

**PARENTAL ASPIRATIONS, TEACHER APPREHENSIONS AND  
STUDENT ATTITUDES TO THE TEACHING AND  
LEARNING OF GREEK IN SOUTH AUSTRALIAN  
SECONDARY SCHOOLS**

**Alexandra Holeva**

**B.A.-Classical Studies (Hon) Aristotelio University of Thessaloniki, Greece,  
Grad. Dip.Ed. University of Adelaide,  
Grad. Cert. (Special Education) Flinders University,  
Grad. Cert. (Mathematics & Science) Flinders University,  
M.Ed. (Online Education) University of Southern Queensland.**

**Research Portfolio submitted in fulfillment of the requirements for the award of the Degree of  
Doctor of Education**

**School of Education, Faculty of the Professions, University of Adelaide**

**September 2012**

# CONTENTS

LIST OF APPENDICES .....	x
LIST OF TABLE .....	xi
LIST OF FIGURES .....	xii
LIST OF CHARTS .....	xiii
ABSTRACT .....	xv
DECLARATION .....	xvii
DEDICATION .....	xviii
ACKNOWLEDGEMENTS .....	xx
ABBREVIATIONS .....	xxi
GLOSSARY PART A: Terms Used in Previous Studies .....	xxii
GLOSSARY PART B: Terms Developed by the Researcher or Used in a Specific Sense.....	xxxi
<b>PART I. INTRODUCTION TO PORTFOLIO OF RESEARCH .....</b>	<b>1</b>
<b>CHAPTER 1. THE RESEARCH TOPIC AND ITS BACKGROUND CONTEXT .....</b>	<b>1</b>
1.1. Introduction .....	1
1.2. Greek Migration to South Australia .....	2
1.3. Life in Greek Communities in South Australia .....	4
1.4. Mainstream Australian Society and Attitudes to Languages Other than English .....	7
1.5. Outline of Research Investigation .....	11

<b>CHAPTER 2. PREVIOUS RESEARCH ON GREEK LANGUAGE IN AUSTRALIA</b> .....	<b>17</b>
<b>2.1. The Scope of the Existing Research</b> .....	<b>17</b>
<b>2.2. Factors Affecting Greek Language Maintenance (Tamis 1993)</b> .....	<b>18</b>
2.2.1. The Role of First Generation Migrants in Greek Language Maintenance.....	<b>19</b>
2.2.2. Other Greek Community Factors Affecting the Maintenance of the Greek Language and Culture.....	<b>23</b>
2.2.3. Teaching, Learning Greek Language.....	<b>30</b>
<b>2.3. Greek Language Education in SA (Tamis 2001)</b> .....	<b>33</b>
<b>2.4. Re-assessing Greek Language Maintenance (Tamis 2009)</b> .....	<b>38</b>
<b>2.5. Parental Aspirations and Greek Language Research in Australia</b> .....	<b>41</b>
2.5.1. South Australian Parents' Perspectives on Learning Greek (Papademetre and Routoulas, 2001).....	<b>42</b>
2.5.2. New South Wales Parents' Perspectives on Learning Greek (Papademetre and Routoulas, 2001b).....	<b>43</b>
<b>2.6. Education to Develop Bilingualism in Australia (Lo Bianco)</b> .....	<b>45</b>
<b>2.7. Language Education and the Concept of a Third Option</b> .....	<b>46</b>
<b>2.8. Greek Language Research in SA from a Humanistic Sociological Perspective</b> .....	<b>50</b>
2.8.1. A Case of Semi-Lingualism (Smolicz, 1976).....	<b>52</b>
2.8.2. Individualism v. Collectivism, (Smolicz, 1979).....	<b>54</b>
2.8.3. Greek-Australians: A Question of Survival in Multicultural Australia. (Smolicz and Secombe in Smolicz, 1999).....	<b>55</b>
<b>2.9. Overview</b> .....	<b>56</b>

<b>CHAPTER 3. HUMANISTIC SOCIOLOGY AS A FRAMEWORK FOR STUDYING GREEK LANGUAGE AND CULTURE MAINTENANCE .....</b>	<b>57</b>
3.1. Introduction.....	57
3.2. Humanistic Sociology –Basic Principles .....	57
3.3. The Humanistic Coefficient .....	59
3.4. Imaginative Reconstruction and “Verstehen” .....	60
3.5. Humanistic Sociological Method.....	61
<b>CHAPTER 4. THE PRORTFOLIO’S RESEARCH METHOD .....</b>	<b>64</b>
4.1. Aims of the Research Portfolio.....	64
4.2. Data Collection Methods and Research Process .....	65
4.3. Research Participants.....	70
4.4. Methods of Data Analysis.....	72
4.5. Limitations of the Research Portfolio.....	73
<b>CHAPTER 5. HOW THE PORTFOLIO OF RESEARCH IS CONCEPTUALLY CONNECTED .....</b>	<b>75</b>
5.1. Initial Structure of Research .....	76
5.2. Final Research Portfolio Structure .....	77
<b>PART II. RESEARCH PROJECT 1. A COMPARATIVE INVESTIGATION OF PARENTAL ASPIRATIONS AND TEACHER’S APREHENSIONS .....</b>	<b>79</b>
<b>CHAPTER 6. AIMS AND METHODS OF PROJECT 1 .....</b>	<b>79</b>

