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ABSTRACT

This is the first of three volumes reporting a project to develop an instrument to evaluate instructional materials used in bilingual education, community language education, and bicultural education programs in Australian schools. The project had three purposes: (1) to examine the research literature on the development of models and instruments to evaluate immigrant education resource materials; (2) to develop an instrument based on appropriate criteria and standards; and (3) to utilize the developed evaluation instrument for the analysis of Dutch bilingual and bicultural educational materials available to Australian schools. Volume I has two parts: (1) "A Review of Analytic Instruments for the Evaluation of Bilingual Bicultural Resource Materials;" and (2) "Selecting Resource Materials for Dutch Bilingual Bicultural Education." Part 1 describes the criteria for this Australian evaluation instrument developed from the literature review. The instrument draws on Stake's (1967) model of educational evaluation and current developments in psycholinguistics, sociolinguistics, and multicultural education. Part 2 presents the contextual background and investigatory methodology for a research project evaluating resource materials used in programs for Dutch immigrants in four independent schools in Tasmania (the Calvin Christian School, Emmanuel Christian School, Launceston Christian School and the John Calvin School). A five page bibliography, author index, subject index, and four maps are appended. (BS)

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A GUIDE FOR SELECTING BILINGUAL BICULTURAL RESOURCE MATERIALS

MICHAEL WATT

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Preface

Despite the frequencies of comments concerning the inadequate quality of many resource materials used in immigrant education programs in Australia, little effort has been undertaken to develop instruments to evaluate resource materials based upon specific criteria and standards.

The ethnic revival in the United States of America prompted evaluators during the mid 1970s to develop instruments capable of evaluating resource materials for school programs in bilingual education and ethnic studies. It is apparent that a similar need presently exists to develop comparable instruments based upon valid and reliable criteria and standards to analyse resource materials for various immigrant education programs in Australia.

A Guide for Selecting Bilingual Bicultural Resource Materials attempts to establish bases through previous research, and endeavours to present an instrument that an evaluator can judge the standards of resource materials. Although this instrument has been developed to analyse Dutch bilingual and bicultural materials, its extension directly of through modification will be evident.

A Guide for Selecting Bilingual Bicultural Resource Materials originally appeared in part under the title of The Evaluation of Resource Materials: Criteria for Standards of Excellence. The original report has been revised and expanded considerably so that it now appears in three volumes. The major revisions concern the placement of the descriptive sections concerning the criteria of the instrument into the introduction to the Analyses and Annotations of Dutch Bilingual and Bicultural Resource Materials which appears as the third volume, and expansion of the instrument into two forms, an evaluator's form and a user's form.

Michael G. Watt

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INTRODUCTION

The problems underlying qualitative evaluation of resource materials used in bilingual education, community language education, English-as-a-second-language and multicultural education programs often vex teachers practising such immigrant education programs particularly during the formative period of their implementation. Experiential evidence derived from the practice of such programs, in North America and more recently Australia, suggests that the quality of resource materials are of critical account in determining the success or failure of these programs.

Despite a considerable degree of concern among educators, a lack of both personal and collective control to affect the qualitative aspects of resource materials is an accepted reality. The consequence of such a prospect is reflected in the limited research of both a literary and an empirical nature concerning the establishment of criteria and standards to which resource materials employed in immigrant education programs should conform.

Consequently, the purposes of this project are threefold: firstly, to examine literary research concerning the development of models and instruments for the evaluation of resource materials for immigrant education programs; secondly, to develop an instrument based upon appropriate criteria and standards for the analysis of resource materials available for programs of bilingual education, community language education and bicultural education; and thirdly, utilization of the instrument for the analysis of Dutch bilingual and bicultural

educational materials available to such programs in Australian schools with particular reference to Tasmania. Additionally, the methodology is delineated together with a presentation of case-study material referring to Tasmanian schools involved in Dutch language and cultural studies.

A REVIEW OF ANALYTIC INSTRUMENTS FOR THE EVALUATION OF BILINGUAL BICULTURAL RESOURCE MATERIALS

1. Resource Materials for Immigrant Education: Research Background

Generally resource materials have been considered within the literature incidentally to the wider and more imperative issues concerning immigrant education: development, implementation and evaluation of appropriate immigrant education curricula. Within this tradition, in both North America and Australia, development of resource materials and more recently theoretical considerations of the evaluation of resource materials, have tended to occur as responses rather than initiatives to curricular processes involving immigrant education.

In the consideration of the roles of resource materials for immigrant education programs, the North American tradition has been dominated by Mackey (1969, 1977). Mackey has postulated that the evaluation of resource materials in immigrant education programs occurs within an interactive model. This model specifies that immigrant education curricula affect directly method and material variables within the classroom situation, as indicated in Figure 1. Resource materials are viewed by Mackey to be as significant as teacher effectiveness in the instructional process. Insufficient resource materials will place a heavy teaching burden upon the teacher and too limited a learning role upon the student.

- Insert Figure 1 about here -

This writer considers the criteria of type, access and suitability as critical in evaluating resource materials for bilingual education.

He views the degree of access to resource materials in schools as largely dependent upon their distribution through classroom displays, school libraries, language laboratories and audiovisual services. Mackey classifies the suitability of resource materials on the basis of being unilingual in either language, general and bilingual, or specific and bilingual.

