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Multiculturalism in Education
NEWSLETTER

No. 5 1986

the Challenge

MULTICULTURAL EDUCATION E.S.L.

E.T.C. PUBLICATIONS
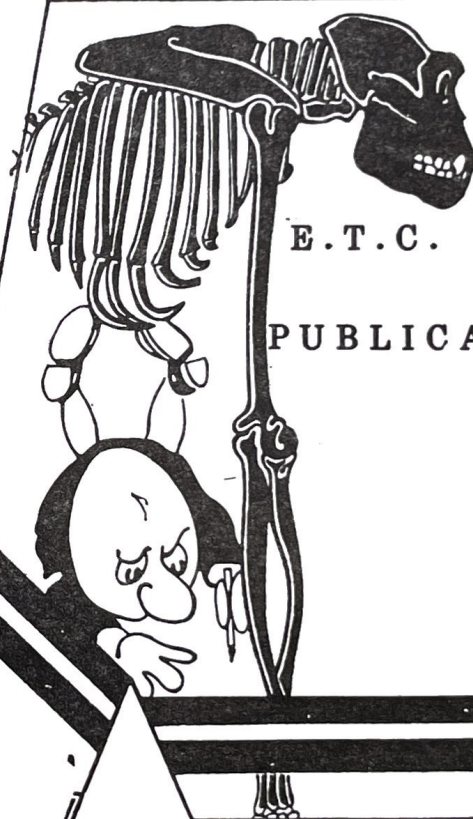
ADVISORY SERVICES CURRICULUM

EDITOR

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Education Department of South Australia

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FROM THE EDITOR

"MAINSTREAMING" - WATCH THAT WORD

When the Federal Minister for Education, Senator Susan Ryan, tells the States that the new financial arrangements provided for in the budget are not really 'cuts' but simply a way of allowing the States "to partic- ipate more fully" in deciding on priorities and how to implement them, then it is time to watch our language. At best this is a naive way of expressing the best of budget intentions, but it can also be seen as a deliberate attempt to restructure policy implementation and by doing so restructure the policy itself. (See: Castles, Kalantzis and Cope, The End of Multiculturalism? , 1986).

In what light should we consider such a restructured policy? The answer in brief is: in the light of the latest jargon term "mainstreaming". What is meant by this word becomes quite obvious when we retrace our steps to the 1978 Galbally Report: Migrant Services and Programs. This Report made it convincingly clear that the "mainstream" was not meeting the needs of non-English speaking background people in the Australian society. It was, therefore, necessary to make additional structures and services 'outside' the mainstream society available to meet those needs. This was done in due course and done well, by and large, to the benefit of migrants, refugees and Australians of non-English speaking backgrounds.

I wrote 'outside' in quotation marks just before to emphasise it, because I consider this notion to be at the core of the latest developments in multicultural perceptions and policy implementation. As the notion is ambiguous it allows for sleight of hand at all levels, as people see fit. Let me explain by making some comments in response to two items in the last issue of MECC News (July 1986). Under the heading 'Time for Co- operative Action', the Minister of Education, Mr. Greg Crafter, observes:

> "It is important that all aspects of education be reflective of and responsive to the multicultural and multilingual nature of the society in which we live. Multiculturalism should be evident in the school curriculum and in the composition and attitudes of our teachers and administrators.

He continues:

> "Multiculturalism involves everyone and our ability to pursue a successful and equitable multicultural policy will depend on involving people from all cultur- al backgrounds in the setting and implementation of policies.

Is the Minister speaking from within or 'outside' the mainstream society? Hardly from outside of it; as Minister of Education — and with a name like Crafter, he would have to be within the mainstream. Yet his comments are very supportive of implementing multiculturalism in education. However, these comments and their implications for "mainstreaming" are in total contrast to very similar sounding remarks by the Federal Minister of Educ- ation, Senator Susan Ryan, in her budget guidelines to the Commonwealth Schools Commission, 1987:

"The Multicultural Education Program had (past tense!)
an ambitious goal, to raise awareness of the multi-
cultural character of the Australian community. The
program has met some early objectives and it is now
time to ensure that teaching and learning about multi-
culturalism are integrated into normal mainstream
education programs. (Emphasis and underlining mine,
v.W.) p3.

Earlier in the same document, Senator Ryan specifies:

Where (these) objectives have been achieved, the Common-
wealth can withdraw; in some areas the objectives
of the (specific purpose) programs can be integrated
with the mainstream provisions of States and systems
(p.1f.)

The ambiguity of the above remarks clearly indicates that here, too, we
have a person speaking within mainstream structures; but in contrast
to her State counterpart, Mr. Crafter, she views the multicultural compon-
ents of education in and for a multicultural society as add-on elements
outside the mainstream, which therefore now need to be integrated into
normal (a very telling adjective!) mainstream programs.

Regardless of whether or not "areas of disadvantage" have been "system-
atically addressed" and whether "these objectives have been achieved",
the different starting points and lines of argument, applied in both cases
to the area of Multiculturalism in education, clearly show how the first
speaker places Multiculturalism within the mainstream society and wants
to implement policy "in the multicultural society of which we are all
a part", while the latter places herself within the mainstream, views
multiculturalism as an issue outside the mainstream society as "an ambitious
goal" ... "to address areas of disadvantage" from which the Commonwealth
can now "withdraw".

My view of Australian society is that historically by definition it has
always been in different ways a multicultural society, a fact which simply
went unrecognised by one section of the community which by virtue of its
myopia considered itself the "mainstream" and for many decades succeeded
in bluffing the other groups in society into accepting it.

Given this working definition of Australian society, it is impossible
to hold the opinion expressed by John Tons in MECC News under the heading
"Mainstreaming! Should We Fear It?: :

"In short, just as there are no Australians who have
grown up in a non-sexist society, so there are no
Australians who have grown up in a multicultural society."

Even in the light of an earlier comment, that "as yet there are no Austral-
ians who have grown up in a society which values cultural diversity, who
are used to a notion that languages other than English ought to form an
integral part of our social fabric ... etc." I cannot go along with it.
I am not much happier with the possible interpretation that what is emphas-
ised here is that cultural diversity is not valued by society.

