SEMINAR THREE

STRUCTURING THE ADAPTATION:

THE CHALLENGE of LANGUAGE and CULTURE for the HOST SOCIETY

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INFORMATION DISSEMINATION to IMMIGRAND and REFUGEE COMMUNITIES

- Little difference in information needs between immigrants and general population except for information about migration visa

- In satisfying needs, the overwhelming importance of educational level and English language proficiency

- Their lack leads to lower ability to obtain information needed, fewer attempts to satisfy needs, use of fewer channels, greater reliance on intermediaries, greater use of closer people but poor quality and greater use of government agencies (but low satisfaction)

- The importance of ethnic radio in obtaining information for those with no or little English; limits of media and internet unless in own language

- Internet, leaflets, brochures and printed matter suffer generally from serious inadequacies unless when used by trained

PROFILING ETHNIC GROUPS

(a)   The root culture and historical context of home country

(b)   The evolving settlement experience of the immigrant group

(c)   Their demographic profile across the country and its changes

(d)   Their relations with the rest of the society

(e)   Their current situation

(f)   Their future in host settler country

FUNCTIONS of an ETHNIC GROUP

1. Protection

2. Cohesion

3. Solidarity

4. Identification

5. Perpetuation

6. Representation

CENTRALITY of CULTURAL and LINGUISTIC MAINTENANCE

- Fundamental to the psychological stability of the immigrant and refugee in a time of stress and unpredictability

- Generates pride in their cultural heritage as they form a new bicultural identity, especially young people

- Adds to the diversification of the country with eventual cultural and economic benefits to the host country

- Signals the adopted nation state recognizes their cultural and linguistic and religious background

CULTURAL MAINTENANCE:
Australian Government Initiatives

- SBS TV & Radio: www.sbs.com.au

- Living in Harmony Grants (www.immi.gov.au)

- Multicultural Commission Grants: www.multicultural.vic.gov.au

- Government Grants to PT ethnic schools

- Multicultural Festivals (e.g. Cultural Diversity Week)

- FT religious and ethnic schools

- Mainstream school programs

- Visual and performing arts programs

GARDNER'S MODEL of SECOND LANGUAGE ACQUISITION

- Social Contextual Factors: EL, ESL, EAL, EFL; global Englishes vs. local Englishes
- Individual Factors: intelligence, MLA, motivation, personality factors (?)
- Learning Factors: informal vs. informal learning environments; street learning vs school learning
- Output: spoken or written mode

ESL ACQUISITION: ADULTS

- Phenomenon of ethnic community shielding

- Different types of programs:
  - FT intensive programs (510 hours)
  - PT programs
  - Community programs
  - Radio and TV programs
  - Internet programs

ESL ACQUISITION: ADULTS

- FT rather than PT; sooner than later
- Govt pays vs user pays
- Privatization of program delivery
- Training of adult ESL teachers
- No. of hours
- Course grading
- Development of ESL capacity: international students

ESL ACQUISITION: IMMIGRANT CHILDREN and their LIFE CHANCES

(a) Bilingualism is a tricky and complex topic.

(b) The immigrant family as a learning and linguistic environment

(c) Quality of modelling of English to the child

(d) Quality of linguistic interactions in English with the child

(e) Quality of the literacy environment in the home

(f) Parental language strategies in the home – language "minestrone"

(g) The unschooled or partly schooled child

(h) The training of specialist ESL and generalist classroom teachers

(i) The issue of interlanguage and code-switching

TYPES of ESL PROGRAMS for IMMIGRANT CHILDREN

1. ELICOS Centres(newly arrived children, 6–12 months)
   - as separate schools
   - as annexes to mainstream schools
   - outposting

2. ESL Programs in mainstream schools
   - language withdrawal programs
   - language enrichment programs
   - language-across-the curriculum

3. Transitional Bilingual Education programs

Funding of schools: Funding formula

INSERVICE ESL TRAINING (Grad.Dip)

- History and pattern of immigration
- Language in Family and Society
- Curriculum Policy and Practice in Intercultural Education

- Structures and acquisition of language
- T.E.S.O.L. 1
- T.E.S.O.L. 2
- + 2 teaching rounds

INTERPRETING and TRANSLATING

- Community interpreting vs. international interpreting
- Formation of a national coordinating and accreditating authority
- Levels of professional and paraprofessional proficiency
- Training needs, esp. small and emerging community
- Training professional and paraprofessionals to use an interpreter (inc. ethics)
- TIS – use of communications technology
- Issue of role: interpreter vs. cultural mediator
- SL attrition in old immigrants