

DOCUMENT RESUME

ED 140 638

FL 008 634

AUTHOR Rado, Marta, Ed.
 TITLE Multilingual Education.
 INSTITUTION La Trobe Univ., Bundoora (Australia). Centre for the Study of Teaching and Human Interaction.
 PUB DATE 76
 NOTE 114p.; Report on workshops held at the Language Teaching Conference (4th, La Trobe University, Bundoora, Victoria, Australia, 1975-76)

EDRS PRICE MF-\$0.83 HC-\$6.01 Plus Postage.
 DESCRIPTORS *Bilingual Education; Bilingualism; Computers; Cultural Awareness; Cultural Education; *Cultural Pluralism; Elementary Secondary Education; *English (Second Language); Ethnic Groups; Immigrants; Inservice Teacher Education; *Language Instruction; Language Teachers; Libraries; Migrant Child Education; Minority Groups; *Multilingualism; Second Language Learning; Sociolinguistics; Study Skills; *Teacher Workshops; Teaching Methods; Unit Plan
 IDENTIFIERS Australia

ABSTRACT

This is a summary of proceedings, organized on a thematic basis, of workshop sessions conducted for teachers involved in multilingual education. The collection consists of the following: (1) "Bilingual Education: A Focus on the Student," by Marta Rado; (2) "Introduction to Multilingual Project Units," which includes "Animal Families," by Audrey Dudley and Margaret Khong, "Buying," by Roberta Kings, "Communications," by Marian Turnbull, "Computers," by Howard Dossor, "Libraries and You," by Marian Turnbull, "Melbourne: The First Fifty Years," by Audrey Dudley and Margaret Khong, and "Traffic Accidents," by Roberta Kings; (3) "Teachers' Reports on the Multilingual Project," by Pam Brown, Tony Ferguson, Patricia Poblete, Charlotte Rivers, Mieke Smid, and Heather Worth; (4) "Report on Workshop Sessions" (a report on small group discussions of the classroom use of individual units); (5) "Bilinguals and Monolinguals Learning Together," by Janice Giffin and Clive Kings; (6) "Other Aspects of Migrant Education," which includes "An Ethnic Library," by Margaret Dear, and "Multicultural Education: Social Education Materials Project," by John McArthur; and (7) workshop agendas presented in two appendices. (CFM)

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ED14063



An occasional paper

from

**The Centre for the Study of Teaching,
La Trobe University School of Education**



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Bundoora, Victoria

Floor 34

MULTILINGUAL EDUCATION

Edited by Marta Rado

Fourth Language Teaching Conference: Report on a Workshop

held at La Trobe University

1975-6

Occasional Paper No. 7

Published by the Centre for the Study of Teaching and Human Interaction
School of Education,
La Trobe University,
Bundoora, Victoria, 3083, Australia

Printed by La Trobe University

ISBN 0 85816 431 0

ACKNOWLEDGEMENTS

I would like to thank Howard Dossor for taping the workshop sessions, and Sue Alexandra, Audrey Dudley, Roberta Kings, and in particular Marian Turnbull, for editorial assistance in preparing this report for publication.

Marta Rado

EDITOR'S INTRODUCTION

This monograph, the fourth in a series, reports on workshop sessions in Multilingual Education which were held at La Trobe University in 1975 and 1976. (See Appendix 1 and 2 for Program details.) These sessions, advertised as 'Bilingual Education Workshop', were supported by La Trobe University and the Victorian In-Service Education Committee.

The Workshop was a response to the apparent and developing needs of Australia's multilingual society. There were eighty participants representing all sections of the teaching profession. The numbers were divided fairly evenly over the 1975 and 1976 sessions. This report is a summary of proceedings organised on a thematic basis. It does not follow the order in which the contributions were made. The Workshop was organised for teachers who were just becoming involved in multilingual education as well as for those who have worked in the field for some time. It is hoped that readers will be able to share some of the experiences gained by actual participants.

Marta Rado

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BILINGUAL EDUCATION: A FOCUS ON THE STUDENT

Marta Rado

Definition of a bilingual

Let us first define who is a bilingual. For our purposes here in Australia, I have defined a bilingual as a person who can function in two language environments. Interpreted in this way the term is inclusive of children whose English is minimal but who do find their way about school somehow, and of those whose Greek and Italian and so forth is minimal but who nevertheless understand what their parents say to them at home. This group of children when addressed in the family language¹ usually answers back in English. Their appropriate responses and behaviour in the home situation reveals a knowledge, even if incomplete, of the ethnic language. For this reason I have made the term 'bilingual' inclusive of all children with a non-English speaking background.

If these bilingual children have been born in Australia the order of acquisition of the two languages is unpredictable. It may well be that the first language is English and the children learn the community language later, perhaps with the arrival of grandparents and increased contact with family friends of the same ethnic background. Moreover, as they grow older the parents might

1. In this paper the following terms are used interchangeably: family language, home language, ethnic language, community language, first language, mother tongue, minority language.

send them to ethnic schools to establish or strengthen the children's understanding of the ethnic language and culture (see Tsounis 1974). In other instances, children born in Australia are reared in the community language. Their first contact with English may not occur before entering pre-school or primary school at the age of 4-5.

The language skills of those not born in Australia are equally unpredictable. It has been found that length of residence is a fairly poor indicator of such skills as it does not tie in closely enough with language contact opportunities. Consequently, each migrant child has his own individual pattern, as unique as his fingerprint, with respect to oral and written proficiency in his two languages. For the sake of convenience in this complex situation I shall refer to the community language as L1 (first language) and to English as L2 (second language).

Definition of bilingual education

The term 'bilingual education' or 'bilingual schooling' has to be defined because practically any teaching program developed for linguistic minority children is referred to as bilingual education. For instance, this is the case in the United States where a significant number of such programs is currently in operation. A school might state that it has a bilingual education program if the curriculum includes the teaching of a minority language such as Spanish, French, Chinese or one of the American-

Indian languages. Another school may pay special attention to TESOL (Teaching English to Speakers of Other Languages) and call this bilingual education. Further, programs which include teaching minority children some subjects in English or in their ethnic language or in both, are also called bilingual schooling.

In this discussion, the term 'bilingual' will be used in the specific sense of learning in both languages. In other words, a bilingual education program provides instruction in the student's L1 as well as in his L2. Consequently, if the student population is multilingual, the school must provide instruction in several languages in order to cater for the needs of each individual. Multilingual education therefore refers to the total school program, whereas bilingual education refers to the program followed by an individual student. The provision of a multilingual curriculum is a formidable challenge. It is my task in this Workshop to demonstrate how and to what extent this can be met.

The aims of multilingual education

Another point that needs clarification concerns the aims of multilingual education. According to Gaarder the United States programs, initiated as a consequence of the 1968 Bilingual Education Act, clearly show that there are three major goals:

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1. development of a more effective, more 'humane' one-way bridge to English;
2. more effective education for children whose mother tongue is not English, plus long-term development and maintenance of that mother tongue;
3. provision of a source of jobs in education and of preferential treatment for members of the ethnic groups involved (1975:4).

Gardner believes that each goal is in basic opposition to the others. He rejects the first goal because collective, obligatory bisocietal bilingualism is by necessity transitory and therefore self-destructive. It leads to language shift, i.e. the full acceptance of L2 with the concomitant loss of L1. Gardner deplores the recommendations for the second goal which includes the instructional use of both languages for ethnic speakers and Anglos in the same classroom. He points out that there is an incompatibility here in terms of the dynamics of bilingualism and first and second language teaching pedagogy. In discussing the third goal he draws attention to the much needed training of ethnic teachers.

Despite concerns such as Gardner's, I believe that bilingual education programs, at least in Australia, should be conceived in the broadest terms enabling the student to set his own goals of language shift or language maintenance. Undoubtedly, competent bilingual ethnic teachers enhance the chances of implementing these

programs successfully. However, in Australia the diverse and continuously changing ethnic composition of the school population makes it impossible to provide suitable ethnic teachers for every child who would benefit from them. Such a provision is an ideal we should strive for. Lack of ethnic teachers, however, should not prevent us from taking up the challenge of bilingual education. The Multilingual Project is a specific program which attempts to accommodate bilingual education to Australian conditions. This is not to deny the possibility that it could be applicable in other places where the situation of ethnic minorities is comparable. In developing our own Australian approach to bilingual education we could perhaps avoid the social stigma attached to it. Gaarder laments the fact that in the United States the 1968 Bilingual Education Act

included a poverty criterion for use in identifying its beneficiaries. This has had the effect of stigmatizing bilingual education as an educational medicine specific to the poor and disadvantaged. It might instead have been seen as a superior kind of education for possibly superior children (1975:3).

Indeed, elitist bilingual education has a long and successful history. Consider the fee-paying bilingual schools in the United States, Canada, France, Germany, Australia and elsewhere. Attendance at such schools confers social prestige. Their superior status is evident to those who support them so that there is no need for evaluating their programs or assessing the IQ or

achievement scores of their pupils. The bilingualism of pupils attending elitist bilingual schools is voluntary. In my terminology these students are cultural bilinguals in that they are learning an L2 to a high degree of proficiency for career or other personal reasons. Our students studying a FL (foreign language) at school such as French, German, etc. belong to this group. I can justify this classification on the grounds that these students study L2 for its own sake rather than for its usefulness in their everyday life. This is not the case for ethnic minority students whom I shall call social bilinguals. As Gaarder (1975) has pointed out they have no choice, for them learning the dominant language is obligatory. They can, of course, give up L1 and become monolinguals. This choice is congruent with assimilationist attitudes and has been encouraged in Australia as much as elsewhere. Today the second possibility open to these students, namely bilingualism, is attracting increasing attention. Many teachers now recognize that the educational principle of giving individuals the opportunities to exploit their own potential fully, points to the fostering of bilingualism in migrant students. If these children have contact with more than one language in their daily lives then their language situation should be taken into account, and both languages developed. Such a course of action would allow students to become competent bilinguals if this was congruent with their aspirations. In my opinion this is a necessary condition for the successful education of immigrant students.

The fostering of bilingualism undoubtedly adds to the learning and teaching load and therefore deserves careful examination. In the course of such an examination it might be profitable to select some aspects of bilingualism and discuss these in turn.

Language universals

Let us begin by looking at some language universals. It is my contention that the existence of language universals is a necessary condition for the learning of L2 and therefore for bilingualism. It is difficult to imagine how it would be possible to learn more than one language if all natural languages did not have the appropriate mechanisms to convey the judgements human beings make about the world, such as "who did it, who it happened to, and what got changed" (Fillmore 1968:24).

These relationships have been spelt out in some detail by contemporary linguists (Fillmore 1968, Chafe 1970). For our purpose it might be sufficient to note that in Chafe's semantically based theory the central element of the sentence is the verb, to which the various noun elements relate in specific ways. Fillmore calls these noun relationships "roles". One of the important roles is the Agentive, i.e. animate instigator of the action as identified by the verb. In English this rôle is often expressed by the grammatical subject of the sentence, (John opened the door).

Languages differ in the way they actualize these relationships. For instance, according to Fillmore (1968) there is a preferred order of surface subject choice in English. I should like to mention the first two in this hierarchy of subject choices. If there is an Agentive it becomes the subject (as in 'John opened the door'), otherwise it is the instrumental, in other words the inanimate force or object causally involved in the action or state expressed by the verb (as in 'The key opened the door'). The preferred order of expressing case relationships and the linguistic complexity of the devices used to mark them play a role in the language acquisition process.

