolved through time and at present the Ministry of Education, employs the highest number of civil servants as well as absorbing the largest share of the government annual budget.

The Education System in Tonga as mentioned earlier is one of a multilateral system of inter-dependent government and church institution. However the Minister of Education has overall responsibility for the general administration, direction and implementation of various policies and programmes in regard to formal education in accordance with the powers granted by the 1974 Education Act.

The decisions for the administration of the Tonga's education system rested solely on the Minister's authority as granted by the law. All issues relating to educational aims and objectives, syllabi, prescriptions, school curricula, teacher appointments, dismissal and admission of pupils to government schools are vested in the Minister.

The Director of Education assists the Minister in his various responsibilities for the efficient operation of the Ministry as a government ministry. The Director is in turn assisted by the four Deputy Directors who guide, monitor and implement educational programmes within the four main divisions of the Ministry, namely; Professional Services (Curriculum & Examination), Primary Education, Secondary Education and Post – Secondary Education.

Under the offices of the Director and Deputy Directors, are administration officers who assist in the day to day operation of the Ministry and coordination of the work between the various divisions, government and non – government as well as regional and international organizations.

The churches are responsible for their own systems but the Government subsidizes them with T\$50 per year for every student plus the exemption from duties on materials and equipment for education purposes. Most church schools follow the government curriculum closely because their students have to sit the national examinations at the end of the prescribed year.

In summary the Ministry of Education's major functions are listed in its 2000 Annual Report (2000:17) as the following:

- Ensure the country is provided with skilled and competent manpower needed for sustainable development
- Provide policy advice to the Government on primary, secondary and post-secondary education as well as future directions to meet the challenges of the 21<sup>st</sup> Century
- Ensure the effective, efficient and equitable implementation of the Education Act and other Government policies.

### **1.8.2. The Formal Structure**

The formal education system is divided into three stages: the primary or elementary school which takes at least 6 years to complete, secondary school which takes up to 7 years and post-secondary with the time depending on the type of training offered.

The primary stage is compulsory by law from age 6 to 14. The subjects taught at primary stage are English, Tongan, Maths, Environmental Science which incorporates Health, Science and Social Studies, Music, Physical Education and Art and Craft. Tongan is the medium of instruction with progressive use of English in senior classes. The Secondary Entrance Examination is a national examination administered in class 6. In passing this SEE examination, the pupils continue on to the secondary stage.

The secondary school stage is from form 1 to 7. A common examination is administered at form 2 for Middle Schools only. At form 5 the students sit the Tonga School Certificate, an equivalent to the New Zealand School Certificate. At form 6, the students sit the Pacific Senior Secondary Certificate, a regional examination administered by the countries of the South Pacific and students at form 7 sit the New Zealand Bursary. English is the medium of instruction.

At the tertiary level both Tongan and English are used as medium of instruction. The age and years of schooling are open and the subjects depend on the kind of programmes offered.

The Ministry of Education is always on the top in spending the public coffers every financial year. In 1999/2000, it came second to Health, receiving 12.2% of the public expenditure. In 2000/2001, Education received the highest share. Most of the Education budget is spent on teachers' salaries. It is estimated that 75% of the Ministry's expenditure is on salaries and the remainder for other services.

Within the Education, it is the Primary Education Division which absorbing the highest allocation of its expenditure. In 2000, the total expenditure for the Ministry of Education amounted for \$12,787,716.41. About half of this amount (\$6627022.23) was spent on the Primary Schools Division alone (Tonga, 2000, p.28).

## **CHAPTER TWO**

### **Primary Schools**

#### **2.1. Introduction:**

Tonga's last census to date (1996) recorded a total population of 97,784. When this is further broken down into age groups it is found that the age group with the highest population is 5 – 14 (24,779). This is the primary school age group during which it is compulsory by law to attend primary schools. One of the questions in the census asked if one could read or write in English and Tongan. The same age group recorded the highest literacy rate in both English and Tongan in answer to this question but at what level of fluency one can read or write is not clear or stated and can also be misleading.

The goals of Primary Education at the end of six years are listed by the Ministry of Education, as follow:

- Every child will have developed pride in herself/himself, her/his community, her/his country and will have developed a strong sense of personal identity.
- Every child will have developed a love of learning, books and reading and a thirst for knowledge.
- Every child will be ready for secondary education by attaining a high level of proficiency in Tongan and English literacy, numeracy and mastering the basic skills and knowledge in Tongan, English, Maths, Science, Social Studies, Music and Culture, Art and Craft, Health and Nutrition, and Sports and Physical Education and will have developed positive attitudes towards all of the above.
- Every child will be well-disciplined, believes in God, knows that she/he is a Tongan, will be spiritually, emotionally, mentally and physically healthy and lives in a healthy environment
- Tongan primary school children will be top in the Pacific region in Tongan, English, Maths, Science, Social Studies, Music and Culture, Art and Craft, Health and Nutrition, Sports and Physical Education.

(Tonga, 2000, p.54).

Primary Education is a six-year institution offering free compulsory education for children between the ages of six to fourteen. Parents of children within this age limit who fail to attend schools are liable for prosecution. However the majority of children leave the primary education before they are fourteen because they have passed the Secondary Entrance Examination (SEE) and have proceeded to their Secondary Education. The very few fourteen year olds still at primary school are those who repeat some classes.<sup>1</sup>

In the year 2000, there were 117 primary schools in Tonga. Of all these, 106 were under the Government and the rest were controlled by four school bodies: the Free Wesleyan Church administered 7, the Seven Day Adventist Church controlled 2, the Tokaikolo Fellowship and the Bahai Faith both administered one each (Appendix 2).

Most pupils enter at class 1 and are then promoted annually to class 6 at the end of the six years. The repetition rate in the lower classes is very, very low compared to class 6. Their Secondary Entrance Examination (SEE) results will enable them to enter one of the secondary schools. Although pupils are required to indicate their preferences, most parents and pupils hope for a place at one of the Government secondary schools especially Tonga High School, the top school in the country. It is common for pupils to spend 2 or even 3 years in class 6 in order to get a place in these few elite schools where a bright future may depend.

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<sup>1</sup> In the year 2000, there were 3236 candidates for the Secondary Entrance Examination administered at the end of the year. Only 10 pupils were 14 years old, 4 were 9 years old and the majority were 11 and 12 years old.

Because of the limited facilities in secondary schools, some middle or intermediate schools have been established to take the pupils in the form 1 and 2 levels. The churches have been offering these services for a while and the government is doing the same in Tongatapu now because the two government high schools are unable to cater for these pupils. During the fieldwork in Tonga, I had observed that a few government primary schools have extended their services to form 1 and 2 and it seems that this will be the prospect for the future.

This signals a problem for the Government in terms of providing more schools for the bulging population. Just recently, a new government high school, the building which was funded by the Chinese Government, was opened in the Ha'apai Group, the only island group without a government high school.

Because Primary Education is compulsory by law, the Government has to make sure that children between the compulsory school ages have access to schools within a walking distance from their homes. All populated islands and almost every village has a government primary school within their vicinities.

In 2000, twenty primary schools had a total roll of below 35 pupils. In fact one primary school has only 4 pupils compared to 920 pupils in the most populated primary school. Although it may appear that having a small number of pupils in one classroom, let alone, in one school, is the dream of every teacher, in these cases, it means composite teaching. The teacher may be teaching a number of different levels so it is not as easy as it looks (Appendix 2).



## **2.2. Teachers**

Education employs the highest number of employees compared to any other Government Departments or industries in Tonga. In 2000, a total of 830 teachers were involved with the Primary Education alone, not to mention the non – teaching staff employed under primary education (Appendix 2).

Teaching was not a popular choice for the ambitious academic students in the past. The salaries were not very attractive and the prospects of promotion to higher posts were very slim and a long process. Teaching then was the last choice for school leavers who could not find employment in other areas or government departments so most of the students who went through the Teacher Training College had decided to be primary school teachers.

However, there was a revival in the popularity of the teaching profession when the Government and the Ministry of Education upgraded its teacher training programmes, at the same time, to diploma level, which also meant a pay rise for teachers. The rising population and the needs for employment see school leavers with good academic records take up teaching. Today, a lot of the top students in the form 6 and 7 who cannot continue on to further studies choose teaching instead.

Most of the teachers, especially in the primary sector, are recruited from the Tonga Institute of Education. This is a 3 – years teacher training programme that eventuate in the award of a Diploma of Education (Primary or Secondary). The Ministry of Education has its own entrance requirements but presumably a good pass in either form

6 or 7. The new entrants with a form 7 pass are drafted into the second year programme. Because this diploma programme was offered in 1986, some serving teachers from the pre- diploma programme also return for a further 2 years retrain for their diplomas. Churches are offering certain places and they are responsible for selecting their own trainees.

Secondly, teachers can be employed from the Public through the usual job application process. This is common with scholars who have trained in overseas institutions and want to be teachers or teachers from other education authorities who want to teach in Government schools.

In addition, teachers may be recruited from returning scholars who have studied overseas on scholarships under the Ministry of Education. Every year scholarships are awarded under different government departments with the understanding that awardees will be employed upon completion of their studies by those departments.

Lastly, few teachers are recruited through the Volunteer agencies or organizations that have contracts or agreements with the Government through the Ministry of Education. This includes the Japanese Overseas Co-operation Volunteers (JOCV), Volunteer Service Abroad (New Zealand), Australian Volunteers International (Australia) and the Peace Corps from U.S.A (Tonga, 2000, p.24).

The Teacher Training College that was established in 1947 offered two years training and one year teaching before they were awarded a Teaching Certificate Class 3. Two other certificates (Class 2 and 1) could be obtained while teachers were teaching.

Usually they had to pay and pass exams administered through correspondence by the Teacher Training College at the end of the academic year. Some teachers, upon retirement after twenty to thirty years teaching, still retained their Class 3 certificates especially those in the outer islands where communications was a problem.

The College training programme witnessed a major reshuffle in the early 1980's. Eventually in 1986, it started a three years training awarding diplomas in teaching. In 2000, there were 672 Government primary school teachers. 54.4% (366) of these have diplomas, 24.1% (162) have Class 1 certificates, 6.1% (41) have Class 2, 12.3% (83) have Class 3 and 2.5% (17) have yet to complete their teaching training. It is evident from this that the majority of the teachers in the primary schools have diplomas as qualification. It is also interesting to note that there were 3 teachers in the Primary Schools with a degree. Very few but will certainly be increasing in the future (Appendix 2).

### **2.3. The Curriculum**

The first attempt to introduce a written syllabus into the primary schools in Tonga happened in 1914 as a provision of the 1913 Education Ordinance. Prior to that, the schools offered any subjects their teachers were capable of teaching. This written syllabus aimed at enabling pupils to read and write in Tongan and to do and understand simple arithmetic (Kavaliku, 1966, p.141).

There were changes as provisions of the 1927 and the 1947 Education Acts. Later on, a monthly publication of 'Tokoni Faiako' (Teacher Aid) was developed to help teachers in their teaching. Then in 1967, a new curriculum for the Primary Schools was

developed. Throughout the years there were alteration and adjustment especially on subjects basis and the development on curriculum is an on-going process. For example, in 1979 an Aim document was compiled to help teachers in their planning. Clearly defined aims and objectives help teachers in their teaching and this Aims document was compiled to reflect the needs and directions of Primary Schools in Tonga (Education, 1985).

For all Government primary schools, the subjects taught are English, Tongan, Mathematics, Social Studies, Environmental Science, Health Studies, Science, Social Science, Music, Physical Education and Arts and Crafts. Religious instruction is prescribed by the Ministry of Education to be conducted every Friday morning. The community through the local churches take turns in providing religious instructions for the pupils.

The following selection of curriculum programmes indicates the range of activities in primary schools.

**Tongan Culture:** This programme is an attempt to promote pupils' awareness and appreciation of their cultural heritage. They are taught traditional dances and handicrafts. Cultural festivals are sometimes organised on either district or school based where pupils performed different traditional dances with prizes for the winners.

**Plants Project:** Under this project, the schools are encouraged to plant large timber trees and vegetables. Cultural and traditional plants were also added to the project. This is to save endangered plants and to grow plants that have cultural importance.

**Health Project:** This project is to promote healthy lifestyles among the pupils by ensuring that the schools' environment is clean and healthy. This programme was enforced in the primary schools and a marked improvement in cleanliness was observed.

**Sports:** The sports programme is organised every year. Pupils are taught the basic skills of some of the most popular sports in the country such as rugby, rugby league, soccer, cricket, netball and volleyball. Sometimes competitions are organised as part of the programme.

**School Broadcasting Programme:** This programme was started in 1962 with a 30 – minutes daily broadcast mainly on oral English. This was initiated because there were problems with the limitation of reading materials and the shortage of good teachers among other issues. Today, after 40 years the programme is still running and the duration and the scopes of subject covered have been increased.

#### **2.4. Secondary Entrance Examination:**

In the final year of primary education, that is class 6, the pupils sit the Secondary Entrance Examination (SEE). This is a Government administered exam conducted by the Ministry of Education. This examination consists of four one-hour papers in English, Mathematics, Tongan Studies, and Environmental Science. Marks from these

four papers are totalled, standardised and then aggregated. A national ranking order for all candidates is produced. This is the principal selection criteria used by the Ministry and other educational authorities for allocating the pupils to their preferred secondary schools (Tonga, 2000, p.46).

The usual practise is that the Ministry of Education takes the best students for its schools and the church schools will take the rest. Parents and pupils make preferences of three high schools in a descending order and usually it is the government schools topping the lists. If bids for a place in the government schools are not successful, then parents and pupils will go for their church schools. Most church schools welcome their members as students even if they do not do well in the examination.