<b>6.1. The Targeted Respondents .....</b>	<b>79</b>
<b>6.2. Aims of Project 1 .....</b>	<b>81</b>
<b>6.3. Methods of Data Collection .....</b>	<b>82</b>
6.3.1. Data Collection Procedures .....	85
<b>6.4. Data Analysis .....</b>	<b>90</b>
<b>CHAPTER 7. RESULTS FROM PARENTS AND TEACHERS AT INDEPENDENT GREEK COLLEGE .....</b>	<b>93</b>
<b>7.1. Context of St George College .....</b>	<b>93</b>
<b>7.2. The Quantitative Approach: St George College Descriptive Statistics .....</b>	<b>94</b>
7.2.1. St George College Participants' Parental Home Background .....	95
7.2.2. St George College Participants' Parental Family Circle and Language Use .....	96
7.2.3. St George College Participants' Marital Home Background .....	97
7.2.4. St George College Participants' Marital Family Circle and Language Use .....	99
<b>7.3. Qualitative Approach: St George College Teachers' Personal Statements .....</b>	<b>101</b>
7.3.1. What St George College Teachers say about Teaching of Greek .....	102
<b>7.4. Qualitative Approach: St George College Parents' Personal Statements .....</b>	<b>104</b>
7.4.1. What St George College Parents say about Teaching Greek .....	105
7.4.2. St George College Greek-born Parents' Experiences and Aspirations .....	107
7.4.3. St George College Australian-born Parents' Experiences and Aspirations .....	109
<b>7.5. St George College: Cultural Data Enhancing Understanding of Language Use .....</b>	<b>111</b>
<b>7.6. St George College: Level of Education and Socioeconomic Status as Factors in Linguistic and Cultural Maintenance .....</b>	<b>115</b>
<b>7.7. Key Findings from St George College Participants .....</b>	<b>118</b>

<b>CHAPTER 8. RESULTS FROM PARENTS AND TEACHERS AT THREE STATE SECONDARY SCHOOLS</b> .....	<b>120</b>
<b>8.1. Context of Three State Language Schools</b> .....	<b>120</b>
<b>8.2. The Quantitative Approach: State Schools' Descriptive Statistics</b> .....	<b>122</b>
8.2.1. The State School Participants' Parental Home Background .....	123
8.2.2. The State School Participants' Parental Family Circle and Language Use .....	124
8.2.3. State School Participants' Marital Home Background .....	125
8.2.4. State School Participants' Marital Family Circle and Language Use .....	128
<b>8.3. Qualitative Approach: State Schools Participants' Personal Statements on Language Use</b> ....	<b>130</b>
<b>8.4. Qualitative Approach: State School Teachers' Personal Statements</b> .....	<b>138</b>
8.4.1. What Teachers Say About the Teaching of Greek .....	138
8.4.2. What Teachers Say About Student Attitudes to Learning Greek .....	143
<b>8.5. Qualitative Approach: State School Parents' Personal Statements</b> .....	<b>146</b>
8.5.1. Greek-born Parents' Sense of Cultural Identity .....	146
8.5.2. Australian-born Parents' Choice of School for Children .....	153
<b>8.6. State School Parents' Level of Education and Socioeconomic Status as Factors in Linguistic and Cultural Maintenance</b> .....	<b>156</b>
<b>8.7 Key Findings from Three State School Participants.</b> .....	<b>167</b>
<b>CHAPTER 9. CONCLUSIONS TO PROJECT 1</b> .....	<b>170</b>
<b>9.1. Comparing the Views of Participants in Project 1</b> .....	<b>170</b>
<b>9.2. Common Trends</b> .....	<b>171</b>
<b>9.3. Contrasting Parental Profiles</b> .....	<b>173</b>
9.3.1. St George Parents .....	174

9.3.2. State School Parents .....	175
<b>9.4. Contrasting Perception of Teachers.....</b>	<b>177</b>
<b>9.5. Changing Generational Attitudes .....</b>	<b>180</b>

## **PART III. RESEARCH PROJECT 2**

### **ATTITUDES OF STUDENTS AT AN INDEPENDENT GREEK COLLEGE.... 183**

#### **CHAPTER 10. AIMS AND METHODS USED ..... 183**

<b>10.1. St George Students.....</b>	<b>183</b>
<b>10.2. St George College in the Maintenance of Greek Culture .....</b>	<b>184</b>
10.2.1. Theoretical Perspectives on St George.....	185
<b>10.3. Aims of the Project .....</b>	<b>187</b>
<b>10.4. Methods of Data Collection .....</b>	<b>188</b>
10.4.1. Data Collection Procedures .....	189
<b>10.5. Data Analysis.....</b>	<b>191</b>

#### **CHAPTER 11. RESULTS FROM ST GEORGE COLLEGE STUDENTS ..... 193**

<b>11.1. Descriptive Statistics .....</b>	<b>193</b>
11.1.1. The Student Participants.....	193
11.1.2. Parental Background.....	195
11.1.3. Siblings and Friends.....	201
11.1.4. Grandparents .....	202
11.1.5. Cross Correlating Language use and Parental Socioeconomic Status .....	205

11.1.6. Overview of Descriptive Statistics .....	209
<b>11.2. Respondents' Personal Comments .....</b>	<b>210</b>
11.2.1. Students' Language use .....	210
11.2.2. Attitudes to Learning and Using Greek .....	213
11.2.3. Views on Greek Culture and Cultural Identity .....	218
11.2.4. Overview of Results .....	226
<b>CHAPTER 12. CONCLUSIONS TO PROJECT TWO .....</b>	<b>228</b>
12.1. Greek Language Usage and Attitudes.....	228
12.2. Greek Identity, Language and Cultural Maintenance .....	232
<b>PART IV. RESEARCH PROJECT 3</b>	
<b>ATTITUDES OF STUDENTS AT THREE STATE SCHOOLS .....</b>	<b>233</b>
<b>CHAPTER 13. AIMS AND METHODS USED .....</b>	<b>233</b>
13.1. State Schools Students .....	233
13.2. State Schools in the Maintenance of Greek Culture .....	234
13.2.1. Theoretical Perspectives on State Schools .....	235
13.3. Aims of Project 3.....	237
13.4. Methods of Data Collection .....	238
13.4.1. Data Collection Procedures .....	239
13.5. Data Analysis.....	241