This explains the relatively late understanding of passive sentences in English. Initially these sentences are interpreted on the basis of the preferred order of subjectivization, that is the grammatical subject is identical with the Agentive. Consequently, 'The girl was pushed by the boy' is understood as the girl doing the pushing. The assumption that the sorting out of the case relationships in sentences and their surface manifestations is a lengthy process, has been documented. Brown (1973) has been able to identify the six basic relationships posited by Fillmore (1968) in a selected corpus of children's early utterances. Sørensen's (1974) systematic study of the data included in three articles reporting on the two-word utterances of children aged 12 to 26 months supports Brown's findings. Schaerlackens (1973), who studied the early speech of Dutch-speaking triplets, concludes that "the

child initially masters a number of distinct basic semantic relations from which it can later proceed to more complex patterns" (p. 193).

These semantically based studies seem to lead to the conclusion that initially all case markings are absent and the limit is two cases per sentence. The child is restricted in the number of cases it can combine but not in the number of relationships it can handle. This raises the question whether this type of restriction also operates in L2 acquisition. As yet we lack sufficient data on this issue as on so many other aspects of L2 learning.

A striking aspect of child speech in the early stages is its effectiveness in communication despite the absence of grammatical marking of various kinds. This is possible because the meaning is also conveyed by the context of the situation in face-to-face encounters. In such instances grammatical markings can be said to be 'redundant', in other words, dispensable.

According to Brown (1973) they 'modulate' basic meanings rather than convey them. For instance, the articles a and the make the thing referred to by a noun specific or unspecific. Without the noun they modulate they are meaningless, but the converse is not true. A noun designating a toy such as doll, truck, can be made specific with the help of a gesture. Brown suggests "that a major dimension of linguistic development is learning to express always

and automatically certain things (agent, action, number, tense and so on) even though these meanings may be...redundant" (p. 245).

He speculates that it may be "economical to build up neural networks, ...which will guarantee the invariant expression of certain meanings so that the central processing capacity can be left free to deal with the communicational exigencies of each individual situation" (p. 242).

Obligatory modulations are drawn arbitrarily by each language from a common language pool, so that learning L2 implies learning a new set of obligatory modulations. There might be a marked difference in the type and manner of modulations across languages. For instance, not all languages mark number in nouns, or aspect and tense in verbs to the surprise of English speakers.

The complexities of language

The question of conceptual complexity vs. linguistic complexity is a tantalizing one as it is often impossible to separate the two because we lack the necessary data and methods of analysis (cf. Brown 1973). Although we cannot solve the question we can engage in intelligent guessing. Slobin's research (1973, 1975) seems to support the view that conceptual development acts as the L1 learner's guide. As he develops concepts on the basis of his sensori-motor and later linguistic experiences, he looks for their verbal expressions. This implies that he attends to language selectively. If the concept is consistently and clearly marked

showing little variation in form it will be given its language specific shape. Otherwise, the child will not verbalize the concept relying for communication on the linguistic and situational context, or, as an interim measure, rely on known forms to convey new meanings until the appropriate form has been mastered. It could be argued that the interplay between conceptual and linguistic complexity reduces the child's language learning load to manageable proportions. Perhaps selection is a two-stage process, first language is screened for information at a conceptual level. Once the form is identified productive mastery will depend on its linguistic complexity. One is tempted to speculate that this is the key to the apparent discrepancy between the child's competence and performance.

The important role played by selection and quantity of data in language acquisition is highlighted in L2 learning. It can be assumed that the L2 learner is older. This has significant implications for conceptual development. If the L2 learner is more mature his conceptual development will serve him less well in selecting, and by implication reducing, the data he will observe. Of course it could be argued that he will be better able to handle linguistic complexities. This indeed is the case as shown by Ervin-Tripp (1974) who reports on the learning of French of thirty-one English speaking children who went to French medium schools in Switzerland and had not been exposed to French for more than nine months. In this group ranging from four to nine years "The older

children learned number and gender more rapidly than the younger children" (p. 124). If language learning and use were essentially a question of the application of consciously formulated isolated rules, the older L2 learner would have a definite advantage. But the rules of language are acquired and applied non-consciously and simultaneously. The younger learner seems more adept at this although the language learning capacity is never lost unless senility sets in. To what extent second language learning is possible for the elderly is admirably exemplified by an experiment carried out by two Queensland psychologists who taught German to a group of 63 to 91 year olds so successfully that over 50 per cent of them "had in six months reached or exceeded the standard expected of fourth year secondary school children" (Naylor and Harwood 1975:32). Moreover, they did not want to stop. A number of German languages classes for the elderly are currently in operation in Queensland as a direct result of this experiment.

For somewhat different reasons, it could be said that linguistic complexity is one of the stumbling blocks in L1 and L2 acquisition. At this point it might be legitimate to raise the question as to why language is so complex. Slobin states that language must be learnable but it must also be an efficient means of communication. Slobin (1975:3-4) posits four competing charges to language.

It should

1. be clear.
2. be humanly processible in ongoing time.
3. be quick and easy.
4. be expressive.

He asserts that

Child language is at first most influenced by the first two charges -- to be clear and to be processible...Child speech is close to underlying semantic intent in form and guided by the most basic processing rules (p. 4).

Language development or change is stimulated by the competing pressures on language. The charge to be quick and easy is based on the biological foundations of language. The human perceptual apparatus places time limits on our processing of language as speakers and listeners. The need to compact leads to a reduction in marking. This militates against clarity as reduced forms are less informative and can only be handled by those who have pre-knowledge of both the full and reduced markings. Clearly this puts the beginning language learner at a disadvantage. Slobin illustrates his contention that beginning speakers prefer "a one-to-one mapping of content and form wherever possible" (1975:6) with several examples, e.g.,

Example from English: "I will", "I will not", and "do not", where adults would use, "I'll", "I won't", and "don't".

Example from Italian: At one stage the normally optional pronoun is always expressed.

Example from Arabic: The child uses the plural in expressions with numeral and noun for all numbers, contrary to the input language.

Further, when the contracted form appears early in the developmental sequence it is usually "unanalysed". The child uses words or phrases without being aware of their internal structure and therefore does not recognise that they consist of elements which have combinatorial power. Brown (1973:391-395) has documented this phenomenon at the phrase level: The children he has studied used "What's that?" "It's" without being aware of the presence of the copula be with its independent function. Bowerman (1974:159) reports that children as old as seven, although they use compound nouns like "milkman" appropriately, may not be aware of how the two separate morphemes link the sense of the word as a whole. Unanalysed forms are unproductive. The language learner cannot put them to optimal use. One could assume that the L2 learner has similar difficulties with contractions, deletions and compound forms. However, if he is skilled in intelligent guessing the sentence as a whole will help him to analyse its parts.

Slobin's fourth charge to language "To be expressive" is perhaps the most important source of complexity. It demands that information should be pleasingly structured and fitting the particular interaction situation. This assertion is congruent with Halliday's view (1975) that the complexity of language is due to its multifunctional nature. For instance, it must satisfy the aesthetic, social and informative needs of its speakers (cf. Smith 1972). If one looks at these three major functions in isolation, one finds that in order to satisfy the aesthetic function fully one needs highly developed rhetorical skills of the kind expected from professionals in a field connected with language e.g. writers, politicians, ministers of religion etc. On the other hand, the informative function can be satisfied by using the simplest linguistic means. This is admirably illustrated by pidgin languages. These seem to arise spontaneously in situations where people without a common language interact minimally, usually for trading purposes. For such an activity all that is needed, is the exchange of a minimal amount of information. Consequently, pidgins are unifunctional. This simplest form of language can be characterized by few grammatical markers, a heavy reliance on a small number of function words and on word order. If the children of pidgin speakers learn it as their MT (mother tongue), it immediately becomes more complex and is called a creole. Creole languages are more complex with respect to grammatical markings and richer with respect to vocabulary. This is attributed to the fact that if language plays the role of MT it is no longer sufficient to fulfil the informative function alone, the

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integrative and expressive functions have to be satisfied as well. A creole is multifunctional, therefore, much more complex than a pidgin. The informative function of a language, although linguistically simple in its pure form, is less simple conceptually and is therefore acquired relatively late. This has been documented by Halliday (1975) and has been observed by other linguists and teachers. Children in primary school have to be taught how to relate a sequence of events, even if they have participated in it. Adults take the informative function of language for granted. Although they fully use its other functions they are often not consciously aware of them.

For instance, the expressive function makes the demand on language to be rhetorical. According to Slebin (1975) we need to attend to the stylistic features of our spoken or written message if we want to hold our audience's attention and communicate successfully. The composition of a simple letter can serve as an illustration here. Unless we pay due attention to the rules of discourse we may well start each sentence with the subject "I" which is stylistically unacceptable. By observing the rules of discourse and varying the structure of our sentences we make them more complex.

This leads to the conclusion that aesthetically acceptable language implies complexity. This creates one of the major difficulties in teaching and learning a second language.

There is a tendency to practise a second language at a sentence level. If we wish to communicate, however, we need to put sentences in a sequence which implies variation. The necessary adjustments are closely linked to the order of sequencing and are not easily predictable out of context. The changes brought about by the rules of discourse can obscure the meaning of the text for the L2 learner as receiver of a message. As sender of a message he might reveal himself as unacceptably clumsy.

The L2 learner's aesthetic clumsiness is usually compounded by the clumsiness he displays in his communicative competence - in other words, his inability to do justice to the integrative function of language. For example, as a learner of English he is told that declarative sentences seek information, imperative sentences give commands. Does this, in fact, correspond to the way speakers of English use their language?

The following examples could serve as an illustration of the multiple purposes the question form can fulfil in English. Since I am presenting interrogative sentences out of context the interpretations I have chosen are by necessity arbitrary. Nevertheless, I hope they are acceptable.

Would you bring me a drink?	A command: Bring me a drink!
Would you like a drink?	An offer: I offer you a drink.
Are you busy?	An introduction to a more specific request: I want you to do something for me.
How are things?	A conversation opening: Let's talk!
Are you serious?	A device to keep the conversation going: Tell me more about it.

Although we can often indicate continued attention, requests, offers and so on by paralinguistic means, e.g. facial expressions and gestures, we must be able to express these verbally if we wish to function as full members of a community. It can be taken for granted that every adult has mastered the appropriate form for a given situation in a way that is acceptable to his own social group. In other words, he has communicative competence. Undoubtedly, individuals vary in the degree they can handle a wide range of social situations with the subtle intricacies of style variation this entails. Consider the difficulties a middle class English-speaking woman could have in participating in the conversation of men in an Australian hotel-bar, assuming that she would be allowed to join them. This example shows that sociolinguistic competence is not so much a question of education as of opportunity to participate.

One aspect of sociolinguistic competence is the ability to socially identify speaker and listener and the relationship that obtains between them. Some cultures, for example the Japanese, demand the observance of subtle nuances in this respect. Consequently, the Japanese language has an intricate system of honorifics. All languages, however, offer alternatives in their address system (see Brown and Gilman 1970; Ervin-Tripp 1972).

Stylistic choice seems to be inexhaustible. Consider the endless variety of ways one can indicate to a person that his or her presence is no longer wanted. ('Please leave!', 'Skip!', 'Sorry to have kept you so long!', 'What time is it?') Of course only a limited number of these would be appropriate for a given situation. Similarly, you would ask for food differently when in a restaurant or at home. (You might find it a source of amusement to think of further examples.)

Style variation is closely linked to the verbal behaviour pattern of a community irrespective of the language that is used. Therefore one could offer hospitality in Australia in the English language that reflects Australian or Italian customs; the converse would also be true. The selector for style variation, therefore, is not necessarily the language used. Other considerations, such as the linguistic and social background of the people involved in the speech event, and various features of the situational context, e.g. place, time, may override the influence exerted by language.

