A Proposal for a Study of the Seconded Teachers from Greece Program in Western Australia

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This paper forms the basis of a proposal for a doctoral thesis that will focus on the improvement of the quality of the curriculum for teaching Greek as a second language under the Seconded Teachers from Greece program. Specifically, the paper proposes that a focus on the perspectives of the key stakeholders on the curriculum for teaching Greek as a second language is the key to understanding the problems encountered by the seconded teachers in Australia.

While the study is specific to Western Australia, the paper outlines the broad history of the seconded teacher program in Australia and the developments over time. There follows a more detailed account of the history of the teaching of Greek in WA and the association between local efforts and the contributions of the Greek government appointees to various institutions. The perceived problems of the seconded teachers are outlined and the paper proposes that the perspectives of the key stakeholders be canvassed.

Introduction

In 1915, the Greek community of Western Australia set out to maintain the Greek language and culture by providing instruction through
after-hours classes held during the week and on Saturday mornings. Over the years, as the Greek population grew, so did the demand for extra classes and different locations for tuition. In time, the original Hellenic Community After-hours Greek School had other competitors in the field, offering Greek language and cultural tuition to the growing clientele. Simultaneously, adult classes began at Perth Technical School (TAFE) in the early 1970s. In 1980, the University of Western Australia was the first tertiary institution to offer Modern Greek as a tertiary level subject to adult learners. Soon after the demise of the Modern Greek course, various secondary schools began to offer Modern Greek in the curriculum, with varying levels of success and longevity. In 1991, St. Andrew’s Greek Orthodox Grammar School became operational as the first Greek Orthodox day school in Western Australia, built solely for the purpose of maintaining and promoting Greek language and culture for Greek and non-Greek background students.

The need for locally trained teachers in the Greek language grew, but the supply was inadequate. To assist with the shortage of teacher availability and to add an authentic dimension to the teaching of the Greek language in Australia, the Greek government invested funds into sending seconded teachers to Australia. Western Australia acquired its first seconded teachers in 1983. Seconded teachers were assigned to an Australian city for a period of three to five years and their brief, initially, was to provide professional development to the existing teachers of Greek language in Australia, to teach Greek language and culture and to promote Hellenism. The number of seconded teachers sent to Australia has grown considerably since 1977 when the first three teachers were sent to Melbourne, Victoria. Unfortunately, the common perception of staff, and in particular locally trained Greek language teaching staff in host schools over the years, has been that the level of performance of the seconded teachers has been inadequate and ill suited to the needs of its recipients. Some anecdotal examples of perceived problems include:
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- Rote learning of linguistic concepts rather than the use of a communicative approach;
- Worksheet-driven lessons rather than an innovative approach;
- A lack of disciplinary measures or an inappropriate use of discipline;
- Repetitive lessons throughout different year levels and over time;
- Little or no forward planning or programming of concepts to be taught;
- A lack of preparedness before entry into the classroom, resulting in having to leave students to accomplish certain things such as photocopying;
- A negative attitude toward the students, referring to them as “hopeless learners of the Greek language”, stemming perhaps from their high expectations of the students and from their desire to teach Greek as a first language rather than as a second or foreign language;
- A teacher-centred rather than student-centred approach to teaching, which can also result in excessive use of the blackboard.

This study arises out of a desire to assist seconded teachers from Greece to become better acclimatised and better equipped to handle the demands of the Australian education system and to adjust to the differences in teaching methodologies, particularly in the field of teaching Greek as a second language. It is accepted that a first step towards realising this desire involves the development of an understanding of the perspectives of the major stakeholders regarding various aspects of the curriculum offered by the seconded teachers. This is based on the premise that any actions taken to address perceived problems in teachers’ professional lives are unlikely to succeed unless they take cognisance of the perspectives of major stakeholders. The


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key stakeholders are seconded teachers, staff in host schools, parents of children in host schools, and the wider Greek community.