<b>CHAPTER 14. DISCUSSION OF RESULTS FROM STATE SCHOOLS .....</b>	<b>243</b>
<b>14.1. Descriptive Statistics .....</b>	<b>243</b>
14.1.1. The Student Participants.....	243
14.1.2. Parental Socio-Economic Background.....	246
14.1.3. Siblings .....	255
14.1.4. Grandparents .....	256
14.1.5. Cross Correlating Language use and Parental Socioeconomic Status .....	260
14.1.6. Overview of Descriptive Statistics .....	263
<b>14.2. Respondents' Personal Comments .....</b>	<b>264</b>
14.2.1. Students' Language Use.....	264
14.2.2. Attitudes to Learning and Using Greek .....	268
14.2.3. Views on Greek Culture and Cultural Identity .....	277
14.2.4. Overview of Personal Statements.....	286
<b>CHAPTER 15. CONCLUSIONS TO PROJECT THREE .....</b>	<b>289</b>
<b>15.1. Greek Language Usage and Attitudes.....</b>	<b>289</b>
<b>15.2. Greek Identity, Language and Cultural Maintenance .....</b>	<b>290</b>
<b>15.3. Implications of Parental Aspirations .....</b>	<b>291</b>
<b>PART V. CONCLUSIONS TO THE PORTFOLIO .....</b>	<b>294</b>
<b>CHAPTER 16. INTERPRETING THE FINDINGS .....</b>	<b>294</b>
<b>16.1. Socioeconomic Implications of the Data .....</b>	<b>294</b>

<b>16.2. St George and State Schools' Student Data Compared .....</b>	<b>298</b>
<b>16.3. Valency in the Research Findings .....</b>	<b>303</b>
<b>16.4. Mapping the Valency Groups and their Sub-categories .....</b>	<b>306</b>
16.4.1. A Typology of Valency and Activation .....	313
16.4.2. Distribution of Research Participants in the Taxonomy .....	317
16.4.3. Overview of Taxonomy .....	320
<b>16.5. The Overall Picture .....</b>	<b>321</b>
<b>CHAPTER 17. IMPLICATIONS ON EDUCATION, RECOMMENDATIONS AND A POSITIVE POSSIBILITY .....</b>	<b>323</b>
<b>17.1. The Future of Teaching Greek in SA Secondary Schools .....</b>	<b>323</b>
<b>17.2. Limitations of Research.....</b>	<b>327</b>
<b>17.3. Recommendations for Future Research .....</b>	<b>330</b>
<b>17.4. A new Wave of Greek Migrants: A new Chance for the Greek language? .....</b>	<b>332</b>

<b>LIST OF APPENDICES</b> .....	<b>336</b>
<b>APPENDIX A:</b> Research Project Description and Impact Statement. Sent to DECS Requesting Approval to Conduct the Research at State Schools.....	<b>336</b>
<b>APPENDIX B:</b> Adelaide University Graduate Centre re Completion of Core Component- Approval of Proposed Research at State Schools.....	<b>340</b>
<b>APPENDIX C:</b> Letter Sent to School Principals Requesting Entry to the School and Permission to Conduct the Research.....	<b>342</b>
<b>APPENDIX D:</b> Letter Distributed to Students, Notifying the Scope of Research, Requesting Signed Parental Permission to Participate in Research.....	<b>344</b>
<b>APPENDIX E:</b> Questionnaire Distributed to Students.....	<b>346</b>
<b>APPENDIX F:</b> Letter Distributed to Parents via Students, Notifying Scope of Research, Requesting Participation in Research.....	<b>352</b>
<b>APPENDIX G:</b> Questionnaires Distributed to Parents via Students.....	<b>354</b>
<b>APPENDIX H:</b> Letters Distributed to Teachers, Notifying the Scope of Research, Requesting Participation/Support when Researcher Visits School.....	<b>358</b>
<b>APPENDIX I:</b> Questionnaire Distributed to Teachers of Greek.....	<b>360</b>
<b>APPENDIX J:</b> Consent Form Distributed to students, parents & teachers of Greek.....	<b>365</b>
<b>APPENDIX K:</b> Approval of Research Proposal by DECS-Research Unit.....	<b>366</b>
<b>APPENDIX L:</b> Letter to Principals by DECS-Research Unit- re Approved Research.....	<b>367</b>
<b>APPENDIX M:</b> Permission of Unley HS to Enter the School for Research Purposes.....	<b>368</b>
<b>BIBLIOGRAPHY</b> .....	<b>369</b>

## LIST OF TABLES

Table 1:	Total Sample Size and Distribution of Respondents across Whole Portfolio. ....	14
Table 2:	Parents and Teachers of St George College: Quantitative Data of Parental Home Background .....	95
Table 3:	St George College Quantitative Data: Marital Home Background and Language Used.....	98
Table 4:	Parents and Teachers of State Schools: Quantitative Data of Parental Home Background .....	123
Table 5:	State Schools Quantitative Data: Marital Home Background and Language Used.....	126
Table 6:	St George College Students: Personal and Educational Statistics .....	193
Table 7:	St George College Students: Family, Social Circle and Language Used. ....	199
Table 8:	St George College Students: Grandparents' Demographics & Language Used.....	202
Table 9:	State School Students: Respondent's Descriptive Statistics.....	244
Table 10:	State School Students: Fathers' Ethnic Background and Language Used.....	252
Table 11:	State Schools Students: Mothers' Ethnic Background and Language Used .....	254
Table 12:	State Schools Students: Siblings and Friends .....	255
Table 13:	State School Students: Grandparents' Demographics & Language Used .....	257