As languages are in principle translatable in the sense that generally the same intention can be expressed in any language, it has been assumed until recently that using a second language is tantamount to expressing oneself grammatically. Sociolinguistic research, although still in its infancy, has sufficient evidence which indicates that the complexity of rules underlying style variation is comparable to the grammatical rules of language. A mastery of both sets of rules is necessary for communicative competence. It may well be that the social rules are comparatively more difficult to learn by instruction because they are so closely tied to the social situation which is difficult to reproduce in the classroom. Yet this is an important aspect of language that has to be mastered. Role playing is one of the devices that can be used to extend the range of style variations or repertoire of both L1 and L2 learners. In addition, students have to be introduced to the conventions of the written style with respect to subject matter areas. Well-written textbooks should not only give the learner the opportunity to gain new factual information but should also serve to extend the meaning of words so that they gradually approximate the full meanings adults attach to them. Bilinguals who encounter some words for the first time in their textbooks may only acquire a partial understanding of the words not having heard them in everyday conversation. Their L1 might also show traces of a restricted understanding of words due to the fact that they have not been used for subject matter learning (cf. Fishman's domain theory, 1972). An example of partial understanding

of a word was reported during a private conversation by a TEFL (Teaching English as a Foreign Language) teacher in New South Wales who had tested a group of migrant children. To her surprise they only knew the meaning of the verb stretch as it applies to a rubber band but not as it applies to the coast of Queensland. A comparable group of children with an English-speaking background were aware of both meanings. An example of the domain specificity of vocabulary items was supplied by a Greek girl reading the Greek version of the bilingual texts she was using. She reported that she had to refer to the English text in order to understand the word 'explorer'. She knew it in English having encountered it in the course of school instruction. She had never heard or seen it written down in Greek. Obviously this is not a word that would have a high frequency in everyday conversation in the home, or even generally.

Traditionally, the school has paid most attention to the informative and aesthetic functions of language reducing its social function to the formal classroom situation. This has resulted in the official recognition of a particular variety - the official or standard language and a narrow range of style variations. Other varieties and styles which are unacceptable in the school setting have been branded as 'wrong' or 'bad', and virtually denied the status 'language'. This has resulted in creating a gap between school and home language preventing the student from fully utilizing his existing language skills. Instead of teaching the

child to paraphrase his language style into forms acceptable in school or other public situations, he is treated as verbally deficient. The complex situation of migrant children is further compounded by L1 and L2 language varieties spoken by themselves and their peers.

In Australia the following students would be included in the 'verbally deficient' group by some teachers. Native English speakers who use stigmatized forms with respect to accent, grammar and vocabulary, and migrant students who are not fully competent in English. These children find it particularly difficult to handle the written style of textbooks. Consequently their language abilities are often underestimated. If teachers assumed that children coming to school have a considerable knowledge of language, they could concentrate on the ways of utilizing this knowledge. Such an attitude would serve both the monolingual who is a social or regional dialect speaker and the non-English speaking child. Bilingual/bidialectal education seems to offer a much needed solution.

As we have seen earlier, bilingual programs in the United States designed for ethnic minority children are variously biased towards language maintenance or language shift. In other words they are strongly supportive of the ethnic language or of English. In my opinion, neither of these approaches takes sufficient cognizance of the wishes of the learner and of the

complexities of bilingualism. Undoubtedly, this is partly due to the more homogeneous ethnic groupings in the United States.

In Australia it cannot be taken for granted that bilingual children would wish to take their LI as a school subject or would want to use it as a medium of learning or that their attitude to LI is consistent over a period of time. A survey that I have conducted which contains a question on language maintenance shows that there is always a minority that is not interested in learning the LI. However, the child who has rebelled against the ethnic background and language often develops a favourable attitude towards it later in life.

Neither can it be assumed that if LI is better developed it is also better liked. In my experience (Rado 1976) bilinguals in Australia tend to place their two languages on par. They show sound linguistic insight by opting for balanced bilingualism (cf. Rado 1975). From the point of view of learning the key notion is accessibility of information in both languages, hence bilingual education. The merit of this view is that it gives precedence to the acquisition of concepts over language. The role of language in learning is that of a mediator. This is an important role but should not be confounded with knowledge as such. Bilingual education, ideally then, gives the bilingual the opportunity to use his two languages in the way it suits his needs best. While studying some topics he might opt for one language or the other,

in other instances he might wish to rely on both languages making interlinguistic comparisons. It is interesting to note that even those who believe in L1 learning and maintenance view bilingual texts with suspicion. In fact, bilingualism is regarded by many as a threat to full development in a given language.

Significantly, they quote the achievement scores of those whose bilingualism has been arrested and not of those who are competent bilinguals.

Another source of disapproval is the fact that bilinguals show interference phenomena (cf. Haugén 1956; Weinreich 1974; Hasselmo 1970; Clyne 1972) particularly during the process of becoming competent bilinguals. As they encode the message they want to convey into words, elements from L1 occasionally appear in L2 and vice versa. Clyne (1972) observed that interference can be caused by:-

1. A lexical item culturally missing in L2.
2. A similarity in sound and/or meaning.
3. Ignorance of item or structure.
4. The fact that the structure is more economical in the source language and can be fitted into the target language.

The significance of these agents of interference is gradually lessened as the learner progresses in his L2. There is increasing evidence in the literature dealing with L2 error analysis that errors are L2 based or the learner's own creations

(cf. contributions to *Working Papers on Bilingualism and Language Learning*).

If deviance is a natural phenomenon, a necessary characteristic of language change and therefore language development, what attitude should we as teachers adopt towards it? Should we be as tolerant towards the L2 beginner as we generally are with the L1 beginner?

What is the relationship between learning an L2 in a naturalistic setting vs. learning it in a classroom situation? Should the language teacher aim at recreating the former? Perhaps there is a place for this more leisurely, naturalistic approach within the foreign, second or community language classroom. Bilingual learning based on bilingual texts could serve this purpose.

The advantage of bilingual education

The advantages that would accrue from bilingual materials include the following:

1. The learner can use his total linguistic knowledge in the learning process.
2. Congruence between the learner's intellectual maturity and content and linguistic complexity of the text.
3. Learner choice with respect to language of instruction.
4. Opportunity to observe language. The learner can make his own inter- or intralinguistic comparisons.

5. Opportunity to strengthen both languages. It is assumed that this will help to overcome the problem of interference.
6. Opportunity to strengthen ties between the school and the home, the school and the ethnic communities it serves.

Given the advantages of bilingual education, what are its practical implications? I should like to discuss these in connection with the Multilingual Project. This project has developed a series of units in the Social Studies area, e.g. Animal Families, Buying, Communications, Computers, Libraries and You, Melbourne, Traffic Accidents, Myths of the Australian Aborigines. The units are developed in English and community language versions in such a way that the texts match page by page. Materials are designed to facilitate small group work. The resource kit accompanying each unit is an integral part of it and provides students with meaningful activities. Objective type exercises and self-correction guides are built into each unit enabling students to monitor their own progress.

Because the materials are essentially student centred they can help to solve the problem of the wide range of language competences in the community language classroom. Structures appearing repeatedly in the text can be practised selectively according to the needs of the students.

The project as described above has been criticized on a

number of grounds. Firstly, it does not cater for illiterate students. This is no longer the case. During the time it took to prepare this report we have been able to produce taped multilingual versions of the unit 'Animal Families' and the taping of further texts is in progress. This will enable students to look and listen, benefiting readers as well as non-readers. The latter are in pressing need of materials they can handle independently so that they have a chance to develop some study skills which will make them to some extent autonomous.

Secondly, the materials do not cater for the primary or 5-10 age group. This is due to the way the project has been funded and every effort is being made to obtain the necessary support for extending the project to younger children whose need is equally great. This would entail giving priority to taped materials and developing existing activity techniques further. Clearly, units for this age group would consist of multi-media kits which the children could handle with some teacher support.

Thirdly, the ethnic language versions can be questioned on the ground that they are written and spoken in the school language and consequently create difficulty for dialect speakers. As dialect speakers usually pay allegiance to a standard language, one would hope that the learner proficient in his dialect will find the texts accessible. It would not be possible to produce instructional materials in the dialect versions of our school population. Moreover, we cannot be sure that this would be

acceptable to the learner and his family. In their view education may well imply proficiency in the standard or official variety of their language.

Teachers of bilingual children

Bilingual students need teachers who can help develop their bilingualism. Since we have few trained teachers in Australia who are native bilinguals (their number should increase significantly in the next decade) we need to encourage teachers to work in teams developing techniques of co-operation. Whereas an individual teacher may not be able to teach bilingually, teams of teachers and teacher aides could service bilingual programs with the help of bilingual texts. Our task in this Workshop is to explore some of the ways in which bilingual study can be implemented and supported.

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INTRODUCTION TO MULTILINGUAL PROJECT UNITS

The Multilingual Project exemplifies a particular approach to bilingual education. It provides learning materials for bilingual students in parallel forms of English and the language of their countries of origin. The materials enable immigrant students who know another language to continue with schoolwork at a level commensurate with their intellectual ability. They can be used by the following groups:

- (a) new arrivals who would otherwise spend all their school time acquiring English, or sitting in classes in which they are unable to participate.
- (b) students born in Australia but with a first language other than English, and a strong native language background in the home.
- (c) migrant children who are competent in both English and their mother tongue.
- (d) English speaking students, to assist them in learning a second language.

The learning materials consist of self-contained units suitable for independent or small group study and can be used by English-speaking teachers with a minimum of help from bilingual pupils or parents. Of course the participation of bilingual teachers or aides would enhance the effectiveness of the materials.

The units introduce students to areas of knowledge based on History, Geography, Anthropology, Economics, and Science. They

are all currently available in English and Arabic, Greek, Italian, Spanish, Turkish, Serbian and Croatian.

All units contain booklets in English and parallel migrant language versions (which match page by page), self-correction guides, and resource kits with audio-visual materials. The resource kits are a vital part of the units and are specially designed to stimulate activities other than paper and pencil work.

The units are student-centred. The parallel language versions allow students to choose their own language of instruction. All information, visual material and exercises are provided to allow students to work individually or in small groups. In this situation the teacher's role is that of an organiser rather than a source of information. His role is vital in organising classroom activities, and excursions suggested by the units, and in providing further activities and reading materials.

In addition to the booklets and their resource kits, the Multilingual Project also provides taped units in the eight languages in which the texts are produced. The tapes closely follow the texts and provide information, questions and activities in conjunction with visual materials. They give the bilingual student the same freedom to choose the language of instruction and the pace of learning as do the units in booklet form. It is hoped that these tapes when used with the texts and visual aids will

stimulate interest in reading and upgrade literacy skills where these are deficient.

On the following pages are more detailed descriptions of the individual Multilingual Project units.

MULTILINGUAL PROJECT UNIT:**ANIMAL FAMILIES**

Audrey Dudley
Margaret Khong

Originally, Audrey Dudley and I intended to write a unit on 'The Family' for junior secondary students. We found the reference material available used so many sociological terms, such as role, role expectations, and status, without giving a clear and simple statement of what exactly a family is, or why one should study it, that we decided to have a chapter on animals, to lead into the human family. This chapter developed into a complete unit - Animal Families.

The Unit looks at the main functions of the family - reproduction, maintenance, protection and socialization - by studying the life-cycles of a number of animals, which include the salmon, seahorse, platypus, kangaroo, penguin and monkey. The idea is developed, through a sequential study, that the functions of family life become more complex as evolution progresses, from the sole function of reproduction in the lower orders, to full parental responsibility for maintenance, protection and socialization, in the primates. Some other concepts we have introduced are instinct, learned behaviour, affection, security and discipline.