Each of the stakeholder groups will be canvassed for their perspectives on the teaching of Greek as a second language under the Seconded Teachers from Greece program. Core questions relating to the intentions of the program, the strategies that will be used to achieve the stated intentions, and the reasons for these intentions and strategies, will be asked of the stakeholder groups to ascertain their respective perspectives. The information will be gathered in as many ways as possible, and will cover all aspects of the curriculum, namely, objectives, content, teaching methods, and modes of evaluation. While their perspectives will differ, it can be assumed that they will each have an interest in the core questions to be asked.

The context

The Greek presence in Australia can be traced back almost to the beginning of European settlement, and in decades since the Second World War it has become a highly visible feature of Australian life (Yiannakis, 1996:vii). Gilchrist (1992) has dated the Greek presence as far back as 1829 when seven Greek-speaking convicts arrived at Port Jackson on 27 August. In Western Australia, the common belief amongst the Greeks, particularly those of Castellorizian descent, has been that the first Greek to arrive in the state was a Castellorizian known as Arthur Auguste. Indeed, he was the first recorded Castellorizian migrant to WA, but the census statistics for 1881 indicate that there were fourteen persons born in Greece already residing in WA. Further studies indicate that two Greeks were living in WA during the 1840s and 1850s (Yiannakis, 1996:68).

Chain migration, particularly pre-World War II, led to an increase in both male and female Greeks to the shores of WA from Castellorizo, but also from other parts of Greece. Castellorizians settled in Melbourne, Sydney and Perth where today they constitute over half of Western Australia’s Greek population. Interestingly, during the 1890s,
the majority of non-Castellorizian Greeks arrived in WA from the eastern states of Australia and by 1901 there was also a significant Ithacan presence. Arthur Auguste, however, had instigated the trickle of Castellorizian migration to WA that became a steady stream by the time World War I had ended (Yiannakis, 1996:72). After World War II, Greek migration to Australia increased again, this time from mainland Greece, including northern Greece and the Aegean islands. Australia promised a new life of hope and prosperity for the war-stricken immigrants who, once settled into a job, sought to bring out to the country their wives, fiancées or loved ones in order to build a new life. One of the most important objectives for the Greeks living in Australia was the education of their children, followed closely by the maintenance of their own language, culture, religion, heritage and traditions. These driving forces became evident over the years in the push for the teaching of Modern Greek for their children.

The desire of the Greek population of WA to maintain their language and culture became concretely evident in 1915 when the first after-hours Greek school, run by the Reverend Father Germanons Illiou, became operational from his premises in Aberdeen Street, Perth. The purpose of the Greek school was to maintain and foster the Greek language and culture for the children of Greek migrants. After 1924, the Hellenic Community of WA assumed responsibility for the Greek school, supplying teachers, some qualified and some not, along with the resident priest. Around 1930, the Community recruited a qualified teacher, Anna Perivolaris, who was living in Sydney at the time, to take over the management of the school.

The Hellenic Community Greek School is today attached to St. Andrew’s Greek Orthodox Grammar School in Dianella and it is referred to under the title of the Greek Studies Part-time Program of the school. It remains, therefore, the oldest running after-hours establishment in WA for the teaching of the Greek language and culture. The Evangelismos Greek School commenced in 1971 and is part of the parish of the Church of the Annunciation of Our Lady (Evangelismos) in West Perth. In 1996, the Saturday morning Greek


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School of Pantokrator in Winthrop commenced operations, only to fold at the end of 2002 due to a lack of students. In 1998, the Aristotle Saturday Morning Greek School in Morley commenced operations.

As the demographics of the immigrant population changed after World War II, so did the demands and expectations of the Australian-born Greeks. The existing facility of after-hours tuition in Modern Greek was no longer the ideal situation and many Greek youths resented having to attend after-hours classes to learn a language that they no longer considered useful in their everyday lives. Also, from the 1950s to the early 1970s, Australia’s assimilationist policy enhanced negative sentiment toward learning a language other than English. However, despite the negative sentiment in the Australian population at large, Greek parents who had been through the after-hours language program were now demanding something better for their children.

