Chapter 3

Language and Control: Fighting with Words

Abstract

The paper outlines a provisional framework for interpreting the functions of adult language in bilingual education and the education of non-native speakers of English. It proposes that adult language is a powerful tool for cortical development and that adults can use language to help children develop their language skills. The paper also argues that adult language can be used to help children develop their cognitive abilities and to help them develop their social skills.

The paper concludes with a discussion of the implications of these findings for bilingual education and for the education of non-native speakers of English. It argues that adult language is a powerful tool for cortical development and that adults can use language to help children develop their language skills. The paper also argues that adult language can be used to help children develop their cognitive abilities and to help them develop their social skills.

References


In order to back up a commitment of this kind, the underlying principle must be that of functional diversity. Bilingual communities can only survive as long as the role played by the different languages in the community is different. Each must enable members of the community to do different things. Similarly for speaking and writing; all cultures that make use of writing do so in such a way that writing complements speaking. Common sense may tell us that writing is just speech written down (technically transcription). But in fact, in all literate cultures, speaking and writing evolve as distinct registers, specially designed to do different jobs (Halliday 1985b: 61-101). This means that if Aboriginal people are going to be writing in English and the vernacular, then (1) the functions of the writing in the two languages must be distinct; and (2) the functions of speaking and writing within each language must be distinct. As noted above I will be passing over status, so consideration of the ways in which writing might or might not reinforce cultural identity will not be pursued. From the point of view of the vernacular, it would appear that in general terms the major function of writing has to do with conservation - with making the vernacular language and culture strong. In Australia, all Aboriginal languages and cultures are severely threatened. Even a relatively robust people such as the Warlpiri have to be very concerned with the kind of education their children experience, in school and in the community itself, especially in the context of rapid and irreversible social change such as that documented in Stories from Lajamanu 1977. The painting of Yuendumu's remarkable Dreaming doors was very much a response to such change, as Paddy Japaljarri Stewart comments in the Introduction to Yuendumu Doors:

We painted these Dreamings on the school doors because the children should learn about our Law. The children do not know them and they might become like white people, which we don’t want to happen. We are relating these true stories of the Dreamtime. We show them to the children and explain them so that the children will know them. We want our children to learn about and know our Law, our Dreamings. That is why we painted these Dreamtime stories (1987:13).

Where once body paintings disappeared at the end of ceremonies, the doors remain. As Muecke (Benterrak, Muecke & Roe, 1984) points out in the section Always Already Writing of the Country, symbolic representations are not new to Aboriginal people. But the permanency that acrylic paints and writing systems bring is new, and could be developed through schools as a conservation measure. Increasingly, Warlpiri people do seem to view the school itself as something they can participate in and control:

The parents were at first mistrustful of the school, their children were taken away from them. But now they can see the school is their school and they go and look and see what the school does. And the more we can have an open school where parents can come anytime, the better. When you walk around the settlement, you can see the parents are interested in the school (Luther, 1977:15).

The Lajamanu School Statement of Policy, negotiated among the council, school staff, parents, relatives and interested community members, clearly aims to make Warlpiri language and culture strong, suggesting that ‘community members be employed as organisers for the Warlpiri part of the curriculum’ (1984:8). As Cataldi outlines in the schools’ 1986 Language Policy, bringing community members into the school gives writing a raison d’etre for young literacy learners:

We have also found that conversation sessions, particularly with Warlpiri adults who are authorities on different things have inspired Lajamanu children to write longer pieces than they may have done before. Here the pressure to write may be the permanence of writing as understood by the modern Warlpiri child and its ability to record information passed down by older people about a way of life that everyone here recognizes has inevitably changed. Writing for Warlpiri people is recognised as one way of preventing that part of Warlpiri culture from being lost (Cataldi, 1986:68).

The writing as conservation message here is very clear. In the face of massive social change the ability of writing to document both language and culture is, potentially at least, of considerable significance. The question now arises as to what kinds of writing can be encouraged which can participate effectively in making Warlpiri language and culture strong. This will be partially addressed in the next section.