## LIST OF FIGURES

Figure 1: St George Participants: Language Used with Parental Family and Social Circle .....	100
Figure 2: St George Parents and Teachers: Education Level and Language Used at Home .....	115
Figure 3: St George College Parents and Teachers: Correlation of Education Level and Perceived Importance of Cultural Aspects of “Greekness” .....	116
Figure 4: State Schools Participants: Language Parents & Teachers Use in Family & Social Circle...	129
Figure 5: State School Parents: Cultural Aspects of Greekness by Education Level .....	166
Figure 6: St George College Students: Cross Tabulation of Father’s Education & Language Use .....	206
Figure 7: St George College Students: Cross Tabulation of Father’s Occupation & Language Use....	206
Figure 8: St George College Students: Cross Tabulation of Mother’s Education & Language Use .....	208
Figure 9: St George College Students: Cross Tabulation of Mother’s Occupation & Language Use ...	208
Figure 10: State School Students: No of Years Studying Greek. ....	245
Figure 11: State Schools: Fathers’ Education and Language Use .....	261
Figure 12: State Schools: Fathers’ Occupation and Language Use .....	261
Figure 13: State Schools: Mothers’ Education and Language Use.....	262
Figure 14: State Schools: Mothers’ Occupation and Language Use .....	262
Figure 15: Weaver’s Cultural Iceberg .....	288
Figure 16: Categories of Valency Related to Current Study .....	305
Figure 17: Map of Australian and Greek Valency with Sub Categories of Cultural and Linguistic Activation.....	309
Figure 18: Map of Australian-Greek Bivalency with Sub Categories of Cultural and Linguistic Activation .....	311
Figure 19: A Typology of Valency and Activation among Adelaide Students of Greek, their Parents and Teachers .....	314
Figure 20: Participants’ Taxonomy Distribution .....	317
Figure 21: Students’ Percentile Taxonomy Distribution .....	319

## LIST OF CHARTS

Chart 1: St George College Parents and Teachers: Language Used To Communicate With Other Generations.....	101
Chart 2: State Schools Parents and Teachers: Language Used To Communicate With Other Generations.....	130
Chart 3: State Schools. Parents' Education.....	157
Chart 4: State Schools. Parents' Occupation (NOTE: Teachers Excluded.).....	158
Chart 5: State School Parents: Low Education and Socioeconomic Status as Factors in Greek Language Maintenance .....	163
Chart 6: State School Parents: Higher Education and Socioeconomic Status as factors in Shift to English .....	163
Chart 7: Why Greek Students drop Greek? St George Teachers' Perception .....	179
Chart 8: Why Greek Students drop Greek? State School Teachers' Perception .....	179
Chart 9: St George College Students: Distribution per Year Level .....	194
Chart 10: St George College Students: Fathers' Education Level .....	195
Chart 11: St George College Students: Father's Occupation .....	196
Chart 12: St George College Students: Mother's Education.....	197
Chart 13: St George College Students: Mother's Occupation.....	197
Chart 14: St George College Students: Comparison of Greek Language Use with Grandfathers and Grandmothers.....	204
Chart 15: St George College Students: Language Used to Communicate with Other Generations..	209
Chart 16: St George College Students: Language Used in Home and Social Life .....	212

Chart 17: St George College Students: Attitude to Learning and Using Greek.....	213
Chart 18: St George College Students: Reasons for Studying Greek .....	218
Chart 19: St George College Students: Sense of Identity.....	218
Chart 20: St George College Students: Cultural Parameters Contributing to Greek Identify .....	223
Chart 21: State School Students: Distribution per Year Level .....	245
Chart 22: State School Students: Fathers' Education Level .....	246
Chart 23: State School Students: Fathers' Occupation .....	248
Chart 24: State School Students: Mothers' Education.....	249
Chart 25: Parents' Education Level: Three State Schools v. St George College.....	250
Chart 26: State School Students: Mothers' Occupation.....	251
Chart 27: State School Students: Language Used with Grandparents .....	259
Chart 28: State School Students: Percentage of Everyday Language Used at Home.....	263
Chart 29: State School Students: Language Used Everyday at Home and Social Life .....	266
Chart 30: State School Students: Benefits of Learning Greek.....	269
Chart 31: State School Students: Attitude to Learning and Using Greek.....	270
Chart 32: State School Students: Sense of Identity.....	278
Chart 33: State Schools. Parameters Contributing to Greek Identity .....	294
Chart 34: Comparative Concrete Data of St George and State School Students .....	300
Chart 35: Attitude to Greek Language. Comparing St George and State School Students .....	301
Chart 36: Sense of Identity. Comparison of St George and State Schools Students.....	302

## ABSTRACT

This portfolio of research aimed to investigate the learning and teaching of Greek in Adelaide secondary schools, from the perspective of the students studying the language and to a lesser extent their parents and teachers. It sought to follow up the previous studies of Smolicz, Tamis and Papademetre, by studying the latest generation of young people of Greek background in relation to maintaining Greek language and culture.

A longitudinal mixed research approach (qualitative and quantitative), influenced by humanistic sociological principles, was adopted. Data were collected through questionnaires, using both fixed and open-ended questions, as well as follow –up interviews and research observations over a ten year period. Respondents were drawn from St George College, established by the Greek Orthodox Community and Parish of St George, as the only independent school in Adelaide committed to maintaining Greek language and culture at high school level, and from three state high schools which are considered specialised in languages and offered Greek in their curriculum. The description of the data collected and the analysis of the findings are presented in three projects within this portfolio of research.

Project 1 was based on data collected from ten parents whose children attended St George College and five teachers, on the one hand, and from 23 parents and six teachers associated with the three state high schools on the other. Most spoke in Greek ethnolect to their immigrant parents, but mainly English to their spouses and children. Although many had achieved upward mobility into professional careers, most felt both Greek and Australian. St George parents were more oriented towards the Greek community and valued the college's Greek ethos, while state school parents associated more with mainstream Australian society and gave highest priority to their children's academic success. Teachers

were concerned at the decline in students' competence and interest in Greek. Those in state schools were also fearful for the future of their subject.