Changes in educational policies across Australia from the 1970s, along with the Whitlam government’s embrace of multiculturalism, began to influence thoughts of a better system of education for the children of immigrants who wished to maintain their language, culture and, in turn, their identity. It was not long before the Greek language was introduced at TAFE, in 1970, offering beginner through to advanced level courses for adults. The next major breakthrough was the provision of Modern Greek at the University of Western Australia from 1980 to 1982 inclusive, after which it ceased to be offered for various political reasons. Modern Greek was then offered at secondary level at Mt. Lawley Senior High School in 1982, at John Forrest Senior High School in 1983 and at Mirrabooka Senior High School in 1994. Finally, Western Australia’s first Greek Orthodox day school, under the auspices of the Hellenic Community of WA, commenced operations in 1991. Modern Greek was accepted as a tertiary entrance-scoring subject in 1997 and in 1999 Greek studies were introduced at the University of Notre Dame in Fremantle.

During the course of these developments in the history of the teaching of Modern Greek in WA, the Greek government became...
increasingly aware of the need to supply specialist teachers who could come to Australia to assist the locally trained teachers with both their personal literacy skills in Modern Greek and the delivery of Modern Greek within the classroom. These seconded teachers were posted to Australia for a period of three to five years to fulfil these duties and to play an important role in the development and progress of language maintenance in Australia. The Greek government has invested a great deal of money in its effort to promote and maintain Hellenism and the Greek language through the seconded teacher program, supplying Australia with well over 125,000 volumes of books each year and spending in excess of $3,000,000.00 in salaries and travelling expenses of seconded teachers (Tamis, 1993:156). The seconded teachers are a free service to the host country where they are posted to various educational institutions such as Greek day schools and Saturday morning Greek schools, state or independent primary and secondary schools where Greek is offered as a language other than English (LOTE), tertiary or other learning centres.

Despite all the good intentions of the Greek government, the common perception from the recipients of the services of the seconded teachers is that their level of performance is inadequate and ill suited to the needs of the students in the Australian educational setting. This study aims to formalise an area of concern that has been troubling educators who have been faced with the problems that the seconded teachers have encountered in Australia for many years. Professor A. M. Tamis of La Trobe University in Melbourne explains that the dissatisfaction stems from the fact that the Greek government appointees, competent and proficient though they may be in Modern Greek, are not familiar with the Australian educational tradition and ethos and are ignorant of the psychology of the Australian-Greek children, as well as being alienated from the Australian Anglo-centric society (Tamis, 1993:156). Likewise, Professor M. Jeff reys of the University of Sydney believes that many of the teachers are inappropriately trained and that they suffer from stress because of the framework in which the lessons are provided. He also believes that the methodology used...
by the seconded teachers to teach the Greek language in Australia has become dated while that of other languages has moved ahead. Jeffreys asserts that it is not enough to put someone with a good knowledge of Greek in front of the classroom and to expect some miraculous transformation of students with regard to learning Greek (Jeffreys, 1999:49).

The significance of the study

The findings of this research will be of particular significance to the understanding and practice of teaching Greek as a second language in English speaking countries by seconded teachers from Greece. The research will contribute to such an understanding by providing:

(i) Substantive and original theory about the perspectives of the major stakeholders in WA involved in the Seconded Teachers from Greece program;

(ii) Recommendations related to the findings of the research of particular relevance to teacher training centres in Greece, as well as to educational institutions in Australia that are recipients of the services of seconded teachers.

The study will enhance the work that has been achieved already in the eastern states of Australia by colleagues such as Nazou (2000) and Arvanitis (1999), who have produced either papers, dissertations or doctoral theses, and it could complement the work that is at hand at doctoral level by a seconded teacher in Melbourne, Ms Chrisanthi Baltatgis, from the perspective of the Greek government and its efforts to assist the teaching of Greek in Australia.

Definition of terms

There are a number of terms and phrases that need to be defined for the purpose of clarification in this study.
• **Acquisition** — refers to the spontaneous and incidental process of rule internalisation that results from natural language use, where the learner’s attention is focused on meaning rather than form (Ellis, 1994:692).

• **Learning** — refers to the development of conscious knowledge of a second language through formal study (Ellis, 1994:712).

• **Explicit second language knowledge** — is that knowledge of rules and items that exist in an analysed form so that learners are able to report what they know (Ellis, 1994:702).

