

# Multiculturalism in Education NEWSLETTER

No 2 1986

Languages & Multicultural Centre  
139 Grote Street,  
Adelaide. S.A. 5000  
Telephone: 2126177

MULTICULTURALISM has

## Perspectives

fre...  
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Is...  
Or...  
ind...  
be supplemented by Chinese, Lebanese,  
Vietnamese, Greek, Indian and Italian  
cuisine? Do the roots of multiculturalism lie  
deeper than our taste buds?

I would venture to say that essentially  
Australia is not a multicultural society. Nor  
do I believe that we should ever become one.

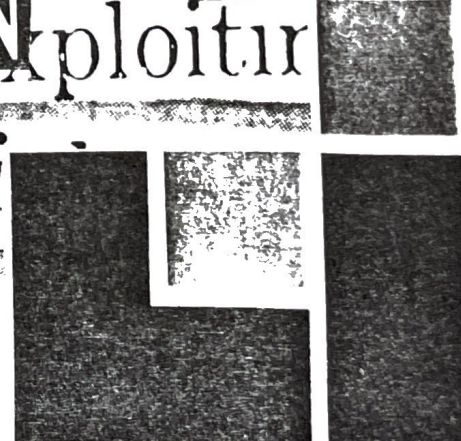
Am I a Right-wing neo-conservative Fas-  
cist racist Nazi. I confess I have never seen  
myself in those terms. So I shall try to  
explain.

There is no doubt that Australia is the  
only free world nation which since the in-  
crease of the White Australia policy in the  
late 1950s. If we are no longer homogen-  
ous in our attitudes and values, if we are  
not Americanised, we must have the  
courage to stand up for our values.

ABSTRACTS

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The sacred cow that  
is multiculturalism...  
AGAINST  
RACISM  
EDUCATION

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I sold my house  
colored people buy  
houses in that area.  
I did not move out  
because I was a "racist"  
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## CONTENTS

Multiculturalism In Action	1
Learning Unfamiliar Names	4
Communications Day At Hectorville Primary School	8
Notice	8
Girls Learning And Living In a Multicultural Society	9
Spanish Classes For Native and Non-Native Speakers	11
Our Multicultural Heritage Exhibition - Some Afterthoughts	12
Task Force - Second Phase Language Learners	13
A Word From An E.S.L. Teacher	15
Migrant English Classes	16
Resources	17
Videos And Films	18
Reviews	19

Editorial Committee: Meredith Noble  
Sylvia Eliseo

# MULTICULTURALISM IN ACTION

The annual general meeting for M.I.A. was held at Unley High School attended by 110 teachers, principals and administrators with Jim Giles and Chris Majewski invited as guest speakers to outline the new directions for multiculturalism - from a state and a national perspective.

Also at the meeting a new management committee, including area representatives, were elected to coordinate M.I.A.'s activities. They are as follows:

## MANAGEMENT COMMITTEE

Convenor	Alan Young	Christies East Primary
Superintendent of Studies-Multiculturalism in Education	Chris Majewski	Central Office
Supervisor, Languages & Multicultural Centre	Ann Sexton	L & M.C.
Adviser	Nick Scarvelis	L & M.C.
Adviser	Sylvia Eliseo	L & M.C.
Elected Principal	Keith Bull	Thebarton Primary School
Elected Principal	Katherina Skull	Croydon Junior Primary
Elected Teacher	Lee Barratt	Wirreanda High School
Elected Teacher	Viki Lykogiannis	Unley High School
Western Area Rep.	Moss Potter (Principal)	Risdon Park High School
Southern Area Rep.	Joseph Ricciardi (teacher)	Spence School
Eastern Area Rep.	Bernadine Lynch (Principal)	Mt. Gambier North Junior Primary School
Adelaide Area Rep.	David Hourigan (Senior)	Croydon High School
Northern Area	Sandra Lowery (Deputy)	The Heights

### OUR AIMS ARE:

- To encourage and support all schools in adapting official policies on multiculturalism in education.
- To discover and meet the needs of students from NESB backgrounds.
- To focus on inclusivity in curriculum choice and management.
- To encourage all schools, including those whose population predominately reflects the mainstream culture, to develop a greater awareness of the total multicultural society.
- To provide appropriate inservice programmes.

### OUR FUNCTIONS ARE:

- Communicate the principles of multiculturalism to schools and committees.
- Assist schools and areas to:-focus on multiculturalism in education  
-modify curriculum to reflect multiculturalism in action  
-develop sharing and communication with each other.
- Respond to individuals or schools indicating an interest in the principles of multiculturalism.
- Map out other organisations and groups, their functions and their relationships to M.I.A.
- Establish and maintain links with central and area bodies.
- Promote and support networks of schools implementing multiculturalism.
- Document good practices across the state.
- Maximize resource sharing.
- Review our operations regularly.