Project 2 studied the learning experiences, attitudes and language activation of 82 students from St George College. Many spoke a little Greek with grandparents, if they were still alive. Although most were positive to learning Greek and responded enthusiastically to the Greek ethos of the school, a small proportion were opposed to learning the language or regarded it as irrelevant. All but a few considered they were Greek, which they linked particularly with family, religion, historicity as well as music and character.

Project 3 was a parallel study of 214 students studying Greek in state school contexts which were multicultural in orientation, not Greek. The students' activation of Greek within the family was rather less than for the St George respondents. Far more of the students were indifferent (rather than opposed) to Greek, with some senior students being more positive. Their friendships and career aspirations oriented them toward mainstream Australian society. In identity, they felt Australian, but almost always with some sense of Greekness as well.

In conclusion, the new knowledge this dissertation offers to the Greek language and culture research was mapped out and the participants were taxonomised into participant's types attracted to one or other or both cultural groups. Only a few were monadic, attracted to either the Australian or the Greek group. Even fewer were dyadic, balanced in their activation of both Australian and Greek language and culture. The great majority were pseudo-dyadic, where the language and culture of one group predominated, but there was some evidence of the activation of the other. Finally, the implications of these findings for the teaching of Greek at secondary level, and the possible effects of a potential new wave of immigrants from Greece are discussed.

## DECLARATION

This work contains no material which has been accepted for the award of any other degree or diploma in any University or other tertiary institution to Alexandra Holeva and to the best of my knowledge and belief, contains no material previous published or written by another person, except where due reference has been made in the text.

I give consent to this copy of my thesis, when deposited in the University Library, being made available for loan and photocopying, subject to the provisions of the Copyright Act 1968.

I also give permission for the digital version of my thesis to be made available on the web, via the University's digital research repository, the Library catalogue, the Australasian Digital Theses Program (ADTP) and also through web search engines, unless permission has been granted by the University to restrict access for a period of time.

---

Alexandra Holeva

## DEDICATION

To my Daughter Elisabeth

and of course

To Dr Margaret Joyce Secombe

Bringing up a child of Greek migrants to South Australia in the onset of the 21<sup>st</sup> century within the South Australian Education context appears to be similar to the situation the first migrants confronted back in the 50s.

Elisabeth is exposed to Greek only within our family and all this momentum of the 1980s, a generation later, seems to be so far away. From the time the Greek migrants had managed to create Ethnic Schools and had succeeded to force the policy makers to embrace multiculturalism and have achieved the Greek language to be taught in State Schools, the needs and the social status of the Greek community in South Australia has changed dramatically. Elisabeth's case was the inspiration for this dissertation, because the researcher realized via her experience of teaching Greek in the South Australian context that Greek, during the first decade of the 21<sup>st</sup> century, are nothing but a foreign language to the Greek origin students.

To the best knowledge of the researcher, it appears also that Elisabeth is one of the very few young Australians of Greek origin who has still the aural and oral exposure to the Greek language. Yet, since this exposure is not backed up by the proper education, the prognosis for her Greek language skills is negative.

During this entire research journey the person who kept me going the most was my daughter, Elisabeth. This endeavor started on February 2002 when Elisabeth was just 2 years old and I remember vividly helping tiny Elisabeth to walk upstairs and meet Doctor Secombe on the first floor of the building the School of Education of University of Adelaide was located at the time.

Elisabeth grew with this Doctorate and the experience I gained through the hurdles we encountered so as to maintain our language was for me, the researcher, another parallel action research, that gave me extremely useful information and in depth knowledge of how parental aspiration SOME TIMES are

crashing when fighting an educational system that is not offering a child the needed exposure to its own ethnic background.

Elisabeth was there when I commenced collecting data, she escorted me on December 2004 when I got my Australian recognized teaching degree so as to be able to teach Greek as participant observer in this teaching and learning process that would give me the necessary inside information. She was with me when appointed as teacher in a state school where once Greek was so dominant that a Greek bilingual program taught by the researcher was established in mid 1990s till early 2000s. All this time she was constantly asking me, if she can be up there with me when my degree will be conferred and she was proud, telling everyone that her mother is a teacher who is becoming a doctor!!

So many years later, Elisabeth now understands how this longitude research has been shaped by her own experience. She is proud of being of Greek origin but she chooses not to speak Greek, except when she is upset and can use the color and the feeling, of the rich and loaded with emotion, Greek language.

Managing to complete this doctoral research, when working full time and have a family and a child of Primary School age to bring up, is the most rewarding achievement of my life. I am proud for persevering and continuing throughout all the hurdles –and they were so many!

I want therefore to dedicate this degree also to my late parents who taught me to keep going, never quit and when down to stand up and start again.

All these years standing by me supporting and guiding me through this endeavor and all its hardship was my dedicated supervisor.

Dr Secombe I would not be able to complete this without you!

Thank you

## ACKNOWLEDGEMENTS

This achievement would not be possible unless I had constantly next to me, supporting and guiding me right from the beginning, Dr. Margaret Joyce Secombe. My profound appreciation for her assistance, my admiration for her flexibility and ability to deal with the complex problems I encountered during my candidature, need to be openly and publicly expressed, since she was the constant and the safe haven I was sure that would always be there for me, with her endless patience and tolerance, with her meticulous advice on the way I should approach my participants, my data, my analysis and last but not least with the final presentation of this Research Portfolio.

Dr. Secombe was the one I first contacted when I expressed my interest in this adventure and she was the one who introduced me to the late Professor Smolicz, who became my inspiration and my principal supervisor for 2 amazing years. The theoretical framework that these doctoral researches were based on was the Humanistic Sociological approach and the Core Values theory Professor George (Jerzy) Smolicz had so passionately supported with his research and work.

It is imperative for me to express my gratitude to Professor Smolicz, even post mortem, and thank him and Dr. Secombe, his tireless colleague, for the knowledge horizons they opened to me.