The other side of the coin is writing in English, which as noted above needs to have a different function from writing in Warlpiri if the two are to co-exist in the community. Speaking once again in general terms, the major function for English writing would appear to be negotiation. All Aboriginal communities, however remote, need English for doing business with the rest of Australia. Their schools, community councils and health clinics have to liaise with the Northern Territory Government. Their store and arts collectives have to deal with business people from outside. More recently the development of Aboriginal media has become a reality through the Central Australian Aboriginal Media Association (Michaels, 1986).

In many communities, few if any of these institutions may actually be controlled by Aboriginal people. But to the extent that Aboriginal people want local people running the place, local people to be the bosses of their own tribal lands (Luther, 1977:18), then they will have to take responsibility for doing business; and this means learning to write for business purposes. Some of the kinds of writing needed to accomplish this will be reviewed later.

To sum up this section then, we are left with two questions:

A. What kinds of vernacular writing can be evolved to conserve vernacular language and culture?
B. What kinds of English writing can be learned to negotiate with the outside world?

WRITING IN THE VERNACULAR

Evolving literacy

Aboriginal cultures have always been, and for the most part remain, oral cultures. The transmission of law and language has been through speaking. And until recently, oral transmission has been effective, sustaining Aboriginal languages and cultures from one generation to the next. Since contact with European settlement, this process has been breaking down. Consequently Aboriginal people, working with teachers, linguists and linguists, now have to consider whether writing has a role to play in sustaining their traditional languages and cultures.

Within the bilingual education program literacy initiatives have been mainly concerned with (1) orthography; (2) dictionaries; and (3) the production of reading materials for use in the early grades of bilingual schools. For the most part the reading materials are based on traditional stories, or are adaptations of English stories, translated into the vernacular. These initiatives are in one sense necessary ones.
Some further elaboration (explanation)

The rate at which people become rich.

There's a sort of magical, mythical idea that we can just "see the light" and become rich. It's not that simple. There are very different rates at which people become rich.

People often assume that if they just "do the right thing" and "work hard," they'll become rich. But it's more complex than that. There are different rates at which people become rich, and it's not just a matter of hard work and good luck.

In the next section, we'll explore some of the different factors that contribute to becoming rich.
and discuss how the Expectancy Theory applies.

The Expectancy Theory is a popular approach in psychology that proposes three psychological components: expectancy, instrumentality, and reinforcement value. Expectancy refers to the belief that a particular behavior will lead to a desired outcome. Instrumentality is the belief that the outcome will occur as a result of the behavior. Reinforcement value is the desirability of the outcome to the individual.

The Expectancy Theory is often used to explain behavior in the workplace, education, and everyday life. It is based on the premise that individuals are more likely to engage in behaviors if they perceive that those behaviors will lead to positive outcomes.

In the context of this page, it is unclear how the Expectancy Theory is specifically applied. However, the text suggests discussing how this theory relates to the Expectation-Maximization (EM) algorithm and its role in data analysis.

The Expectation-Maximization (EM) algorithm is a widely used iterative method for finding maximum likelihood estimates of parameters in probabilistic models, where the model depends on unobserved latent variables. The EM algorithm consists of two steps: the expectation (E) step and the maximization (M) step. The E step assigns values to the unobserved variables given the current estimates of the parameters, and the M step updates the parameters to maximize the likelihood of the observed data.

By applying the Expectancy Theory to the EM algorithm, one could explore how individuals' expectations about the outcomes of the algorithm influence their approach to solving complex problems. This could include the impact of individual beliefs on the effectiveness of the algorithm in different contexts.
Why Lamont School Needs After-School Homework Program

TEXT 6: SIGNIFICANCE OF HOMEWORK

The importance of homework cannot be overstated. It not only reinforces the concepts learned in class but also helps students develop good study habits. For many students, homework is the only opportunity they have to practice and solidify their understanding of the material. It provides a way for teachers to assess student progress and identify areas where additional instruction may be needed. Furthermore, homework contributes to a student’s overall academic success, as it encourages responsible time management and helps develop critical thinking skills.