### What we can offer:-

- |                          |               |   |
|--------------------------|---------------|---|
| <input type="checkbox"/> | Service -     | 2 full time R-12 advisers with a statewide brief available for the following  |
| <input type="checkbox"/> | Information - | about current policies and programmes that schools are implementing through discussion and the Multiculturalism in Education Newsletter |
| <input type="checkbox"/> | Assistance -  | in awareness raising of issues and policies<br>- in developing school based and area based professional development programmes          |
| <input type="checkbox"/> | Referral -    | to other groups, networks and appropriate funding sources.  |



- ☐ Publicity- assistance in promoting programmes that reflect excellence.
- ☐ On-the-Spot- assistance through staff meeting, individual/group discussion.
- ☐ Financial assistance through a Grants Programme.
- ☐ Resources - software, hardware and human through other advisory groups, networks, area committees and organisations.
- ☐ Major Projects - support for initiatives promoting multiculturalism e.g. special events.

**Benefits to You:-**

- new directions in community involvement and participation
- strengthening existing programmes/activities
- increasing the profile of multiculturalism in the community
- involving people not previously active in promoting aspects of multiculturalism
- developing local resources
- accessing children, teachers and parents to wider resources.

**What we ask of you:-**

M.I.A. will support initiatives in country and city schools promoting multiculturalism which satisfy the following criteria:

- the initiative is a response to local issues and interests from individuals, groups or schools;
- there is an active participation element that will benefit the school community;
- the ideas or plans will stimulate further creative activity in promoting multiculturalism;
- approval is sought through appropriate channels i.e. Area management.

**Now that you are interested:-**

Once your school has an idea write us a letter outlining your plans briefly or phone us:

Multiculturalism in Action Advisors  
 Languages and Multicultural Centre  
 139 Grote Street,  
 Adelaide. 5000. Telephone: 2126177

If your school has not received the M.I.A. poster and support statement please contact Sylvia or Nick.

*Sylvia Eliseo*

## LEARNING UNFAMILIAR NAMES

It was the school's annual end-of-year sports presentation night. As usual my children had insisted that I arrive early. So there I was, a lone parent sitting on a bench...waiting. But alas, once a teacher always a teacher. Before long I was surrounded by several children. One sat down next to me. After engaging in pleasant chit-chat I turned to the girl seated along-side.

"What's your name?" I asked.

"Luiza", she replied.

Almost before she had said it another child added.

"She won't tell anyone her last name".

I felt sad, stunned and annoyed as memories of similar childhood experiences flashed through my mind.

"It's.....", she continued, giving an anglicized version which was almost unrecognisable from the original.

"Oh! I know your mum and dad...and....." I stated, and the chit-chat continued. This wasn't the time to dwell on the issue of names.

We all went inside and the presentation began. Names were called and children collected their awards. Then the teacher called out "Luiza". In a flash Luiza was at the front. She had strategically made her move on the first sound. Even if the teacher had attempted to say her full name, which she didn't, she wasn't going to have the chance. Luiza had no intention of being embarrassed in front of this large audience. The evening progressed and I became aware of similar responses from other children.

It was my child's turn.

"Lara", called her class teacher.

Lara stood up and made her way to the front. She wasn't in nearly as much of a rush as Luiza was. Then I realised why. Her own teacher was embarrassed about saying her name incorrectly and was not prepared to do so in public. Lara was sure that only her given name would be called. It had happened all year.

Her class teacher approached me after the presentation.

"Hi", she said. "You're Lara's mum aren't you?"

She knew I was. I was no stranger at the school.

On the way home we talked about Luiza's and their own reactions to having their names mispronounced. I was concerned but unsure of what to do. I recounted the experience to my husband and the matter was forgotten until the beginning of the following year.

At this school assembly, class lists were being read. The children had been at the school for up to 4 years. The teacher reading the names had been there longer. Almost without exception, when an unfamiliar name was mispronounced the child concerned bowed his/her head, smiled nervously at a peer, sighed in resignation, fiddled, shuffled or blushed.

For those children: I have written this paper and hope that teachers and students will make an effort to learn appropriate strategies for learning unfamiliar names.

For Luiza: I intend presenting this paper to her school.

For my daughter: I encouraged Lara to say her name correctly and to be assertive about its correct pronunciation. I also approached her new school and taught the principal to say our name correctly. I requested that the staff also use correct pronunciation. This was done.

Lara is delighted that the teachers and students have mastered her "difficult" surname so well. She is now drawing the attention of one last teacher to the fact that her name is Lara - not Laura!!

## Helpful Hints

- Be relaxed yourself.
- Be positive - no name is too difficult.
- Children learn names very quickly. Older people find it harder to hear minor variations in sounds.
- Make an effort to put the other person at ease. This should include a smile, but laughter is off-putting.  
In the present social climate both parties in such an introduction are generally nervous and unsure of the outcome.
- Take as much time as necessary to learn the full name correctly at the first meeting so that it can be repeated confidently later. A minute (or two at the outside) is all that is usually required.
- It is more embarrassing or often not appropriate to learn the name at subsequent meetings.
- Become familiar with students' names as soon as possible. Take the time to learn all the names of children with whom you have contact. Check the pronunciation with the children. Take care not to guess or anglicize.
- Show a genuine interest to learn the correct pronunciation.  
Once an incorrect pronunciation is learnt it is far more difficult to re-learn the correct form.
- Be aware of your own pronunciation. If you feel that you have not repeated the name correctly, say so.  
"....(name)....", I'm sure that I'm still not saying it right. Can you say it for me once more".