What concerns me about the way in which these views are expressed is that the style used almost counts as much as the contents in making the point. In fact, I agree with the sentiments as such, but distance myself from the implication that multiculturalism exists on the fringe, outside the mainstream society. It contradicts my definition of what it means to be 'Australian'. No ethnic group in our Australian society, whether of English or non-English speaking backgrounds, should define itself out of the so-called 'mainstream'. To do so, even if only by implication, means to confine oneself to a place somewhere 'outside' the mainstream in a position of weakness. I believe there is only <u>one</u> Australian (i.e. multicultural) society of which, as Mr. Crafter pointed out, we are <u>all</u> a part.

"Mainstreaming" - we should not fear it, rather we should expose it for the sham it is, by clearly defining our terms and thus not giving any one group the opportunity to paint any other groups into corners, outside the mainstream - that is where the ghetto begins.

That is why such arguments as used by Senator Ryan are false: there should be no need for any multicultural support structures to be integrated into "normal mainstream society". Instead, they should be considered to be a normal part of mainstream services to secure "access and equity" for all.

Financial cuts plus political expediency to my mind do not add up to a redefinition of what is meant by a multicultural society. It reminds me of the pilot's comment to reassure the passengers of his aircraft when one engine caught fire: "Everything is normal for a situation of this type ..."

Brian van Wageningen
SENIOR ADVISER, MCE/ESL 8-12
LANGUAGES & MULTICULTURAL CENTRE

MULTICULTURALISM IN ACTION

(TEN SCHOOLS)

In November, 1985 a group of teachers, principals and advisers who had been involved in the Ten Schools Project in significant ways, met for three days at Raywood Inservice Centre to review the activities of the Project and to look at possible future directions.

The process was a difficult one as it meant letting go of an established structure to meet the needs of a variety of schools, R-12, across the five Areas. Although a great many of the 50 member schools were located in the Adelaide Area, were R-7 schools and were characterised by high enrolments of children from minority ethnic backgrounds, the Ten Schools Project has always maintained a commitment to the principle of multiculturalism for all Australians. This was based on the belief that you can create as many changes as you wish in a small number of schools where there are a large number of children of non-English speaking backgrounds but unless you have a real influence in schools generally, you are not likely to change mainstream attitudes to multiculturalism, thus stifling the effects of the changes in a few isolated schools.

With this in mind the group at Raywood agonised over ways in which a group of teachers and principals could support the development of Multiculturalism in Education across the State. Its success in the past had been largely attributed to the lack of bureaucratic interference, its ability to maintain a network of key teachers and its ability to respond to the needs as expressed by school communities. The daily organisation and implementation of programmes was and continues to be (at least for a few more months) supported by two advisers and a small scale grant programme.

The review group tried to maintain the above features in the new structure now referred to as Multiculturalism in Action, rather than Ten Schools Project, as the old name implied that it was an exclusive group. The group also hoped that it might be able to support the development of Area based committees by including representatives from each Area on its Management Committee.

Multiculturalism in Action (M.I.A.) supports the inclusion of school based personnel in decision making committees regarding the implementation of multiculturalism in schools. It also supports co-operation between Areas through sharing of ideas and resources.

Another change has been in the strengthening of the 8-12 focus. This is reflected in the next section of this article which highlights the seven projects funded through the M.I.A. Curriculum Development Grants Programme.

The following programmes have only recently been given funding approval and are thus still in their early stages. The teachers involved will use Term III, 1986 to develop programmes and materials ready for implementation in 1987.

The projects are as follows:

1. <u>Short term conversational language courses</u>

This project was initiated by the School Council at Adelaide High School. The aim is to encourage parents and teachers to learn some basic features of a language used by a community group at the school.

People will undertake a 6-8 week course in a language which is not their first language. When the parent community was surveyed there was also strong support for a Conversational English class.

A small reference committee of teachers and council members has been set up to work with language teachers to develop appropriate programmes.

2. Asian Literature for Senior School English and ESL Programmes

English and ESL teachers at Findon High School recognised the need to include authentic Asian Literature in Senior Secondary courses. At present the focus is on courses currently being undertaken by ESL students, such as the "Between Cultures" unit, which is a major area of study in the Year 12 ESL syllabus.

A resource book of Asian writing with accompanying teacher notes should be a very significant resource for a range of courses presently taught in secondary schools.

3. An Exchange

Children and teachers from Hendon Primary School and Kingscote Area School have been involved in a variety of interactions through an exchange programme. The focus for the interaction has been on problem solving and this will really be put to the test when the children meet on unfamiliar territory, on Spilsby Island.

The children will play a major role in negotiating the programme and making the necessary arrangements.

4. Year 9 Pastoral Care Programme

At The Parks High School the Multicultural Education Committee in conjunction with Year 9 Pastoral Care co-ordinators have agreed to develop a programme which seeks to address:

(i) The need for all students to become aware, tolerant and receptive of the experiences and contributions made by a wide range of ethnic groups living in Australia, particularly those represented in the school.

(ii) The need for all students to develop an awareness of and confidence in the value of their own cultural experiences and backgrounds. A culturally sensitive programme should have a significant impact as Pastoral Care at The Parks comprises four x 40 minute sessions a week.

The writing process will begin on a day when all the Year 9 co-ordinators will get together and will continue at Year Level meetings. Following a trialling and review process it is hoped that the programme will be extended through the school.

5. Support Network

The Southern Area through its Area Committee and Adviser in Multicultural Education have already gathered considerable momentum for action in schools throughout the Area.

The proposed programme seeks to provide a support network for key teachers.

These key teachers will be involved in exchanging information and in supporting the professional development of teachers in schools.

6. Multiculturalism and the Arts

An interest group already established in the South East district - "South East Languages and Multicultural Committee" is hoping to increase the community's awareness of various cultures by engaging the support of artists of a variety of backgrounds, with specific skills, to teach teachers and students. These brief encounters will be used to stimulate further exploration both in the classroom and through a community celebration.

7. "Multicultural Australia"

The members of the Humanities staff at Reynella East High School will develop a 20 week semester course for Year 9 students which will enable students to confront relevant issues related to living in a multicultural society.

In a school which has an enrolment which largely reflects the majority culture in Australia this is an exciting project. It aims to influence both teachers' and students' attitudes and thus have an impact on prejudice experienced by minority ethnic groups.

The teachers are already engaged in an examination of current curric- ulum documents and resources and aim to develop a course which will focus on investigating the real issues in society, pertaining to multiculturalism as identified by teenagers in Reynella.