I need also to express my appreciation to the late Professor Kevin Marjoribanks who led my candidature as principal supervisor when Professor Smolicz left the School of Education. His research and work have influenced the component of my research that investigated the impact of the parental aspirations on learning Greek or maintaining the Greek cultural tradition.

Last but not least I want to thank all those School Principals, of all the schools I have approached, and who facilitated with pleasure my research, all the Greek language teachers and parents and students who let me into their schools, into their life, into their minds and in their heart and Psyche again and again. Without their contribution this portfolio of research would not be possible.

Thank you all.

## ABBREVIATIONS

ACARA = Australian Curriculum, Assessment and Reporting Authority

ADTP = Australasian Digital Theses Program

ASLLP = Australian Second Language Learning Program

CV = Curriculum Vitae

DECS = Department of Education and Children Services currently named DECD

DECD = Department of Education & Child Development

DEET = Department of Employment, Education and Training. In April 1996 re-named DEETYA

ESB = Ethnic Schools Board

ESL = English as Second language

GLT&L = Greek Language Teaching & Learning

ICT = Information and Communication Technology

ILL = Intercultural Language Learning

IT = Information Technology

LOTE = Languages Other Than English

MT = Mother Tongue

NAATI = National Accreditation Authority for Translators and Interpreters

NLLIA = National Languages and Literacy Institute of Australia

NPL = National Policy for Languages

SA = South Australia.

SACE= South Australian Certificate of Education.

SACSA = South Australian Curriculum Standards and Accountability

SBS = Special Broadcasting Services

SPSS = Statistical Product and Service Solutions. A statistical software for Social Sciences

SSABSA = Senior Secondary Assessment Board of South Australia in 2011 was named SACE Board

TAFE = Technical and Further Education South Australia

WEA = Workers' Educational Association

# GLOSSARY<sup>1</sup>

## PART A: Terms Used in Previous Studies

**Accommodation:** The act of adapting language or culture in order to be understood or accepted by others.

**Acculturation:** The process by which individuals or groups learn a culture other than their own.

**Ambi-lingualism:** The ability to function equally well in two or more languages across a wide range of domains.

**Assimilation:** The process by which individuals or groups replace their own language and culture with that of another, usually more powerful group.

**Bicultural:** Identifying with and knowing the culture of two different groups and being able to participate in the life of both. Being bicultural is often synonymous with being bilingual, but is not necessarily the case.

**Bilingualism:** This term has been defined in various ways by different linguists.

**Bloomfield** (1936:56) defined *bilingualism* as the native-like control of two languages,

**Haugen** (1953:6) argued that bilingualism referred to any degree of accomplishment in two languages;

**Weireich** (1953:1) defined bilingualism as “alternatively using two languages”;

**Christophersen** (1958:4) claimed that the term bilingualism presupposed “some degree of competence in both languages”.

---

<sup>1</sup> Adopted from **Baker, C. and Prys-Jones S.** (1998), *Encyclopaedia of Bilingualism and Bilingual Education*, Multilingual Matters PTY LTD

**Diebold** (1961:97-112) argued that the term should be applied also in cases where proficiency in one of the languages was minimal.

*\*See also other forms of bilingualism in the Glossary marked with an asterisk (\*).*

**Biliteracy:** The ability to read and write in two languages.

**Code:** A more neutral and inclusive term used instead of language or speech, dialect or linguistic variant.

**Code-mixing:** The mixing of two languages within a sentence or across sentences.

**Code-switching:** Moving from one language to another, inside a sentence or across sentences.

**Codification:** A systematic description of a variety of a language (e.g. vocabulary, grammar). This may occur when a language is being standardized, or when an oral language is being written down for the first time.

**Community Language:** A language used by a particular regional or minority ethnic community. Clyne (1988:22) introduced the term Australian community languages to refer to languages spoken by immigrant groups who had settled in Australia.

**Creole:** A pidgin language which has been adopted as the native language in a region. A creole tends to be more complex in grammar with a wider range of vocabulary than a pidgin language. There are for example, English-based, French based Creoles.

**Creolization:** The process by which a pidgin becomes a creole by the expansion of vocabulary and the development of a more complex linguistic structure.

**Cultural Pluralism:** Refers to the situation of two or more cultural groups being side by side in a community, a region or a society. Baker and Prys define it as "the ownership of two or more sets of cultural beliefs, values and attitudes" Usually it is not related to individuals, rather political decision. Multicultural education is often designed to encourage cultural pluralism in children.'

**Culture:** The set of meanings related to actions, beliefs, attitudes, customs, social relations in all areas of everyday behaviour and social life which are shared by members of a particular group, community or society.

**Diagonal Bilingualism (\*):** A form of bilingualism where a 'non-standard' language or a dialect co-exists with an unrelated 'standard' language.

**Dialect:** A language variety whose features identify the regional or social background of the user. The term is often used in relation to a standard variety of a language (e.g. a dialect of English).

**Diglossia:** Two languages or language varieties existing together in a society in a stable arrangement whereby each language is used in specific and different contexts<sup>2</sup>.

**Domain:** Particular contexts where a certain language is used. For example, there is the family domain where a minority language may be used. In the work domain, the majority language is used.

**Dominant Language:** The language which a person has greater proficiency in or uses more often.

**Elective Bilingualism (\*):** A form of bilingualism where individuals have chosen to become bilingual, usually through learning a second language.

**Ethnic Identity:** Those aspects of an individual's thinking, feelings, perceptions and behaviour that are due to ethnic group membership, as well as a sense of belonging and pride in the ethnic group.

**Ethnolect:** A non-standard variety of language used by an ethnic group in a static or dynamic bilingual situation<sup>3</sup>.

**Ethnolinguistics:** The study of a set of cultural, ethnic and linguistic features shared by a cultural, ethnic, or subcultural social group.

---

<sup>2</sup> Greek state has used diglossia during several periods: most common was the period of *katharevousa* –the language used by the state services, versus *dimotiki* –the everyday language supported by rich literature tradition.