Don't say....

"...(name)...", Is that right?" (sigh). In this situation people may accept an anglicized or muddled version out of frustration or to save any more embarrassment.

- It is usually necessary to hear the name more than once to be able to repeat it correctly. Develop your own set of questions and statements to elicit the number of responses you need. I have found that longer questions and statements, which are used when one is relaxed, genuinely interested and in control of the situation, are more effective than short ones.
- Each situation varies a little, depending on whether it is formal or informal, and whether there is more than one person involved at the introduction.
- Ask for the written form if you know that you will remember the name better that way.
- Focus on groups of sounds.

If the language is phonetic ask for a few simple rules. This helps to put people at ease and also gives you some additional knowledge.

- Find out which is the given name and which is the family name.



Source: The Advertiser

- If you know how to say a name correctly before being told, do so. However, give the person the chance to correct if necessary. e.g. "Hello Mrs....(name)" "Hello". "Did I say your name the way you say it?"
- Accept that some families have chosen to anglicize their names and no longer wish to have their name pronounced in the native language. With support and in the right social climate some may feel more assertive about insisting on a correct pronunciation.

## Why Allan says 'Just call me Callaya'

SBS-TV, sticking to its multicultural flavor, will apparently not compromise over correct foreign pronunciations. And as a result, news reporter Allan Calleja, who resigned from Channel 10 last week to become the Adelaide reporter for SBS-TV's *Magazine*, is going through an identity crisis.

Allan, whose colleagues know him by the Anglicised pronunciation "Calleeja," has been asked by his new network to revert to the correct Maltese sound.

"I've been known as 'Calleeja' for the last seven years," Allan, who is Australian-born to Maltese parents, said. "It is hard to teach

people my name's proper pronunciation is 'Callaya'."

60 Minutes presenter Jana Wendt, one of Allan's colleagues when he started in television at Melbourne's ATV 10, once advised him to pronounce his name correctly regardless.

"But even my own family wanted me to call myself Calleja, so I gave in," he said. "But now I have joined SBS, which insists we pronounce names correctly. It has insisted I pronounce it 'Callaya'."

"I've always wanted to be called 'Callaya' but I haven't really had the push and the nerve to start insisting on it."



Allan Calleja ... reporter for SBS's "Magazine".

Source: The Advertiser, Adelaide July 1st, 1985.



- Be empathetic. Don't ridicule any name. Some names may have amusing meanings or sounds in English. Your name may be equally amusing in some other country.

Sometimes the full form of the name is more acceptable than a shortened version which people adopt thinking that it will be easier. e.g. (MI) shortened from (LA-MI).

- Introduce a person in the way he/she would want to be introduced. Use the full name unless you are on first name terms with the person, not because you can't pronounce the family name. e.g. "Do you mind if I just call you Maria?"
- Be consistent - don't say your name one way to one person then another way (perhaps anglicized) to others. It's very confusing and adds to your own frustration.
- Be supportive. - Use the correct form if you are given a choice. e.g. "My name is Francesco but you can call me Frank".
- Be careful when drawing similarities with English names.
- Be supportive of the child's given name. The choice of name for a child rests with his/her parents, not with the teacher.
- Show students by example that you consider correct pronunciation to be important.
- Be supportive of students who indicate that they wish to be assertive regarding the correct pronunciation of their names. It is also important to be accepting and supportive of children who have chosen to anglicize their names.
- Explore the meanings and origins of the names of your students.
- Learn about how names are given in different cultures.
- Watch children's reactions to having their names mispronounced. Draw colleague's attention to your observation.
- To avoid embarrassment at the first school assembly, consider displaying class lists at strategic points on the school campus. Instructions on where the children can group can also be included.

*Irene Janiszewski*

## COMMUNICATIONS DAY AT HECTORVILLE PRIMARY SCHOOL

On Tuesday 8th October, 1985 we were fortunate enough to have a "first in the state" at Hectorville Primary School - we had the SEBI caravan in our yard broadcasting from our school to the world at large.

Early on the big day the school was invaded by technicians, announcers, "anchor men" and radio people in significant numbers. Children were manning the extra telephone line and were greatly amused when the first call received was from a lost technician!

The children really enjoyed this part of it and a whole class took turns at being telephonists and runners to the radio unit.

Initially, the children didn't seem to realize that the broadcast was going past our classroom radios to the community and excitement gradually mounted as the day went on.

Jenny Hill and Hung read a beautiful book in English and Vietnamese to a class of Grade 3 children. This, together with comments and questions was broadcast live.

Children were involved in making up questions for interviews with staff and parents as well as presenting dedications and requests for songs and the 12 o'clock news.

The station people were all very relaxed and the children really enjoyed their time with them.

The whole school was involved in folk dancing, Communication Games, Literature with Big Books, a Maths display, Music and a wonderful display by the Wireless Technology Unit.

We were also fortunate enough to have the Magic Circus who amused the whole school for an hour and a half in the afternoon and added a delightful finishing touch to the day.