THE FUTURE ! ! !
When reflecting on my ten year involvement with the Ten Schools Project, now Multiculturalism in Action, as a teacher, teacher representative on the Management Committee and as one of the advisers, there is no doubt in my mind, that teachers are becoming increasingly aware of multicult- uralism in education. Many schools have attempted to develop curriculum and structures which are more responsive to the diversity of cultural and linguistic phenomena operating in our complex society.

It would be very disturbing to see this enthusiasm wither away as teachers become frustrated through the lack of resourcing. The Federal Government has through its budget cuts reneged on its responsibilities. Support for the implementation of the principles of multiculturalism in education has all but been totally withdrawn.

The advisory positions and the grants which have supported the above programmes and many others over the years are seriously under threat. The State Government has moved to restore funds to the ESL General Support Programme, which would otherwise have given rise to a blatant inequity in our system. Further resourcing is obviously needed to support the implementation of multiculturalism in education, particularly at the school front, where the real commitment to policies is felt.
I invite you to respond to this article.

Nick Scarvelis,
SENIOR ADVISER, MULTICULTURALISM IN ACTION,
LANGUAGES & MULTICULTURAL CENTRE

A SPELLING PROGRAMME

INTRODUCTION

I used the spelling programme which I will describe, with a Year 4/5 class, however, I believe that the same process can be used at any level in the primary school.

The programme which is very much related to children's writing, is individualized and the procedure ensures that children largely accept responsibility for their own learning. It enables children to make personal decisions in selecting their own words and using their preferred learning strategies. The teacher's role is to coordinate the programme, facilitate learning, raise children's awareness of an interest in words and provide challenges.

Our school requirement for reporting to parents about their children's achievement was that a grade had to be given for spelling. My programme was therefore developed so that this requirement would be met.

A focus on the spelling of words and vocabulary expansion extended beyond the programme being described. Throughout Language Arts periods there was also an incidental focus on the spelling, meaning and derivation of words used in discussion or selected words encountered in class readings of short stories, extracts, poems and novels.

SELECTION OF WORDS

On Monday of each week children selected the words, which they wanted to learn for that week, from a variety of sources. Refer to: **Sources for Selection, page(9)**.

Initially, I set a limit on the number of words which should be chosen; ten was the minimum and twenty the maximum. I decided on this as I felt that in the early stages, to leave the decision on the number totally to the children, some may be too enthusiastic and select more than they could handle and so dampen their enthusiasm while others may underestimate their working capacity and choose too few.

I suggested that later, when children felt that they had achieved success in being able to spell the number of words they had been selecting each week that they might increase their contract. Eventually a number of children were selecting above the maximum I had set initially. Generally when children felt they were ready, they increased the number themselves. In a few cases, I made the suggestion that I thought a child was ready to consider increasing the size of the list.

Periodically I would remind children that in selecting words they needed to consider those which they were unable to spell but were likely to use in their writing and that their lists should make learning challenging.

ROUGH COPY

Children made a rough copy of their selected words which I checked on completion to ensure they had been written down correctly. At times children misspelt words which they wanted to learn but could not find in print. Children frequently chose words which they had heard others use or had read in a novel but found it difficult to locate the source.

When the rough copy had been checked children made a good copy which they filed in their Language Arts folder. This became a cumulative record of the words children had selected throughout the weeks. This was also a record for my purpose too as I did not keep my own record of the words each child chose. Whenever I needed to check through a child's lists I would just look at his/her Language Arts folder.

Children took their rough copy home on Monday nights so that they were available if children wanted to work on spelling for homework during the week. At the beginning of the school year I had an information evening for parents so that I could explain what the children would be doing in Language Arts class. Naturally, I discussed the spelling process and programme and informed parents that their child would bring home a spelling list on Mondays so that they might offer support and encouragement if the child did decide to work on his/her spelling at home.

LEARNING TO SPELL WORDS

One of the issues discussed with the children when setting up the programme was strategies which might be used to learn words. Individual children explained to the class the techniques they had used in the past to learn to spell words. I listed the various strategies on a large sheet of paper and displayed them for a time in the classroom. The completed list, which covered a variety of approaches to learning to spell, included techniques for learning through visual, auditory, oral and muscular modalities. Children were then able to select from the possibilities, a strategy which they felt appropriate to them and which best suited their learning style.

A strategy about which the children seemed unaware, and one which I felt worthwhile to add to their repertoire, was the **LOOK-COVER-WRITE-CHECK** technique advocated by Arvidson G. L. (1963), Peters M. L. (1975) and Cripps C.C. (1978). This strategy is based on the premise that spelling is largely a visual skill. I explained this method and I asked children to use it in the early stages so they could learn and reinforce the strategy.

The strategy which is repeated for each word on the list is as follows:

LOOK: Children look carefully at the word and notice things like configuration, small words within the word, the letter groupings which make up the beginning/ending/middle. Children then attempt to memorize the word by visualizing the letter patterns and the whole word with eyes closed, tracing the word in the air or on the desk, saying the syllables and/or devising a mnemonic clue.

COVER: Children cover the word and use memorizing procedures.

WRITE: Children write the word from memory perhaps saying it as they write, pronouncing syllables, letter groupings or individual letters. Some children may devise their own peculiar pronunciation as a mnemonic clue which they use when writing the word.

CHECK: Children check their written version of the word against the correct spelling. If the word is found to be incorrect after checking, the whole process is repeated rather than altering the word by the insertion of omitted letters or changing of incorrect letters for the word needs to be written as a meaningful unit if the spelling of the word is to be mastered.

During the week I allocated time for children to review their words, using the learning strategy or strategies which they themselves chose.

ASSESSMENT

On Friday of each week children were tested to determine how successful their own learning had been. Obviously it was impossible for me to give individual tests to 31 children, therefore they worked in pairs, testing each other.

After tests were completed, I marked them and recorded the results for each child. My records showed the number of words a child had contracted to learn and the number of errors, e.g. 18/3, 21/1/

An interesting outcome of the pair-testing procedure was the children became familiar with words that their partner had selected and frequently, interesting words would appear in the partner's list the following week.

SOURCES FOR WORD SELECTION

Children made their selection of words from a variety of sources. In a brainstorming activity at the time I was introducing the programme children became aware of the possible sources from which words might be selected. I listed the source possibilities on a large sheet of paper for display so that children would become familiar with these.