• **Implicit second language knowledge** — is knowledge that is intuitive and tacit and cannot be directly reported. The knowledge that most speakers have of their first language is implicit. The study of linguistic competence is the study of a speaker-hearer’s implicit knowledge (Ellis, 1994:707).

• **Ethnic background learners** — are recent arrivals with the target language as principal or sole language of socialisation and cognitive development as well as medium of school instruction at secondary school (Clyne, 1999:7). Clyne also acknowledges a grading of ethnic background learners that leads to six other definitions, so that there is a continuum in the definition of an ethnic background learner.

  1. Less recent arrivals with a strong background in the language who have attended school in a country where it is spoken. Some have had most or all of their primary education in that country, others frequently commute between Australia and the country of origin.

  2. Those who start school with a good knowledge of the spoken language that may or may not be developed further.

  3. Those with a colloquial home background that suffices for vital family communication but is very limited in lexicon, grammar and style due to its restricted range of uses.

4. Those with a passive knowledge of the spoken language only, for example, those whose parents speak the language to each other but not to the child(ren).

5. Those with a limited active and passive knowledge of the language, based on direct input addressed to the child by only one parent and/or one or more grandparents. Limited exposure and limited interlocutors distinguish such language acquirers from normal native speakers.

6. Those speaking a variety so strongly influenced by English that, while adequate for everyday communication in Australia, does not adhere to native norms and may not be readily comprehensible to monolingual speakers of the language (Clyne, 1999:7).

- **Non-ethnic background learners** — are those who have spent time living and attending school in a country where the target language is spoken, thereby being exposed to the culture and to the four language macro-skills. It can also mean children raised bilingually by parents or a parent who had acquired the language as a foreign language. It can also refer to non-native speakers who have been exposed to the target language at primary school (Clyne, 1999:7).

The aforementioned definitions are pivotal to the understanding of the problems experienced by the seconded teachers who may not necessarily be teaching Greek as a second language in their host country, but where the assumption is being made that the learners are able to perform as well as native speakers of the language.

**Literature review**

This literature review locates the proposed study within three bodies of associated research. First, a brief summary of language teaching methodologies and their relationship to the broad theories of second
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language acquisition is presented. A critique of the training of primary school teachers in Greece from 1933 to 1982 and the changes that have taken place since 1982 is then offered. Australian literature related to the seconded teachers from Greece and the problems encountered by them in the Australian education system is then considered. Overall, these three categories of literature demonstrate the connection between language teaching methodologies and second language acquisition, teacher training in Greece and its role in the seconded teacher program in Australia, as well as the role of professional development and assistance that can be provided to the new teachers in their host country.

A brief summary of language teaching methodologies and their relationship to the broad theories of second language acquisition

Nunan (1991) assigns language teaching methods to three categories: the psychological tradition, the humanistic tradition and the second language acquisition tradition. The psychological tradition refers to methods which take as their principal point of departure psychological theories of learning which were not, in the first instance, developed specifically to inform language learning and teaching, but which were more general (Nunan, 1991:229). Audio-lingualism was based on the rationale provided by behaviourist psychology and structural linguistics. Skinner, as cited in Nunan (1991), accounted for learning in terms of the reinforcement of stimuli and their consequences or responses. Bloomfield and his associates, according to Nunan (1991), discovered that languages were all different from each other and that the study of a language ought to be on a holistic basis rather than grammatically based learning. The development of patterns and substitution drills represented a marriage of structural linguistic analysis and behaviourist habit formation (Nunan, 1991:230). The presentation and practice stages were vital to audio-lingualism, which provided a clear set of procedures, methods, principles and recipes for teachers to follow.
Cognitive code learning came about as a result of transformational grammar and cognitive psychology. Cognitivists, such as Chomsky and Ausubel, as cited in Nunan (1991), viewed learning as a two-way process between the organism and its environment. The organism was no longer viewed as a passive recipient of outside stimuli, but rather as having the ability to act on the environment. The belief was that language development could be characterised by rule-governed creativity. Cognitive learning de-emphasises rote learning and accepts the value of rules. The emphasis at all times should be on language learning as an active, intelligent, rule-seeking, problem-solving process in which learners are encouraged to reflect upon and discuss the way the target language operates (Nunan, 1991:233).