We were very grateful to Nick Scarvelis and Olive Chiveralls for all their preparation, encouragement and organization and the whole day was deemed a huge success by the children, staff, parents and the community.

*Claire Brooks*

## NOTICE

A student at Adelaide TAFE College, Yin Kay, is wanting to send unwanted English language texts to a high school in Kampuchea. What you may find out-of-date, could be just the thing, e.g. Situational English, Practice and Progress, etc. etc. or mainstream English language texts from junior high level.

Please send or deliver books to Helen Cornish, Adelaide TAFE, Light Square or Sandra Chynoweth, Languages and Multicultural Centre. Many thanks!

## GIRLS LEARNING AND LIVING IN A MULTICULTURAL SOCIETY

Without doubt, school learning programs which incorporate the South Australian Education Department's Equal Opportunities policy will have a positive effect for females in our society. Affirmative action for girls in the context of the inclusive curriculum assists girls to exercise a greater variety of options so that they can then make positive and varied contributions to living in this society to the benefit of all.

To ensure that groups are not disadvantaged through educational exclusiveness we need to look at curriculum content, resources and teaching methodologies and make appropriate changes and modification. However, changes must take into consideration the social consequences for girls from the variety of cultural groups which make up our multicultural society in Australia. Many girls come from backgrounds where there is a strong patriarchal society. In some families men have the dominant role and women appear to be submissive, while others are in fact strongly matriarchal but appear on the surface to be patriarchal. These girls learn and perceive their role during the early socialization process in the home and in the wider group with whom they socialize. The way they perceive their role is frequently in contrast to the way it is perceived by girls from the dominant group, those of Anglo backgrounds.

For me there is a dilemma. Should we disregard the beliefs and values of minority groups, those which are very strongly adhered to in the home environment, and substitute a new set of values?

If we reject these as being legitimate values we are virtually devaluing the child to his/her culture. For example, should we encourage independence knowing it is not valued in some cultures? I believe we need to consider the consequences of what may in some cases mean radical change. Let me make it clear that I do not believe that life chances for females should be less than those which are available to males. But by using affirmative action strategies in the education of girls so that they become more assertive and take on a more dominant role are we in effect alienating girls from non-English speaking backgrounds from their families and cultural group and thus creating an atmosphere of conflict and disenchantment within the family? A further question which needs to be addressed is whether or not "liberating" girls is an insidious way of devaluing cultural conditioning and valuing dominant Anglo values and beliefs. In other words, does "liberating" girls mean we are in fact anglicizing them?

As teachers we are frequently made aware, when talking with girls and observing behaviours that there is a conflict between the home culture and the school culture. We need to constantly maintain and sharpen that awareness. To assist girls from a variety of cultural backgrounds living in our multicultural society should we not do the following?

- Become familiar with each individual's values and beliefs by listening to what they are saying and through observation of their behaviours.
- Value each child as an individual which means not making judgements based on one's own perceptions as to the rightness or wrongness of beliefs and values.

- Ensure that affective learning is incorporated with cognitive learning, across the total school curriculum. Affective programs assist children to value themselves as unique individuals and appreciate and value the uniqueness of others.
- Use problem-solving techniques to assist children to deal with conflict situations as they arise. Ultimately, the responsibility for making a decision rests with the individual. Likewise the individual must live with the consequences when the decision becomes activated. Outcomes may be either positive or negative depending on the value system of the individual. In other words, the choice of options may prove to be appropriate or inappropriate for the situation. There will be times when the choice is inappropriate. However, I look upon these as learning situations which initiate a change in subsequent behaviour. The decision making process involves the following:

### TYPES OF DECISIONS

I make decisions by myself  
 We make decisions collaboratively  
 Others make decisions for me

### CRITERIA FOR DECISION MAKING

The selection of a solution is determined by the following:

- What a person is able to do
- What the person wants to do
- What it is safe to do
- What will work to solve the problem.

### THE DECISION MAKING PROCESS

**Problem** - The problem or question which needs to be answered is articulated.

**Possible Solutions** - Possible solutions are suggested by the individual or a group of children. These could be recorded.

**Outcomes** - Each solution suggested is examined individually and positive and negative outcomes of each are predicted and considered, based on anticipated feelings and values.

**Selection** - The most appropriate solution is selected and acted upon.

**Evaluation** - The action is evaluated to determine whether or not the decision previously made was appropriate.

### In summary

I do not believe there are any clear cut answers to the issues relating to educating girls from non-English speaking backgrounds. Providing girls with a range of choices and the ability to make decisions may come close to providing the answer.



V I see affirmative action programs as a short-term "bandaid" approach to redressing inequalities. However, it seems to be a valid transitional phase in moving forward from an exclusive curriculum to an inclusive one.

As educators we have to move carefully and sensitively, and continually heighten our awareness, for our actions, which are implemented in good faith, could in fact further alienate this group of girls and increase the incongruence between the home and school culture. How much do we know about what parents want for their daughters?