Sources for word selection included the following:

- **Words misspelt in test**

  In selecting words, it was mandatory for children to include in their lists any words from the previous week's list, that were misspelt in the test.

- **Children's Writing**

  The purpose of learning to spell words is for accuracy in written communication; to allow correct messages to be communicated, for the reader may pay more attention to incorrect spellings rather than the message. To be understood, children need to learn to spell correctly, those words which they use in writing. Frequently used, misspelt words in writing had high priority in the selection of words for children's weekly lists.

  During the final conference session on a child's piece of writing, prior to the publication, I would reach a decision with the writer about which words should be included in the following week's spelling lists. I wrote the words on a small piece of paper as indicated on the diagram below, which I stapled to the child's draft. These were words used, or likely to be used frequently in writing. In addition I listed words which were less frequently used and the child recorded these in his/her writing dictionary so that they were available for future reference.

```
NAME_____

Add these words to your

Dictionary  [    ]        Spelling List  [    ]
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- **Published course material**

The school had multiple copies of a spelling course. The course consisted of a series of books containing word lists arbitrarily grouped in the various levels.

Although I am not in favour of published spelling materials which contain lists of words grouped at various levels of difficulty, where they are available in schools, these expensive resources can be used in other, perhaps more beneficial ways.

I invited the children to select the level which they felt appropriate for themselves. The selection process was interesting. Children seemed to know where they were placed on the scale and only two children over-estimated their capabilities and after a few weeks selected a lower level. Children who, from their previous experiences, believed that they were poor spellers felt free to select levels below those generally considered by the publisher to be for Year 4 or 4 "standard".

Each level is divided into 40 weekly units, each with a list of words and activities related to those words. Children could make selections from any of the wordlists regardless of whether the list coincided with that designated for the particular week of school.

- **Words related to Topics**

Commonly used words related to topics or the content of various curriculum areas provided a further source for the selection of words.

Periodically, topics become the focus of Language Arts activities. These topics included such things as **Early Settlers, People, Halloween,** Autumn, **Animals, Advertising.** Children worked in groups of 5 to brainstorm and record words associated with the topic. Each groups's list was shared with the whole class. I later arranged the children's words in alphabetical order and recorded them on a master sheet. At times I added words which had been omitted but which I felt would be used frequently when writing about the topic. Children were given a duplicated list of the topic words which was filed in their Language Arts folder under the heading of **Topic Lists.**

Topic lists had three functions: to introduce the vocabulary related to the topic; to provide a source for the selection of words to include in spelling lists; to provide children with a reference for words that they were likely to use in any writing related to the topic.

- **Writing Dictionary**

  Children had their own personal dictionary which was kept in their draft-writing folder. This dictionary which contained words most frequently used by children in writing, was a further resource for children to use when compiling their list.

- **Fiction and Non-Fiction**

  Print materials which children had read, or were reading also provided a source for new words. Words which were interesting, unusual or appealed to a child's curiosity and he/she felt that there was a likelihood that they may be used in a piece of written work were chosen and added to the list.

  At times, words selected from this source were written incorrectly on the rough copy because of the difficulty of re-locating these words in a book.

- **Interest Words**

  This included words which children had heard others using or encountered in a source other than those previously listed.

EVALUATION OF THE PROGRAMME

I believe that this programme was successful for the following reasons.

- Children were learning to spell words which they use in writing not a list of words compiled by someone else which cannot cater for the variety of individual's needs.

- A major portion of the responsibility for the successful functioning of the programme, belonged to the children.

- Children were in a situation where they had to make their own decisions related to the number of words selected, the choice of words, the strategies used to learn the words, setting themselves a challenge.

- The programme eliminated competition between children as lists were suited to individual's needs and children were learning at their own speed and level ability.

- The programme helped to boost the self-image of all children ranging on a continuum of poor to excellent. The weaker spellers, in particular experienced success because they were selecting words which were challenging enough but not way beyond their capabilities as they would have been had pre-determined class lists been imposed.

- Children were in a position where they were learning from each other as they talked about words and learning strategies and through exposure to the word lists of others.

- Children were using in their writing, the interesting and unusual words which they had previously selected for their spelling list.

Meredith Noble

Allwrite

a celebration of young people as both writers and readers

For the first time, and supported by the Literature Board of the Australia Council, COME OUT 85 included a significant Literature component within the overall programme. ALLWRITE! began late in 1984 with invitations to schools for young people to participate in a series of writing projects, some of which culminated during the festival in May the following year. The central aspect of the literature programme was FOCUS WEEK held in Adelaide during the second week of the festival.

The week provided young people with the opportunities of working closely with a range of professional writers, discussing their own writings and attending seminars led by notable artists.

Once again ALLWRITE! will be a major feature of COME OUT. The Focus Week activities will take place during the last week of first term, 12 - 16 April.

ALLWRITE! presents a wonderful opportunity for schools R-12 to be involved in an exciting programme of language based activities related in a real way to the arts.

Don't miss out in your school for information on how you can be involved. Contact anyone of the following:

- Frances Kelly, Rose Park Primary School, 31 7521

- Jenny Needham
  Pauline McCarthy   Aberfoyle Park Campus, 270 3077

- Jen Farrelly - Arts in Education - The Orphanage 274 0261

- Jill Heylen - Curriculum Directorate, 4th Floor, Central Office

- Rex Rehn - SAETA - Wattle Park Teachers Centre 332 4555

- Sylvia Eliseo - Languages & Multicultural Centre 212 6177

- Tony Kirkman, The Parks 268 5666

ACCELERATIVE LEARNING HAS TAKEN OFF

"Get comfortable on your chairs, forget about your problems and worries. Relax. Close your eyes, breathe in deeply, hold your breath, breathe out. Imagine yourself walking along the beach early in the morning when the sun has just risen ..."

The teacher is "taking" a class of students on an imaginary walk while a tape of environmental music (gentle waves, seagulls, creaking mast of a sail boat) is heard in the background.

Your guess is right - it is the beginning of a lesson where relaxation and mind calming exercises are used as part of the methodology of Suggestopedia.

To Dr. Lozanov, the originator of this method, as well as to his other Bulgarian colleagues, the human ability to learn and remember is practically limitless.

He discovered that Baroque music with its specific rhythm can induce a relaxed state in the body while leaving the mind alert and able to concentrate and perform better.

This methodology suggests that learning is stress free, joy and fun. In addition, it speeds up the process of learning and increases the retention rate of acquired knowledge.

Numerous scientific experiments, together with the introduction of Suggestopedia into the Bulgarian education system, have proved the effectiveness of Suggestopedia as a teaching method.

In 1983 the Bulgarian Government issued a license to the Lozanov Institute in Liechtenstein which made it possible for its Director, Tony Stockwell, to have access to materials and talk to Dr. Lozanov. These meetings have brought about the adaptation of Suggestopedia to the needs of Western Europeans.

Research and practice, workshops, international conferences and conventions on Suggestopedia have become part and parcel of the educational panorama throughout the world.

Since the formation of Accelerative Learning Society of Australia (A.L.S.A.) in 1984 with Dr. Sigrid Gassner-Roberts as the Foundation President, who is currently Senior Lecturer of the German Department, University of Adelaide, the membership of the Society has been steadily increasing. The interest in both practical application of this method and research is flourishing.

The last A.L.S.A. Convention in Perth was attended by 250 participants.

The Third Annual A.L.S.A. Convention will be held from 10-14 July, 1987 in Adelaide with further workshops up until 17 July.

The organising committee has sent invitations to several overseas authorities on accelerative learning, such as Dr. Georgi Lozanov, the founder of Suggestopedia; Dr. Lynn Dhority, University of Massachusetts in Boston and Tony Stockwell, Educational Director, Institute of Suggestopedia, Liechtenstein. However, the majority of speakers will be from Australia.

We are looking forward to your participation in the Convention which promises to be inspiring, instructive and stimulating.

For further information, please write to

>   Accelerative Learning Society of Australia,
>   G.P.O. Box 227,
>   ADELAIDE.   5001

>   or phone

Patrick Brislan (Deputy Convenor)
University of Adelaide
228 5272

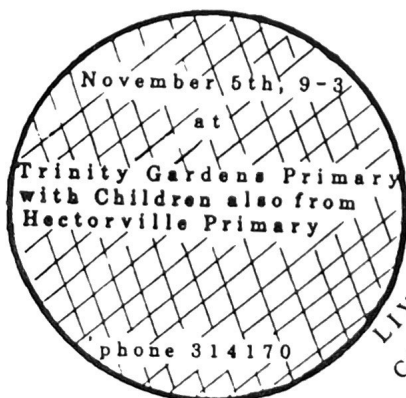Lia Bray - 31 5885 (A.H.)

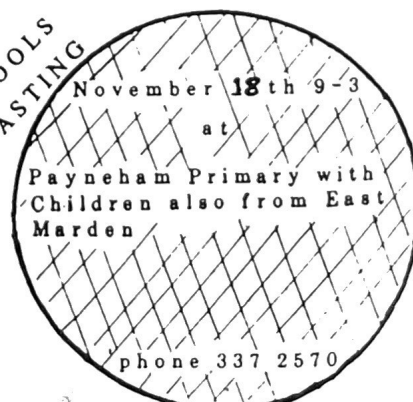Uschi Felix - 294 5951 (A.H.)

Lia Bray
MARION HIGH SCHOOL

5 EBI FM 92·9 MULTICULTURAL RADIO
Outside Broadcasts from Schools

50   60   70   80   90   100   110   120   130   140   150   160

PILOT BROADCASTS FROM 11-12 a.m. 8th OCTOBER (HECTORVILLE) 15th OCTOBER (TRINITY) 22nd OCTOBER (PAYNEHAM) AND 29th OCTOBER (EAST MARDEN)

November 5th, 9-3
at
Trinity Gardens Primary
with Children also from
Hectorville Primary
phone 314170

LIVE FROM THE SCHOOLS
CHILDREN BROADCASTING

November 18th 9-3
at
Payneham Primary with
Children also from East
Marden
phone 337 2570

**PHONE IN DURING THE BROADCASTS. MAKE A REQUEST! TALK TO THE CHILDREN!
VISIT THE SCHOOLS!**

More information from O. Chiveralls   212 6177

14.

Làng Tôi

Làng tôi có một con sông nhỏ.
Chảy ngang qua dọc theo bờ ruộng
Những con đường mòn ngoằn ngèo
Hai hàng tre cao mọc hai bên lề.
Các chú chim non hót líu lo khi bình minh sang.

Các cô các chú vác cuốc đi làm
Tiếng trống trường bắt đầu báo hiệu
Học sinh cặp sách đến trường.
Những vẻ mặt vui tươi của các em

Tôi không bao giờ quên được.
Những kỷ niệm êm đềm.
Của một làng nhỏ bé này
Ra đi mà còn tiếc nhớ.
Không biết bao giờ gặp lại.

Nguyễn Thị Thu Thủy
I'm 12 this year '86''
I been in Australia for 3 years
I'm from Virginia P. school

MY VILLAGE

MY VILLAGE HAS A SMALL STREAM.
FLOWING THROUGH ITS RICE FIELD.
ITS TRAILS CURL.
BAMBOO TREES GROW.
AT THEIR SIDES.

EVERY MORNING THE BIRDS SING.
PEOPLE SET OUT FOR WORK.
THE DRUM CALLS FROM THE SCHOOL.
THE CHILDREN ARE READY,
THEIR FACES SHINE WITH HAPPINESS.

I WILL NEVER FORGET THESE IMAGES.
MY BEAUTIFUL MEMORIES.
OF THE SMALL VILLAGE
I HAVE LEFT BEHIND.
I ONLY WISH ONE DAY TO GO BACK.

COMPUTERS AND THE TEACHING OF WRITING TO ESL LEARNERS

When discussing computers and writing in relation to ESL learners I often perceive myself negotiating between two feelings that contradict each other. On the one hand it is the feeling of warmth, compassion, understanding and assurance, the importance of individuality and communication - feelings belonging to the human, rather than the machine - all known to be important ingredients for effective teaching and for the ESL learner's well-being. On the other hand it is the cold feeling often related to the machine; here the computer: impersonal, technical and above all frustrating - attributes to potential breakdown and failure.

As teachers of ESL where do we stand? The number of schools that have computers is on the increase. Research shows that teachers in general will have to deal with the computer more and more. It has been acknowledged that the computer will be the "pencil of the future" (1). It is reasonable then to say that the computer is here to stay. It is therefore up to us to decide how to use this seemingly mechanical tool to our advantage. How well we use this tool will depend on how well we understand its potential in encouraging and shaping students' ability in expressing themselves in the English language.

Below I will discuss how wordprocessor packages can be used to assist the ESL learners in their writing.

PROCESS WRITING

To unfold the potential of the wordprocessor and the computer in the teaching of writing it is important to understand the stages of writing.

We all know that the teaching of writing has changed and our emphasis now is on the process rather than on the final product. It is during the process that we do our thinking and discover new ideas. The act of writing, that is when we put our thought on paper, is a learning process. We edit: add, delete and rewrite during this process.