Each section of the Unit provides a certain amount of information to help students understand some of the concepts related to family life. Because the Unit develops sequentially, and although it may be convenient or interesting to study some parts in isolation, the concepts involved will only be clearly grasped if the Unit is studied as a whole. There is some recapitulation in each section, to reinforce learning, and at the end of each section there is a set of questions to test comprehension. Students can check their answers to these questions in the Answer Guide. This system can provide positive reinforcement, for if students have the answers right they are encouraged to proceed. If answers are wrong this indicates to the teacher that help is needed.

Most exercises are of the objective type. The format is varied, and there are also topics for discussion which don't require written answers. These are intended to stimulate interest in broader issues and to give opportunities for self-expression. The Resource Kit contains additional material, such as photographs, games, slides, puzzles and extra stories, which are all designed to stimulate activities other than pencil and paper work.

The value of the Unit is enhanced if students can work together and help each other. It is also valuable to allow students to take the booklets home to show their parents. Where this has been done the response of parents has been enthusiastic, as it has given many of them their first opportunity to understand their children's school work.

MULTILINGUAL PROJECT UNIT:**BUYING****Roberta Kings**

'Buying' is an activity based Unit written to meet the following objectives:

1. to make the student aware of the choices he faces in his role as consumer.
2. to alert the student to what influences his purchasing decisions - for example, advertising or packaging of goods.
3. to extend the student's knowledge of the principles of hire purchase and saving.
4. to encourage students to budget and plan in order to be able to purchase items which suit their individual needs and wants.
5. to help protect the student by making him more critical and self-conscious in his role as consumer.

Consistent with the objectives of the Multilingual Project the English used in the Unit has been kept clear and simple. All new terms are explained and supported by examples.

Activities have been individualised so that the isolated speaker can work through the Unit on his own. Apart from a few questions which are intended only to prompt thinking and discussion, all questions have answers in the Answer Guide.

In many cases the type of question asked does not have a definite right or wrong answer. In such cases, the student is informed so in the Answer Guide and suggestions are made to help him arrive at a decision. The answering technique is normally that of multiple choice, so that teachers can see at a glance how students of any ethnic group are progressing through the Unit, and can easily correct their work.

The Unit contains a survey of teenage spending patterns and a table comparing Chemist and Supermarket prices for certain everyday items. These give scope for skills of reading and comparing data, and performing numerical exercises. A game and menu lists in the Resource Kit are designed to give the student further practice in comparing and making choices.

The teacher could devise a number of enrichment activities to support 'Buying'. He could arrange visits to supermarkets or open markets where children might make interesting comparisons of prices and packaging of food. This would serve as preparation for the compilation of a classroom chart to show which fruits and vegetables are in season. Children could be encouraged to keep a scrapbook of advertisements, collected from Australian or ethnic newspapers, in order to compare prices of products. Examination of a copy of *Choice* should stimulate discussion and help students to realise that durable goods which are similarly priced are often of variable quality.

The theme "Buying" was chosen because the community as a whole needs consumer protection. Migrants are amongst those particularly vulnerable since they can easily be misled by advertising slogans, packaging, or hire purchase agreements. Some are unused to supermarkets and are confused by the wide choice of consumer goods available here.

MULTILINGUAL PROJECT UNIT:

COMMUNICATIONS

Marian Turnbull

The Communications Unit is based on material from the Secondary Social Science Project. The present Communications Unit is a second edition; after a trial of the earlier edition some changes were made to improve its viability for independent and small group study.

We thought this topic would be particularly interesting for the Multilingual Project, because in situations where language difficulties exist attention is focused on communication other than speech, for example gestures, facial expression and similar cues. Anyone who has been a tourist will know how you come to rely on these methods. Of course we all carry out and interpret these forms unconsciously.

The Communications Unit aims to make this process more conscious, by isolating and examining different kinds of communication. Information is given about road signs, the International Code of Signals used by ships, and communication with the deaf and the blind. Throughout the Unit students are encouraged to experiment with communication themselves. They are

asked to think of ways they might communicate with people who don't speak their language, to devise their own code, and to watch a T.V. program without sound, in order to determine how much can be understood with the picture alone.

Physically the Unit consists of a Student's Book with Correction Guide, a Workbook, and a Resource Kit containing photographs, a tape, braille sheets, and pictures. The activities, questions and exercises are designed to increase the students' understanding of interaction.

MULTILINGUAL PROJECT UNIT:

COMPUTERS

Howard Dossor

The Multilingual Project Unit 'Computers' moves out of the sphere of the social sciences and into the area of the applied sciences. Some mathematical concepts and technological terms are introduced, but in such a way as to explain their use.

The Unit begins with an imaginative exploration of the possible uses that might be made of the computer in a domestic situation in the future. It then highlights the human need for computational devices and explores some of the most primitive counting machines including the sand tray, the abacus and tally marks. The reasons for the inadequacy of these devices in an advanced technology are discussed and the emergence of ENIAC, the first modern computer, is dealt with.

The parts of the computer and the relationship between these are explained by simple diagrams in the text. The Unit also explains the fundamentals of binary arithmetic and their relevance to the development of the computer.

The place of the computer in the contemporary world is

examined with the underlying intention of exposing the notion of the computer as a "mechanical brain". It is emphasized that properly and sensitively used the computer can make a useful contribution to human life.

The Unit has a Resource Kit containing photographs, arithmetical games, and a pocket calculator with games which demonstrate its electronic circuitry. All tasks or questions can be corrected in a self-correction guide, so that students can work independently. Teachers involved in the supervision of students using the Unit need no special knowledge of computers as the text is self-explanatory.

MULTILINGUAL PROJECT UNIT

LIBRARIES AND YOU

Marian Turnbull

The main aim of the Library Unit is to teach basic library skills. But it's also hoped that providing information about the organisation and facilities of a public library will encourage students to visit and use their local library.

The Unit begins with information about joining a library. The role of the librarian is explained, and students are asked to fill out a typical library joining card as an exercise.

The Unit continues with the layout of a library - the fiction and non-fiction sections, and the usually separate sections for children and adults. Other aspects of organisation include the rights of borrowers, and the kinds of materials housed other than books.

The next section deals with how to use the library. English alphabetical order is introduced since it is a basic requirement for using a library in Australia. The nature of fiction call numbers is explained - where they appear on the books, how they are obtained, and the way in which they are used to shelve

the books. Exercises are included in the arrangement of fiction call numbers, using the names of actual authors.

In order to introduce the Dewey system of classification some representative subject areas and their numbers are given, and the way these numbers are used to provide non-fiction call numbers is explained. Students are asked to use the list of subjects and numbers in the Unit to give numbers to some made-up book titles.

The use of the catalogue is introduced, with the main types of cards and how they are housed. A typical Title Author and Subject card are shown in the Unit. The circumstances in which each kind of card would be used are described, and exercises are given in selecting the appropriate card for a particular situation.

At the end of the Unit there is information compiled from questionnaires sent to Metropolitan libraries in 1973. The questions related to foreign language material available in the form of books or periodicals, the languages of these and the availability of such material for children. This information may encourage students or their parents to ask for this material and possibly stimulate libraries to purchase more foreign language material.

The Resource Kit for 'Libraries' consists of a self-correcting game which requires students to arrange fiction call numbers in alphabetical order, and a game to give students practice in the shelf arrangement of books in a library.

A supplementary list of book titles which are in most school libraries is included for children who have sufficiently developed their English.

MULTILINGUAL PROJECT UNIT:

MELBOURNE: THE FIRST FIFTY YEARS

Audrey Dudley
Margaret Khong

We began the 'Melbourne' Unit with the feeling that information about the city in which they were living would be of particular interest to migrant students. The full title of the Unit is 'Melbourne: The First Fifty Years', and it covers this period of the city's history, setting events in a context of city growth and planning. The facilities essential for the maintenance of a city population are discussed, and information given about the particular events which gave rise to the choice of Melbourne as a site for a settlement. The Unit finishes with the International Exhibition in 1880.

The Unit contains a section on the life of the Aboriginal tribes who lived around the present site of Melbourne. It outlines the contribution made by various men such as Batman, Governor La Trobe, and Fawcner, to the growth of the city. The approach is historical, but the Unit relates past events to the present appearance and landmarks of Melbourne. In addition it tries to give some idea of what it was like to live in Melbourne in former times - to arrive as a migrant in the 1840's for example.

The Unit is made up of narrative sections providing information, followed by objective multiple choice type questions, for which answers are provided in the back of the booklet. Questions are also asked which are intended to stimulate thought, but do not require written answers.

The Resource Kit which is part of the Unit contains maps, pictures of Melbourne buildings, a copy of Batman's treaty with the Aborigines, a maze, and slides and photographs.

Teachers could greatly enhance the Unit by providing excursions to places of interest in Melbourne, such as the Fitzroy Gardens, Flagstaff Gardens or Port Melbourne. In addition, teachers or students could collect further illustrative material.

MULTILINGUAL PROJECT UNIT:**MYTHS OF THE AUSTRALIAN ABORIGINES****Clive Kings**

This is an historical and geographical unit, and introduces students to the life-style and cultural patterns of the Australian Aborigines. By focusing on particular myths the Unit describes Aboriginal housing, clothing, possessions and religion. In this way it gives an insight into their value system. The Unit also describes how the Aborigines' nomadic existence was determined by geographic features.

From its study of Aborigines, the Unit extends to consider the entry of Europeans into Australia, and the way in which they have coped with the environment.

Students are required to complete a table, draw and copy maps of Australia, and locate particular places.

The booklet has a self-correction guide which enables students to correct their own work.

The Resource Kit consists of photographs depicting Aboriginal life.

MULTILINGUAL PROJECT UNIT:**TRAFFIC ACCIDENTS****Roberta Kings**

The choice of topic suggested itself since Australia has a very high, accident rate which appears to be on the increase. Some aspects of the problem which the Unit explores are: possible causes of accidents, times at which accidents occur, age groups of drivers who are most often involved, precautions that can be taken to avoid accidents, and measures to be taken when traffic accidents do occur. All the statistics used in the Unit are Australian. The section on gaining a licence uses Australian procedures, and introduces the migrant to traffic laws here. Correct use of seat belts, for instance, is not yet legislated for in some countries, but has been compulsory in Victoria for some time.

The skills which students acquire or develop further in using the Unit are: comprehending a newspaper report, interpreting a bar graph, and reading a table.

Special care has been taken not to introduce too many technical terms, and when they are introduced into the text, care has been taken to reinforce them. Illustrations have been used to

visually represent the ideas in the text wherever possible. Each activity has been designed to give the student something to think about, and to work out for himself.

The Unit describes the emergency procedures necessary in the event of an accident. This involves making a telephone call and familiarity with emergency services.

The Resource Kit which is part of the Unit contains photographs of accidents obtained from the Accident Appreciation Squad, and copies of car advertisements. Two advertisements are contrasted - one suggesting power and wealth and the other safety features, and there are exercises based on these. The Resource Kit also contains a game designed on the principle of snakes and ladders, but incorporating a highway, with a multitude of traffic hazards, leading to an attractive destination. The game also introduces the highway code.

TEACHERS' REPORTS ON THE MULTILINGUAL PROJECT

The following are reports from teachers who have used the Multilingual Project Units in the classroom. They represent primary, secondary and technical schools.

PAM BROWN *Richmond Girls' High School*

When I began using the Multilingual Project material I had no experience of migrant teaching at all. My class consisted of eighteen second formers, all of whom had problems of one sort or another in first form.

I began with the Communications Unit. I explained the Resource Kit, and the procedure involved in using the Unit. The children were enthusiastic about having a book in their own language.