<sup>3</sup> In the present dissertation, since the majority of the participants predominantly refer to their use of spoken and not written Greek, the term *Ethnolect* applies to the spoken Greek in a bilingual environment without *Diglossia*.

**First Language:** This term is used in different, overlapping ways and can mean (a) the first language learnt (b) the stronger language (c) the 'mother tongue' (d) the language most used.

**Foreign Language:** Language taught in school which is not normally used as a means of instruction in schools or as a language of communication within the country, in the community or in bureaucracy.

**Grammar:** The structure of a language; the way in which elements are combined to make words and the way in which words and phrases are combined to produce sentences.

**Horizontal Bilingualism (\*):** A form of Bilingualism where two languages have similar or equal status.

**Incipient Bilingualism (\*):** A form of Bilingualism where one language is much weaker than the other or not strongly developed; however the potentiality for further development is always there. It is like beginning to acquire the second language.

**Language Attrition:** The loss of a language within a person or a language group, gradually over time.

**Language Acquisition:** The process of acquiring a first or second language. Some linguists distinguish between language acquisition and language learning' of a second language, using the former to describe the informal development of a person's second language, and the latter to describe the process of formal study of a second language. Other linguists maintain that no clear distinction can be made between informal acquisition and formal learning.

**Language Decline:** or **Language Loss.** Refers to the use of a language within an individual or within a group. Language loss is particularly studied amongst in-migrants to a country where their mother tongue has little or no status, little economic value or use in education, and where language loss subsequently occurs.

**Language Dominance:** One language being the stronger or preferred language of an individual, or the more prestigious language within a particular region.

**Language Maintenance:** The continued use of a language, particularly amongst language minorities (for example through bilingual education). The term is often used with reference to policies that protect and promote minority languages.

**Language Minority:** A language community (or person) whose first language is different from the dominant language of the country. A group who speaks a language of low prestige, or low in power, or with low numbers in a society.

**Language Transfer:** The effect of one language on the learning of another. There can be both negative transfer, sometimes called interference, and more often positive transfer, particularly in understandings and meanings of concepts.

**Language Vitality:** The extent to which a language minority vigorously maintains and extends its everyday use and range of functions. Language vitality is said to be enhanced by factors such as language status, institutional support, economic value and the number and distribution of its speakers.

**Linguistic Purism:** A deliberate attempt to rid a language of perceived undesirable elements (e.g. dialect forms, slang, foreign loan words).

**Loan Word:** An item of vocabulary borrowed by one language from another. A loan blend occurs when the meaning is borrowed but only part of the form is borrowed; loan shift when the form is nativized; and loan translation when the components of a word are translated (e.g. 'skyscraper' into '*gratteciel*' in French)

**Language Retention:** The opposite of Language Attrition. Language retention refers to an individual or a group who continue to use (or retain their ability) in a language

**Language Shift:** A change from the use of one language -usually minority- to another

**Lexeme:** is a unit of lexical meaning that exists regardless of the number of inflectional endings it may have or the number of words it may contain. It is a basic unit of meaning, and the headwords of a dictionary are all lexemes. Put more technically, a lexeme is an abstract unit of morphological

analysis in linguistics that roughly corresponds to a set of forms taken by a single word. For example, in the English language, *run*, *runs*, *ran* and *running* are forms of the same lexeme, conventionally written as RUN

**Lexical Competence:** Competence in vocabulary.

**Lexis/Lexicon:** The vocabulary or word stock of a language, their sounds, spelling and meaning.

**Mainstreaming:** Language mainstreaming occurs when children are no longer given special support (e.g. English as a Second Language classes) and take their subjects through the majority language.

**Maintenance Bilingual Education:** A program that uses both languages of students to teach curriculum content.

**Majority Language:** A high status language usually (but not always) spoken by a majority of the population of a country.

**Multilingual:** A person who typically knows and/or uses three or more languages.

**Minority Language:** A language of low prestige and low in power. Also used to mean a language spoken by a minority of the population in a country.

**Monoglot or Monolingual.** A person who knows and/or uses one language.

**Mother Tongue:** The term is used ambiguously. It variously means (a) the language learnt from the mother (b) the first language learnt, irrespective of 'from whom' (c) the stronger language at any time of life (d) the 'mother tongue' of the area or country (e.g. Irish in Ireland) (e) the language educational equity for language minority students.

**Official Language:** The language used in a region or country for public, formal and official purposes (e.g. government, administration, education, media)

**Orthography:** Spelling.

**Passive Bilingualism (\*):** A form of Bilingualism where the person is able to understand (and sometimes read) in a second language without speaking or writing in that second language.

**Phonetics:** The study of speech sounds.

**Phonics:** A method of teaching reading based on recognizing the sounds of letters and combinations of letters.

**Phonology:** The sound system of a language.

**Pidgin:** A language that develops as a means of communication when different language groups are in regular contact with one another. A pidgin usually has a small vocabulary and a simplified grammatical structure. Pidgins do not usually have native speakers although there are expanded pidgins (for example, in Papua New Guinea) where a pidgin is the primary language of the community. If a pidgin language expands to become the native language of a group of speakers, with a larger vocabulary and a more complex structure, it is often called a creole.

**Pidginization:** (1) The evolution of a pidgin language. (2) In second and foreign language learning, the development of a simplified form of the target language (also called Interlanguage). This intermediate stage is usually temporary, but according to the pidginization hypothesis, it may become permanent when learners remain socially apart from native speakers, or when the target language is infrequently used.

**Plurilingual:** Someone competent in more than two languages.

**Polyglot:** Someone competent in more than two languages.

**Semantics:** The study of the meaning of language.

**Pragmatics:** The study of the use of language in communication, with a particular emphasis on the contexts in which the language is used.

**Primary Bilingualism (\*):** A form of Bilingualism where the two languages have been learnt 'naturally' through family and community rather than formal teaching at school.