In the past we asked for the clean end product, and mistakes when found were seen to be a failure. We now believe that revision is an essential part of writing. We tell students that they should not worry about spelling, punctuation or grammar during their first draft - we tell them that what is more important is to put as many ideas as possible on paper. We know that if students are too obsessed with correctness at this stage they will not produce - they will be afraid of putting their ideas down because they are worried in case they make too many grammatical and spelling mistakes. Donald Graves said that teaching writing is like teaching craft, we must teach writing the way we teach craft. He gave teaching pottery as an example - we do not give our students the wheel and clay and tell them to throw.(2) In the same way we should not give our students a pen and paper and tell them to write. Graves also mentioned the importance of 'conferencing' - the meeting and the discussion among children and between child/children and teacher. The audience is also considered to be an important aspect for a satisfactory product. The question "who is the writing for?" is very useful to pose at the beginning of the writing.

To sum up there are three important stages in the process of writing. These are the pre-writing activities, the writing activities and the post-writing activities. Within each stage there is a number of activities. During the stage of gathering ideas there are discussions, drawing and scribbling and perhaps consulting dictionaries, encyclopedia and other source books. During the writing stage activities like writing, adding, deleting, changing and re-arranging take place. Discussion with peers and teacher may also occur. During the final stage peer group opinion is often sought. This may lead back to the second stage. This cycle may happen many times until the writer is satisfied with the end product and decides to publish the writing.

The messiest stage is the second one. Students feel that they often have to do numerous copies of draft. This takes up a great deal of time and is often discouraging. As a result students try to avoid making mistakes by writing less. They do not feel like altering any ideas, because they do not like to copy great pieces of writing. When we correct their work it is often surface correction, because to change and re-arrange paragraphs often require an entire change of train of thought. However, research says that to improve a piece of writing one needs to use the technique of arranging and re-arranging.

THE WORDPROCESSOR

When I talk of the wordprocessor I am mainly talking of the wordprocessor packages readily available for classroom teaching purposes.

The wordprocessor, if used correctly, can contribute widely to our teaching of writing. The daunting feeling of using a new piece of machinery need not happen if it is introduced and used properly. The key is that we should all the time be aware that the computer is a tool which we can use at our command.

The wordprocessor, because of its effectiveness for use in the second stage, makes using it very attractive. It encourages students to write. Editing, i.e. rewriting, changing, adding, deleting, re-arranging words, sentences and paragraphs, is done merely by a touch of a button. One can even replace a word occurring throughout the writing by a single command.

IMPLICATIONS TO ESL LEARNERS

I am convinced that for all writers, but especially for those who have little confidence and skill with the language, the wordprocessor can reduce initial worries and fears of making mistakes. To know that what is written on the screen is not going to be permanent, yet at the same time to be able to see it written is very heartening. It encourages students to change and revise and to have the opportunity to feel for the language before making their final decisions. The wordprocessor encourages students to talk to each other and to talk about what they are putting on the screen. The less able students often need a sounding-board, one that does not make them feel threatened or stupid. The computer is an efficient facilitator for this sharing aspect to happen.

Suggestions from each other are easily given when children are sitting together sharing a computer between two or three. They can write a story together, one typing on the keyboard and the other reading and together composing it or each child can compose his or her own story while the other one is helping: offering ideas, adding, deleting and

changing. Students are more willing to listen and try, because of the nature of the wordprocessor explained before.

The keyboard helps students whose first language is not written in our alphabet, as well as students who feel that their handwriting is bad. This is made more attractive if a spelling package is available. Clean drafts allow students to read and re-read as often as they like and revise. This in itself is valuable for the ESL student.

The final product boosts self-confidence to most students, including our ESL learners. One ESL teacher told me that a shy and rather withdrawn ESL child beamed with joy when she was to take home her piece of writing all beautifully printed to show to her parents.

The collection of stories can be easily put together and used for additional class reading. Nothing is more interesting than reading stories of your own peers. All these benefit the ESL learners both psychologically as well as academically.

CHOOSING THE WORDPROCESSOR

When purchasing a wordprocessor there are several things to consider. An efficient wordprocessing programme turns your computer into a powerful tool for writing: it can add, insert, delete letters, words, sentences, delete and move paragraphs at a touch of a button or buttons. It can then print and offers you a clean finished product.

For classroom purposes it is best to purchase a micro-computer rather than a wordprocessor machine. Some computers, like the BBC, have an inbuilt wordprocessor. It is wasteful to only buy a wordprocessor machine because of the capability of the micro-computer for other educational purposes.

If you are intending to buy a wordprocessor package you have to be prepared to spend some time and effort. First you must of course check whether the school already has a computer and whether there is a wordprocessor programme for it. If the school does have a computer, but the wordprocessor is not to your satisfaction and you are given the go-ahead to buy another one, then you may have to limit your choices to the wordprocessor programmes for the computer that the school has. If you are lucky enough to be given money to purchase a computer as well as a wordprocessor then you have more factors to consider. Then there is of course the question of the printer.

Below is an attempt to give you some guidance to check out the wordprocessor before you purchase it.