*Meredith Noble*

### SPANISH CLASSES FOR NATIVE AND NON-NATIVE SPEAKERS

High Schools: Adelaide High (Yr. 8 & 12)  
Ingle Farm High School (some levels)  
Para Vista High School (all levels)

Post Secondary courses: Flinders University  
Adelaide College of TAFE  
Adelaide University Continuing Education  
WEA (Workers' Education Association)

Interpreter/Translator Course: Adelaide College of TAFE

After hourse classes for all ages: Ethnic School held at Gilles Street Language Centre. Cervantes School held at Adelaide High (includes Matriculation Spanish).

For more information, contact the above institutions direct, or Ms. Sandra Chynoweth (Languages & Multicultural Centre, phone 2126177), Mr. Daniel Lopes (C/- Education Department phone 227 2149), Mr. Enrique Soto (Migrant Resource Centre, phone 2121266).

Schools or a cluster of schools with enough students to form an after-hours class at Year 11 or 12 level in a convenient location should contact Mr. Sylvain Talbot phone 3338400, Coordinator, S. A. Secondary School of Languages.

## OUR MULTICULTURAL HERITAGE EXHIBITION

### - Some afterthoughts

As a follow on from John Ton's article in the last newsletter, I thought teachers might enjoy seeing photographs of the children from Croydon and Forbes Primary Schools who took part in the opening of the display. Their performance was a great success and demonstrated the excellent efforts of their teachers Betty Konistis and Helena Heresztyn.

The display would not have been the success it was without the help of many teachers in sending in and displaying children's work, and the great effort of the team of advisers from the Languages & Multicultural Centre. It was good too, to work as a team with advisers in Languages other than English, who gave many children the opportunity to work on Languages activities. Jeff Field, heritage adviser, trialled video-text computer activities related to his collection of heritage across South Australia. Teachers interested in obtaining information about the system, or his video "Family Tree" should contact Jeff on 227 0346. Copies of the video are also available from the Languages & Multicultural Resource Centre. Booklets of activities for children to use as a starting point for multicultural aspects of heritage are available from me at the Centre.

*Joan Turner*



Melanie Walker  
Queenie Huong



A Turkish Dance

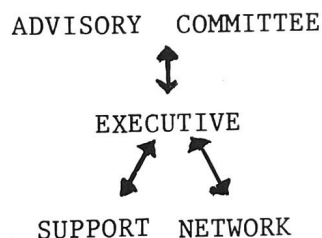
# TASK FORCE - SECOND PHASE LANGUAGE LEARNERS

This is the first of our bulletins to keep you informed of our activities and progress.

## 1. Setting up the Support Network

- We had a well attended meeting to do this (it was 41°C). Thank you to all those who came despite the heat and who participated. We asked for and have collated the priorities for action of those present. The most interest was expressed in receiving the resources, ongoing action research and more information about the 2S Project. If you weren't there and would like to join the network please let us know. Also indicate how you think we could help you.  
e.g.
  - by sending articles
  - by sending strategies
  - by working with you on these strategies in the classroom
  - by modelling these strategies
  - anything else.

## 2. The Structure



The Advisory Committee met for the first time on 10th April, 1986. Report in next Bulletin. Members include:

- Paula Hennig - S.O.S. Special Populations
- Peter Jackson - Principal, Norwood High School
- Ann Sexton - Supervisor, Languages & Multicultural Centre
- Kit Moller - Acting S.O.S. P.E.P.
- Chris Majewski - S.O.S. Multicultural Education.

The Executive consists of:

- John Walsh - P.E.P. Inclusive Curriculum, Project Officer
- Soulla Stefanou-Haag - Adviser 8-12 (F.T.) (Coordinator)
- Debra Burke - MCE/ESL teacher, Morialta
- Patricia Kelly - Lecturer A.M.E.S.

Debra and Pat are funded by the P.E.P. to work one day per week on this task force.

The Support Network now comprises 70 people, including teachers and principals.

### Action to Date

- Set up meetings to establish network and Advisory Committee.
- Sent our articles and strategies to network for use and comment.  
We appreciate your feedback and will incorporate it in future bulletins.
- Began Bulletin

## Aims

In general, the Task Force aims to inform the Education Administration and those in schools in order to develop their awareness of the needs of second phase language learners so that services can be extended to enable these students to achieve their potential.

### Second phase language learners are:

- students who have lived in Australia for many years (or were born here)
- probably speak another language at home
- have developed skills to hide their weaknesses.

We will be sending out articles discussing second phase language learners in more detail.

Don't forget to send us your comments. If you are interested/want to comment please contact:

Soulla Stefanou-Haag  
Languages & Multicultural Centre  
139 Grote Street  
ADELAIDE 5000      telephone: 2126177  
Courier R2/1

Pat Kelly  
(for the Task Force)



## A WORD FROM AN E.S.L. TEACHER

"You've been given some extra time at this school working in E.S.L."

"The Vietnamese children need some help I know you will do well!"

How pleased I was to get this news. Terrific kids without a doubt, but where do I start, what will I do, what do they need to learn about?

Well, over the weeks I've sure worked hard sharing with the kids what I know; talking, walking, approving and sharing, watching their confidence grow and grow.

Yes our job is hard all right. Teaching these kids from another land. But, Oh, what a reward they've given me, when they smile and say, "Yes I understand!".

As an E.S.L. teacher my main aim is to help my students learn English as easily as I can make it for them, using a positive, practical and meaningful approach.