The second category in Nunan's methods of language teaching is the humanistic tradition wherein lies the belief that if learners can be encouraged to adopt the right attitudes, interests and motivation in the target language and culture, as well as in the learning environment, then successful learning will occur. If these factors are not in place, then no amount of rules or techniques will correct the problems for the learners. The learner's emotional attitude towards the teacher, towards fellow learners, and towards the target language and culture should be central in the selection of content, materials and learning activities in this tradition. Community Language Learning, which came about as a result of the humanistic tradition, aims to create a genuinely warm and supportive community among the learners and gradually to move them from complete dependence on the teacher to complete autonomy. The Silent Way, according to Nunan (1991), is another method of language learning that avoids the use of the vernacular altogether. The learners are placed in a situation in which their attention is closely focused on a limited amount of language, the teacher provides a limited model of the target language and the learners are required to work things out for themselves. It is a highly controlled and manipulative technique, similar in many ways to the audio-linguistic approach that centred on the correct reproduction of the teacher's model. Suggestopedia, developed by Lozanov, as cited in...
Nunan (1991), centres on students learning in a state of deep relaxation bordering on hypnosis, brought about through yoga, regular breathing patterns and listening to reading from the teacher with music in the background. The claim that Suggestopedia could assist students to learn an extraordinary number of words in a small space of time was put to the test and discredited by Wagner and Tilney (1983).

The final category is the second language acquisition tradition, of which the greatest advocate is Krashen (1983). Krashen believes that there are two distinct mental processes operating in second language development. The first is the acquisition process and the second is the learning process. The acquisition process is very similar to what goes on in first language acquisition, while learning is a conscious process that helps the learner cope with the target language in the short term. The Natural Approach, as cited in Nunan (1991), is based on the conditions that Krashen argues underlie all successful language acquisition, whether it is of a first or a second language. Krashen believes that in first language acquisition, a child is spoken to about the here and now, usually referring to some action or event that is taking place in the immediate environment. Secondly, language directed to young children is simplified and there are many repetitions. Thirdly, the focus is on meaning rather than form.

Nunan concludes by highlighting the shortcomings of the so-called “methods” approaches to language teaching as packages of precepts that are imported into the classroom, rather than being derived from a close observation and analysis of what actually goes on in a classroom. He also fears that they may divorce language from the contexts and purposes for its existence. “We have yet to devise a method which is capable of teaching anybody anything” (Nunan, 1991:248).

This part of the literature review accentuates the need to look at the perspectives of the seconded teachers and the Greek language staff in the host schools whose teacher training may have been based on any one of the models highlighted above, influencing the approach that is taken in the classroom.
A critique of the training of primary school teachers in Greece from 1933 to 1982 and the changes that have taken place since 1982

From 1933 until 1982, the training of primary school teachers in Greece was carried out in the Colleges of Education known as Pedagogical Academies (PAs) whose principal characteristic was, on the one hand, a lack of development as regards the duration of studies and curriculum changes and, on the other hand, a continual attempt on the part of the teachers to have the institutions reorganised (Porpodas, 1985: 147). The basic philosophy behind the teacher-training program was that a good teacher is one who knows the “what” of teaching. If added to this there is some knowledge of the “how” of teaching, then it was assumed that the teacher would be able to transfer the knowledge to the pupil who would memorise and reproduce it (Porpodas, 1985:150).

According to the results of a study by Porpodas (1985), the teachers seriously questioned the structure and content of the curriculum in these institutions. They proposed that for an improved and more effective primary teachers’ training scheme, there be a focus in the curriculum on the educational sciences (Porpodas, 1985:147).

Porpodas concludes by stating that one of the most basic factors for improving the Greek educational system is better teacher training at all levels. He acknowledges the importance of the conversational method where the teacher avoids the didactic monologue and the pupil is freed from subservient silence. He believes that genuine education has the child as its starting point, is carried out by means of the child's active participation, and is directed towards the child (Porpodas, 1985:162).

