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## Merran Martin interviewed by Ann-Mari Jordens [sound recording]

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**Repository** National Library of Australia, Oral History and Folklore Collection

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**Reference** [ORAL TRC 5843](#)

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**Access** Access open for research, personal copies and public use.

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**Finding Aid** Timed summary (5 p.) and Uncorrected transcript (typescript, 102 leaves)

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### Details

2 sound files (ca. 202 min.)??Merran Martin speaks about her pioneer ancestors and early life in Canberra; her schooling in Geneva (1958); her education; her European trip (1971); teaching English in Germany; returning to Canberra and finishing degree in Modern Languages; learning to teach Situational English to migrants; Endeavour Migrant Hostel; her role as Shipboard Education Officer (1974); training volunteers; nationalities taught; migrants knowledge of Australia, the hostel system; Government subsidised travel; working in Department of Immigration, Canberra (1974); her resignation (1975); working at Bruce TAFE; changes in teaching methods; her reasons for leaving Bruce TAFE (1988); teaching overseas students; returning to the Canberra TAFE (1991); working part time at CIT; dealing with conflict between Serbian and Croatian students; dealing with traumatised refugees; changes in teaching methods in the 1990s; computer literacy; Visa categories eligible for free English training.??Martin talks about learning of refugees' experiences; employment difficulties; effects of current funding arrangements of the Adult Migrant English Program of the CIT; exclusion from Commonwealth funded AMEP program of people on Temporary Protection Visas; ACT Government funding; changes to CIT citizenship education; migrants and refugees with good English; access to citizenship courses; ACT Government funding for TPV or Bridging Visa holders; unsupported refugees; role of community based organisations; new roles of CIT; career planning; CIT funding arrangements; her current functions; Home Tutor Scheme; Social welfare information; cultural awareness; gender differences in English learning and teaching; childcare facilities; cultural assumptions about learning; students illiterate in own languages; older students; main obstacles to learning English; teaching beginner classes; social harmony; socially isolated students; refugees' issues; her greatest satisfaction in her work; the importance of language.

### Author Details

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