These children had difficulty with school work and they did not find the Unit particularly easy. The major problem was the open-ended questions. They wanted their answers to be 'right' and not just give their opinions. I don't want to suggest that this will occur with all classes but it proved a stumbling block with these children.

I next tried the Animal Families Unit with a group of children who had been classified as unable to manage Science. The Unit proved a great success. The difference was the objective questions. The children felt they could understand a situation where the answers were right or wrong. Also they liked the Resource Kit with its attractive slides, puzzles and photographs. They worked in small groups and it was highly successful.

I then tried Animal Families with the group who had been in difficulties with Communications, and it was successful with them also.

I also use the Multilingual material as a resource. For example, I gave the Animal Families Unit to a senior girl who was experiencing language difficulties, and was sent to me because no one had time to deal with her. She is able to use the booklets on her own. I also take Animal Families with the first form when they are studying animals in Science, and visiting the Zoo school.

Another use for the materials is with new arrivals. It gives them something profitable to do. They can study at the level they would be in in their own country, or with the rest of their class here.

The greatest advantage of the Multilingual material in my opinion is the positive effect on the family. I allowed children

to take home the booklets and the families were delighted to have something in their own language and to feel that this allowed them to participate in their children's education - something they are normally unable to do.

The second benefit is the joy to the child who, bombarded with English all day, and in a strange situation, gets something in her own language. It helps such children to feel we value their language and culture. I became aware of this when I first taught Arabic-speaking children who are faced with learning a new alphabet. They were so pleased to see something familiar.

Another advantage of the Multilingual material is that while using it the students learn study skills. Use of the materials need not be limited to migrant students; they have the potential to be used with all students. For example, my daughter teaching Science in an independent school used sections of the English version of Communications. A Form One teacher in our school has used the English version of the Libraries Unit and found it very successful, and the children very enthusiastic.

One limitation of working with the materials is that not all migrant languages are available. It makes it very difficult if you have versions of the Unit in Italian and Greek and there is a Polish child who is unable to have his or her own language version. I know, however, that new languages are being prepared all the time.

I find it necessary to sell the material to some extent. You need to communicate your own enthusiasm, present the material attractively, and let the children see you value it. In order to maintain enthusiasm I suggested that each child keep a book for answers, that was illustrated, and looked after, and could be taken home.

TONY FERGUSON *Coburg Technical School*

Our migrant program at Coburg Technical School runs mainly on a withdrawal basis. In addition we have people providing language work which is taken into maths, science or graphic communication classes, and Turkish and Greek speaking people who assist with subject work.

The Multilingual Units are used with a few older boys at Intermediate level who need intellectually stimulating material but can't quite cope with it in English. The Units are also used in the special English class on a group or on an individual basis. The students choose the Unit they want, and decide how they want to use it. Some students have wanted to take unit booklets home and we have allowed this. It helps to satisfy parental demands for homework. We have found a variation in the way students use the language versions. Newly-arrived students, of course, work in their own language. Students who have been here 2 or 3 years often use only the English version. Some Italian boys read the

Italian version but do the exercises in English, so they use both their languages but for different purposes.

Although these materials can be used for private study, I think they are more useful when a teacher can discuss them with students. Some students always want explanation no matter how clearly questions are written. It is much more useful if someone who speaks the student's first language is available also. As I can read Greek, Italian and Turkish I am able to help students to some extent, as I can always find the point in the text that wants clarification. If a boy has no one who speaks his language, he has to manage on his own, except for what he can understand in English. This is useful but it doesn't extend the material as it could be.

The advantages of the material are that it assists students' development of study skills, and gives the opportunity for them to develop at their own rate. It is also valuable for them to be able to develop both their languages, and to feel that the school recognizes and values their own language. This is backed up by the inclusion of texts in the main migrant languages in the school library.

Some students don't seem to think of comparing English with their own language. Others, regardless of age, are always interested in language comparison, and ask questions, and use the Multilingual materials to develop that interest.

PATRICIA POBLETE *Collingwood High School*

My school has an open-classroom organisation for general studies. It is an experimental school and the staff have enormous liberty to teach whatever and however they want. It is good because you don't have to be afraid of ideas being knocked back at the start, and if you make a mistake it is your responsibility.

Collingwood High School uses the Multilingual Project materials at two levels. The migrant English teachers who are particularly interested in this material use it with small groups of children who are at various developmental stages. It is also used in larger groups of 25-30 in the classroom.

I had another idea about 18 months ago. I tutor children during the summer on a voluntary basis, and that summer the Animal Families Unit had just been produced. I had promised a Lebanese boy that I would help him with his school work. On the last day of school I saw the Animal Families Unit. I quickly grabbed the Arabic and English books and off I went. I arrived at the family house, was immediately shown into a back room, and the class started. To my horror I had not only the boy, but grandmother, toddlers, big brother, and father - who sat a little away from us to show his importance. The father was completely fascinated that I had the Arabic version for him so that he knew what was going on.

This session was so successful that I thought: "Why can't

we do this with other parents in other situations?"

Our school is divided up into five small schools, each called a 'unit'. The children work in multi-level groupings from Form 1 - 4, Forms 5 and 6 form a separate unit. The most important idea behind the structure of the school is the home group. Children are divided into small groups of about fifteen with a home group teacher who teaches the children for a minimum of seven hours and a maximum of twelve hours a week. As a migrant English teacher I have to work through this home group teacher. When the teacher encounters a parent who is eager to help his child and wants to know what to do, I am usually in the background. I say: "I have some materials published in both languages. Would you care to see them?" If the parent shows interest I provide the texts in both languages and offer to go to their home and work with them.

Usually I work through the father because he has enormous influence and it would be very bad policy to approach the mother first. In some cases in Turkish homes the mother is the head figure and is very interested in school activities. If this is the case I work with her. However, in one such family when I asked the woman if she would object to a video tape being made of her working with her two children she said that her husband would object. It seems as long as the woman's work with me is not threatening to the role of the male it is all right.

After the father has been given the booklets I visit the family again two or three days later to see if he likes the Unit and wants to work with it. Most fathers like the Traffic Accidents Unit because it has lots of diagrams and charts. Then I will go through the material with him - he with the booklet in his own language and I with the English version. I try at this stage to make him aware of the knowledge I have of his child. Because I work with the children and observe them I have a good idea how they operate in the classroom and what kind of difficulties they will encounter. The father and I discuss the possibilities of the Unit - for example, Traffic Accidents.

If we are talking about the parts of a car, the father may be able to explain the brake system of a car to his child better than I can. Sometimes if we are discussing a graph or chart in the Unit I tell him that the child won't be able to understand it and ask him to explain it. He may write down the explanation.

The father takes the materials initially, and decides if he wants to proceed, but do not assume that he will be doing all the work. Sometimes he will delegate work to his wife. He may be at work when the child comes home from school and the mother will supervise one or two pages of work on the Unit. The mother has a good idea of what is going on even if she can't speak or write English because she will get the child to read to her so she is

sure he has done what the father wanted. This is good because she has much higher standards than we, and she will tell the child if his work isn't neat. Father will check with the mother on the work when he comes home. If the activities require the child to listen to the T.V. news, mother may only be asked to see that the program is put on and the father checks on the activity with the child.

When I come, perhaps at the weekend, there may be questions from the father, or perhaps he has had an idea about an additional chart or list the child can make. I encourage this initiative from the parents. Sometimes other parents become interested because the father takes the book to the factory, as the only time he has available to prepare the materials is during his night shift. Usually there are other parents there who have children at our school and they become interested. They may ask the father about me: "How is she? What is she like?", and the father says: "Well, she is all right. She drinks coffee, she plays with the toddler, she likes our food and she even sits on the carpet." I am not seen as a threatening figure and so mother, father and child are happy to have me there. I am unable to cope with the amount of interest that parents show because I often have to arrange these lessons in my own time because of parents' shift work. For this reason I encourage the parents to work independently of me and visit them less frequently, or talk over the telephone once they are used to working with the Units. I can only work with six families at a time.

Parents are delighted to find that the English and mother tongue booklets have the same content on the same page. It gives them a great sense of security. Sometimes after they have worked through two or three Units with their child they go to the library and get a book in their own language and the same book in English and they compare. The translation is often not page for page, but they have become confident in the use of that kind of material. Often they will get up earlier and go to the library on their way to work and take both books to the factory at night. Because of their interest it occurred to me that our library at Collingwood High School should have the different language versions of the books side by side.

I have asked some of the parents to suggest topics for future Units. The topics they want vary according to the stage of independence the parent has achieved in this society. Parents who feel they can cope with their environment have expressed a desire for topics in the area of Geography, History, Travel and Religion. Parents who are less confident, who don't speak English very well, or who have been in this country only a short time, want utilitarian Units. They want ones that deal with law, police, hospitals, and similar things. It depends on how the father of the family sees himself.

What follows is a question-answer exchange between speaker and audience.

Q. *How do you communicate with the parents?*

A. The parents I work with are very confident in their own language. Initially we communicate through interpreters, but I couldn't work with a father who knew no English at all. The English I use is a basic broken English, but he will understand and feel quite happy that I use it. We do have access to interpreters, but I couldn't possibly get one whenever I visited.

Q. *How do you decide which families you can work with?*

A. I have to decide which child would be the happiest or least threatened by working with his parents. Sometimes if the father seems violent I don't continue the work as it is obviously not worthwhile. The parents have to be tolerant and have a degree of confidence in themselves and their ability to cope with Australian institutions.

Q. *Have you struck any problems in this work?*

A. One problem has been the father who won't allow his child to see a film or go on an excursion, on the grounds that it is not educational. To overcome this on one occasion I took the slides of the koala bear and showed them to the parents. I tried to make them understand that by seeing the koala on film you could become aware of its qualities - shape, fluffiness of its coat, etc., and this could be related to the knowledge of the

similar qualities of the dog which were already known. Really I try to make them conscious of what they have already experienced watching television - that information is livelier and makes more impact if we can see it. I would like to be able to bring together in the school the families I work with so they could talk together about this kind of problem.

Q. *Do you think you can achieve this?*

A. It is very difficult because so many parents do shift work and often change their shifts. Also, although I have gained the confidence of the families they are often shy in other situations. I would have to bring them together on neutral ground and for a specific purpose - for example, two families who had worked on the same Unit who would then have a point of contact. I think it would have to be done very slowly and presumably would not work in all cases.

Q. *How do you cope with the organisation of material after several families are working on the one Unit?*

A. I organize things so that they are working on different sections at different times. In this way I can break up the Resource Kit, but I always know where it is at any time. Everybody has two copies of the booklet - English and mother tongue - even if the mother wants one too.

The child, the father and myself each have a set. I encourage the father to write on the unit, scribble little notes of things he wants to do or to ask. He may not see me for three or four days, so I tell him to write questions in the book as he goes along.

Q. *Which language version does the child use?*

A. It depends on his proficiency in his mother tongue. If he is not proficient, and the parents know this, he will use the English, and the parents the mother tongue version.

Q. *Would it be possible to make this work part of the school program, with a number of teachers working with families?*

A. I think it would if it could be incorporated into the workload of the teacher. The teacher could have four or five hours a week set aside to visit families during school hours. We may achieve this at Collingwood next year as it seems to be one way of getting parents to relate meaningfully to the work of the school. Parent-teacher nights bring parents together but their bright ideas received at these meetings tend not to be followed up. One of the functions of our home-group teacher scheme is to establish a relationship with the families of the children.

Q. *Have you thought of using taped materials with these families?*

A. If you have a grandmother or aunt in the house you don't really need that oral stimulation. If the grandmothers can read *Little Bear* to the small children in the family, then they're getting enormous pleasure out of being able to help the children again. I've asked for more stories to be included in the Multilingual Units.