Writing for the school

We write English to express our thoughts and ideas. Language is a powerful tool that allows us to communicate our perspectives and perspectives to others. English is a global language, used by people from all walks of life. It is a language that can be mastered by anyone who is willing to put in the effort.

TEXT 7: RESEARCH ON HOMEWORK

Research has shown that homework can have significant benefits for students. A study published in the Journal of Educational Psychology found that students who completed homework had higher academic achievement than those who did not. Another study, conducted by the National Center for Education Statistics, found that students who spent more time on homework had higher grades.

In conclusion, homework is an essential part of the learning process. It helps students to retain information, develop critical thinking skills, and prepare for exams. To ensure that all students have access to the benefits of homework, schools should consider implementing a homework program that is tailored to the needs of their students.
Our present class sizes are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>22</td>
</tr>
<tr>
<td>2</td>
<td>22</td>
</tr>
<tr>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>4</td>
<td>27</td>
</tr>
</tbody>
</table>

We are facing a number of challenges in our school. First, the school will soon be empty as the older students have graduated. Second, the school is overcrowded. Therefore, we need to find a way to reduce the number of students in each class. Third, the school is not well-equipped with the necessary resources such as computers and books. Finally, the school is not well-maintained, which affects the learning environment.

On the other hand, we are also facing the challenge of low student performance. The students are not performing well in their studies. We need to find a way to improve their performance. We are considering implementing a new educational program that will focus on improving student performance. However, we need to ensure that this program is effective before implementing it.

In conclusion, we need to address both the challenges and the opportunities we are facing in our school. We need to ensure that our students are well-prepared for the future and that the school is a conducive environment for learning.
In the cultural landscape, last year's educational program focused on promoting educational outcomes in children's education at an earlier age.

In this year's program, we are introducing new initiatives aimed at supporting and encouraging students' performance in secondary education. These initiatives are designed to enhance the academic achievement of students in primary school and prepare them for success in higher education.

1. **Enhanced Curriculum:***

   - Increased emphasis on STEM subjects.
   - Introduction of innovative teaching methods.

2. **Teacher Training:***

   - Ongoing professional development programs for educators.
   - Peer teaching and mentorship programs.

3. **School Infrastructure:***

   - Upgraded facilities and resources for effective learning.
   - Modern classrooms equipped with technology.

4. **Community Involvement:***

   - Increased parental involvement in school activities.
   - Collaborative efforts with local businesses.

These initiatives are designed to ensure that our students receive the best possible education and are well-prepared for the challenges of the future.
The English language used in this document is English.
CONCLUSION

The emergence of the perception that access to education is a fundamental right is leading to increased emphasis on the importance of education for economic and social development. The availability of education facilities and the quality of education provided are critical factors in the achievement of this goal.

The findings of this study indicate that there is a significant difference in the access to education between different socioeconomic groups. Students from lower-income families are more likely to face barriers in accessing quality education. This highlights the need for targeted interventions to bridge the education gap.

In conclusion, access to education is a fundamental human right that must be ensured for all individuals, regardless of their socio-economic background. Policy makers and stakeholders should prioritize investments in education to promote equal opportunities and foster sustainable development.
Bill's hearing also made use of community English this kind: each ear is a

(mandated in pool case in Tex.)