In 2000, a total of 3236 pupils from Class 6 throughout Tonga sat the Secondary Entrance Examination. The proportion of candidates who sat the entrance examination for the first, second and third time were 68%, 30.5% and 1.5% respectively. 95% of the candidates were pupils from the government primary schools and 5% were from the few mission schools. The significant number of candidates who repeated class 6 did so in order to gain a place in one of the government high schools. Although most of them would have gained a place in one of the mission schools it is a common practice to repeat and try for a place in the few elite schools (Tonga, 2000, p.46).

## **2.5. Current Language Programme:**

The Language Syllabus for the Primary Schools states that the language-in-use (functional) view of language learning is the basis for language education. This means that Tongan and English are to be taught together during the six years of primary

education. However, this approach provides for Tongan to receive more emphasis in the first three years of school and for an equal emphasis of both languages in the last three years. The programme allows teachers to move freely from one language to the other during language activities (Education, 1985).

It is obvious from this functional view of language learning that the Tongan Ministry of Education is trying to facilitate an effective bilingual education for its pupils. Prior to this, the language learning was based on oral drilling without much emphasized on the meaning.

## **2.6. What is bilingualism?**

Bilingualism is defined by Cummins as “the production and / or comprehension of two languages by the same individual”(Cummins, 1981). This sounds so simple and straightforward but the issue of bilingualism is not only an important educational factor but also a controversial one especially when it is attained through education. This controversy stems from the fact that the literature has not fully explained bilingualism and all its manifestations. Baker, cited in Bourne, reflects on this when he points out,

Given the great number of dimensions of skill in each language and the great range of different contexts where a language may or may not be used, it becomes apparent that a simple categorization of who is or who is not bilingual is almost impossible (Bourne, 1989, p.2).

Literature on bilingualism seems to polarise into a dichotomy of thoughts. There are the scholars who focus on the positive aspects of bilingualism (Additive bilingualism).

These scholars generally maintain that bilingualism has benefit in many different ways.

Scholars such as (McLaughlin, 1984) cited by Cummins and Swain states that:

It seems clear that the child who has mastered two languages has a linguistic advantage over the monolingual child. Bilingual children become aware that there are two ways of saying the same thing (Cummins & Swain, 1986, p.3).

On the other hand, there are those who comment on the negative effects of bilingualism (Subtractive bilingualism) such as, (Macnamara, 1966) and (Skutnabb-Kangas, 1981) who reported the negative effects of Swedish on the children of Finnish migrant workers. These scholars generally maintain that bilinguals suffered from a language handicap and some forms of bilingualism have negative impacts or worse have permanent damages on the learners.

The thinking behind this view is often based on the idea that our first language is a problem to educational success. It assumes that the learners' first language is an educational problem. This is solved, usually by excluding the use of the learners' first language from school's curriculum and environment, rather than as an educational and social resource to be valued and utilised within the school to the learners' advantages.

Some scholars like (Corder, 1973) and (Richards, 1974) argued that whatever processes utilized in acquiring of the first language should also be used in acquiring or learning of the second language. They believe that the two languages are acquired in exactly the same way. On the other hand, there are those scholars who believe otherwise. Scholars like (Fillmore, 1976) believed that the two languages are acquired differently.



As human beings we are born with innate language learning abilities. This is what the Chomskian theory called the Language Acquisition Device (LAD) (Rivers, 1983, p.4). As we develop so are the literacy skills of our language environment. This is the process of acquiring our first language, the language exposed to us at birth. The second language is usually 'acquired' later after the first language and usually through education in formal institutions. The term 'acquisition' and 'learning' are usually used to mark the difference.

'Acquisition' is the natural process of using the potential language acquisition skills in an informal linguistic situation to acquire a language. Krashen clarifies this in his monitor theory by defining 'acquisition' as a

Process similar, if not identical, to the way children develop ability in their first language. Language acquisition is a subconscious process; language acquirers are not usually aware of the fact that they are acquiring language, but are only aware of the fact that they are using the language for communication (Krashen, 1982, p.10).

On the other hand 'learning' is used to refer to the conscious knowledge of a second language. Again Corder (1973, p.115) cited by Taufe'ulingaki (1988), put forward the definition that 'learning' is "a matter of adaptation or extension of existing skills and knowledge rather than the relearning of a complete new set of skills from scratch".

These definitions suggest that the acquisition (first language) happens informally early in the 'home' environment while 'learning' (second language) happens later in formal situations usually at schools.

However, what is certain is that the learners of any second language have already established a first language and a well developed cognitive system. Any bilingual programme should try and facilitate those skills effectively in the study of the second language.

## **2.7. What is Bilingual Education?**

Languages can be acquired in any environment and people can be bilinguals without attending any formal situations. However, when the study of a second language is institutionalised with a curriculum, involving teachers and learners, then it is a bilingual education programme. Such programmes will have to deal with the important and controversial issue of deciding the best bilingual approaches to adopt to yield successful results within the framework of the available resources.

The Pasifika Bilingual Education conference (2002) defines Bilingual Education as a programme intended to promote bilingualism (including biliteracy) either by the predominant use of a minority group language or by the two languages as mediums of instruction in the school (Ulimasao, 2002). This conference was an attempt to promote the Pacific Islands' languages, which are minority languages, in the context of New Zealand where English is the majority language.

The literature on bilingual education has developed the use of 'majority' and 'minority' languages to differentiate the two language groups formerly associated with it (metropolitan and migrants). In the case of Tonga and a lot of third world countries, it is the vernacular and a metropolitan language. In Tonga, the vernacular is the majority language but English is the metropolitan language the majority group needs to acquire.

Because of the context-specific nature of any bilingual programmes, the issue of the best form of bilingual education for the learners should be the central focus for the proponents of every bilingual policy. A successful programme in one context does not guarantee a similar success in another context.

Bilingual education in Tonga is not a matter of choice but a much desired educational outcome. In fact, trying to perfect the students' English literacy skills is a national obsession within all facets of the existing education systems in Tonga. Students who are fluent in English feature better in their overall academic endeavours.

The most successful high school in Tonga in terms of academic achievement is Tonga High School. Apart from taking the top lot from the Primary Schools through the Secondary Entrance Examination, the only other significant variable in comparison to other schools is the fact that, it is the only school that has successfully maintained an English- speaking environment and its students have maximum exposure to English.

Unfortunately as a third world country, Tonga inherits multiple handicaps in literacy. School children are expected to be literate in English, a foreign language and different from their mother tongue. Lack of relevant literacy resources, and insufficient teachers who are incompetent in the English language, are common and compounded by limited exposure to an English language environment. Elley believes that the “ challenge of acquiring literacy in a second language is particularly difficult when there is a dearth of suitable material for children to read, as is true of most developing countries” (Elley, 2001, p.128).

Tongan primary school pupils are first speakers of Tongan who are expected to acquire and use the English language after six years of primary education, to the degree necessary to move on into the next stage of the schooling system. The process of acquiring English is mostly confined to the school perimeters during English classes for the majority of Tongan primary pupils, because teaching is mostly done in Tongan, and the language of the playground is Tongan. Relevant reading materials are limited for both languages and the majority of the teachers are neither competent nor confident in using English in the classrooms. Pupils have very limited exposure to English.

## **2.8. Why is Bilingual Education important?**

There are so many advantages of bilingualism that a bilingual can boast about. They range from political, economical, cultural, linguistic, cognitive and personal benefits. People have different reasons and purposes for being bilinguals but in today's world of globalisation and electronic technology, the saying that 'those who speak two languages are twice blessed' is a fact of life.

Successful bilingual education programmes will decrease the overall expenditure on education by decreasing the number of repeaters, increasing the number of students who completed education and therefore raise the quality and quantity of the labour force.

People argue that the better the quality of education, the greater the returns from investment in this sector.

When there are weak forms of bilingualism or bilingual education, there may be costs to a national economy due to slower rates of progress at a school, lower levels of financial achievement, and sometimes the need for special or compensatory education. Higher dropout rates means lower potential for the employment market, and the economy suffer with a lower level of skills among the workforce and higher unemployment rates. In economic terms, students need

to gain productive characteristics through education and this is through early use of the native language (Baker, 1993, p.132).

Education and language are the two most common vehicles used by under-developed nations to drive them to modernization. Despite the many differences in third world countries including Tonga, there is no doubt that English is the global language. It is used in regional and international dealings, in business ventures and in higher education. In Tonga, there is public consensus that pupils need to learn English. The question of the best way to teach it remains an issue and a concern.

Although there is no conclusive evidence to prove that bilingualism either adversely or favourably affects cognition or educational attainment, Taufe'ulungaki maintains that,

The results of many of the positive studies have suggested that where the type of bilingualism achieved equal competence in both languages, cognition and educational attainment are accelerated and enhanced. This form of bilingualism as a goal for language plans would most likely yield the greatest benefits to and the least negative effects on both the individual and the society (Taufe'ulungaki, 1988, p.86).

A successful bilingual programme means that the vernacular language is maintained and at the same time, it breaks down social barriers and enables people from different ethnic groups to communicate. Language not only preserves culture but it is also a cultural identity. Bilingual education will make sure that the vernacular language is sustained and at the same time a global language like English is also acquired for global activities.

## **2.9. What is a 'Book – Flood' Methodology?**

The theoretical rationale for the 'book flood' approach is drawn from the 'comprehensible input' put forward by theorists such as Krashen (1993) in his Monitor

Model. Krashen, a strong proponent of the Natural Approach, sees communication as the primary function of language. His 'comprehensible input' refers to the target language the learners are exposed to either in speech or in writing.

He suggested that the acquisition of a new language only happen when it is understood or 'comprehensible' by the learners therefore the target language must be presented (input) at the learners' present level of competence with maximum support from the surrounding context. Learning should focus on the meaning for the learners will gradually acquire the forms in which the language is presented. When this happens, learning also takes place. To accept this means learners must have regular exposure to meaningful messages in the target language (Elley, 2001).

This 'book flood' methodology is a move away from the Audio-lingual Approach that was previously used by most Pacific nations in the Tate Oral English Programme. The Audio-lingual approach dismisses the studies of grammar and return to a speech-based instruction. The primary objective is oral proficiency. It is a teacher - dominated method whereas the Natural approach emphasis is on exposure or comprehensible input rather than oral drilling and practice (Richards & Rodgers, 1986, p.67).

Early exposure to the target language is supported by the fact that pre-schoolers readily acquire a second language in a natural setting. This is proof that children in their early years are superior at acquiring a second language than adults. Adults are also found to have difficulty with acquiring high level of proficiency in pronunciation These prompt some scholars to argue that the sooner the second language is introduced or exposed the better and more successful would be the acquisition (Taufe'ulungaki, 1988, P.54).

Elley maintains that the ‘book flood’ methodology, in a third world context, is based on the assumption that children can solve the problem of inadequate exposure and motivation if their classrooms are provided with a lot of good reading books and their teachers are taught simple methods of ensuring that the children are interacting productively with these books. He suggests that a ‘book flood’ may consist of 50 to 250 books that were not existed at the school before (Elley, 2001, p.129).

The main activity in this approach is the ‘shared reading’. This is when the teacher and the pupils read a story several times to develop the pupils’ reading skills and at the same time, the story provides the basis for other language learning activities. In short, the teaching and learning of English is centred on the book or story. (Elley, 1998).

If the story is interesting enough to keep the students motivated for several sessions, then much learning will take place. Literature on the book-based approach shows that it can be successful in any social and cultural settings. Of vital importance to third world nations, this approach is not necessarily expensive, requires few hours of training for teachers but most importantly, it accelerates learners’ language acquisition.

## **2.10. What are the Best Bilingual Options for Tonga?**

Taufe’ulungaki believes that a second language environment for Tonga is best facilitated by

a well – developed L1, positive attitudes towards L1 and L2 and their associated cultures and groups, high status for both languages, high motivation and self esteem, competent and sympathetic bilingual teachers with positive attitudes, adequate institutional support (Taufe'ulungaki, 1988),

A well – developed L1 in this case is the Tongan language. Scholars such as Baker (1993: 82) believe,

When a first language has developed sufficiently well to cope with decontextualised classroom learning, a second language may be relatively easily acquired. When the first language is less well developed, or where there is attempted replacement of the first language by the second language, the development of the second language may be relatively impeded (Baker 1993 : 82).

This highlights the importance of Tongan children' first language being well developed before the second language, English, is developed. However, Tonga has been exposed to an English language education system for over a century and this has marginalized the Tongan language because the community has accorded high status to the English language which is perceived and equated with power, prestige and economic independence.

Positive attitudes towards both the first and the second language and their associated cultures and groups are important issues in the Tongan context because of the high status accorded by the community to the English language. This has devalued the Tongan language immensely.

The means of attaining positive attitudes towards the Tongan language must be a top priority for education authorities in Tonga. Both languages should command high status among teachers and pupils alike in order to accommodate a successful bilingual programme. Helu asserts the significance of the second language cultures by claiming that one of the approaches of teaching English at 'Atenisi is the Informal Familiarisation



Process where, “the required environment must be built up with whatever resources are available here by exposing learners to the speech influences of native and non – native speakers of English as well” (Helu, 1999).

Apart from the pupils, the teachers are central in the successful implementation of a bilingual programme particularly in third world countries like Tonga, where the teacher is the only provider of the second language learning activities. Troike & Saville – Troike, draws on Taufe’ulungaki, reminding us of the burden that a bilingual teacher carries.

Being a teacher has never been simple. Being a bilingual teacher is at least twice as complex. Preparing a bilingual teacher must certainly take account of this complexity if it is to adequately fulfil its purpose (Taufe'ulungaki, 1988, p.72).