1. Simplicity. When teaching writing using the wordprocessor simplicity is very important, especially for the ESL student. The less complicated the commands the easier it is for the student to concentrate on her or his writing. Many wordprocessor programmes allow you to edit using only one command. Also check whether the commands themselves are easy to remember, e.g. 'D' for 'delete', 'M' for 'move' and 'S' for 'save' are easier commands to remember than for example 'A', 'B' or 'C' for the same purposes.

2. <u>Upper</u> and <u>lower</u> <u>cases</u>. It is important that the programme allows students to see the upper and lower cases on the screen. Some word-processors only show these on the print product. This would be especially confusing for the ESL students who may still need to learn when to use capital letters.

3. <u>Screen display</u>. The clarity of screen display is one of the highest priorities to consider. Some wordprocessors allow you to have many editing commands, but as a result the screen becomes so cluttered that the students end up being very confused. The number of characters per line is also very important. Some computers need a 'card' to be added in the machine to allow change in the number of characters printed on the screen. I recommend that the programme allows at least 50 characters across the screen.

4. <u>Documentation</u>. Before purchasing your wordprocessor programme make sure that you as a teacher can understand the document. The next question is whether it is simple enough for your ESL students to under-stand. If it is too difficult for them the next question is to ask whether the other features of the package make it still worthwhile to purchase and whether it is easy enough for you to simplify the document and prepare your own notes for your students. Illustrations and charts are often more useful than long paragraphs of explanations.

5. <u>Printers</u>. Before purchasing check that the wordprocessor you have chosen will print adequately on the printer you have. Some wordprocessor packages require an additional 'card' in the computer before it can print showing the features satisfactorily.

To conclude, I would like to say that the wordprocessor is an exciting writing tool. However, the effectiveness of it depends a great deal on the choice as well as how it is used. The wordprocessor on its own does not turn our ESL students into writers.

Anny Be,
Lecturer in TESOL,
South Australian C.A.E.

REFERENCES

1. Papert, S., <u>MINDSTORMS Children, Computers and Powerful Ideas</u>, The Harverster Press, 1980

2. Walshe, R.D. (ed.), <u>DONALD GRAVES IN AUSTRALIA "Children want to write..."</u>, P.E.T.A., 1981

Suggested reading:

Collins, J.L. and Sommers, E.A. (eds.), <u>WRITING ON-LINE Using Computers in the Teaching of Writing</u>, Boynton/Cook Publishers, Inc., 1985

Anderson, J. (ed.), <u>Computers in the Language Classroom</u>, Australian Reading Association, 1985

"COMMEDIA" PHOTOGRAPHS

Some of you will remember the colourful and at times hilarious workshop on 'La Commedia dell arte' and Mask. ETC took some photographs of our cavortings as well as close-ups of some beautiful paintings of commedia characters. These photographs are available to order and will shortly be on display in the Languages & Multicultural Centre foyer. Please see me if you would like to order them (cost approximately $15:00). Also, let me know if you could add to the collection with photographs of children working with masks, or know of children who could be photographed so doing.

RADIO PROJECT

A group of schools in the Adelaide Area (Trinity Gardens, Hectorville, Payneham and East Marden) has recently secured a Multicultural Education Co-ordinating Committee grant to develop a project by the name of 'The Hectorville Hook Up'. This follows the successful broadcast last year from the grounds of Hectorville Primary School with Radio 5EBI, South Australia's multicultural radio station. On that occasion children from the school prepared a radio play, news broadcast, interviews, announcements, sponsorship cartridges and a variety of other items and the children themselves were responsible for much of the day's programming. During third term this year children from all four schools will be involved in a series of broadcasts starting on 8 October. Here is a good opportunity for you to find 5EBI (FM 91.2) on your radio and prepare to listen in! For more information see Olive Chiveralls or Nick Scarvelis.

LINKS WITH EASTERN EYRE PENINSULA

Last term I visited seven schools in Eastern Eyre Peninsula. Many teachers there are deeply concerned about multiculturalism in education and are asking how they can best explore the issue within the framework of an apparently monocultural community. This year four schools are planning Adelaide visits in October and have specifically requested help in providing some 'multicultural experiences'. One way of ensuring that this visit has some lasting value for the students would be for them to work with a city school having a culturally diverse population. The resulting learning experiences would be mutually beneficial to any school, class or group of children (ESL learners?). The schools involved are

> Ungarra Primary School (R-7)
> Darke Peake Primary School (R-7)
> Karkoo Rural School (R-7)

Although not planning a visit, Lock Area School (R-10) would find such a 'twinning' useful also. If you would like more details, give me a call.

Olive Chiveralls
ADVISER, MCE/ESL R-7
LANGUAGES & MULTICULTURAL CENTRE

RESOURCE CENTRE

The Resource Centre collection has been vigorously 'weeded' during the past few months. Outdated materials and multiple copies in excess of need have been taken from the collection and disposed of in several ways. Greek language materials have been donated to the Greek Orthodox School, St. George, Italian language materials to St. Josephs School, Hectorville, German and French language materials were distributed by the respective Language Consultants. Most of these materials were purchased to support community language programmes in the 1970s or were donations from publishers. Materials suitable for English language programmes have been distributed to ESL teachers in various areas and many of our 'users' have taken advantage of the 'give aways' located in our foyer. Many items were relegated to the garbage bin as being of little use due to dated information or ancient methodologies.

We are feeling very positive about our present collections and hope that you will take some time to come in and browse.

We are constantly adding new items and welcome your suggestions and recommendations.

On our English Language Accessions List No. 23 you will see the addition of novels such as Patterson, K. Bridge to Terabithia which are recommended reading for the SSABSA accredited course in ESL. The full list of novels and other recommended reading are available as review copies. Sorry no multiple copies for class use, these must be acquired through the faculty budget in your school.

The W.A. Multicultural Education Activities noted on p4 are copiable for personal borrowers. There are some very interesting items presented in groups to support different curriculum areas such as Physical Education, Music, Art, Home Economics and specific themes such as Christmas, Chinese New Year, Book Week and so on. There is also a section on suggested ideas to accompany the use of the kit.