Reform took place in 1982 under Article 46 of Law 1268/1982. Nevertheless, many of the older teachers remained in the system. Furthermore, some of the seconded teachers from Greece have been products of the Pedagogical Academies. The problems that have been encountered by them in the Australian language classroom therefore have a relationship to the lack of appropriate training in Greece.
It appears as if not much may have changed despite reforms in Greek teacher training. Tstisa (1991), in a paper entitled “Greece: Do Languages for Special Purposes Have a Future in the University?”, indicates dissatisfaction with the professional development and training of teachers in Greece, and in particular for teaching Greek as a second language. She refers to the preparation of teachers in Greece as being “poor” and the teachers as “ill equipped” for teaching Greek as a second language to students in other countries.

This part of the literature review focuses on the need to look at the perspectives of the seconded teachers who may have been a product of the Pedagogical Academies or of the reformed university teacher training programs that are still deemed to be inadequate in the training of language teachers according to Tstisa (1991).

**Australian literature related to the seconded teachers from Greece and the problems encountered by them in the Australian education system**

Tamis (1993) discusses the matter of the Greek government appointees and the related problems associated with their teaching in Australia and New Zealand. He states: “as the Greek community is entering its third generation since the government-controlled massive immigration commenced in 1952, it became apparent that the language profile shifted from language maintenance of the mother tongue to language maintenance or teaching of a second language” (Tamis, 1993:81). For this reason, the profile of teachers of the language is changing from that of Greek-born to Australian-born. It becomes increasingly important, therefore, to attain a high level of competency in the language if positive outcomes are to be achieved in the LOTE classroom. Tamis mentions the various in-service professional development courses that are available in Australia, as well as the extended and intensive language and cultural programs that are available in Greece through the Greek government on a yearly basis for Greek language teachers.
Under the subheading “Approaches and Methods in Modern Greek Teaching” he highlights the problem that has often been associated with the seconded teachers from Greece as being the teacher and blackboard control versus the learner autonomy and class participation methods used by teachers born and trained in Australia. He devotes a segment of his research to Greek government policies on the teaching of Modern Greek. It is here that he explores the history of the program of the seconded teachers to Australia and the associated problems that have developed over the years. In 1977 the Greek government appointed three educational advisers in Melbourne, Sydney and Canberra to support the teaching of Greek language and culture (Tamis, 1993:156). Since that time, seconded teachers are employed at Greek Orthodox day schools, at government schools offering Modern Greek, at community-based after-hours language schools, and some are employed at tertiary institutions. Some teachers are used as teacher aides but most have been given the responsibility of teaching classes on their own and of preparing resource materials to assist students in their quest of mastering the language. As a free service to Australia, many educational institutions that offer Modern Greek take advantage of the availability of the seconded teachers and use their services in a way that is cost efficient for them, that is, they use the allocated hours of the seconded teachers to complete the Greek language teaching timetable in a school. The seconded teachers are no longer seen as aides to locally trained Greek language teachers, nor are they the providers of professional development as was once the case. The seconded teachers are now classroom teachers of the Greek language from the moment that they enter the host school. Over the years, they have ceased to be providers of professional development because it has become clear that in the Australian educational context they are now in need of professional development from locally trained teachers of the Greek language. Already in 1993, Tamis provided the following explanation about the reasons for the existing dissatisfaction with the seconded teachers: “the Greek Government appointees were not familiar with the Australian educational tradition and ethos, they were ignorant of
the psychology of the Australian-Greek children and alienated with the Australian Anglo-centric society” (Tamis, 1993:156). He suggests that a possible way to remove the barriers could be with a vocational program for these teachers, whereby they observe the Australian educational system in action before embarking on their own teaching in this new context. While the solution that Tamis offers is appropriate, it is not conclusive, nor does it guarantee that the seconded teachers will change their teaching methodologies overnight simply because they have observed the classroom methods of teachers in another country for a brief period of time.