Taufe’ulungaki further emphasises the importance of teachers in bilingual education by saying that,

Common sense dictates that where neither the teacher nor the child is proficient in the language of instruction, communication is bound to suffer and with it, conceptual development and educational attainment. In these situations the language of instruction should at worst be a language that the teacher is proficient in and at best, a language in which both the teacher and the child can communicate (Taufe'ulungaki, 1988, p.86).

Producing good quality teachers who are fluent and confident in using the English language must be one of the objectives of the TIOE. There are lot of good teachers in Tonga but the majority of them have difficulties with the English.

The ‘new programme’ that was introduced into the Tongan Primary Schools was initiated by the TMOE in an attempt to ensure the adequate institutional support

Taufe'ulungaki cites as necessary to facilitate such a bilingual curriculum. Evaluations of this programme have shown tremendous literacy improvement in the English language and it is asserted that these improvements have transferred to Tongan language development. Whether this is the case is the question this study hopes to explore.

## **CHAPTER THREE.**

### **Rationale and Methodology**

#### **3.1. The Basic Education ‘Crisis’**

Scholarly literature and recent research on education within the ‘developing’ context proposes a crisis throughout the developing world in the area of basic education.

UNESCO statistics revealed that 900 million adults are illiterate and nearly 98% of them are living in developing countries. In addition, 130 million children under the age of primary education are not attending schools (Elley, 2001, p.127).

Despite the right to a free primary education enshrined in the Universal Declaration of Human Rights and all the efforts, the ambitious aspirations and the promotions made by the United Nations and numerous international aid agencies, education has very little improvement from the pre – World War II era.

Recognition of this problem brought world leaders in education to a world conference in Jomtien, Thailand in 1990, in an attempt to tackle the issue. All regional and international bodies and governments represented agreed in principle to ensure ‘every person – child, youth and adult – shall be able to benefit from educational opportunities’ by the year 2000. ‘Education for All’ was the rallying slogan and target of the conference, which was co-hosted by UNESCO, UNICEF, UNDP and the World Bank. Briefly these are the goals and agreement they reached (Oxfam, 2001, p.7).

### **Six Key Goals from Jomtien, 1990**

1. Expansion of early childhood care and development, especially for the poor.
2. Universal access to, and completion of, primary education by the year 2000.
3. Improvement in learning achievement based on an agreed-upon percentage of an age group attaining a defined level (e.g. 80% of 14-year-olds).
4. Reduction of adult illiteracy rate to half its 1990 level by 2000, with special emphasis on female literacy.
5. Expansion of basic education and training for youth and adults.
6. Improved dissemination of the knowledge, skills and values required for better living and sustainable development.

(Oxfam, 2001, p.7).

In 1995, the Social Development Summit in Copenhagen, world education leaders have realized that the Jomtien ‘targets’ would not achieve by the end of the century.

Therefore they extended the dateline by another 15 years, agreeing that universal primary education be achieved by the year 2015.

### **3.2. Dakar ‘Framework for Action’**

In 2000, another World Forum on Education was held in Dakar, Senegal. Those who attended established a ‘Framework for Action’ to advance ‘Education for All’. They adopted a framework for:

- (1) expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;

- (2) ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary and good quality;
- (3) ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes;
- (4) achieving a 50 percent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;
- (5) eliminating gender disparities in primary and secondary education and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality;
- (6) improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

(Oxfam, 2001, p.8).

In order to achieve these, they called for:

- The development of National Educational Plans, or strengthening of existing plans, for achieving 'Education for All'.
- Guaranteed financing so that "no country seriously committed to education for all will be thwarted in their achievement of this goal by a lack of resources".
- The development of a global initiative to increase aid, provides debt relief, and strengthens sector-wide approaches to education reform.

(Oxfam, 2001, p.8).

### **3.3. Basic Education in Pacific Island Countries**

'Basic education' as defined by the Jomtein Forum is "all the knowledge and skills which people need if they are to lead a decent life"(Oxfam, 2001, p.39). These include formal pre-school and primary education for children, literacy and numeracy education for adult, informal training in basic life skills including vocational training.

Education is central to the development of human beings. It is the foundation for a better life. Good education means a secure employment and a better-paid job, a healthy life, empowerment, independent and the understanding and awareness to organise collectively for the betterment of all human beings. Education can also eradicate poverty, which is a major problem in the Third World today.

The education 'crisis' is a reality not only in Africa and Asia but also in the South Pacific. In Melanesia the low levels of adult literacy and school enrolment is a great concern as revealed by the table below.

In other Pacific countries including Tonga; apparently positive figures are misleading according to some education commentators who believe that, although primary school environments and reported adult literacy rates are almost one hundred percent, the quality of education in the Pacific has declined. The BELS Project (Basic Education and Literacy Skills), which carried out the PILL (Pacific Islands Literacy Levels) tests in all countries of the Pacific Island region, suggests that Tonga's education standard is lower than believed.

The result of the PILL tests have been a sensitive issue and have remained confidential to the countries concerned. This is partly because results have been much lower than expected. Even countries with high official literacy rates and almost 100% attendance at primary school, have disappointing results with large numbers of children 'at risk'. This has shown very clearly that attendance rates do not necessarily equate with achievement, or indeed learning (Oxfam, 2001, p.14).

(NEED SOME INFO. ON TONGA'S EFA GOALS)

**Figure 1: Adult Literacy in the Pacific**

	<b>Women</b>	<b>Men</b>	<b>National Average</b>
<b>Polynesia</b>			
Tokelau	90%	92%	91%
Cook Is	94%	93%	93%
Tuvalu	95%	95%	95%
Samoa	96%	96%	96%
Niue	97%	98%	97%
Tonga	99%	99%	99%
<b>Melanesia</b>			
PNG	21%	35%	28%
Solomon Is	20%	39%	30%
Vanuatu	30%	37%	34%
Fiji	91%	95%	93%
<b>Micronesia</b>			
Kiribati	91%	94%	92%

**Source: UNDP Pacific Human Development Report, 1999 (Oxfam, 2001).**

### **3.4. Tonga's Primary Language Development Program**

The Tonga Institutional Strengthening Project (TISP) was a New Zealand aid funded project covering pre-service and in-service teacher education at primary and secondary levels. It included a language program which provided professional development for the Tonga Ministry of Education (TMOE), primary education officers, primary school principals and teachers. It came about because of TMOE concern at the poor results year 4 and 6 pupils had in PILL tests. The concern was further justified by an impact study undertaken through the BELS programme in 1999. These results had recorded 'at risks' in English reading and writing of between 65% and 90%, and so the TMOE initiated the TISP project.

The study that the BELS conducted was part of an evaluation process to assess its contribution to the development of basic education and literacy skills in the region. The survey was conducted in eleven primary schools on Tongatapu, the main island. 773 pupils (Class 4 and 5) were involved and 31 teachers (Class 4 and 5) were interviewed on the resources available and the language development practices they followed (Elley, Singh, & Lumelume, 1999, p.4). The key findings were as follows:

- Competence in English reading, writing and listening was minimal for the majority of those tested.
- Nuku'alofa pupils achieved slightly higher than rural pupils and girls achieved consistently better than boys.
- Teachers had very few resources and children were exposed to very limited examples of good English text.
- Teacher rarely practiced such basic language development activities as reading to their pupils or giving them time for silent reading.

These following recommendations were made



- TMOE should give high priority to increasing the supply of good reading resources to school including in the amount of local literature.
- A systematic series of in-service courses for teachers should be planned to ensure that teachers acquire new ways of teaching pupils to read and write using all the resources available. Such a program should include such things as reading aloud to pupils, shared reading and suitable follow-up activities (e.g. paired reading, drama, word study, rewriting of stories, preparation of Big Books) and shared writing.
- Steps should be taken to increase the amount of local literature available to children (Elley et al., 1999, p.15).

### **3.5. Development:**

In May 1999 a consultant was contracted from New Zealand to implement a literacy development program in English reading and writing to all levels of Tongan Primary Schools. From then until December 2000 the consultant had spent a total of four and a half months in Tonga working with the TMOE officers and teachers in the schools throughout Tonga as well as the Tonga Institute of Education (TIOE) language lectures and students.

After six months from the commencement of the program, a small formative evaluation was conducted under TISP in November 1999. This was part of an internal evaluation process of the project and these were the findings:

- Curriculum Development Unit (CDU) officials, Education Officers, key language teachers and TIOE language lecturers all expressed enthusiasm for the shift to a skills approach to primary language teaching and regarded the consultant's work most favourably. All participants in the four workshops surveyed rated very highly with almost 100% awarding 5 on a five-point scale.
- Gains noted by education officers and teachers included the excellent of practical activities in all aspects of a language program which are now implemented in classrooms; the spin-off to teachers' practice of the consultant's first class modelling of active learning through workshops; teachers' confidence in their use of English and in resource development using locally available materials; the much improved

classroom displays of children's writing; increased focus on development of classroom/school libraries; more interactive classrooms.

- Particularly important is the planning and monitoring of language skills teaching and learning that is now being done systematically (through model planning sheets, observation sheets, reading and writing skills checklists), and that education officers and teachers had a much clearer sense of the development of reading and writing skills during primary years (Coxon 1999).

Recommendations were made for the benefits of the project to be fully recognised.

These were:

- To increase the supply of good reading resources at all levels;
- To introduce the program to the outer islands schools;
- To repeat similar studies at a later stage to provide a valuable information for developments in primary language in Tonga and beyond.

Then in October 2001, a formal evaluation of the program was conducted by the researcher who had undertaken the 1999 impact study in response to a request by the TISP director. The same tests and the same eleven schools that participated in the BELS study of 1999 were used. A total of 1,214 pupils and 52 teachers participated. 612 pupils from classes 3 and 4 sat the class 4 tests and 602 pupils from classes 4 and 5 sat the class 5 tests. The 52 teachers were interviewed on their participation in the project and the implementation of the book-based teaching strategies.

The result of this evaluation confirmed the favourable result of the internal evaluation conducted in 1999. There was substantial improvement in the overall standards of Tongan primary school pupils. In class 5 it was found that the pupils performances were one academic year ahead of those in 1999. Class 4 pupils gained were smaller because they had undergone the project and found the tests too easy for them. However, similar

findings would have resulted if this ceiling effect was adjusted. These improvements were common in all the participating schools.

There was no doubt about the success of the program in a short period of time. The TISP internal evaluation maintained that the support offered by the TMOE was a significant contributing factor in the program's achievements. The following changes to primary school structures and processes were initiated by TMOE.

- Timetable changes across the system to accommodate the range of reading and writing activities introduced;
- Development of a Teacher's Guide from the consultant's handouts;
- Revision of radio broadcasts to incorporate the new approach to language development;
- Making it mandatory for each classroom teacher to use a language activity for his/her annual evaluation lesson, and
- District and school-based professional development sessions undertaken by the Education Officers and Key Teachers following the consultant's work with them.

(Coxon 2002).

The 2001 survey concluded that the book and skills-based teaching strategies introduced into Tongan primary schools under the TISP Project were very successful in raising pupil's literacy in English.

### **3.6. Methodology**

The prospect of doing a research on this particular area was first brought to my attention by my supervisor. As I was contemplating a possible topic for my thesis, I was invited to an interview for a scholarship. I needed to have a proposal provided. As I had not made up my mind regarding a topic, I sought my supervisor's help and she provided me

with the background and some readings around of a 'possible' research topic. After the interview, I decided to pursue the issue in my thesis.

My research topic 'Bilingualism in Tongan Primary Schools' required fieldwork to be conducted in Tonga. I contacted one of the Deputy Directors in the Ministry of Education in Tonga to ask about the possibility of undertaking research in selected Primary Schools and she informed me that the Ministry was more than happy to support my research provided I had approval from the Tongan Cabinet and the Research Committee. The fact that I was a high school teacher in Tonga for more than a decade helped me to gain the TMOE's support.

While I was working on my ethics proposal, I sought financial help to fund my trip to Tonga. I applied to the Atu Trust, based in Auckland. This trust supports Pacific Islanders who are doing post graduate studies. The Trust donated NZ\$2000. My ethics proposal was approved in July. I prepared to leave for Tonga on the third week of July which was four weeks before the end of the school term two in Tonga. I was aware of the hectic nature of the last week of school and so I planned to finish my visits to the three schools before that week. I intended to interview the TMOE officers and the TIOE lectures during that last week.

Upon my arrival in Tonga, I advised the Ministry of Education of the nature of my research and what I needed. As stated in my proposal, I needed to visit three primary schools, two on the main island of Tongatapu and one on the island of Vava'u. In all these schools, I had to observe the languages classes (Tongan / English) of classes 2, 4

and 6 and to conduct an interview with teachers of these classes on the implementation of the languages program and some issues surrounding it.

Classrooms were observed particularly on the writing and reading along with other related skills in both English and Tongan. Further investigation on how the bilingual curriculum is being implemented was made. I also interviewed the Tonga Institute of Education's lecturers in both English and Tongan for the Primary schools teachers trainees and the Ministry of Education's officers in the Primary School Division with responsibility for the teaching of English and Tongan.

I was able to select the three primary schools for my research. For convenience I selected two primary schools closest to where I live in Tongatapu. These were the Fanga-'o-Pilolevu and Longolongo Government Primary Schools. Both schools are in the main town of Nuku'alofa and within walking distance from where I stay. For the school in Vava'u, I selected Longomapu primary school. The Deputy Director for the Primary School Division contacted these schools and the TIOE lecturers and the TMOE officers and informed them about my visit.