First of all I set out to gain a positive relationship with Thuy, Giang and Ly. This meant a lot of talking and walking; touching articles and naming them, encouraging the children to repeat words and rewarding them with smiles, hugs and approving words.

One very successful experience I would like to share with you is the short, but exciting excursion we all took to the local fruit shop. My aim was to teach the children the names of fruit and vegetables by smelling, and touching them. We walked and talked about everything of interest on the way.

When we got to the shop, I introduced myself to the owner and explained my aims. He was very helpful and followed us around the shop explaining the foods to the children. The children then chose their favourite fruit to take back to school. They paid for them, and proudly carried their choice back to school.

We then cut up the fruit and together took the plate around to each class teacher. The language I asked the children to use was:

"We walked to the shop"

"I bought the....."

"Would you like to try some.....?"

The teachers were (as usual) most cooperative and extended this language experience by asking questions like - "What colour is the.....?" "Is it hard or soft?" "Have you tried a ....?" or saying, "My favourite fruit is...."

This was so exciting for me as the children were so proud and eager to talk to the teachers. To me, it proved that my work had not been in vain, and that I could go on teaching so many more concepts to these children, who were now showing real signs of being "one of the class" and not, "one of the Vietnamese Kids."

It is hard work, but the rewards are enormous!

I discovered that the next day the children took their mother back to the shop. She is now a regular customer.

Robyn Hannon  
ESL Teacher Modbury West Primary

- \* Robyn shared this story at a conference for newly appointed N.A.P. teachers. The public relations aspects of the story, within the school and the local community were of particular interest.

\*\*\*\*\*  
\* Adult Migrant Education Service Classes 1986 in  
\*  
\* M I G R A N T   E N G L I S H  
\*  
\* AT Marion High School  
\*  
\* MONDAY and WEDNESDAYS at 7 p.m. to 9 p.m.  
\*  
\* Classes also during daytime by negotiation.  
\*  
\* For further information ring:  
\*  
\* Denise Janek (Adult Migrant Education Service): Phone 2240922  
\*  
\* or  
\*  
\* Jurgen Kracht or Helen Pedler at Marion High School: Phone  
\* 2761699  
\*  
\*\*\*\*\*

## RESOURCES

Resources for E.S.L. teacher reference and classroom materials. No. 2. from the E.S.L. committee task group is included with this Newsletter. This issues has a 'focus on Maths' - materials suitable for primary to secondary levels. Printing costs do not allow for an extensive list but we hope the selection offered will 'enthuse' you to select and review more materials in this area for yourself. If you have more items to share, send them in and we could include them in a future supplement.

English Language Accession List No.20 is also in this mailing. As usual a very interesting list of carefully selected materials. Note additions to our Fiction collection. Materials in the fiction area are chosen according to several criteria.

1. Stories about people's lives or a period of their lives before they emigrated.
2. Stories about immigrants in their new country.
3. Stories set in other countries e.g. David Cox "**Ayu and the Perfect Moon**" and Jacques Danois "**Friends from the ends of the earth**".
4. Australian children's literature which reflects our Multicultural Community e.g. Joan Dalgleish "**Dim and Dusty**" (on a previous listing).
5. Illustrators from different cultural backgrounds e.g. Sita Jucker "**The Black Sheep**" retold by Rod Martin.

We have also included books which give a 'cultural twist' as it were to some traditional themes e.g. Leon Garfield's **Guilt and Ginger-bread** a traditional fairy tale where the handsome prince has been replaced by Giorgio a poor student of philosophy from Padua University. (He still gets the girl in the end).

The Primary English Teachers Association have published an excellent book The Peta Guide to children's literature edited by Walter McVitty (1985) which is not only a guide to selection but offers good ideas on the use of literature in the classroom. An excellent title on our non-fiction listing is **Cry for our Beautiful World** edited by Helen Exley - Melbourne. Heinemann 1985. - Young people from 70 nations plead for the survival of our natural world.

Copies of the **L.E.A.** materials Part 4a and 4b are available for loan from the Resource Centre, also copies of the new Secondary E.S.L. beginners material kit **Highways** available on short term for those of you awaiting your own copies from the Language Education Branch, Canberra.

All materials borrowed from the Resource Centre must be returned by the end of Term 1 for re-distribution in Term II. The process will progress smoothly (we hope) if you respond to any overdue notices promptly. Materials not returned may be charged to the borrower at replacement cost which of course includes library processing as well as purchase price.

Margaret Stockley

## VIDEOS AND FILMS

New Videotape copies available from E.T.C. 81 Flinders Street, Adelaide. 5000  
Courier R1/4. Phone 2270166.