Clyne’s continuum of ethnic background learners is highly relevant to the methodology used by seconded teachers to teach Modern Greek. It may be that the grading of background learner competence has not been taken into account and that the seconded teachers may not be applying the methodology most suited to second language acquisition for ethnic background learners of varying categories. Perhaps there is a lack of relevant training in Greece in the area of second language acquisition, accounting for some of the problems that are encountered by the seconded teachers in Australia. Tstisa (1991), stated that poorly trained teachers, a very diverse population, heterogeneous grouping, and a milieu that is not particularly supportive of language education in general, makes the Greek universities a poor environment for instruction in languages for special purposes.

Jeffreys (1999) argues that a common assumption held in the past by members of Greek communities was that if someone with a good knowledge of Greek was put in front of the classroom, from primary to tertiary level, then some Hellenic miracle would occur and the students would learn Greek. He outlined a number of problems with this assumption. Firstly, many of the students are present in these after-hours Greek classes through mild to crude coercion from their parents who wish them to learn the language and culture of their heritage. Secondly, many of the teachers are inappropriately trained and they suffer stress from the framework in which the lessons are provided. Thirdly, the methodology used by the seconded teachers to teach the


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Greek language has remained that of the nineteenth century while that of other languages has moved to that of the twenty-first century. Jeffreys was alluding to the fact that the seconded teachers were not taking cognisance of the research indicating that learners progress most rapidly when they experience both formal instruction and communicative exposure (Ellis, 1994:616–17). Rather, they relied heavily upon the formal mode of instruction in all circumstances.

Jeffreys goes on to argue that the quality of the seconded teachers has improved considerably over the years and that they are a very much-needed human resource in all levels of education. He suggested that they are needed as “professors of Greek”, adapting and enriching teaching material from all sources and at all levels so as to make the compromises of teaching Greek in Australia as natural as possible. However, he also advised that the Greek government should find a better selection process for employing the best and most appropriate teachers for the jobs available in Australia.

Arvanitis (1999) also gives consideration to the problem. She defines the seconded teachers as migrants with a group sentiment of being different and of having an identity that can be coordinated in two or more countries in which they can be active effectively (Arvanitis, 1999:129). She views their role as somewhat laborious in having to bridge the two worlds — Greece and Australia. She appreciates the difficulties encountered by these people in firstly having to acquaint themselves with the host country from a social and educational perspective and apportions blame to the Greeks living in Australia for not developing an appropriate teacher-training program to assist the seconded teachers from Greece (Arvanitis, 1999:130).

She describes the program that should be offered here in Australia as one wherein the local teachers support the role of the seconded teachers by training them and by becoming their mentors. She believes in the immediate acclimatisation of the seconded teachers to the new educational environment through the teaching of the Greek language as it is reflected in the Australian socio-cultural, linguistic and political dimensions. The program would become a model for future programs.
of professional development and grounding in current teaching methods and multicultural, social reality concepts.

Dikaiou (1999) reiterates similar ideas, suggesting that the seconded teachers from Greece be provided with proper in-service instruction on the educational system of the host country and that they be prepared with the appropriate methodologies for teaching Greek as a second language or a foreign language. She also suggests that a pan-Australian informational journal be established for open communication channels, as there is a great need for updated information, especially in the area of teaching Greek as a second or foreign language (Dikaiou, 1999:135).

In particular, this part of the literature review highlights the need to look at the perspectives of the staff in general, and the Greek language teaching staff in particular, of the host schools, the parents and the wider Greek community in Australia with regard to the Seconded Teacher Program. It draws attention to the fact that work needs to be done by the recipients of the program to help to make it a success.

Conclusion

Since the arrival of the first Greek government-appointed teachers to Australia from Greece in 1977, observations have been made and papers have been written, outlining the role of the seconded teachers and the problems that they have encountered in the classroom. As the number of seconded teachers has grown, so has the discontent with their services and the voicing of opinion, mainly negative, in verbal or written form. A number of studies of an empirical nature have been conducted on the subject. Evidence suggests that the seconded teachers are not fully or appropriately prepared for teaching Greek as a second language in the Australian educational context and that they are in need of further training when they arrive. A collaborative approach from the key stakeholders on the curriculum for teaching Greek as a second language is essential to their acclimatisation, professional development and personal reassurance.
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