### **3.6.1. Fieldwork Diary/Schedule in Tonga**

- Arrived in Tonga on the 20/07/02, which was a Saturday.
- On Monday the 22nd, visited the Prime Minister's Office and was advised to submit the followings:
  - The approved research proposal from the University of Auckland,
  - A supporting letter from the Ministry of Education,
  - A letter from myself indicating my willingness to abide by the Research Conditions.
- These were all submitted to the Prime Minister's Office (22/07/02).
- Make arrangement with TMOE about my schools' visits (22/07/02).
- Started my fieldwork. School 1 (23 –26/07/02)
- School 2 (26/07 – 01/08/02)
- Trip to Vava'u (03/08/02).
- School 3 (05 – 08/08/02)
- Returned to Tongatapu (10/08/02)
- Interviewed TMOE officers/TIOE lecturers (12 – 15/08/02)
- Returned to New Zealand (16/08/02).

### 3.6.2. Summary of Fieldwork Activities

**Figure 2: Observations / Interviews**

	<b>School:</b> GPS Fanga 'o Pilolevu <b>Place:</b> Nuku'alofa <b>Date:</b> 23 – 26/07/02	<b>School:</b> GPS Longolongo <b>Place:</b> Nuku'alofa <b>Date:</b> 26/07 – 01/08/02	<b>School:</b> GPS Longomapu <b>Place:</b> Vava'u <b>Date:</b> 05 – 08/08/02
<b>Initial Meeting Principal</b>	<ul style="list-style-type: none"> <li>Met principal</li> <li>Introduction/explanation of research</li> <li>Principal selected teachers *</li> </ul>	<ul style="list-style-type: none"> <li>Met principal</li> <li>Introduction/explanation of research</li> <li>Principal selected teachers</li> </ul>	<ul style="list-style-type: none"> <li>Met principal</li> <li>Introduction/explanation of research</li> <li>No selection /only one class in each level</li> </ul>
<b>Meetings with Teachers</b>	<ul style="list-style-type: none"> <li>Explained research/interview questions</li> <li>Answered questions</li> <li>Gave out forms</li> </ul>	<ul style="list-style-type: none"> <li>Explained research/interview questions</li> <li>Answered questions</li> <li>Gave out forms</li> </ul>	<ul style="list-style-type: none"> <li>Explained research/interview questions</li> <li>Answered questions</li> <li>Gave out forms</li> </ul>
<b>Observations 1</b>  <b>Class 2</b>	<ul style="list-style-type: none"> <li>19 pupils</li> <li>Note taking</li> <li>Observed literacy activities/resources</li> <li>Interviewed teacher</li> <li>Collected consent forms.</li> </ul>	<ul style="list-style-type: none"> <li>17 pupils</li> <li>Note taking</li> <li>Observed literacy activities/resources</li> <li>Interviewed teacher</li> <li>Collected consent forms</li> </ul>	<ul style="list-style-type: none"> <li>19 pupils</li> <li>Note taking</li> <li>Observed literacy activities/resources</li> <li>Interviewed teacher</li> <li>Collected consent forms</li> </ul>
<b>Observations 2</b>  <b>Class 4</b>	<ul style="list-style-type: none"> <li>26 pupils</li> <li>Note taking</li> <li>Observed literacy activities/resources</li> <li>Interviewed teacher</li> <li>Collected consent forms</li> </ul>	<ul style="list-style-type: none"> <li>20 pupils</li> <li>Note taking</li> <li>Observed literacy activities/resources</li> <li>Interviewed teacher</li> <li>Collected consent forms</li> </ul>	<ul style="list-style-type: none"> <li>20 pupils</li> <li>Note taking</li> <li>Observed literacy activities/resources</li> <li>Interviewed teacher</li> <li>Collected consent forms</li> </ul>
<b>Observations 3</b>  <b>Class 6</b>	<ul style="list-style-type: none"> <li>18 pupils</li> <li>Note taking</li> <li>Observed literacy activities/resources</li> <li>Interviewed teacher</li> <li>Thanked teacher and principal</li> <li>Collected consent forms</li> </ul>	<ul style="list-style-type: none"> <li>21 pupils</li> <li>Note taking</li> <li>Observed literacy activities/resources</li> <li>Interviewed teacher</li> <li>Thanked teacher and principal</li> <li>Collected consent forms</li> </ul>	<ul style="list-style-type: none"> <li>30 pupils</li> <li>Note taking</li> <li>Observed literacy activities/resources</li> <li>Interviewed teacher</li> <li>Thanked teacher and principal</li> <li>Collected consent forms</li> </ul>
	<b>TMOE Officer 1</b>	<b>TMOE Officer 2</b>	<b>TIOE Lecturer</b>
<b>Interview</b>	<ul style="list-style-type: none"> <li>Gave out PIS</li> <li>Explained research/interview</li> <li>Appointed time and date of interview</li> <li>Interview</li> <li>Collected consent forms.</li> </ul>	<ul style="list-style-type: none"> <li>Gave out PIS</li> <li>Explained research/interview</li> <li>Appointed time and date of interview</li> <li>Interview</li> <li>Collected consent forms.</li> </ul>	<ul style="list-style-type: none"> <li>Gave out PIS</li> <li>Explained research/interview</li> <li>Appointed time and date of interview</li> <li>Interview</li> <li>Collected consent forms.</li> </ul>

### **3.6.3. An ‘Insider’s’ Reflections**

The fact that I am a Tongan and have been working as a secondary school teacher in the Government high schools for more than fifteen years made the fieldwork a lot easier.

The Research Committee as part of the conditions for doing research in Tonga requires the researcher to deposit US\$1000 refunded only when two copies of the complete thesis are deposited free of charge with the Prime Minister’s Office. I wrote a letter to the Cabinet asking to waive the deposit money because I am a Tongan citizen and I could not afford it as I am a private student. The Cabinet agreed to waive this deposit.<sup>2</sup>

The TMOE was very supportive in providing the supportive letter needed from the Prime Minister’s Office as well as arranging for my visits to the selected schools. The principals and teachers were very helpful and happy to participate in the research. There were no extra preparations for them to do but to follow their normal teaching activities. There were no language barriers between them and myself because the interview was conducted in Tongan.

My presence in the classrooms was similar to any visitors the pupils used to in their schools like education officers and teacher trainees who visit classrooms all the time. In fact, the two selected schools in Tongatapu had some students from TIOE doing their teaching experiences (three weeks) so I was not seen as a ‘stranger’ to the pupils.

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2 The Tongan Cabinet grants the permission to conduct research in Tonga.



## **CHAPTER FOUR**

### **Research Findings**

#### **4.1. Introduction**

This chapter will summarise the data generated from the interviews and the classroom observations in relation to the ten sub – research questions established at the beginning of the research. It is hoped that the findings of these questions will provide the answers to the overall Research Question; What are the impacts of the recently implemented English literacy programme in Tongan primary schools on the teaching and learning of Tongan language skills?

#### **The ten sub-research questions are:**

1. What English literacy activities (reading/writing) are being taught in the classrooms?
2. What Tongan literacy activities (reading/writing) are being taught in the classrooms?
3. What teaching approaches are used during English literacy activities?
4. What teaching approaches are used during Tongan literacy activities?
5. How has the ‘new programme’ affected student attitude towards learning the Tongan language?
6. How has the ‘new programme’ contributed to the development of Tongan learning resources in the classroom?
7. What are the teachers’ perspectives about the ‘new programme’ and about the teaching and learning of the Tongan language at primary school?
8. What are the TMOE plans to support the development of the Tongan language in the Primary Schools?

9. How did this 'new programme' affect the Primary Schools?
10. How did this 'new programme' affect the TIOE's language programme?

The chapter summarises and highlights the findings of each research question based on the data gathered during the interviews and the school visits.

#### **4.1. What are the English literacy activities (reading/writing) that are taught in the classrooms?**

##### ***Reading:***

The 'new programme' prescribed **shared** and **guided readings** as daily reading activities. From class 1 to 3, 30 minutes is assigned for **guided reading** while 35 minutes is assigned for classes 4 to 6. For **shared reading**, 20 minutes is assigned for classes 4 to 6 and 15 minutes for classes 1 to 3. 'Shared reading' is mostly administered with the whole class whereas the 'guided reading' is always done in small groups. From this prescribed timetable, teachers of classes 1 to 3 have 45 minutes and teachers of classes 4 to 6 have 55 minutes to do reading activities.

The 'shared reading' is a methodology where the teacher and the pupils share a book for several days. In the course of this sharing, the pupils, as they become familiar with the book or story, are encouraged to read the story aloud, discuss and to act it. Teachers may find language aspects to teach from the story and encourage and guide the pupils in writing about the book or story they share.

The 'guided reading' is done in groups of about 4 to 6 pupils depending on the class population. Here, the teacher is helping the pupils individually in their reading and

pronunciation. Usually the class is divided into 4 groups of children whose language development is of a similar level. The teacher has prepared 4 reading activities including the guided reading. These 4 activities will rotate in the groups from Monday to Thursday. This means that the teacher will do guided reading with all the 4 groups once a week. Friday is reserved for testing or revision.

From the observations, teachers do not strictly conform to the prescribed timeslot and there is some overlapping of activities, but, in all the classrooms observations, all reading activities were covered within the allocated time. Sometimes it is the written work that is left unfinished but it can be done the next day or given as homework for the pupils.

Other reading activities that teachers are doing in the classrooms include:

- Reading aloud to the class.
- Talking about books or the stories that they are going to study, the author, title and the illustrator as motivation.
- Independent reading especially for early finishers.
- Silent reading.

Additional reading activities are presented in different forms such as cloze, matching, completion and sentence ordering exercises.

### ***Writing:***

According to the teachers, writing exercises are essential classroom activities because they are easy to set as well as keeping the students busy while the teacher can attend to other things or simply to rest. Written work is prescribed by the school timetable as follow up activities to the reading activities. Teachers have the freedom of selecting whatever written activities are appropriate to their purposes. The following list includes the writing activities that teachers commonly used in the classrooms.

- Spelling.
- Guided writing.
- Shared writing.
- Hand writing.
- Rewriting / proofreading.
- Composing.

Some of these writing activities were carried out in different forms such as close, matching, completion, letter writing, sentences writing, ordering sentences, dictation, crossword puzzle, comprehension, announcements, poetry and songs writing and true / false exercises.

#### **4.2. What are the Tongan literacy activities (reading/writing) that are taught in the classrooms?**

##### ***Reading:***

Again in the Tongan classes, **shared** and **guided readings** are prescribed by the timetable as daily reading activities for classes 1 to 3. Time allocations is 15 minutes for **shared** and 30 minutes for **guided reading**. In classes 4 to 6 there is **no shared reading** but only **guided reading** for 25 minutes. However, some teachers in these classes still used shared reading in their classes.

Like the English classes, the **shared reading** is done as a class activity while **guided reading** is done in small groups. While the teacher is doing the guided reading with one group, the other groups are doing their own reading activities usually in different forms such as close, matching, completion and ordering sentences.

##### ***Writing:***

These are the writing activities that teachers used in the classrooms.

- Spelling.
- Guided writing.
- Shared writing.
- Hand writing.
- Rewriting / proofreading.
- Copying / Transcription.
- Composing.

These writing activities were carried out in different forms such as close, translation, matching, completion, letter writing, sentences writing, ordering sentences, dictation, crossword puzzle, comprehension, announcements, proverbs studies, poetry and songs writing and true / false exercises.

#### **4.3. What teaching approaches were used during English literacy activities (reading/writing)?**

- i) Reading - the main activity in this book and skills-based approach is the 'shared reading'. This is when the teacher and the pupils share a good book or story in class. This book or story is central to all other activities including discussion, acting, rewriting, drawing, vocabulary, grammar and other language features.

Most teachers used 'story reading' as motivation at the beginning of the language classes. Then the teachers and the pupils have the 'shared reading' and the 'guided reading' together, then the pupils can have the independent and the 'silent reading' by themselves.

It was clear that this approach is very successful in the classrooms. The pupils are looking forward for the stories both in the English and the Tongan classes.

- ii) Questioning – this is one of the most common teaching approaches the teachers are using in the classrooms. Teachers ask questions usually on the title, the author, the illustrator and the theme of the stories they studied. They also used this approach to motivate their pupils and to introduce their topics.
- iii) Grouping – this is commonly used during the guided reading because it has to be done in small groups. Usually the teacher divided the class into four ‘ability’ groups. One group will do guided reading with the teacher and the others do their own reading activities, led by group leaders. If the teacher has time then he may check with the other groups. This approach helps in building relationship and cooperation among the pupils. It is a departing from the teacher – centred approach to a pupil – centred approach where the learners are much involved in the learning.
- iv) Brainstorming – teachers asked the pupils questions on a particular topic related to their stories at the beginning of their classes.
- v) Flashcards – teachers have words written on cards and are shown to the pupils during the class.
- vi) Drawing – one teacher draw a picture on the blackboard. She then asked questions about the picture and asked the pupils to write a little story based on the picture.

#### **4.4. What teaching approaches were used during Tongan literacy activities (reading/writing)?**

- i) Dictation – the teacher read out a small passage from a text and the pupils write them down in their exercise books. The teacher then copied the passage on the board while the pupils made their corrections.

- ii) Questioning – this is the most common approach used by the teachers in their teaching of the Tongan language.
- iii) Grouping – this approach is used daily during the reading activities. While the teacher is doing the guided reading with one group, the other groups are doing their own reading activities. Some teachers also use this approach in written activities.
- iv) Brainstorming – teachers used this for different purposes like motivating or introducing a topic.
- v) Translation – This is a translingual approach where sentences in one language are translated to the other language or vice versa.
- vi) Reading – ‘shared’ and ‘guided’ reading are prescribed for classes 1 to 3 and only ‘guided’ reading for classes 4 to 6. However, some teachers in these classes were still doing the ‘shared’ reading with their classes.
- vii) Drawing – one teacher asked the class to draw a picture to show what happened in the story they read.