**Prosody:** The study of the melody, loudness, speed and rhythm of spoken language; apart from intonation it includes the transmission of meaning that can be understood from different emphases.

**Receptive Bilingualism (\*):** The ability to understand and read a second language, without speaking or writing it.

**Secondary Bilingualism (\*):** A form of Bilingualism where the second language has been formally learned through school. (See also Primary Bilingualism).

**Second Language:** This term is used in different overlapping ways and can mean (1) the second language learnt (chronologically); (2) the weaker language; (3) a language that is not the 'mother tongue'; (4) the less used language. The term is sometimes used to cover third and further languages. The term can also be used to describe a language widely spoken in the country of the learner (as opposed to a foreign language).

**Semi lingual:** A controversial term used to describe people whose two languages are at a low level of development.

**Sequential Bilingualism or Successive Bilingualism (\*):** A case of achieving Bilingualism via learning a second language later than the first language. This is distinct from **Simultaneous Bilingualism** where two languages are acquired concurrently. When a second language is learnt after the age of three, sequential bilingualism is said to occur.

**Sociolinguistics:** The study of language in relation to social groups, social class, ethnicity and other interpersonal factors in communication.

**Standard Language:** The prestigious variety of language that has official, formal use (e.g. in government and schooling). A standard language usually has norms for orthography, syntax, grammar and vocabulary. The standard variety is most often used in literature and other forms of media (e.g. radio, television), in school text books, in centralized policies of the curriculum.

**Standardization:** The attempt to establish a single standard form of a language particularly in its written form, for official purposes, literature, and the school curriculum.

**Streaming:** The use of homogeneous groups in teaching (also called tracking, setting, streaming, banding, ability grouping).

**Submersion Education:** The teaching of minority language pupils solely through the medium of a majority language, often alongside native speakers of the majority language. In this way minority language pupils are left to sink or swim in the mainstream curriculum.

**Subtractive Bilingualism (\*):** A form of Bilingualism in which a second language is learned at the expense of the first, and gradually replaces the first language (e.g. in -migrants to a country or minority language pupils in submersion education).

**Syntax:** The study of how words are combined into sentences; rules governing the ways words are combined and organized.

**Target Language:** A second or foreign language being learned or taught.

**Trade Languages in Australia:** Languages of Australia's trade partners i.e. Chinese, Japanese, Arabic, German, and French as compared to Community or Aboriginal languages

## GLOSSARY

### PART B: Terms Developed by the Researcher or Used in a Specific Sense

**AUSTRALIAN VALENCY:** Refers to the cultural valuation of participants in this study who were competent in and committed to the culture of the mainstream Anglo-Australian group.

(Adapted from Klokowska, 1996:467, English edition 2001:118)

**BICULTURAL:** Is used to refer to a person who participates in and “identifies” with the cultures of two different groups equally well.-see also BIVALENT

**BILINGUAL:** The term is used in the study in the sense of **balanced bilingual**. A person who has strong and equal command of two languages in both oral and written form. However it should be noted that **Tamis (2009:20)** considered a bilingual to be a person who knew and used Greek and English, irrespective of the degree of competence, range of skills and social use, including the Australian Greek Ethnolect form. See also other forms of bilingualism in the Glossary marked with an asterisk (\*).

**BIVALENCY:** Refers to the cultural valuation of participants in this study who were competent in and committed to two cultures, that of the mainstream Anglo-Australian group and that of the Greek community in South Australia (Adapted from Klokowska, 1996:467, English edition 2001:118). **See also Dyadic**

**CULTURAL VALENCY:** Refers to the cultural valuation of individuals who are competent in and committed to the culture of the given group. (Adapted from Klokowska, 1996:467, English edition 2001:118)

**DYADIC:** Refers to individuals who are Bivalent, but the duality of the cultural attraction permits them to activate equally and simultaneously both languages and cultures in an interchangeable way

**GREEK VALENCY:** Refers to the cultural valuation of participants in this study who were competent in and committed to the culture of the Greek community in SA.

(Adapted from Klokowska, 1996:467, English edition 2001:118)

**MONADIC:** Refers to individuals who chose to activate the culture of only one group, or have only learned the culture of one group so is unable/not willing to function in more than one cultures.

**MONOCULTURAL:** Refers to the person who opts for, or is able to participate in only one culture.

**MONOLINGUAL:** a person who opts for or is able to use, only one language.

**POLYVALENT:** Refers to participants in this study who were competent in and committed to the cultures not only of the mainstream Australian and South Australian Greek community, but also to another culture. (i.e. children of mixed marriages).

**PSEUDO-**: not actual, but having the appearance of; almost achieving or approaching, or trying to achieve

**PSEUDO-BILINGUAL**: Refers to participants in this study who saw themselves as bilinguals because they were trying to communicate in Greek as well as English, but their competence in one or both languages was quite low.

**PSEUDO-BICULTURAL**: Refers to participants in this study who considered that they were activating Greek cultural patterns learned in their family alongside mainstream Anglo-Australian cultural patterns, without realising how their Greek cultural activation had become residual and modified through contact with the more dominant Australian cultural patterns.

**TAXONOMY**: A classification into ordered categories in order to describe, identify and name phenomena. In this study it relates to classifying participants in the study on the basis of their activation of and attitudes towards the Greek language and culture in the South Australian context.

**TYPOLOGY**: The study or systematic classification of types that have characteristics or traits in common. In Linguistics it refers to the study and classification of languages according to structural features, especially patterns of phonology, morphology, and syntax, without reference to their histories. In this study, it refers to classifying participants on the basis of their use of the Greek language in the context of South Australia.

**UNIVALENT**: Refers to individuals who are competent in, and committed to the culture of only one group. (Klokowska, 1996:467)

**VALENCY**: Attraction and bonding to a certain social phenomenon or action that occurs subconsciously or after a specific social choice or the social actor. (Klokowska, 1996:469).