Q. *Does the work you are doing with families carry over into the school situation?*

A. Most of the children feel very happy that their parents are interested enough to help them - it gives them a new aspect of their parents. The home-group teachers say the children settle down more seriously to their work and the teacher feels less defensive with the family than before. Several students have spontaneously said that they like pursuing their own interests and learning at their own rate with the Units.

CHARLOTTE RIVERS

Boosera, Hyde Street Primary School

I began to use the materials in a desperate situation about two years ago. I had some big Turkish boys who behaved at a four, five and six year old level because that was the level of their language in English. Their self-esteem was low and it was reflected in their behaviour and the withdrawal situation, teaching them English in a formal setting, did nothing to enhance their self-esteem.

I knew the Multilingual materials were pitched at lower secondary level, but I thought it might be worth a try to help these eleven and twelve year old children. The impact of seeing something that looked like school work, and offered them some real learning, was incredible. Some of them didn't read very well in their own language so they would ask the help of an older child. All the children who could read their own language operated independently or together with other children and they improved their reading skills in their own language.

One result of the work was the interest they showed in each other's languages. They recognized the pictures as the same as in their own books and would look at the other texts and say: "Is that how you write it in Turkish, or Yugoslav?" It became legitimate in our school to speak the language you prefer and to read in the language you prefer.

The Australian child who could read the English and then look at the same thing in Greek increased his appreciation and respect for the migrant children.

We made signs in other languages, such as "Please wash your hands" and put them up in the school. I think this change in attitude was the biggest breakthrough apart from the fact that it was an answer to a very real need in individual children at the time.

It fostered the attitude that speaking another language is acceptable, something to be respected and envied. I hope eventually Australian children will actually start to learn Greek, or a language of their choice.

MIEKE SMID *Fitzroy High School*

At Fitzroy High School the Multilingual Unit Animal Families is used with new arrivals on an experimental basis.

I run the Special English group and there is a wide age range (11 - 18), and also a great difference in the students' level of literacy in their own language. I use Animal Families in conjunction with the course provided by the Melbourne Zoo Education Service. My aim is to draw the children out of themselves and get them speaking English. The Unit proved

difficult with children who are semi-literate in their own language, so I confine its use to students who are literate.

My use of the Unit is directed towards language teaching. The students read it chapter by chapter in their own language, then we discuss it in English. This is a great help in developing their understanding of English. After discussion the students can give an account of each section in their own words.

The main benefit of the Unit has been the development of oral skills. One chapter which proved useful was the one on instinct and learning. Those who did not understand the concept of instinct, learned not only the concept, but how to express it in both English and their own language. I feel the Multilingual Units are ideal to make people truly bilingual if they want to use this opportunity.

I found the slides were very exciting and stimulated the children to talk. Those on the sea horse took us into the area of Geography, since they provided an opportunity to talk about oceans.

I plan to use the Melbourne Unit next as it should be of use to my students. Last year when I took them on a shopping trip before Christmas I found that although they live close to the city in Fitzroy, some of them had never been into town before.

It will fit in with my 'survival' program which includes learning how to use the phone book, how to read street maps, use banking facilities and so on. The Melbourne Unit should also provide interesting historical background.

HEATHER WORTH *Westall High School*

Three months ago, our principal invited Marta Rado to the school to talk to interested staff about the Multilingual Units she had produced.

At this time we were very short-staffed, particularly in teachers of Migrant English. Many students from South America, with little or no English, had to sit in subject lessons such as History, Science, Geography or French, understanding nothing, and just wasting their time.

On learning about the Multilingual Project, I felt tremendously enthusiastic and hoped these students would be able to work on the units by themselves during these lessons, as the assignments would be self-explanatory in their own language.

I chose the Unit 'Myths of the Australian Aborigines' as I hoped it would give these students some background information about Australia.

When I introduced the Project, the students were thrilled, as it was the first time at school in Australia they had received anything they could read in their own language, and fully understand.

Two one-hour periods a week were allocated for the Project, in which students were allowed to work on the Unit in any way they liked. In all, about 30 students were given the Project, the majority being Spanish-speaking, with a few Turkish, Greek and Italian.

I suggested they should keep all their work together in a folder showing each section to me as it was completed. However, I later realized that these students needed more careful supervision and guidance. They needed to be shown, step by step, what standard was expected, and if possible shown an example of completed work to indicate what I expected from them.

When our staff position improved, I was able to withdraw new students from classes, and give them more individual attention.

As I was also using the material for teaching English as a second language, I designed some additional exercises and dialogues and these were found useful by the other migrant teacher. These materials facilitated verbal exchange in English, since one

result of having a large number of students of the same mother tongue was that they tended to discuss the Unit amongst themselves in Spanish.

I think a multilingual resource centre where teachers could share their ideas and materials would be useful.

REPORTS ON WORKSHOP SESSIONS

The following is a combined report on the small workshop groups which discussed the classroom use of individual Multilingual Project Units. These groups were informal, and lively discussion resulted in the exchange of many ideas and experiences.

One focus of group discussion was the use of tapes to extend and enliven the written and activity work of the materials. Two types of tapes were discussed - prepared tapes to introduce a topic and assist in motivation, and tapes which the students could make themselves. The latter could include the taping of discussion in different languages, reading of sections of the unit by different students, taping of appropriate sounds, e.g. animal sounds for the Animal Families Unit, or dramatisation of some incident related to the work of the unit.

One group made an experimental tape intended to introduce and provoke discussion about Traffic Accidents. It reproduced a dialogue between two drivers involved in a minor road accident. The tape, as well as using the appropriate colloquial language, was intended to introduce the notion that drivers in this situation are required to exchange certain information. The playing of this tape produced a great deal of comment, and raised

questions about the kind of language to be used in dialogue.

There were many suggestions for extending the work of the units - excursions to some of Melbourne's Parks and Gardens while doing the Melbourne Unit, and visits to supermarkets to add to the value of the Buying Unit. Other activities suggested were dramatisation, and the collection of pictures and other illustrative material for classroom display.

There was some discussion about the form of questions and answers in the units. All units use self-correcting multiple-choice type questions in order to cope with situations where student-teacher communication is minimal. This technique does limit the possible answers that a student may make, and units also include some open-ended questions. Some of these are answered by providing several possible alternatives in the answer guide. Others are left unanswered with the intention of provoking thought and discussion. This raises the question of how students with limited English are to participate in discussion. While discussion between students and teachers, and among students themselves is always valuable, it is particularly important to encourage it in this case, with ethnic classmates or with older students speaking the same language.

Some resource kits include games which test and extend the concepts and ideas in the units. These stimulate interest

and provide an opportunity for interaction and co-operation between students. A number of games were displayed and their potential as resources for the classroom discussed.

Another outcome of the workshop discussion was the value placed on co-operation with other teachers - especially where the unit seemed to indicate a bias towards a particular subject. The Animal Families Unit has been used successfully in Science programs. The Traffic Accidents Unit could be of interest to Mathematics teachers since it includes work with percentages, graphs, tables and statistics. Further co-operation between teachers on an inter-school basis was suggested with a view to sharing both ideas and materials.

BILINGUALS AND MONOLINGUALS LEARNING TOGETHER

Janice Giffin *Academy of Mary Immaculate*

Clive Kings *Rusden State College*

In 1975 we co-operated in introducing the Multilingual Project Unit Animal Families to junior forms at the Academy of Mary Immaculate. The following is a report of our experience in the form of a dialogue.

CLIVE: Generally in discussion on classroom management we assume good management to be dependent on good decisions; that is decisions which will assure effective student learning.

Janice and I will conduct a dialogue within a framework of decision-making I have prepared. This will involve her use of the Multilingual materials at the Academy of Mary Immaculate. Janice, who is the school's migrant teacher, introduced the Unit Animal Families into the Science course at Form One level for one term (over a period of three months), with the co-operation of the Science teacher, on a team-work basis.

I want to emphasize that the ideas expressed are

not intended as answers to any particular management problems in a particular classroom. However, you may find that our procedure contains useful ideas or ways of looking at problems. In teaching any program the teacher generally assumes the role of decision maker. Discussions on how, or what to teach or in what order, are unique to each situation. It is the framework that is important.

Before introducing the Multilingual Project materials to the Academy we examined the overall situation and then worked out a more detailed plan. Our decision making and management were influenced by information we gathered about all aspects of school functioning, and knowledge of the students, teachers and parents.

JANICE: It is better to wait until you really know your students before using the material. Because of my enthusiasm I tried the Communications Unit with a second form last year, without any real organisation, trying to develop as we went along. The attempt fell flat on its face and we abandoned it. This time, partly because we planned with a knowledge of the children and their language problems in mind, we made

a significant impact on the girls and on the parents.

CLIVE: From the major question of knowing the students, extends a series of other questions. These concern the students' ages, how long they have lived in Australia, what languages they speak, etc.

JANICE: At the Academy we use the Animal Families Unit in Form One. So the girls are 11, 12 and 13 years old. Most speak Italian at home, but we also have Latvian, Spanish, Yugoslav and a few Arabic and Greek speakers. Very few of them read very much in their own language. All of the students study French and Italian and the Italian girls do very well in Italian. The English-speaking girls don't do well at all. On the other hand the Anglo girls (this is a term I became used to while teaching in the United States) read better in French. This might be due to their home background, but also to the method of teaching.

With respect to the girls' English language skills, they seem to have equal competencies in speaking. When you listen to them you can't tell them apart. But the girls of Italian background have difficulty with reading.

CLIVE: I think it would only be fair to say we have statistic 1 evidence for the comments Janice has made about competencies in French and Italian classes.

Before introducing materials that depart from traditional teaching methods, the general teaching situation in a school has to be assessed and any innovative procedures have to be introduced with planning and care. What is the teaching situation at the Academy, Janice?

JANICE: Most of our students are taught in a traditional manner. They sit in rows most of the time and the classroom is teacher-centred. The teacher talks and the students listen. I found that when I tried the Communications Unit last year it was not teacher-centred at all and they couldn't handle it very well. In this case we did move away from teacher-centred lessons a great deal, but it was very gradual. The girls were guided towards making their own decisions about what they learned and how they learned it.

CLIVE: Since the materials are based on the principle of small group work, it is important to take the number of

students and the manner of such grouping into consideration.

JANICE: There were 112 students and they were all involved in the Multilingual Project. They were alphabetically assigned into three Form One classes. In each class there was a mixture of Anglos, Italians, etc. We decided, one for management purposes, and two for research purposes, to group the girls into three groups within each class. The blue group were all Anglos - they had always spoken English. This meant they might be of Anglo-Indian, Irish, Scottish or Australian background. The green group were all migrant girls who spoke another language at home. Both blue and green groups had their booklets in English only. The red group, the control group, were mostly Italian, but there was one Greek girl and about four Arabic speakers. This last group had the bilingual materials.

Everyone in the Form One classes had the Animal Families Unit in English. Only the red group girls had it in English and their home language. In the green group were several Spanish speakers, as we were unable to give them a Spanish Animal Families Unit.* We thought this

*At that time the Spanish version of Animal Families was not available.

would allow us to compare the performance of migrants with and without non-English materials. We found out quite a lot of interesting things, but also we found quite a few difficulties were involved. I will explain now the problems involved and why I would not arrange groups this way again.

The girls in the red group wrote out their assignments in the two languages but they would not speak Italian in school, or have their lessons in Italian. They felt intimidated because everybody else used English all the time and they were the odd ones, and felt a bit shy about it. Next year I will give bilingual units to all the students - Angios included. At our school all the girls study French and Italian, so although the Anglo girls are not very proficient in Italian yet, they might be encouraged to form all sorts of little reading groups or classroom alliances with the Italian girls. The Italian girls would be able to read to them.