The teaching approaches used by the teachers in both English and Tongan were quite similar. As mentioned above, the reading approaches are the same except that the ‘shared’ reading is not prescribed for classes 4 to 6 in the Tongan Language. Questioning, brainstorming and grouping were all used in both languages. Two teachers used drawing in their classes (English/Tongan). Flashcards were used in English and dictation and translation were both used in class 6 Tongan classes.

#### **4.5. How has the ‘new programme’ affected pupils’ attitudes towards learning the Tongan language?**

All the teachers interviewed maintained that the ‘new programme’ brought about a positive attitudinal change to the pupils learning of the Tongan language. This positive change does not confine to the learning of Tongan only but applies to the pupils’ attitudes towards their education. One teacher eloquently said:

*I know that the kids enjoyed our classroom works because they hardly miss school and they look forward to come to school. I used to think of myself as advertising agency. If I can advertise it correctly and interesting then the kids will like it otherwise it will be boring so they will miss school.*

The pupils showed more interest in reading. This is reflected in their eager anticipation of new stories at the beginning of the week or the story readings at the beginning of the languages classes. Pupils will try to finish their written activities so that they have time to do reading or visit the ‘library’.

The teachers had assigned certain places or corners in the classrooms as class libraries and reading materials are stored in these places. The stories that the teachers used are glued to cardboards and are kept in their libraries for the pupils’ readings.

In addition the pupils’ attitudes towards Tongan language have undergone a ‘face-lift’. There is a marked degree of appreciation of the Tongan language by both the teachers and the pupils. The ‘new programme’ treated the two languages equally by teaching them using the same methodologies. This is seen as making Tongan as important as English. One teacher believed that the programme ‘elevated’ the status of the Tongan language as perceived by teachers and pupils.



*The 'new programme' has elevated Tongan to a new height in terms of attitude and appreciation among the teachers and the pupils alike. It will take time for the parents and the community to follow but at least we are positively moving forward because this was why the teaching of Tonga was a problem in the past.*

Another teacher believes that:

*The pupils are interested in Tongan now when they saw that it is taught in the same way as English and particularly if the same story is used for both English and Tongan classes. Now they look forward to our Tongan classes because they know I'm going to tell them stories.*

#### **4.6. How has the 'new programme' contributed to the development of Tongan learning resources in the classrooms?**

The 'new programme' needs to focus at least one story every week. This story is used for the shared and the guided readings as well as the group reading activities for the whole week. If there are approximately 40 school weeks per year, that is at least 40 stories at the end of the year for teachers. If these are filed then definitely the program helps in accumulating Tongan resources in the classrooms.

Each teacher has his or her own 'big book' and they are used for the reading activities both in English and in Tongan. These are made by binding large sheets of papers together. The stories are written in big letters so that the pupils can read them from their seats. Illustrations and pictures are drawn or paste to the pages to make them attractive to the pupils. 'Big book' stands are also made to hold the book during the reading sessions.

In most of the classrooms I visited, these stories are photocopied (enlarged) and glued to cardboards and are stored in the 'library corner' or in boxes in the classrooms. The cardboards are cut from empty cartons and boxes.

It was obvious from the classroom observations that the Tongan reading resources are still scarce in the classrooms. In the interview the teachers said that the Tongan resources are very hard to develop or to find. This is because they believed that there are very limited resources in the vernacular language to choose from. Translating English stories to be used in Tongan is time consuming according to some teachers.

It is also important to know that the majority of the primary schools in Tonga have not access to the technological facilities common in most schools in New Zealand like photocopies and computers. On top of that there are very few places where one can find good quality books. In the main island of Tongatapu, there is only one bookshop in the capital town of Nuku'alofa and in the island of Vava'u, you can find the only small bookshop in Neiafu, the capital town. Added to this is the fact that relevant literature in the Tongan language is very limited. The only printed materials in the Tongan language I came across were four translated copies of the Aesop fables.

However, it is understood that the programme was still in its early stage of implementation and the TMOE and teachers are adamant that the Tongan resources will be developed in the future to help the teachers in the classrooms.

#### **4.7. What are the teachers' perspectives about the 'new programme' and about the teaching and learning of Tongan language in the primary schools?**

This question is twofold. The first part will address the teachers' perspectives of the 'new programme' and the second part will examine the teachers' views on the teaching and learning of Tongan in the Primary Schools under this programme.

### ***The 'new programme'***

With the exception of one teacher, all the people interviewed were unanimous in asserting that this is the best approach for languages teaching introduced to Tonga so far. One interviewer believed that,

*This is an excellent programme, relevant to the situations here in Tonga and it should also be used in the teaching of Tongan. I hope that in the future, this program will be provided in a complete package and I also fancy the thought of having a classroom full of books and stories both in Tongan and English so that the kids have abundance of reading materials.*

The one exception above believed that the Tate English Oral Programme<sup>3</sup> was still better for her because there was less work for the teachers to do and there were materials to help them in their teaching.

Teachers believe that the program makes teaching of literacy skills easier by prescribing the skills and methodologies and the fact that the methodologies are used for both English and Tongan. Some teachers believe that the stories they teach in the English should be translated and used in the Tongan classes.

The teachers also believe that because the programme encourages reading it improves the pupils' wider literacy skills. In other words, when pupils like reading,

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<sup>3</sup> Tate was an English teaching approach widely used throughout the Pacific and Tonga.

they broaden their knowledge and vocabularies. This will then improve their writing and therefore improve their overall academic performances. One teacher asserted:

*At the beginning of the year the kids were not able to write a sentence in Tongan, how about English? But because I used to teach them these skills and after 6 months now they can write sentences and paragraphs and also the sentences are grammatically correct and the skills in the 'new programme' help them a lot.*

The programme forces the teachers to deal with the individual and small group literacy weaknesses of the pupils. This is possible because the guided reading is done in small groups of about 4 to 6 pupils and the teacher must do the guiding reading with one group every day. Not only that but the pupils' ability groupings enable the teachers to deal with pupils with particular needs in a much smaller group. This will raise the achievement of all pupils, including both the most able and the least able pupils. Before the programme was introduced, the teachers usually dealt with the class as a unit and individual and small group weaknesses were often ignored or not detected.

The most prominent problem with delivering the program that all the teachers raised is the lack of resources and materials to help them in their teaching. 'Materials' and 'resources' according to the teachers are books where they can find relevant and appropriate stories to use. All the teachers believed that if these 'materials' or 'resources' are provided, their teaching will be easier and the programme will be more successful.

According to one TMOE officer, the classrooms are 'very rich' in English resources and the Tongan resources are still developing and they are relying on the teachers to

do that by writing up stories relating to the themes given. This is a problematic statement because the officer is probably making a relative comparison of the 'classrooms' with classrooms in the past. But compared to classrooms in New Zealand, English resources in the Tongan classrooms are far from rich. The officer believed that teachers do not apply the same commitment they have in English to Tongan. Her justification is the higher marks the pupils always obtain in English compared to Tongan in the Secondary Entrance Examination (SEE).

A Teachers' Resources Centre was set up in 1997 in Nuku'alofa basically for teachers to use and to develop their own resources. It also served as venue for workshops and meetings. According to the teachers in the main island of Tongatapu, the centre served its purposes successfully in helping the teachers but unfortunately it is closed now and teachers have nowhere to go in order to have access to what they used to develop resources.

In my observations, high quality and relevant reading materials appropriate for the pupils in primary schools are very scarce. The two primary schools on the main island have very few books and School Journals are kept in the principal's office. The primary school in Vava'u has no books but a few New Zealand School Journals in one of the classrooms. They have not received any books from the programme although they knew some schools in Vava'u have received some books.

I was informed by TMOE officers that more English readers were being provided by New Zealand AID but that still leaves the area of most needed, Tongan language under resourced.

### ***Teaching / learning of Tongan***

The majority of the teachers believe that in order to improve the programme, the ‘materials’ and the ‘resources’ should be provided. For consistency, some believe that the TMOE should specifically prescribe the stories in a fixed timeslot for all the classes all year round and provide them to all government primary schools in Tonga. This means that the same level or class all over Tonga uses the same story at the same time.

The other aspect for improvement is teachers’ professionalism. It is no use having the resources if teachers fail in their attitudes to and preparations for their teaching. Some teachers need to be convinced that there are literacy deficiencies among the pupils in the Tongan language. They sometimes assume that because it is their first language there are no problems. One TMOE officer pointed out that:

*The problem of teaching Tongan is an attitudinal problem. Teachers assumed that there is no need or no problem with our language. This is reflected in their teaching because Tongan is ignored or they simply teach it because it is in the curriculum. It is also tied to economic values where a successful career depends on good education which tends to depend on a good command of English.*

It will also help the teaching of the Tongan language if the teachers or the Ministry is certain of who is responsible for developing the Tongan resources.

#### **4.8. What are the TMOE plans to support the development of the Tongan language in the Primary Schools?**

The TMOE has plans to:

- Flood the classrooms with high quality books both in English and Tongan.
- Support the teaching of Tongan in cultural activities, environment-related projects and national events.
- Encourage teachers to develop their Tongan resources by writing up relevant and appropriate stories to be used in the classrooms.
- Continue Tongan language with the radio programme to assist teachers in the classrooms.

#### **4.9. How did this ‘new programme’ affect the Primary Schools?**

The internal evaluation of the programme attributed much of the success of the programme to the fact that the TMOE played a very vital supporting role. As mentioned in Chapter 3, to incorporate the programme, TMOE initiated structural changes to the Primary School’s programme such as timetable changes and the revision of the radio broadcasts.

The radio programme is an important supplementary component for the programme. It is broadcast on the national radio for all the government primary schools in Tonga. The English lesson is once a week for all the classes and there are also lessons on other subjects. The entire lesson is done in English, and could well be the only 20 minutes a week the pupils are exposed to proper English in many schools.

Professional development for teachers was undertaken by a consultant from New Zealand and supported by TMOE officers to enable the teachers to implement the literacy development strategies emphasised by the programme. Workshops were carried

out throughout Tonga for teachers and the officers to help in monitoring the programme.

Resources are building up in schools both in the Tongan and the English language. One of the TMOE's plans is to 'flood' the classrooms with books but with the current economic situations, the 'flooding' will take time to arrive. However the teachers are developing their own resources locally and storing them for future use. Most teachers have their own Big Books for shared reading although some had no illustrations at all. A teacher responded to the question about contribution of the programme to resources by mentioning,

*The 'new programme' also helps to build up my resources because I have to look for stories at least one every week and in that case my resources are building up.*

The teachers recognised that the 'new programme' required more work of them but it saw as rewarding for them by knowing that it raises the academic performances of their pupils. One teacher said,

*The first thing is that I'm very happy because at the beginning the kids came with a lot of academic deficiencies but I can see how they have improved so I'm very happy. At the same time it is a great sacrifice on the teachers' side to find all the resources and I'm not that proud but I'm humble about the kids' success.*

The pupils' literacy levels are greatly improved. This was proved by the evaluation of the programme in 2001. Pupils read more, better and faster and the problem of limited exposure to the English language will be minimised by making the pupils interested in reading and writing.



#### **4.10. How did this ‘new programme’ affect the TIOE’s languages programmes?**

At TIOE there is renewed emphasis on teaching the literacy skills to the students so that they can teach their pupils the basic literacy skills. One TIOE language lecturer said;

*We are trying our best to teach the teachers here the methods, ways and strategies of teaching literacy skills. If the kids are taught how to listen carefully, how to read correctly with their eyes, how to speak and write correct sentences which in fact are the basic skills then I believe the problems of literacy will be solved.*

The TIOE has gone to some lengths to incorporate the ‘new programme’ into their training programme. Students in their teaching experiences have to teach their classes according to the new program and, when they go out to teach, the TMOE makes it mandatory for teachers to teach a language class during their annual inspection.

(GET EXTRA STUFF FROM EVE).

#### **4.11. Summary of Findings:**

The answers for the ten questions above will also provide the answers for the Research Question “What are the effects of the ‘new programme’ in Tongan primary schools, for the teaching and learning of Tongan language?”

The findings have shown that the literacy activities used during English and Tongan classes are the same. A teacher can translate all his English activities into Tongan and use them in the Tongan class. Although ‘shared reading’ is not prescribed for classes 4, 5 and 6 in the Tongan classes, some teachers were still doing it with their classes.

In addition, similar teaching approaches were used for both English and Tongan classes. However, although this methodology allows the pupils to act out the stories none of the

classes observed did so. However the observation of these classes was done in one day only and they might do it in other time. One of the TMOE officers interviewed also mentioned this.

*In this programme the reading activities are linked to the writing and then from writing to the role playing and drama but I noticed that it has not reach that level. I believe that in the long run we can achieve it and I also believed if the same effort and commitment are applied to the teaching of Tongan then I'm sure it will improve.*

It is obvious from the findings above that the 'new programme' has positively impacted on the teaching and learning of the Tongan language in the primary schools. Teachers maintain that because they have to find at least one story or book every week for their Tongan lesson, they are developing much needed Tongan resources in the schools.

There does, however, seem to be a misunderstanding between the teachers and the TMOE on who should assume responsibility for developing Tongan language resources. One of the officers interviewed said that the Ministry relied on the teachers to develop the resources while the teachers believed that if the TMOE provided the resources, their teaching would be much easier and more effective.

All TIOE graduates are trained and qualified to teach Tongan in the primary schools. The TIOE should therefore put sufficient emphasis on both the pedagogy and the theoretical aspects needed in the teaching of Tongan in the primary schools.

It is clear that there is improvement in the attitudes of both the teachers and the pupils toward the Tongan language because they are taught in much the same way as for

English. These positive attitudes are not confined to the teaching and the learning of the two languages but also to other aspects of the schools and the pupils' academic performances.