Asian Australians as an across curriculum resource plus ideas for multicultural learning centres with a sample programme on
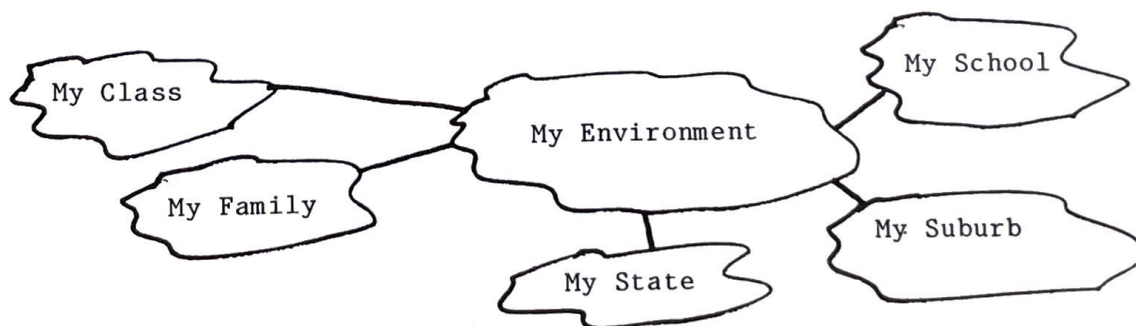
Resource Centre Opening Times

Monday to Friday   8:45 a.m. - 4:45 p.m.

The following V.H.S. colour video programs were donated by the Commonwealth Employment Service (C.E.S.). They may be of special interest to secondary teachers. Sets of these tapes were sent to secondary schools and Language Centres. Our copies are for loan to all teachers. They are located in the foyer at the back of the Resource Centre.

	Time	Arab.	Chin.	Croat.	Eng.	Greek	Ital.	Khmer.	Mac.	Pol.	Turk.	Serb.	Span.	Viet.
Presenting the C.E.S.	40	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
Working in Australia														
Building and Const.	11	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Factory Jobs	15	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Horticulture	11	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Making Clothes	13	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Public Transport	16	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Waitress, Bar Attend, Kitchen hand, Chef.	15	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Presenting the C.E.S.														
Helping Migrants					✓									
Your Employment service					✓									
Planning for Work					✓									
Looking for a Job					✓									
Unemployment benefits					✓									

Face to Face is an inspiring account of Simon's battle to overcome the cruel trauma of autism. Simon's indomitable spirit emerges as his struggle to make sense of the world is rewarded by success.

The reader can share some of the heartrending emotions of his family as they worked so hard to bring Simon out of a world of chaos into a world of meaning and love.

In his own written contribution to the book, his refreshing candour as an adolescent reveals a rare sensitivity to life.

The story reaches beyond those who are involved with autism, to anyone interested in the triumph of hope over despair.

It is also about Simon's mother, and her brave journey towards greater self-understanding.

Lurline Morphett is the mother of a young adult, who was diagnosed autistic when he was three years old.

Soon after, Lurline and her husband joined the newly formed Autistic Children's Association of South Australia. They have seen the Association grow from a small group seeking information and providing support, to a competent professional organisation offering life-long service to people with autism.

The Autistic Children's Association of South Australia (Inc.) is a voluntary agency partially funded from Federal and State government departments. It is also dependent on fundraising efforts to provide appropriate services for approximately one hundred families in South Australia.

The Association has a philosophy of integrating the children into the community. It advocates early intervention and offers assistance to the family with a range of support services, including special teacher support, social skills training and counselling for parents.

Like many others, I have become aware over the past 15 years or so of autism and its complexity. However, my knowledge was limited. Lurline has provided me with an insight into autism, an understanding of its nature and knowledge about its management. I am certain the book will become a similar source of information and education for others.

Lynn M.F. Arnold
Minister of Education, 1982-1985

The royalties from *Face to Face* will assist the Association in its work.

This is a story for many people in our community.

It is a story for students at school, as they encounter classmates with disabilities who are participating in mainstream education. It is for teachers, to help them understand more clearly the behaviours which enable students to learn.

It is for parents of children with disabilities to encourage them to hope against all odds. It is for professionals, to keep reminding them that parents are the first professionals in the care and development of their children.

Through this story we can understand some part of the heroic struggle which many families like this one experience every day. As a community it will help us to be more accepting of differences. We have been given the opportunity to celebrate the success of one child and one family.

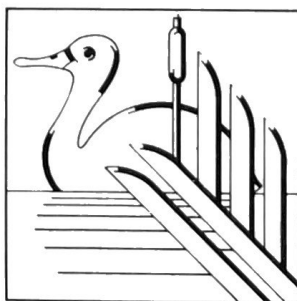*Face to Face* is available from: Helios Art and Book Co., 487 Marion Road, South Plympton, S.A. 5038

Recommended price $12:95

Further enquiries can be addressed to:

        Ms. Ruth Trigg,
        C/- Publications Branch,
        S.A. Education Department,
        31 Flinders Street,
        <u>ADELAIDE</u>.   5000

VIDEO REVIEW: "EAST MEETS WEST"

Educational Media Australia, 1984
50 mins (col.)
Secondary - Adult

Those of our readers who have seen the film The Restless Wave, which depicts the traumatic experiences of Vietnamese 'boatpeople' as they made their way to freedom, will be able to make the connection with East Meets West, a positive experience for themselves. The film shows how for those who survived the hazardous journey by boat and the conditions in the refugee camps, something good emerged out of East meeting West. In this way it is an ideal update which naturally follows on from the earlier situations refugees found themselves in.

This excellent and much needed Australian film tells the tragic story of the Vietnamese people in the struggle to settle in a new homeland. Through the creation and performance of West Theatre's "A Celebration of Welcome" the film focuses on a number of issues, all skilfully woven into the stage production framework of filming the 'Celebration', the preparations, the live performance and a series of flashbacks of individuals' memories.

The framework structure is an excellent means for integrating various aspects of

- Drama
- Languages - ESL and Education, English
- Social Studies, History
- Cultural interaction
- Migration as survival
- Refugees
- (Re) settlement, including work, racism and prejudice in our society.

The film is available from the S.A. Film Corporation.

Brian van Wageningen

CAROUSELLE THEATRE

39, Francis St. West,
North Adelaide S.A. 5006
Phone 267 3916

Proudly Presents

"THE LITTLE PRINCE" by Saint-Exupery

Performances: 6th October to 14th November 1986.

(for ages 7 - 15)

"The Little Prince" is a fairy tale with a gentle moral.
It can be performed with pleasure and profit by different
age levels, providing different satisfactions to each.
It is a tale of faith and courage; it offers commentary
on contemporary values; it brings the reader closer to
basic truths by a process that combines wisdom and poetry.
Its whimsy is not artificial or childish; it is truer
to say that it is childlike at the same time as it expresses
a grown man's yearnings and the philosophy of life he
has evolved himself.

For ages 7-15
Duration: 1 hour
Min. of 50 and Max. of
    120 children
Cost: $2:00 per child

26.