QUESTION FROM AUDIENCE: What nationalities were involved in the green group?

JANICE: There were Spanish, German, Latvian and some Italian.

CLIVE: I think it was very interesting how the Science teacher, Mrs. Armstrong, formed and generated the groups. Would you like to describe this, Janice?

JANICE: Within each Form One class there were all sorts of sub-groupings. The Science teacher set up a program in which each group within each classroom elected a group leader and a recorder who took down notes during discussions. They elected their group leaders any way they chose - by group consensus, by secret ballot, or by raising hands. The group leaders were drawn out of the classroom every fortnight to help with decision-making. We tried to set up a model which involved the children as much as possible in the decision-making. At the group meetings either myself or Mrs. Armstrong were present. We heard these Form One students talking about how to include everybody in a particular activity and how to design activities so that everybody could be included. Essentially the girls were doing what I try to do at night when I plan my lessons. They discussed particular students, for example: "What are we going to do about her? She makes noise, but she also has good ideas." The girls also decided how they would utilise the materials, who was going to be the reader the next day, and so forth.

There was a difficulty with the election of group leader. There was a tendency for the students to pick the so-called 'brain' of the group or the one that always gets the role of teacher's helper. Next time I would try to start a model of rotating leadership, so that everyone has a chance to be leader.

To choose the composition of the groups I sat down with all the Form One teachers and assessed every child's performance. We did this so the groups would be matched in some way in terms of performance. We set up a rule at the beginning of the year that they were not to work with anybody outside this group. We told them the reason, that it would destroy the power of our research, and they were willing to accept this. Some girls became disgruntled with some activities and wanted to join other groups. Some wanted to join a group working bilingually.

CLIVE: I would like to make it clear that the girls didn't work all the time in the large 8-14 sized group. They set off in twos or threes or individually.

Another problem in organising a project is that of assessment. How did you handle this, Janice?

JANICE: We tried to develop methods of assessment. One was that we required that they kept a notebook for written work which was handed in and marked. In it they answered questions, kept notes and compiled a dictionary in the back. Much of the work was self-corrected because they were able to refer to the answers in the back of the Animal Families booklet. The leaders and recorders took responsibility for correcting work. Usually it was just a matter of checking answers against the correction guide. They would write little comments on the notebooks the way the teachers do, like: "Mind your punctuation", etc. A great deal of time was also spent discussing the written and spoken work of students.

CLIVE: Another significant problem for the teacher of these units is his or her competence to deal with the language. How did you cope with this problem?

JANICE: At our school out of 33 staff, half is non-Australian and speaks another language. We have two Italians on the staff, and I can speak Italian and some Spanish. We have Polish, Chinese and Arabic speakers. We also used students from upper forms to help mark tests and translate questionnaires.

CLIVE: An obvious question is: "How familiar am I with this material?" If you don't know your material well before you start, then it is hardly likely you can manage it in the classroom.

JANICE: It is obvious that you must know the Unit, to devise some sort of lesson plan to start with.

CLIVE: Another question: "How do I teach? Do I need to change my role in the classroom?"

JANICE: To an extent we did change our roles. I have mentioned that in using the Unit we departed gradually from our usual teacher-centred classroom. Mrs. Armstrong, Clive and myself were always moving from group to group during Science classes. But when they were doing their assignments, having arguments or planning something, we kept out of it. There were limits to our involvement, because part of the lesson was to learn to make decisions and then stick to them. However, it was important that we were in the classroom.

CLIVE: You mentioned the problem associated with the choice of group leader and your decision that another time you would try to introduce rotating leadership. Are there any other things you would not do, or do differently, on another occasion?

JANICE: Yes. I made the mistake of inviting too many visitors. We were all so excited about doing something different, that we had people from the University, Melbourne State College, and students, coming to watch the program. The girls finally became so intimidated that they clammed up. People walked in, and instead of sitting unobtrusively in the back of the classroom, would become involved in the discussion. The girls didn't like it, and they told me this, although they didn't like to be rude to the people. On the one hand they felt very important, having visitors coming in and wanting to see them, but it also made them self-conscious and this had a detrimental effect on the program.

CLIVE: So we have talked about using the materials in conventional terms. What other activities did the girls do apart from reading, writing and discussion?

JANICE: They used the activities suggested in the resource kit as a basis for designing puzzles and games of their own. They made fish mobiles and they dramatised the salmon swimming upstream to lay its eggs. Sister Mary came in to find female salmon laying eggs in various corners of the room, and male salmon fertilizing all over the place. One little girl wrote a poem:

*The salmon's a fish that swims upstream
To lay their eggs and spray them with cream.*

It was the most painless sex education that I have ever seen.

The work was continued in art classes and their home activities sessions. We also went to Healesville Sanctuary. The project was run for a whole term - nine to ten weeks with two fifty minute periods a week - and the girls said they didn't have enough time to do everything.

Finally we had an Animal Families Day on which an exhibition was set up for parents and the rest of the school. They displayed their book work and art work and they dressed up in animal costumes and did plays, skits and drama. One group called themselves the Skyhooks and sang "Emu is not a dirty word". It was interesting to watch how they tried to observe animal movements so they could imitate them.

CLIVE: One management problem which we should mention is the attitude of other teachers to migrants and bilingual or multilingual materials. How do you get on the side of the principal? How do you gain the co-operation of teachers? How do you get funds to cover the cost of materials if this is necessary?

JANICE: I found that at least forty per cent of the work was getting the materials into the school. I am the first migrant teacher in the school and I found when I suggested using the Multilingual Units last year, the staff were mistrustful and suspicious. It was like a wall coming down. Finally I organised things first and went to the Principal and the Deputy Principal, of whom one is the Science course co-ordinator. I said: "Look at the materials I have, all the tapes, and planned lessons". I presented it as though it was already done, and since it looked as if I knew what I was doing I was able to get agreement. Because the fact that students would be learning in languages other than English aroused suspicion, I prepared little speeches for staff meetings explaining that the students were not going to lose their English, quite the contrary. I also said it would provide an opportunity to involve parents in school work. Once it was organised and placed before the administration of the school and other teachers, in an organised form,

rather than as a bright idea, they accepted it. I don't want to imply that I conned them into using it. I presented whatever positive evidence there was in an organised plan for introducing it to the school.

Although the topic fits in with the curriculum and the work only lasts eight weeks, it had to be done this way in my particular case. If I had asked everybody's opinion of it first I would have been met with suspicion, because of the uncertainty of embarking on something which nobody knew about.

An obvious strategy is to develop your allies. The Science teacher was very much in favour of it, she was even willing to throw out her second term syllabus in favour of it, so obviously I made lots of plans with her.

CLIVE: After you had worked on the Animal Families Unit for a term what effect did that have on staff attitudes and on the school in general?

JAI JE: I was able to say to the staff: "Come down to the hall and see what the girls have done." When they came and saw the notebooks written in two languages, the girls in costumes, and a lot of fun and happy things they felt quite

different from how they had felt when I, as a new teacher, presented them with a new idea, a year previously. Definitely more people would support me now.

I have already mentioned the effect on the girls of working in groups, and making some of their own decisions. They liked this group work so well it has been continued this term in Science classes in astronomy.

There was some influence, too, on the parents. Usually we have very organised parent-teacher nights when the parents come to talk to the teachers about the mid-year report cards. I feel most parents find school an alienating place. We invited parents to our Animal Families Day and although not a great many came, those who did expressed interest in the work. They wanted to know how they could help their daughters. I showed them the non-English books we have recently bought and suggested they borrow a book to read to their child and their child to read to them.

One child told how her father made her read the mother tongue version of her book to him, read it himself and asked her questions about it. A number of parents showed interest in the books and talked about the work with their children.

CLIVE: In conclusion I would like to emphasize that we don't suggest our use of the Multilingual Project materials as a model for all schools. The questions I have posed to Janice need to be asked in each case.

JANICE: The work with the Animal Families Unit at my school was sufficiently successful for the Principal to approve further work with Multilingual Project Units. I look forward to using the material again next year.

OTHER ASPECTS OF MIGRANT EDUCATION:

AN ETHNIC LIBRARY

Margaret Dear *Flemington Primary School*

We have started an ethnic library at Flemington Primary School using a migrant demountable classroom from the Commonwealth Government. It is particularly suited to use as a library because it is separate from the main building and on the main pathway which gives parents and children access to the school.

We set up a library with the hope that providing books in ethnic languages would encourage involvement on the part of migrant parents. At the time we started the library the more usual forms of appeal had met with no response, and the only parental involvement was a handful of Australian mothers.

The school has 324 children, 146 of migrant background. Of these 89 are Greek, 6 Turkish, 7 Yugoslav and 22 Italian.

Our School Committee gave us \$300 of which we were only able to spend \$165, owing to the limited range of books available. We began with fairy stories because we thought everyone would know them. At the start of the program the children were very keen. They helped us with the stamping of the books and writing the word 'Language' in every book. We expected a high standard

in this and the children have responded by taking very good care of the books.

However the use of the books developed gradually. The Greek children can usually read fluently. We have only one child who reads Italian. At first some of the children wouldn't borrow the books because they didn't feel competent to read in their own language. We suggested that their mothers might read the story to them. This fitted in with our initial aim of getting parental involvement. Now we have mothers, fathers and grandmothers taking books to read to their children. Some of the Greek girls who can't read are taking books home for their mothers to read to them. For some, this is the first time their parents have read to them since they have been in Australia. Sometimes Greek children read stories in Greek to other children in the library.

The organisation of the library is very informal. We didn't advertise it in any way, beyond telling the 62 children with whom we are directly involved. Each child has his own card and all the cards are arranged in a box in grades. The children write down the titles they borrow on their card, with the date borrowed and the date to be returned. If they are able they find their own card and the book they want, and we check them. The individual card is important to the children as they like to see the list of books they have read. Last week we ran out of cards

and we put the names on paper. The children regarded this as quite unsatisfactory. The library is open from 3.15 to 3.45 every day and so far we have had fantastic response. I estimate that 150 children are using the library.

One result of our ethnic library has been a demand for books from Australian children. Because we have a great many of the McDonald Starters, Dick Bruna books, Dr. Seuss books and Golden books we are able to provide for weaker readers among the Australian children. Some of them have asked us to teach them to read, and some of their migrant friends have asked on their behalf. In this way our library has involved us with the whole school.

The reason why children are borrowing from us in preference to the main library is partly our separate building. The library in the main building is closed off and less accessible. Also our way of borrowing is less formal. We have no expectations about what a child should read and we don't make judgements about the kinds of books children borrow.

QUESTION FROM AUDIENCE: When you presented these resources to the children did you expect them to use them immediately or were you prepared for a slow response initially?

ANSWER: Our main aim was to involve parents. We knew most parents

work and so don't have much time with the children. Also we knew the children watched television a lot and we wanted to give them the possibility of reading their own language in a way that would involve their parents. Our ethnic library seemed to fill these requirements.

OTHER ASPECTS OF MIGRANT EDUCATION:

MULTICULTURAL EDUCATION: SOCIAL EDUCATION MATERIALS PROJECT

John McArthur

Until recently the "official" viewpoint has been that Australia was a homogeneous society. There is now a growing awareness that this "melting pot" theory does not truly represent the situation. Martin (1974) states that, within the Australian context:

Since 1972 this pluralism has become manifest and acknowledgement that we are not a homogeneous community has leapt or seeped into almost every corner of our society (p. 1).

Given that there is this increasing recognition of Australia being a multicultural society, this paper will explore the implications for curriculum, particularly in relation to the Social Education Materials Project (SEMP).