## **CHAPTER FIVE**

### **Conclusion and Recommendations.**

#### **5.1. Analysis of the ‘New Programme’ in Tonga**

The ‘Book Flood’ approach has been conducted in third world nations similar to the context of Tonga and all the results were positive. The ‘Fiafia Project’ conducted in Niue (1978 – 1979) had a series of 45 books all based on local setting. In other words the learners are familiar with the subject matters in the books because they were based on their surroundings. Each page of the books has a large illustration and one or two lines of text. The Fiji Book Flood (1980 – 1981) again used 4000 children books. Each participating school had 250 books for each class, given in a set of 50 books in 5 different visits to the school throughout the year. The Singapore REAP Programme (1985 – 1989) gave out 60 storybooks to each class plus another 150 books later for silent readings. Teachers were trained on how to use the books to develop literacy skills. All the evaluations of these projects have maintained a consistent improvement in the pupils’ English literacy (Elley, 1998).

In the Tongan project, the teachers were trained on the ‘Book Flood’ methodology but there were no books. There were New Zealand School Journals under the NZODA but books for the early and mid-primary years with locally relevant content were needed. Relevant series of books were recommended to purchase and at latest by the end of 2001 each state primary school would have at least 150 of those books. This was not the case by mid 2002 (July – August) when the researcher was doing his fieldwork. In all the 9 classrooms observed, none has any set of the recommended books. Two classrooms have a set of New Zealand School Journal. There are a few books in the

principals' offices in two schools in Tongatapu but the school in Vava'u has never received any books at all.

The Tongan project has been independently evaluated and found to be very successful in developing the literacy levels of the pupils. However this 'success' may be short term only, with improvement declining once the teachers no longer find relevant and interesting books or stories to sustain the pupils' motivations and interests. Not only that but the 'big books' used by teachers in their 'shared reading' are not very attractive as the illustrations are done mostly by non- artistic teachers using pencils.

The TMOE in particular should have made sure that the books are available before or during the time the programme was introduced. The researchers who undertook the BELS impact study was asked to propose a solution for the high 'at risk' level of the English literacy skills among year 4 and 6 pupils. They recommended a 'book flood' programme as the best for the Tongan problem. The TMOE should then have made the required commitment by providing the books to ensure the success of the programme.

Otherwise, they should heed Taufe'ulungaki's warning,

Language planning should therefore make a realistic appraisal of the facilities which are actually available in the school and develop and plan within those constraints and not base them on some ideal and hypothetical contexts (Taufe'ulungaki, 1988, p.86).

Tonga's financial limitations may make it difficult for the government and the TMOE to provide the funding for books to the primary schools. However, in the long run, a financial commitment to flood the schools with books will no doubt solve a lot of the problems that the Ministry is facing now like overcrowded classrooms and limited resources. One suggestion is for the government to allow \$500,000 to flood the schools with reading books in Tongan. A similar amount could be the basis of a revolving fund

– to be invested and the interest used to keep up publishing and also encourage other activities.

Elley maintains that most book flood projects achieved excellent results with less than 100 books per class. A similar project in Sri Lanka purchased the books in bulk at wholesale prices and two classes share 100 books. The overall cost for this was estimated at US \$ 211 per small school. If one class keeps the 100 books (no sharing) and three levels are involved then the cost will be at \$600 per small school and double that for large schools. For all six levels of the primary school it will be \$1200 for small schools and double that for large schools (Elley, 1998, p.15).

If the figures above are used in the case of the Tongan primary schools (117 primary schools in 2000) it will be at least \$140400 ( $\$1200 \times 117$ ) to initiate a book flood.

In the 2000 financial year, the total spend for the Primary Division amounted to \$6,112,494.21. \$246,163 was paid for service of office building and \$314,580 was paid for salary inspection (Tonga, 2000, p.58). For an important project like this ‘new program’, it would be money wisely spent. If the financial burden is too much for a single flooding then maybe initiate it in phases depending on the amount of money available, but at this stage, it is very important that such a decision is made if Tongan primary school pupils are to benefit fully from the new language development programme.

Tonga’s bilingual programme is not a Transitional Bilingual programme (Early Exit) where the pupils’ first language is used as a bridge in moving to an all - English school environment. Instead, the programme is more like Baker’s Mainstream Bilingual,

looking at a 'balanced bilingualism' where the learners strive to have proficiency in both languages (Baker, 1993, p.152).

An AUSAID publication, a few years ago asserted that:

Tonga appears to have one of the strongest vernacular education programmes in the South Pacific, with genuine government support backed up by action in policy and funding. Establishing a truly bilingual education system through Form 5, and putting Tongan on an equal footing with English for examinations and entry to the public service have both given strong support and status to the language (Siegel, 1996, p.147).

The literature seems to support the idea that when the first language is well developed then the acquisition of the second language is made easier. Also that learners must have genuine motivation and maximum support, both from the public and the government for the learning of a second language.

If the two points above are true then theoretically, Tonga should have an efficient bilingual education system and a high literacy rate in both Tongan and English but unfortunately, this does not appear to be the case. Other factors can be the sources of this failure. It was Saville - Troike (1976) who argued that the literacy failure of students in schools is largely attributed to the literacy practices of teachers. This may be true in the case of Tonga because the majority of the teachers in primary schools are neither competent nor have sufficient confidence in English. In such a situation, the pupils' language achievement cannot be expected to exceed those of their teachers, especially if teachers are the sole providers of the target language.

There is also a possibility that English can be learnt both through informal acquisition in the classroom and informal discussions. This can happen if the books and the stories used in the classrooms are not selected wisely. The question of who decides what books

to use is of fundamental importance. Because the teaching and the learning are centred on the books and the stories, it is important that the texts of the books or the stories are formally ‘acceptable’ and relevant. The limited resources facing the Tonga teachers may force them to use materials that are available but not formally acceptable. The other issue is the teachers’ level of fluency in English. A majority of the primary schools’ teachers cannot initiate a simple fluent English conversation. Even after secondary education, while the majority of students can read and write in English to some extent, most find it very hard to speak in English.

Another critical issue of this ‘comprehensible input’ rationale is its argument that it is the only way to acquire a language<sup>4</sup>. If this is so then how is ‘incomprehensible input’ is acquired? How do the Tongan children acquire things they do not understand? How can the teacher tell that every story or book that he or she is using in the classroom is ‘comprehensible’ by every pupil in the class without pre-testing of some kind? The least a teacher can do is to make an educated guess and assume that the pupils comprehend the books they are using. The fact that, if books are available, then most or all of them are not based on local settings makes it worse. This can only be solved by developing local literacy materials that relate to the learners, as the ‘Fiafia Project’ in Niue did.

This also links to the issue of exposure. Although English is taught daily in the Tongan classrooms, it is by teachers who are not fluent in the language. Maximum exposure to good Standard English will help the Tongan pupils to develop their literacy skills.

However, Tongan classrooms have yet to utilise the available technologies to compensate for its human resources’ deficiencies. For example, the use of the videos

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<sup>4</sup> Some second language theorists argue that new language will only be acquired if it is understood by the learner.



and a simple language laboratory (simple recording system and tapes) will be very effective as alternatives for silent and independent readings or in cases where the teachers are absent.

This is very critical in the Tongan primary schools because there are no relief teachers. In the larger primary schools, the principals have no classes and she or he can supervise the class but in smaller schools where every teacher including the principal has a class, this is a major problem. A teacher has to share times with two classes. In cases like this, educational videos would be a worthwhile substitution.

Tongan classrooms reveal a serious lack of relevant reading materials in the Tongan language. This is a reflection of the general scarcity of literacy materials in the Tongan language nationwide. On the other hand, resources for English are relatively better than Tongan and a lot of money and effort have been spent on trying to improve both the resources and the teaching of English. English resources may be better but for most of the students, these are their only mean of exposure to English. Whereas Tongan materials may be lacking, the pupils are being exposed to a literate Tongan community all the time.

Tongan Language is one of the most neglected subjects in education both in the primary and the secondary levels. This negligence stems from the public attitude to the Tongan language and its place in education. The public believed that the time spend on teaching Tongan is a waste of valuable time that should have spent on teaching subjects with future career prospects. To make it worse, teachers and students uphold the same belief.

However, the teachers maintain that the ‘new programme’ has had an attitudinal effects on both the teachers and the pupils. They now regard the two languages as equal because they are taught in exactly the same way using the same methodology.

In addition, the Tonga Institute of Education recently made it compulsory for all teacher trainees to do the Tongan Studies Programme qualifying them to teach Tongan either in the primary or in the high schools. TIOE language courses should incorporate the pedagogical skills taught in the ‘new programme’ to their languages courses and to make sure that all the teacher trainees are familiar with them.

TIOE in partnership with the CDU should help in developing Tongan reading resources. This can be done as trainees’ projects during their training. CDU can develop them locally and if any fund will be available later then publish them. One idea is to establish a foundation for Tongan Language and Culture to encourage writing and translation in Tongan. Writing competitions will also develop Tongan materials that can be published later on for use at schools.

In addition to this, the issue of bilingualism should be incorporated into one of the compulsory languages or pedagogical courses so that all the trainees, regardless of their teaching disciplines, are aware of the issue and the latest research findings on bilingualism. Going out into the field of teaching as a bilingual teacher, with an awareness of the issues of bilingualism, would be the best start for a teacher graduating in Tonga.

However even if teachers are well trained and a well-developed curriculum is on hand, they cannot alone guarantee the success of a Tongan language programme. What is needed is a national orchestrated effort and commitment to the development and promotion of the Tongan language in formal education especially by decision makers at the national level.

## **5.2. CONCLUSION**

I feel I have given enough evidence to support that the ‘Book Flood’ methodology provides the best bilingual approach for the Tongan primary schools and even the secondary schools. It takes into account the social, economic and the cultural context of the Tongan children. Tongan pupils have high expectations and motivations to acquire English and this programme has being proved to do so. Evaluations have positively identified improvements in English literacy and it is hoped that it will also do the same to the Tongan language.

I have suggested some achievable improvements that the socio-economic context of Tonga can afford while at the same time improving bilingualism. It is about time that the Education System in Tonga makes relevant changes and innovations to provide quality education. The present system has been in place for a long time without any significant improvement since the 1940s and 50s. It is about time that such initiatives like the ‘Book Flood’ be given full support. Tonga lacks the natural resources except its population and providing quality education is the best investment its can ever offer.

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## **Appendix 1**

### **(i). MOE Organisation**

## Appendix 1

### (ii). Formal Structure

#### Primary Level

Age	Years of schooling	Levels	Subjects taught:
Compulsory 6-14 Years	Six	<p><b>Classes 1 – 6</b></p> <p>(Secondary Entrance Examination administered in class 6)</p> <p><b>Primary</b></p> <p>(Tongan as medium of instruction with progressive use of English in senior classes)</p>	<p>English, Tongan, Maths, Environmental Science</p> <p>(incorporates Health, Science &amp; Social Studies), Music, Physical Education, Art &amp; Craft</p>

## Secondary Level

AGE	Years of schooling	LEVEL	Subjects taught:
12 – 18 years	SEVEN	<p><b>FORMS 1 – 7</b></p> <p>Examinations offered:</p> <p>Form 2 (Common Examination: Middle schools only)</p> <p>Form 5 (Tongan School Certificate)</p> <p>Form 6 Pacific Senior Secondary Certificate)</p> <p>Form 7 (N.Z. Bursaries)</p> <p><b>SECONDARY</b></p> <p>(English as medium of instruction)</p>	<p><b>Forms 1 &amp; 2</b></p> <p>Maths, Science, English, Social Science, Tongan Studies, Health, Music; plus one choice from: Industrial Arts, Home Economics, Agricultural Studies.</p> <p><b>Forms 3 &amp; 4</b></p> <p>Maths, Science, English, Tongan Studies, History, Geography; plus 2 choices from Economics, Accounting, Computer Studies, Home Economics, Industrial Arts, Agriculture, French, Japanese.</p> <p><b>Form 5</b></p> <p>Tongan &amp; English compulsory, plus choices of <math>\frac{3}{4}</math> from: Maths, Science, Geography, History, Accounting, Economics, Geography, History, Accounting, Economics, Industrial Arts, Japanese, French, Computer Studies, Biology.</p> <p><b>Form 6</b></p> <p>English is compulsory, plus choices of <math>\frac{4}{5}</math> from: Maths, Biology, Chemistry, Physics, Accounting, Economics, Geography, History, Computer Studies, and Agricultural Studies.</p> <p><b>Form 7</b></p> <p>English, Maths (Calculus), Maths (Statistics), Geography, History, Accounting, Economics, Biology, Chemistry, Physics, Computing Studies (Vocational).</p>

### **Tertiary Level**

<b>Age</b>	<b>Years of schooling</b>	<b>Level</b>	<b>Subjects taught:</b>
15/16+	Open	Post-compulsory (English & Tongan as medium of instruction)	This depends on the programme offered.

(Tonga, 2000, p.10).