SUBJECT	NO	TITLE	TIME
Aborigines - Women	VT1452	Never Too Late	14 min
Angela	VT1454	Conceicao Tchiambula	20 min
Brazil	VT1411	Children of the World	28 min
Brazil	VT1413	Who will help Paul Paulinho?	26 min
Children in China	VT1453	Children of Soong Ching, Ling	29 min
Costa Rica	VT1461	A Chance for Children	15 min
Haiti	VT1461	A Chance for Children	15 min
India	VT1455	India: Migration to the city	28 min
Multicultural Education	VT1477	Ibrahim/Ibrahim A discussion: A New Arrival in Australia	55 min
Multicultural Education	VT1435	Bicultural Women	30 min
Refugees in Somalia	VT1398	Edge of Survival	12 min
Sri Lanka	VT1463	Wasantha (A girl in Sri Lanka)	24 min

The State Film & Video Library is preparing a special catalogue of Multicultural Films, available probably in Term 2. Any information about films and videos for loan to schools can be obtained from Ms. Angela Tolley, Bicentennial Liaison Officer, phone 2687366.

*Sandra Chynoweth*



## REVIEWS

"TOO YOUNG FOR GHOSTS" by Janis Balodis

Workshopped at the Australian National Playwrights' Conference, 1984.  
Performed by Melbourne Theatre Company at the Studio, Victorian Arts Centre, July, 1985.

Performed by The Stage Company, Space Theatre, Adelaide Festival Centre, August, 1985.

Published by The Currency Press, 1985.

In the late 1960's I recall first meeting Barry Humphries' character, Sandy Stone, in (I think) 2GB's Macquarie Auditorium. Certainly Dame Edna was there too, although not Sir Les, but it was Sandy Stone who threw me!

Here was an old fellow whom I had never previously seen, a man of vastly different age, experiences and class to mine. Yet I knew him so well sitting as he was, propped up in bed reminiscing about war and women and 'medical problems'. I had no real comparable experiences, but we were a part of the same stage.

I went home that night thoroughly depressed. Humphries' ability to create a character of such great pathos, but also his ability to transcend individuality and embed it in a wider national consciousness, overwhelmed me. Sandy Stone revealed to me a significant part of my previously unrecognised identity. He alerted me to my participation in events and moods of (British-Australian) male significance. This pathetic old man linked the barely pubescent me to a society I was rejecting as hard and fast as I could. It was the society that was propelling me towards Vietnam's Australian hell. It was the society against which I made noisy protest. In my eyes it was an uniformly materialistic society. Sandy and I, different as we were, were nonetheless bound to it. Since then there's been plenty of lively Australian theatre to amuse, to tease, to buffet and to give me some clear sense about the particular 'me' living in this particular nation.

It seems though that as Australian theatre gained popularity in the 70's, it had to work hard, after years of displaying other peoples' theatre, at providing only 'shocks of recognition' for the Australian ethnic majority.

Male British-Australians were centre stage, (although not necessarily flatteringly so). But in the last four of five years plays by (seldom) or about (more often) Aboriginal people, women, the less able, and ethnic minorities, have begun to appear on stage.

Times have changed as the Australian Film Industry has grown along with theatre. Australian TV drama serial production also has more recently done profitable business. (At the time of my meeting Mr. S. Stone Esq. the only 'Australian' movie I had seen was 'Jedda' (1955). Community Arts activities are also now far more numerous than they were in my formative years, and it is hard to imagine that many young Australians are as suddenly confronted as I was by my awkward relationship with Sandy Stone.

How often, and in what plays, have Australians who would dominate as ethnic majority, recognised themselves in relation to ethnic minority Australians? How often and to what extent have Australian ethnic minority millions identified with their very own Sandy Stone's?

Not often and not much, if theatre productions in Adelaide are any guide. Troupe has played Bill Hannan's undistinguished 'L'Emigrante'. The Stage Company has played Bosi's 'Windows' and Wal Cherry's musical drama 'The Emigrants'. Other plays have struggled at smaller venues.

Sidetrack was a hit at the 1984 Festival Fringe with 'Down and Out From Under' a play clearly focussed on ethnic minority/majority interaction. Also successful was their rock musical drama 'Loco' which superbly integrated aspects of immigrant adjustment into a consideration of work relationships, class and technological change. Both plays attracted large and enthusiastic audiences, both were socially realistic and contained explicit political messages. Music, social realism, and workshopped scripting have been fairly common threads.

'Too Young for Ghosts' by Janis Balodis, an author with roots in Latvian-Australian experiences, is a play which distinguishes itself in this rather meagre company. It does open and close with haunting recorded choral music, and many scenes are socially realistic. In fact some vignettes may well have been Judah Waten play scripts. But there the contrasts with previous plays ends.

'Ghosts' is big, bold, and a thoroughly personal vision. It is clearly identified with Balodis rather than a company. It bears one man's stamp.

Nine players act 16 roles in scenes on the North Queensland cane fields (1948-9) in Stuttgart (1947) prior to six refugees embarking for Australia, but also on the track with Leichhardt in 1854. Ghosts of a disarmingly naturalistic kind also interact with the living, towards the end of this long play.

So there are big leaps in time, place and being to contend with and these were handled with excellent calm in the Adelaide production. Sparse, distinct shadows cast over a desert like revolving stage created quite deliberately a flowing change of scene. An excellent cast led by Emma Salter and Patrick Frost worked well at doing justice to the script. The boundaries of language, centuries, cultures and landscapes were easily and convincingly crossed. Balodis and the director appeared to be emphasizing human rather than particular cultural qualities. My uncertain response to the play then rests mainly with the script.