When empirical data is examined, there should be little debate as to whether Australia is a multicultural society. The 1971 census figures show that people born in at least seventy other countries are now resident here, and that approximately one in four people were either born overseas or born of parents who were. Since 1972, Mr. Al. Grassby, the former Minister for

Immigration, and subsequently Commissioner for Community Relations, has called Australia "a family of nations". Through his statements and documents people are starting to reconsider their attitudes to people born overseas. However, there are people who argue that a change to a multicultural emphasis will only divide the society, and that we should continue to aim for a policy of assimilation, or at least, integration. I would argue to the contrary, and agree with the Schools Commission Report (1975) which states

that assimilationist policies do not dissolve cultural differences (p. 119).

There is much confusion about terms such as 'pluralism' or 'multiethnic', and this tends to obscure the basis of cultural programs - that of establishing a sense of identity for the individual. Teaching programs tend to look at "them" and then withdraw to a neat Anglo-Australian situation, without studying factors that affect the values held in a particular society. For example, teachers often study the Aborigines for three weeks, without studying the values of that society and relating these to values held by the students.

If one takes the viewpoint that Australia is a multicultural society, then the following definition by Banks (1973) provides a basis for discussion:

in open society in which individuals are able to take full advantage of the social, economic and educational advantages of a society, and yet are able to maintain their unique ethnic identities and allegiances (p. 211-2).

In this society, which Banks refers to as a "culturally plural society", the individual is able to exist within two cultures, and will probably adapt to features of each culture. As one Greek recently commented: "When I am with Greeks I feel more Australian, and when I am with Australians I feel more Greek."

There seem to be three major components in discussing 'multiculturalism' - equality of opportunity, cultural diversity and mutual tolerance. These components are to be found in the Banks definition and assume greater importance when looking at designs of multicultural curricula. If educational institutions can plan programs which incorporate the major components, then such institutions are well towards achieving a true reflection of the society - "equality of opportunity" and "cultural diversity" being important characteristics of programs for ethnic or migrant children, and "mutual tolerance" and a sympathetic approach to "cultural diversity" being important for all children.

During the 1950s and 1960s the aim of the Australian society was towards "Anglo-conformism", and educational institutions reflected this. Migrants were expected to conform to this

"Australian Way of Life". However, the ideal of "Anglo-conformism" has not been successful, as cultural diversity still exists. Matheson (1975) no longer sees the question as "Should we teach about multiculturalism?", but "How do we? How do we encourage teachers, schools, education departments, curriculum projects and teachers' colleges to develop programs which reflect the change in attitude of our society?" (p. 11)

The Schools Commission through its innovations and disadvantaged schools' grants has set up structures by which change is possible, and the Curriculum Development Centre has funded our team. However, these are minor contributions in a very large and complex area. There are two aspects of multicultural education. The first one is to meet the needs of migrant children through appropriate language and cultural programs; and the second, to meet the needs of all children by developing a curriculum that reflects the nature of the society in which we live. The relevance of multicultural education does not, therefore, depend on the number of migrant children in the school. The Schools Commission states:

that the multicultural reality of the Australian society needs to be reflected in the school curricula. While these changes are particularly important to under-gird the self-esteem of migrant children, they also have application for all Australian children growing up in a society which could be greatly enriched through a wider sharing in the variety of cultural heritage now present in it (p. 124).

It could be argued that education, like religion with its many churches, should encourage the establishment of ethnic schools, which could then study in depth a group's culture and language. However, this approach could be divisive, since groups would be receiving a narrow perspective, and the second aspect of multiculturalism would not be satisfied, i.e. the development of a curriculum that reflects the nature of the society in which we live.

Banks criticizes many current American programs in ethnic studies in that they concentrate almost exclusively on the ethnic minority. For example, black studies programs are developed for a predominantly negro area. He argues that these programs

are based on the intellectually indefensible assumption that only ethnic minorities need to study ethnic minority history and culture (p. 108).

One must agree with Banks when he contends that

all students...need to develop a minimal level of ethnic literacy and to understand the role of ethnicity in American Life (p. 109).

His point is that it is not only necessary for negro students to have a knowledge of Negro history for their self-image, but that all American students must be aware of the Afro-American perspective

In American history and society.

In the Australian context, too often the question is asked: "What about us Aussies?" when migrant children seem to be advantaged. Matheson calls this the "indignant Aussie syndrome" (p. 11) and it is often related to an "OOG" complex. "OOG" (one's own group) is the fierce ethnocentrism which consistently devalues any group different from US. He argues that it is important for the dominant group to understand the diversity of our community, as well as having specific programs in schools with a high migrant population. If curriculum programs do not reflect this diversity, then the dominant group may well be the one that is eventually disadvantaged, by not understanding such diversity.

This argument is not a criticism of the first aspect outlined by the Schools Commission. It is important that schools develop programs that suit the environment, provided that it suits all students in that school. If not, group rivalries may arise and be very damaging to otherwise worthwhile projects. As Stenhouse (1974) states, "all schools (and classrooms) are different" (p 16), therefore schools must be encouraged to develop a curriculum to encompass the needs of the school population. Projects, like SEMP, can only provide the basis for development of school programs. SEMP is a project funded by the Curriculum Development Centre (CDC) in Canberra. There are eight teams of three teachers each throughout Australia working in an area of social education.

The two Victorian teams are "Urbanism" and "Racial and Ethnic Relations". The project is of two years' duration with materials being produced by commercial publishers for distribution in 1977. At this stage the Race and Ethnic Relations (R & E) team are developing material on three areas - Aborigines, Ethnic Groups and on Papua New Guinea.

There are two basic aims of SEMP. One is to produce a range of materials to cater for needs felt in Australian schools and for this material to be flexible in nature so that it can be used in English, history and other programs as well as in social education. The second aim, or rather principle, is that community involvement be a strong factor in the process of material production.

In contacting the community the "R & E" team have concentrated on both the community concerned and on the teachers using the material. The model developed by the team has been to contact members of the relevant community at each stage of the process. For example, the material on the Greek community was researched from Greek publications and interviews. These were drawn together and sets sent to members of the Greek community, both in Melbourne and interstate, for comment and criticism. If criticism is forthcoming the person is asked to detail this and to write a commentary on the section for possible inclusion. This has proved useful in ironing out anomalies, inconsistencies, and factual inaccuracies. The revised draft has then been

re-presented for further comment. Very little of the material has been originally written by the SEMP team members themselves.

Teachers are using the trial material in classrooms. Trialling is at a state level at this stage, and national trials will begin in 1976. There are two aspects of trialling. Firstly, to ascertain whether any material or parts are unsuitable for students, and secondly, to incorporate the suggestions of trialling teachers in the teacher's handbook which will accompany the final materials. To illustrate the second point: a teacher in a Western-District technical school, where the migrant population was small, used the material on the Greek village to compare and contrast this with the life-style of the district. This example could be used to show other teachers that this material was suitable for use in a school with a small migrant population.

Finally, there is a need for all students to read other points of view in order to clarify their own sense of identity. The team is endeavouring to produce material written by people from other ethnic backgrounds. One such piece is an account written by Cheryl Buchanan, an Aborigine, giving her viewpoint of Australian history. It is our hope that the material will provide a valuable contribution to the area of multicultural education, and that the process of involving the community at various stages will be used as a model by others.

Note:

The following material, prepared by SEMP, is published by Heinemann Educational:

1. Aborigines and Europeans

This pack focuses on the clash between the Aboriginal and European cultures and the difficulties experienced by the former as a result of this clash.

The pack contains five booklets plus a tape on 'Land Rights'.

The booklets are:

- (a) *Frontier Politics* - a historical view of the clash in Australia with comparisons and contrasts with overseas experiences.
- (b) *Black Conditions* - A study of living conditions of Aborigines in Australia today.
- (c) *Case Studies* - focuses on specific case studies of discrimination against Aboriginal communities.
- (d) *'Land Rights'* - 2 booklets: one focusing on general issues and one focusing on the "Arakun" situation in Queensland.
- (e) *Aboriginal Voices* - a collection of poems and stories written by Aborigines.

2. Australia - a Multicultural Society

This resource pack focuses on the nature of the Australian society today and the forces which are shaping the nature of that society. Is the future to be a Multicultural Society? The pack includes five booklets, a set of slides, an audio tape and several large posters. The booklets are:

- (a) *Old Country* - depicting life in a Greek village of a fictitious family who is proposing to migrate to Australia.
- (b) *New Country* - depicting the change in the life style of the Greek family when they arrive in Australia; particularly in relation to identity, changing of values, etc.
- (c) *A Melting Pot?* - Looks at the question of the future of the Australian Society, as well as a brief consideration of migration in general and of Italian migration in particular.
- (d) *Towards a New Reality* - Discusses issues such as communication, discrimination, prejudice, etc.; and looks at the future of members of ethnic groups in trade unions, politics. The overall theme focuses on the diverse nature of the Australian society.
- (e) *Ethnic Voices* - A collection of poems and stories written by students of different ethnic backgrounds from schools throughout Australia. Illustrations by students also.

3. Different Things to Different People

This resource pack is aimed at the junior secondary levels. It sets out to develop an awareness of the differences of other things and other people, and to examine the reasons behind these differences. The pack is very visual and consists of:

- (a) booklets and cards based on general perceptions and on such notions as suspicion and enemies, images, clothing and attitudes.
- (b) 6 cards on "Changing Communities" - a set of activity cards based on how one's own community has changed and ways of noting the differences that have occurred.
- (c) 15 cards based on tradition and change in Papua New Guinea, as a focus on another culture.

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Appendix 1

BILINGUAL EDUCATION WORKSHOP

Centre for the Study of Teaching and Human Interaction
School of Education
La Trobe University

PROGRAM

SESSION 1

Friday, 10 October, 1975

1. Recent research on bilingualism
 - data available on advantages of balanced bilingualism
 - strategies of second language learning
 - implications for classroom practice

2. Multilingual Project Units
 - Animal Families
 - Myths of the Australian Aborigines
 - Libraries and You
 - Traffic Accidents

3. General discussion

Appendix 1

SESSION 2

Saturday, 8 November, 1975

1. Other Aspects of Bilingualism.
2. Bilinguals and Monolinguals Learning Together:
Planning and Implementation.
3. Classroom management techniques.
4. Use and development of materials (small groups and
report back).

SESSION 3

Saturday, 6 December, 1975

1. Evaluation of bilingual teaching materials.
2. Evaluation of materials for planning Units
(small groups and report back).
3. The contribution of the Multilingual Project to
the total curriculum (Panel discussion).
4. Plenary session.

Appendix 2

BILINGUAL EDUCATION WORKSHOP

Centre for the Study of Teaching and Human Interaction
School of Education
La Trobe University

PROGRAM

SESSION 1

Friday, 12 March, 1976

1. Report on recent theories and research data on second language learning and bilingualism.
2. A preview of recently developed Multilingual Project units:
 - Melbourne
 - Communications (revised)
 - Buying
 - Computers
3. General discussion.

Appendix 2.

SESSION 2

Saturday, 27 March, 1976

1. Teachers familiar with the Multilingual Project materials reporting on classroom experiences.
2. Discussion in small groups on implementation of new materials, ideas, problems and solutions: Melbourne.
3. Discussion in small groups: Communications.
4. Panel discussion: Application of resources.
5. Video tape illustrating the use of Multilingual Project materials.

SESSION 3

Saturday, 10 April, 1976

1. Teaching English in a bilingual program.
2. Discussion in small groups: Buying.
3. Discussion in small groups: Computers.
4. Panel discussion with representatives of educational authorities and institutions and with representatives of migrant groups.
5. Plenary session.