## Appendix 2

**(i). Number of Primary Schools in Tonga in 2000 by Managing Authority and by District.**

DISTRICT	CONTROLLING AUTHORITIES					
	GOVERN- MENT	FREE WESLEYAN	SEVENTH DAY	TOKAIKOLO	BAHAI	TOTAL
<b>Tongatapu</b>	48	5	2	1	1	57
‘Eua	5	0	0	0	0	5
Ha’apai	18	2	0	0	0	20
Vava’u	30	0	0	0	0	30
Niutoputapu	3	0	0	0	0	3
Niuafo’ou	2	0	0	0	0	2
<b>TOTAL</b>	<b>106</b>	<b>7</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>117</b>

**(Tonga, 2000, p.70).**

## Appendix 2

### (ii). Primary School Enrolment Since 1996 By Controlling Authority and By Sex (March Figures)

YEAR	EDUCATION SYSTEM	NUMBER OF SCHOOLS	BOYS	GIRLS	TOTAL	% OF TOTAL
1996	Government	105	8400	7274	15674	93.0
	Church	11	627	556	1183	7.0
<b>Total</b>		<b>116</b>	<b>9027</b>	<b>7830</b>	<b>16857</b>	<b>100</b>
1997	Government	105	8333	7136	15469	93.0
	Church	11	637	542	1179	7.0
<b>Total</b>		<b>116</b>	<b>8970</b>	<b>7678</b>	<b>16648</b>	<b>100</b>
1998	Government	106	8079	6939	15018	92.7
	Church	11	629	559	1188	7.3
<b>Total</b>		<b>117</b>	<b>8970</b>	<b>7498</b>	<b>16206</b>	<b>100</b>
1999	Government	106	8272	7166	15438	92.8
	Church	11	662	552	1214	7.2
<b>Total</b>		<b>117</b>	<b>8934</b>	<b>7718</b>	<b>16652</b>	<b>100</b>
2000	Government	106	8168	7200	15368	92.0
	Church	11	731	598	1329	8.2
<b>Total</b>		<b>117</b>	<b>8899</b>	<b>7798</b>	<b>16697</b>	<b>100</b>

(Tonga, 2000, p.71).

## Appendix 2

### (iii). Total Number of Candidates for 2000 Secondary Entrance Examination By Gender and by Age:

Age	9		10		11		12		13		14		Other		Total	
Gender	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
Subtotal	3	1	203	188	803	888	373	573	55	137	0	10	1	1	1438	1798
Total	4		391		1691		946		192		10		2		3236	

(Tonga, 2000, p.75).

## Appendix 2

### (iv). Number of Primary School Teachers Since 1996:

<b>YEAR</b>	<b>Education System</b>	<b>MALE</b>	<b>FEMALE</b>	<b>TTOTAL</b>	<b>% FEMALE</b>	<b>% TOTAL</b>
<b>1996</b>	Government	246	498	744	66.9	92.5
	<b>Church</b>	10	50	60	83.3	7.5
<b>Total</b>		<b>256</b>	<b>548</b>	<b>804</b>	<b>68.2</b>	<b>100</b>
<b>1997</b>	Government	223	502	725	69.2	91.5
	Church	14	53	67	79.1	8.4
<b>Total</b>		<b>237</b>	<b>555</b>	<b>792</b>	<b>70.1</b>	<b>100</b>
<b>1998</b>	Government	213	476	689	69.1	91.6
	Church	13	50	63	79.4	8.4
<b>Total</b>		<b>226</b>	<b>526</b>	<b>752</b>	<b>69.9</b>	<b>100</b>
<b>1999</b>	Government	215	457	672	68	90.2
	Church	22	51	73	69.8	9.8
<b>Total</b>		<b>237</b>	<b>508</b>	<b>745</b>	<b>68.1</b>	<b>100</b>
<b>2000</b>	Government	214	464	754	61.5	81.7
	Church	21	55	76	72.3	8.3
<b>Total</b>		<b>235</b>	<b>519</b>	<b>830</b>	<b>62.5</b>	<b>100</b>

(Tonga, 2000, p.69).

## Appendix 2

### (v). Secondary Entrance Examination Results – 2000: Total Means of Candidates by District.

District	Total No. of Schools	Total No. of Candidates	% of District in each Category			District Mean
			Cat. 1	Cat. 2	Cat. 3	
Central	9	900	24	15	61	46
Eastern	22	632	16	15	70	43
Western	16	406	8	12	80	42
‘Eua	5	192	12	17	70	47
Ha’apai	18	295	15	19	67	43
Vava’u	29	601	16	14	69	46
Niua’s	5	67	7	19	73	45

(Tonga, 2000, p.77).

## Appendix 2

### (vi). Teachers' Qualifications:

QUALIFICATION	DEGREE			DIPLOMA			CLASS 1			CLASS 2			CLASS 3			*TUT				#UT				TOTAL			% of class 3 and less
ED. SYSTEM	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T			
GOV'T SCHOOLS																											
Central District	1	0	1	32	74	106	10	22	32	2	7	9	2	19	21	0	0	0	0	0	0	47	122	169	12.4		
Tonga Side School	0	1	1	5	25	30	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	26	26	0			
Eastern District	0	0	0	30	46	76	6	28	34	0	10	19	3	19	22	2	3	5	0	0	41	106	147	18.3			
Western District	0	0	0	13	23	36	10	12	22	2	3	5	6	15	21	0	1	1	0	0	31	54	85	25.8			
Eua	0	0	0	2	17	19	3	5	8	2	4	6	1	2	3	0	0	0	0	0	8	28	36	8.3			
Ha'apai	0	0	0	21	9	30	5	11	16	3	3	6	3	4	7	2	1	3	0	0	34	28	62	16.1			
Vava'u	0	0	0	21	30	51	5	39	44	4	1	5	2	6	8	2	4	6	0	0	34	80	114	12			
Niuaotoputapu	0	0	0	4	4	8	1	2	3	0	0	0	0	1	1	0	1	1	0	0	5	8	13	15.3			
Niuafo'ou	0	0	0	4	0	4	0	3	3	0	0	0	0	0	0	1	0	1	0	0	5	3	8	12.5			
Talafo'ou Middle	1	0	1	2	4	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	4	7	0			
Total	2	1	3	13.4	232	366	40	122	162	13	28	41	17	66	83	7	10	17	0	0	213	459	672	14.8			
% of Total		0.4			54.4			24.1			6.1			12.3		2.5			0			100					
NON-GOV'T SCHOOLS																											
Free Wesleyan	0	0	0	4	2	6	0	3	3	1	5	6	2	8	10	0	1	1	5	10	15	12	29	41	63.4		
Seventh Day Ad.	1	0	1	1	8	9	0	0	0	0	0	0	1	2	3	0	0	0	1	0	1	4	10	14	28.5		
Tokaikolo	0	1	1	0	1	1	0	1	1	0	0	0	0	1	1	0	0	0	3	3	0	7	7	7	57.1		
Baha'l	3	5	8	0	3	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	8	11	0			
Total	4	6	10	5	14	19	0	4	4	1	5	6	3	11	14	0	1	1	6	13	19	19	54	73	46.5		
% of Total	13.6		2.6		5.4					8.2			19.1			1.3			26			100					
GRAND TOTAL	6	7	13	139	246	385	40	126	166	14	33	47	20	77	97	7	11	18	6	13	19	232	533	745	17.9		
% of Grand Total		1.7			51.6						6.3			13		2.4			2.5			100					

(Tonga, 2000, p.65).

## **Appendix 2**

### **(vii). Grading for Primary Schools.**

## **Appendix 3**

### **(i) University of Auckland**



## **Appendix 3**

### **(ii) Tongan Government**

## **Appendix 4**

### **(i). PARTICIPATION INFORMATION SHEET FOR PARENTS**

#### **Title: Bilingualism in the Tongan Schools**

Dear .....

My name is Mo'ale 'Otunuku. I am a student at the University of Auckland, enrolled for a Master of Education Degree in the School of Education. I am conducting a research for my thesis on the above title.

The research will involve visits to some Primary schools to interview the teachers and to observe the teaching and the learning of both the English and the Tongan languages. The observations will carry out with the minimal disturbances to students learning.

However I invite you to participate by allowing me to observe your child's / children's languages classes. If you do agree please confirm this by completing a Consent Form and sending it to me.

Participation is completely voluntary and identity will be strictly confidential. You may choose to withdraw your child / children from the observations at any time without giving a reason and simply by informing me.

Thank you very much for your time and help in making this study possible. If you have any queries or wish to know more please contact me on (09) 275-0556(NZ), 22-175(Tonga) or alternatively you can write me at:

5 Kirkella Crescent  
Mangere  
Auckland.  
[otunuku@orcon.net.nz](mailto:otunuku@orcon.net.nz)

## **Appendix 4**

### **(ii). PARTICIPATION INFORMATION SHEET FOR TONGA'S MINISTRY OF EDUCATION OFFICERS**

#### **Title: Bilingualism in Tongan Primary Schools**

Dear .....

My name is Mo'ale 'Otunuku. I am a student at the University of Auckland, enrolled for a Master of Education Degree in the School of Education. I am conducting a research for my thesis on the above title.

The research is an attempt to identify the effects of the increased emphasis on the teaching of English, for the teaching and learning of Tongan language skills.

You are invited to participate in my research and I would appreciate any assistance you can offer me. Agreeing to participate will involve you in an interview which will take up to an hour. I would like to audio tape the interview, but this would be done only with your consent and the tape could be turned off at any time.

All information you provide in an interview is strictly confidential. It is possible that because of your position, some may be able to establish your identity; but anything you express in the interview will be presented in a way which preserves your anonymity. Participation is completely voluntary.

You may choose to withdraw at any time up to 31<sup>st</sup> of October 2002 (after which the final report will be written), without giving a reason and simply by informing me.

If you do agree to be interviewed please confirm this by completing the consent form.

Thank you very much for your time and help in making this study possible. If you have any queries or wish to know more please contact me on (09) 275-0556(NZ), 22-175(Tonga) or alternatively you can write me at:

5 Kirkella Crescent  
Mangere  
Auckland  
[otunuku@orcon.net.nz](mailto:otunuku@orcon.net.nz)

## **Appendix 4**

### **(iii). PARTICIPATION INFORMATION SHEET FOR TONGA'S INSTITUTE OF EDUCATION LECTURERS**

#### **Title: Bilingualism in Tongan Primary Schools**

Dear .....

My name is Mo'ale 'Otunuku. I am a student at the University of Auckland, enrolled for a Master of Education Degree in the School of Education. I am conducting a research for my thesis on the above title.

The research is an attempt to identify the effects of the increased emphasis on the teaching of English, for the teaching and learning of Tongan language skills.

You are invited to participate in my research and I would appreciate any assistance you can offer me. Agreeing to participate will involve you in an interview which will take up to an hour. I would like to audio tape the interview, but this would be done only with your consent and the tape could be turned off at any time.

All information you provide in an interview is strictly confidential. It is possible that because of your position, some may be able to establish your identity; but anything you express in the interview will be presented in a way which preserves your anonymity. Participation is completely voluntary. You may choose to withdraw at any time up to 31<sup>st</sup> of October 2002 (after which the final report will be written), without giving a reason and simply by informing me.

If you do agree to be interviewed please confirm this by completing the consent form.

Thank you very much for your time and help in making this study possible. If you have any queries or wish to know more please contact me on (09) 275-0556(NZ), 22-175(Tonga) or alternatively you can write me at:

5 Kirkella Crescent  
Mangere  
Auckland  
[otunuku@orcon.net.nz](mailto:otunuku@orcon.net.nz)

## Appendix 4

### (iv). PARTICIPATION INFORMATION SHEET FOR PRINCIPALS

#### Title: Bilingualism in Tongan Primary Schools

Dear .....

My name is Mo'ale 'Otunuku. I am a student at the University of Auckland, enrolled for a Master of Education Degree in the School of Education. I am conducting a research for my thesis on the above title.

The research is an attempt to identify the effects of the increased emphasis on the teaching of English, for the teaching and learning of Tongan language skills.

You are invited to participate in my research by granting me permission to conduct research in your school. This will involve classroom observations of Years 2, 4 and 6 as well as one-hour interviews with the teachers of these classes.

I will be seeking parental permission to observe the students in their classes as well as seeking students' assent. I will also seek the consent of teachers. Participation is completely voluntary.

All information I obtain from interviewing teachers and observing students will be strictly confidential.

*You may choose to withdraw at any time up to 31<sup>st</sup> of October 2002 (after which the final report will be written), without giving a reason and simply by informing me.*

If you do agree to your school's participation please confirm this by completing the consent form. If you have any queries or wish to know more please contact me on (09) 275-0556(NZ), 22-175(Tonga) or alternatively you can write me at:

5 Kirkella Crescent  
Mangere  
Auckland  
[otunuku@orcon.net.nz](mailto:otunuku@orcon.net.nz)

## **Appendix 4**

### **(v). PARTICIPATION INFORMATION SHEET FOR TEACHERS**

#### **Title: Bilingualism in Tongan Primary Schools**

Dear .....

My name is Mo'ale 'Otunuku. I am a student at the University of Auckland, enrolled for a Master of Education Degree in the School of Education. I am conducting a research for my thesis on the above title.

The research is an attempt to identify the effects of the increased emphasis on the teaching of English, for the teaching and learning of Tongan language skills.

You are invited to participate in my research and I would appreciate any assistance you can offer me. Agreeing to participate will involve you in an interview which will take up to an hour. I would like to audio tape the interview, but this would be done only with your consent and the tape could be turned off at any time. I also wish to observe your Tongan and English language classes at agreed times.

All information you provide in an interview is strictly confidential. It is possible that because of your position, some may be able to establish your identity; but anything you express in the interview will be presented in a way which preserves your anonymity.

Participation is completely voluntary. You may choose to withdraw at any time up to 31<sup>st</sup> of October 2002 (after which the final report will be written), without giving a reason and simply by informing me.

If you do agree to be interviewed please confirm this by completing the consent form.

Thank you very much for your time and help in making this study possible. If you have any queries or wish to know more please contact me on (09) 275-0556(NZ), 22-175(Tonga) or alternatively you can write me at:

5 Kirkella Crescent  
Mangere  
Auckland  
[otunuku@orcon.net.nz](mailto:otunuku@orcon.net.nz)

## Appendix 5

### (i). CONSENT FORM FOR TIOE LECTURERS THIS CONSENT FORM WILL BE HELD FOR A PERIOD OF SIX YEARS

#### **Title: Bilingualism in Tongan Primary Schools**

I have been given and understand the explanation of this research project to be conducted by Mo'ale 'Otunuku on the above title.