The play succeeds initially in raising in tantalising fashion a number of questions. What are the immutable aspects of human nature? (Lust, bonding, response to outsiders, work? - all seem to contribute to a dismal survival.) or in what ways do people of any time, of any ethnicity, crumble or survive in a hostile physical and social environment? Is Australia physically oppressive to all its people (perhaps excepting Aboriginal Australians?) What happens to culture transplanted? How significant is a war neurosis in shaping Australian immigrant and refugee experience? Perhaps the dominating question asked is - what is the extent to which the Australian environment influences people, whatever their place in history, whatever their cultural baggage?

Balodis does allow us some involvement with his characters, and he attempts more than simple documentation in his efforts to provoke. He does this through the juxtaposition and interaction of characters and their ghosts.

place and time are casually stepped over. And as these different people meet the big questions they are shown to have no big answers. There are no epic dialogues. No successful grand gestures. Leichhardt's myth is mundane. The land strips away pretention as people trade, eat, copulate, maim, talk and die. The land is so old, and so dominating, the white history so young and fragile that myths and ghosts evaporate in the desert's breath.

Fire and flood! (says Leichhardt). That is the singular character of this remarkable country, extremes so often meet. The coast is luxuriant green. The interior is burnt red.

But in closing he observes.

All has passed before me now like a vivid dream. The remnants are only a few impressions, satisfied variety, and the memory of some graceful girl.

Karl, the DP 'hero', finishes a long play by saying, "I won't be able to call this place home. Not for a long time". And Ilse, in reply, "Don't drink too much and save your money. You have a daughter to take care of. I will work too".

That's survival in Australia, and even the ghosts wandering around look the same as the other players and share their pedestrian concerns. And so a play which provoked so much, finishes with one difficult-to-market idea. It left me feeling I had only just survived the play, a play that pushes the idea of survival as simply unpleasant.

I'm not too sure what plays and what characters will survive the pace of the last 15 or so years of Australian Theatre. Perhaps Sandy will die when Barry does. But his ghost will continue to shock lots of us into recognising a certain bond. Sandy is a real enough ghost. He is widely recognised.

For Balodis to argue that we are 'Too Young for Ghosts' is hard, but his captivating attempt failed in the end, partly because of the simple flatness of his apparent final theme, and partly because of a final welter of confusing activity. As 'the idea' crystallised - the action gained considerable pace and ran in apparent contradiction to 'the idea'. The bigness and boldness of the play seemed finally to overwhelm the characters and the audience. What Balodis is endeavouring to say is perhaps not conducive to satisfying theatre or am I unnecessarily defensive?

*Peter Lumb*

**"EPISODES IN ESP" by John Swales**  
Pergamon Press - 1985.

**Episodes in ESP** is an important new source and reference book on the development of English for Science and Technology by John Swales, author of the classroom text "Writing Scientific English" and currently Director of the English Language Institute and Professor of Linguistics at the University of Michigan.

Through **Episodes in ESP**, Swales sets out to explain and illustrate the major lines of development in English for Special Purposes over the last twenty years by showing the relationships between fifteen key publications, made up of eleven articles and four extracts from textbooks. The book is intended to complement Pauline Robinson's overview of developments in ESP, "English for Specific Purposes" (Pergamon - 1980), but is broader in scope in that it establishes a clear historical perspective in terms of both theoretical and practical developments in ESP from the mid 1960's to the present time. Intended primarily for teachers and teacher-trainees who may be entering the sometimes confusing world of ESP for the first time, selections for Swales' volume have been based on two criteria:

- (1) They should be directly concerned with the ESP classroom and
- (2) They should provide a reasonable basis for chronological comparison. Consequently, no reference is made to publications dealing with questions of course and syllabus design, evaluation and testing in ESP etc. Although titled "**Episodes in ESP**", the material presented refers specifically to English for Science and Technology, since the largest body of work exists in this field. It also concentrates on the mainstream areas of reading and writing at tertiary level, there being no reference made to oral-aural skills. While examples of publications by certain key people (e.g. Stevens and Candlin) have not been included, contributions nevertheless represent a wide cross-section of professional activity emanating from as many as nine different countries.

**Episodes** is thoughtfully set out, each item from the ESP literature being preceded by a brief 'setting' which places the article in context, highlights its original elements and, where appropriate, suggests possible limitations. The **Episode** itself then follows, accompanied by commentary notes which include explanations of difficult terms, topic and themes which recur throughout the volume, comments on uses other practitioners have made and questions designed to increase readers critical awareness. Each **Episode** concludes with an 'activities' sections providing a series of exercises particularly useful for teacher-trainees and an 'Evaluation' which provides guidelines for reader review of the selection.

While the entire volume is a source of stimulating information, some of the more useful selections for classroom teachers interested both in developing ESP courses and in furthering their own knowledge of this area might include: A. J. Herbert's **The Structure of Technical English**, Swales' **Writing Scientific English**, Lackstrom, Selinker and Trimble's **Grammar of Technical English**, Allen and Widdowson's **Teaching the Communicative Use of English** and John Moore's **Reading and Thinking in English - Discourse in Action**.