[the principal in such a remote area must educate the entire community]
Department of education is pursuing their secondary education in lower primary schools. The students are happy with the results of the program, as they are allowed to continue their education. The program includes a variety of activities such as sports, music, and art, which are all important for the development of the students. The school also provides a safe and supportive environment for the students to thrive. It is evident that the department is making a positive impact on the education system.
In the education of children, the Department of Education and the Department of Community Services (DCA/VAS) have a unique role to play in the development of children's language and communication skills. This is particularly important in schools, where children are exposed to a variety of languages and dialects. The Department of Education and the Department of Community Services (DCA/VAS) have a responsibility to ensure that children are provided with a language-rich environment where they can develop their language and communication skills. This includes providing opportunities for children to engage in activities that are language-rich, such as reading, writing, and discussion. By providing children with a language-rich environment, the Department of Education and the Department of Community Services (DCA/VAS) can help to ensure that children are able to develop the skills they need to succeed in school and in life. In addition, the Department of Education and the Department of Community Services (DCA/VAS) can provide support to families and communities to help them develop language and communication skills. This support can take many forms, such as providing language classes, literacy programs, and other resources. By providing support to families and communities, the Department of Education and the Department of Community Services (DCA/VAS) can help to ensure that all children have the opportunity to develop their language and communication skills.
SELECTING THE PRINCIPAL

SCHOOL STATING

Forced Government Policy (post-1967)

In 1967 the Government introduced a new system of selecting the principal of schools. The principal's selection was based on their qualifications and performance. The principal was expected to be a qualified and experienced educator. The system was designed to ensure that the best candidates were chosen for the role.

In 1978 the Education Act was amended to include a provision for the selection of principals. The Act stated that the principal of a school would be selected by the Minister of Education, after consultation with the school board and parents.

The new system introduced a number of changes. The principal would be selected by a panel of educators, based on their qualifications and experience. The selection process was designed to ensure that the best candidates were chosen for the role.

SCHOOLS IMPROVING STANDARDS IN NORTHERN TERRITORY PRIMARY

In 1979 the Government introduced a new policy to improve the standards of primary schools in the Northern Territory. The policy was based on the idea that education was key to improving the lives of people in the region. The policy introduced a range of measures to improve the quality of education in primary schools, including:

- Increasing funding for education
- Providing additional support for teachers
- Improving the quality of education materials
- Encouraging parental involvement
- Developing a more comprehensive curriculum

The policy was successful in improving the standards of education in primary schools. The quality of education improved, and the results of students improved significantly.
Inconvenience of Schools to Which Community Belongs

The situation is more severe in urban areas, where the crowdedness of the schools and the high cost of maintaining them are greatest. The cost of maintaining a school in an urban area is several times higher than in a rural area. The cost includes maintenance of buildings, heating, lighting, and other utilities. The cost also includes the salaries of teachers and other employees. The cost of maintaining a school is a significant factor in the decision of the community to locate the school.
The role of instruction in learning to speak and learning to write

Press

Primer C (1961) Learning the number concepts. Education in the University

Primer B (1960) Introduction to computational concepts. Education in the University

Primer A (1961-1965) Introduction to computational concepts. Education in the University

Primer D (1963) Learning the number concepts. Education in the University

Primer E (1964) Learning the number concepts. Education in the University

Primer F (1965) Learning the number concepts. Education in the University

Primer G (1966) Learning the number concepts. Education in the University

Primer H (1967) Learning the number concepts. Education in the University

Primer I (1968) Learning the number concepts. Education in the University

Primer J (1969) Learning the number concepts. Education in the University

Primer K (1970) Learning the number concepts. Education in the University

Primer L (1971) Learning the number concepts. Education in the University

Primer M (1972) Learning the number concepts. Education in the University

Primer N (1973) Learning the number concepts. Education in the University

Primer O (1974) Learning the number concepts. Education in the University

Primer P (1975) Learning the number concepts. Education in the University

Primer Q (1976) Learning the number concepts. Education in the University

Primer R (1977) Learning the number concepts. Education in the University

Primer S (1978) Learning the number concepts. Education in the University

Primer T (1979) Learning the number concepts. Education in the University

Primer U (1980) Learning the number concepts. Education in the University

Primer V (1981) Learning the number concepts. Education in the University

Primer W (1982) Learning the number concepts. Education in the University

Primer X (1983) Learning the number concepts. Education in the University

Primer Y (1984) Learning the number concepts. Education in the University

Primer Z (1985) Learning the number concepts. Education in the University

Primer AA (1986) Learning the number concepts. Education in the University

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