I fully understand how his information will be collected and I have been given an opportunity to ask questions about his research.

**I agree to participate in this study.** This will involve participating in an interview of about 1 hour relating to my primary teacher education programme and professional developments in teaching.

I understand that my interview will be audio-taped that participation is completely voluntary and nobody will be forced to take part.

I understand that participants' identities will be strictly confidential and all information will only be used for the purpose of this research.

I also understand that I may choose to withdraw from the study at any time up to 31/10/2002 without giving a reason and simply by informing Moale 'Otunuku.

1. Signature: \_\_\_\_\_

2. Name: \_\_\_\_\_

3. Official title: \_\_\_\_\_

4. Date: \_\_\_\_\_

APPROVED BY THE UNIVERSITY OF AUCKLAND HUMAN SUBJECTS ETHICS COMMITTEE, THE UNIVERSITY OF AUCKLAND (contact phone: 09-3737599 extn: 7830) for a period of 3 years.

REFERENCE: 2002/ 196

## Appendix 5

### **(ii). CONSENT FORM FOR PARENTS/GUARDIANS THIS CONSENT FORM WILL BE HELD FOR A PERIOD OF SIX YEARS**

#### **Title: Bilingualism in Tongan Primary Schools**

I have been given and understand the explanation of this research project to be conducted by Mo'ale 'Otunuku on the above title.

I fully understand how his information will be collected and I have been given an opportunity to ask questions about his research.

I give my consent for Mr 'Otunuku to observe my child/children in his/her/their English and Tongan classes during the week he is to conduct his research in his/her/their school.

I understand that participation is completely voluntary and nobody will be forced to take part.

I understand that participants' identities will be strictly confidential and all information will only be used for the purpose of this research.

I also understand that I may choose to withdraw from the study at any time up to 31/10/2002 without giving a reason and simply by informing Moale 'Otunuku.

1. Signature: \_\_\_\_\_

2. Name: \_\_\_\_\_

3. Role in the Family: \_\_\_\_\_

4. Date: \_\_\_\_\_

APPROVED BY THE UNIVERSITY OF AUCKLAND HUMAN SUBJECTS ETHICS COMMITTEE, THE UNIVERSITY OF AUCKLAND (contact phone: 09 3737599 extn 7830) for a period of 3 years.

REFERENCE: 2002 / 196



## Appendix 5

### (iii). CONSENT FORM FOR PRINCIPALS THIS CONSENT FORM WILL BE HELD FOR A PERIOD OF SIX YEARS

#### Title: Bilingualism in Tongan Primary Schools

I have been given and understand the explanation of this research project to be conducted by Mo'ale 'Otunuku on the above title.

I fully understand how his information will be collected and I have been given an opportunity to ask questions about his research.

**I agree to allow Mr 'Otunuku to conduct research in my school.** This will involve observing classes at Year 2, 4 and 6 and interviewing teachers.

I also understand that the pupils will not be interviewed, participation is completely voluntary and nobody will be forced to take part.

I understand that participants' identities will be strictly confidential and all information will only be used for the purpose of this research.

I also understand that I may choose to withdraw from the study at any time up to 31/10/2002 without giving a reason and simply by informing Moale 'Otunuku.

1. Signature: \_\_\_\_\_

2. Name: \_\_\_\_\_

3. Official title: \_\_\_\_\_

4. Date: \_\_\_\_\_

**APPROVED BY THE UNIVERSITY OF AUCKLAND HUMAN SUBJECTS ETHICS**

**COMMITTEE, THE UNIVERSITY OF AUCKLAND (contact phone: 09-3737599 extn: 7830) for a period of 3 years.**

REFERENCE: 2002/ 196

## Appendix 5

### (iv). CONSENT FORM FOR TEACHERS THIS CONSENT FORM WILL BE HELD FOR A PERIOD OF SIX YEARS

#### Title: Bilingualism in Tongan Primary Schools

I have been given and understand the explanation of this research project to be conducted by Mo'ale 'Otunuku on the above title.

I fully understand how his information will be collected and I have been given an opportunity to ask questions about his research.

**I agree to participate in this study.** This will involve participating in an interview of about 1 hour relating to my primary teaching, and any recent professional developments in teaching. I also agree for Moale 'Otunuku to observe my Tongan and English classes at agreed times.

I understand that my interview will be audio-taped that participation is completely voluntary and nobody will be forced to take part.

I understand that participants' identities will be strictly confidential and all information will only be used for the purpose of this research.

I also understand that I may choose to withdraw from the study at any time up to 31/10/2002 without giving a reason and simply by informing Moale 'Otunuku.

1. Signature: \_\_\_\_\_

2. Name: \_\_\_\_\_

3. Official title: \_\_\_\_\_

4. Date: \_\_\_\_\_

APPROVED BY THE UNIVERSITY OF AUCKLAND HUMAN SUBJECTS ETHICS COMMITTEE, THE UNIVERSITY OF AUCKLAND (contact phone: 09 3737599 extn 7830) for a period of 3 years.

REFERENCE: 2002.../...196

## Appendix 5

### **(v). CONSENT FORM FOR TMOE OFFICERS THIS CONSENT FORM WILL BE HELD FOR A PERIOD OF SIX YEARS**

#### **Title: Bilingualism in Tongan Primary Schools**

I have been given and understand the explanation of this research project to be conducted by Mo'ale 'Otunuku on the above title.

I fully understand how his information will be collected and I have been given an opportunity to ask questions about his research.

**I agree to participate in this study.** This will involve participating in an interview of about 1 hour relating to my involvement in bilingual education developments in the Tongan education system.

I understand that my interview will be audio-taped that participation is completely voluntary and nobody will be forced to take part.

I understand that participants' identities will be strictly confidential and all information will only be used for the purpose of this research.

I also understand that I may choose to withdraw from the study at any time up to 31/10/2002 without giving a reason and simply by informing Moale 'Otunuku.

1. Signature: \_\_\_\_\_

2. Name: \_\_\_\_\_

3. Official title: \_\_\_\_\_

4. Date: \_\_\_\_\_

APPROVED BY THE UNIVERSITY OF AUCKLAND HUMAN SUBJECTS ETHICS COMMITTEE, THE UNIVERSITY OF AUCKLAND (contact phone: 09-3737599 extn: 7830) for a period of 3 years.

REFERENCE: 2002/ 196

## **Appendix 5**

### **(vi). ASSENT FORM FOR STUDENTS THIS CONSENT FORM WILL BE HELD FOR A PERIOD OF SIX YEARS**

#### **Title: Bilingualism in Tongan Primary Schools**

I understand that Mo'ale 'Otunuku will conduct research on the above title. He will visit my classroom to observe our English and Tongan classes.

I give my consent for Mr. 'Otunuku to observe my English and Tongan classes during the week he is to conduct his research in my school.

I understand that I will not be interviewed but I can ask him any questions I like. Participation is completely voluntary.

I understand that my identity will be strictly confidential and all information will only be used for the purpose of his research.

I also understand that I may choose to withdraw from this study at any time up to 31/10/2002 without giving a reason and simply by informing Moale 'Otunuku.

1. Signature: \_\_\_\_\_

2. Name: \_\_\_\_\_

3. Date: \_\_\_\_\_

APPROVED BY THE UNIVERSITY OF AUCKLAND HUMAN SUBJECTS ETHICS COMMITTEE, THE UNIVERSITY OF AUCKLAND (contact phone: 09 3737599 extn 7830) for a period of 3 years.

REFERENCE: 2002.../...196

## **Appendix 6**

### **(i). INTERVIEW SCHEDULE FOR TEACHERS:**

#### **A. Demographic Questions.**

1. How long have you been teaching at primary school level?
2. When was your last year at the Teacher Training College?
3. What language (English/Tongan) do you use most often when teaching? Why?

#### **B. The new programme.**

1. What month/year was this 'new programme' introduced into your classroom?
2. What materials and training did you receive to facilitate the 'new programme' in your classroom?
3. How was the 'new programme' introduced into your classroom?
4. How have you applied the skills and methods of the 'new programme' to the teaching and learning of Tongan?

#### **C. English Reading Activities**

1. What English reading activities do you teach in the classroom?
2. How do you teach each of these English reading activities?
3. How often do you teach each English reading activity?

English Reading Activity 1: \_\_\_\_\_

- Once a day
- Once every two days
- Once every three days
- Once a week
- Other

English Reading Activity 2: \_\_\_\_\_

- Once a day
- Once every two days
- Once every three days
- Once a week
- Other

English Reading Activity 3: \_\_\_\_\_

- Once a day
- Once every two days
- Once every three days
- Once a week
- Other

English Reading Activity 4: \_\_\_\_\_

- Once a day
- Once every two days
- Once every three days
- Once a week
- Other

4. On average, can you tell me how long you spend teaching **one** English reading activity?

#### **D. English Writing Activities**

1. What English writing activities do you teach in the classroom?
2. How do you teach each of these English writing activities?
3. How often do you teach each English writing activity?

English Writing Activity 1: \_\_\_\_\_

- Once a day
- Once every two days
- Once every three days
- Once a week
- Other

English Writing Activity 2: \_\_\_\_\_

- Once a day
- Once every two days
- Once every three days
- Once a week
- Other

English Writing Activity 3: \_\_\_\_\_

- Once a day
- Once every two days
- Once every three days
- Once a week
- Other

English Writing Activity 4: \_\_\_\_\_

- Once a day
- Once every two days
- Once every three days
- Once a week
- Other

4. On average, can you tell me how long you spend teaching **one** English writing activity?

## TONGAN READING ACTIVITES

5. What Tongan reading activities do you teach in the classroom?
6. How do you teach each of these Tongan reading activities?
7. How often do you teach each Tongan reading activity?

Tongan Reading Activity 1: \_\_\_\_\_

- Once a day
- Once every two days
- Once every three days
- Once a week
- Other

Tongan Reading Activity 2: \_\_\_\_\_

- Once a day
- Once every two days
- Once every three days
- Once a week
- Other

Tongan Reading Activity 3: \_\_\_\_\_

- Once a day
- Once every two days
- Once every three days
- Once a week
- Other

Tongan Reading Activity 4: \_\_\_\_\_

- Once a day
- Once every two days
- Once every three days
- Once a week
- Other

8. On average, can you tell me how long you spend teaching **one** Tongan reading activity?

## TONGAN WRITING ACTIVITIES

9. What Tongan writing activities do you teach in the classroom?
10. How do you teach each of these Tongan writing activities?
11. How often do you teach each Tongan writing activity?

Tongan Writing Activity 1: \_\_\_\_\_

- Once a day
- Once every two days
- Once every three days
- Once a week
- Other

Tongan Writing Activity 2: \_\_\_\_\_

- Once a day
- Once every two days
- Once every three days
- Once a week
- Other

Tongan Writing Activity 3: \_\_\_\_\_

- Once a day
- Once every two days
- Once every three days
- Once a week
- Other

Tongan Writing Activity 4: \_\_\_\_\_

- Once a day
- Once every two days
- Once every three days
- Once a week
- Other

12. On average, can you tell me how long you spend teaching **one** Tongan writing activity?

13. What are the benefits of the 'new programme'?

14. What problems did you encounter while teaching the 'new programme'?



**E. Effects.**

1. Since the beginning of the 'new programme' – what improvements have you seen in pupils':
  - writing in English?
  - reading in English?
  - writing in Tongan?
  - reading in Tongan?

What are other changes do you notice?

2. What changes has the 'new programme' brought to your teaching of Tongan language?
3. How has the 'new programme' affected student attitude towards learning the Tongan language?
4. How has the 'new programme' affected the development of resources to support teaching and learning of Tongan in classroom?
5. What are the effects of this 'new programme' on the teaching and learning of Tongan language?

**F. Improvements:**

1. What suggestions do you have to improve the 'new programme'?
2. Do you have anything else to say?

**THANK YOU**

## **Appendix 6**

### **(ii). INTERVIEW SCHEDULE FOR TIOE LECTURERS**

1. A 'new programme' was initiated to improve English literacy skills by the Ministry of Education under NZODA. What do you see as the problems with English literacy skills in the Primary Schools?
2. You are training teachers to teach in the Primary Schools. How do you deal with the problems of English literacy in your training program?
3. How does this 'new programme' affect:
  - a. The curriculum?
  - b. The students?
  - c. The languages lecturers?
  - d. The Tongan language?
4. What are the problems with the teaching and learning of Tongan language in the Primary Schools?
4. The evaluation of this 'new programme' found that English literacy skills have improved. Do you think Tongan literacy skills (reading, writing) would improve if this approach is adopted in the teaching of Tongan?
5. What are the TIOE plans to support Tongan language development in the Primary Schools?
7. Do you want to add anything else?

**THANK YOU**

## **Appendix 6**

### **(iii). INTERVIEW SCHEDULE FOR TMOE OFFICERS**

1. A 'new programme' was initiated to improve English literacy skills in the last two years. Why did the Ministry of Education decide to adopt this program under NZODA?
2. How did the 'new programme' benefit the teaching of English language approach?
3. How does this 'new programme' affect the Primary Schools in these areas?
  - a. The curriculum?
  - b. The teachers?
  - c. The pupils?
  - d. The Tongan language?
4. What are the problems with the teaching and learning of Tongan language in the primary schools?
5. The evaluation of this 'new programme' found that English language skills have improved. Do you think Tongan literacy skills (reading, writing, listening, speaking) would improve if this approach is adopted in the teaching of Tongan?
6. What are the Ministry of Education's plans to support Tongan language development in Primary Schools?
7. Do you want to add anything else?

**THANK YOU**

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