Blanco (1977, 1978) offers a descriptive account of development of bilingual education materials in the United States. The problems encountered in the 1960s and 1970s are those familiar to contemporary immigrant educationists in Australia. The requirements for qualitative standards for judgment of resource materials, which were initially limited by commercialization and hasty preparation, evolved through development of literary research and official agencies which fostered their development to a critical endeavour to achieve such qualitative standards.

Australian researchers have also contributed to the development of criteria for standards in the evaluation of resource materials in immigrant education. Robinson (1978) has formulated a classification of resource material types within a model in which means, in affecting objectives, are determined by sets of criteria. Means are specified as material characteristics, vehicles for presentation, and characteristics for intended responses; objectives are defined as literary themes, speaking, cultural identification, and writing; and criteria for selecting the means are goal characteristics, learner characteristics, teacher variables, and human and material

resources. Consequently, a causal relationship is specified between criteria for selecting the means, the means and objectives. This model is illustrated in Figure 2.

- Insert Figure 2 about here -

The link that Mackey establishes between resource materials and instructional method has been extended by Robinson within the conceptual framework defined by the term, means. This is portrayed in Figure 3.

- Insert Figure 3 about here -

The research background concerning the evaluation of resource materials within the fields of immigrant education is not extensive and has tended to concentrate upon particular characteristics and developments of specific criteria. Consequently, it is necessary to consider developments within the field of educational evaluation of curriculum materials to provide a comprehensive approach to the qualitative analysis of resource materials used in bilingual and bicultural educational programs.

2. A Model for Evaluation of Resource Materials

In approaching the definition of standards for the evaluation of resource materials used in immigrant education programs consideration must be given to theoretical models for educational evaluation.

2.1 The Stake Model

The evaluative model proposed by Stake (1967) has been selected since it provides characteristics of a systematic methodology for ordering descriptive and judgmental data, and considers both relative and absolute judgments concerning standards of excellence in terms of permitting descriptive analytic, evaluative and decision-making functions to be performed by authors, evaluators and users.

In his notable article, Stake presented a strategy for educational evaluation dependent upon the evaluator's judgmental role. In essence, Stake systematized data both descriptively and judgmentally indicating intended and observed processes. Intentionally the descriptive data so treated from one program should be judged relatively to data gathered for an alternate, comparable program in order to make an absolute comparison for standards of excellence. Stake differentiated between two bases upon which an evaluator can form judgments: personal judgments reflected in

absolute standards defined within the specified curriculum; and relative standards reflected by the characteristics of alternate curricula.

2.2 Research Models for the Evaluation of Resource Materials

Eraut *et al.* (1975) provide a comprehensive account of models for the evaluation of resource materials. Of the seven models documented, those by the Social Science Education Consortium (1967), Eash (1972) and Eraut *et al* are pertinent to the following discussion concerning instruments for the evaluation of resource materials in immigrant education. Eraut *et al.* view each of these models as fitting the basic criterion defining a model capable of evaluating resource materials: providing an organized set of techniques that can be applied to the evaluation of characteristics of resource materials.

The authors have distinguished three functions of such models: descriptive analysis, evaluation, and decision-making. A descriptive analytic function stresses not only description of the resource material but also concentrates upon elucidating rationale and structure. An evaluative function judges the resource material against a range of criteria. A decision-making function provides selection and implementation decisions to users of resource materials. The models documented emphasize these functions to varying degrees and emphases.

The Eash model is the precursor of EPIEform A which has been applied to the analyses of Spanish bilingual educational materials. The evaluational instrument developed by Eash incorporates five parts: I Objectives, II Organization of the Material (scope and sequence), III Methodology, IV Evaluation, and V Comment. The critique provided by Eraut *et al.* censures several aspects of the Eash model on the basis of its dependence upon the behaviorist Tyler-Bloom model of curriculum development. Within the descriptive analytic function, the Eash model combines description with analysis only in a limited way in relation to objectives, organization of the material, methodology, and evaluation. The Eash model is essentially evaluative, merging evaluation and description within a checklist format. The Eash model employs a rating scale for selection decisions within the sections: Objectives, Organization of the Material, Methodology, and Evaluation. The emphasis within the Eash model is placed upon the evaluator specifying standards resource materials meet according to criteria rather than permitting users to make their own decisions.

Social Science Education Consortium (1971) was originally published in 1967 as *Steps in Curriculum Analysis Outline* and comprised the following sections: 1.0 Descriptive Characteristics, 2.0 Rationale and Objectives, 3.0 Antecedent Conditions, 4.0 Content, 5.0 Instructional Theory and Teaching Strategies, and 6.0 Overall Judgments. A revised version, *Curriculum Materials Analysis System*, containing long and short forms, was published by the Social Science

Education Consortium in 1971. Social Science Education Consortium (1971), includes two additional sections, and is arranged as follows: 1.0 Product Characteristics; 2.0 Rationale and Objectives; 3.0 Content; 4.0 Theory and Strategies; 5.0 Antecedent Conditions; 6.0 Evaluation; 7.0 Background of Materials Development; and 8.0 Background of the Analysis.

Eraut *et al.* have provided a critique of Social Science Education Consortium (1967). The authors state that this System is based on the Tyler-Bloom model of curriculum development but concentrates upon theoretical aspects of the author's intents. In their description, Eraut *et al.* establish that this System combines analysis and description and contains a separate evaluation section.

As well as providing a critical account of models for the evaluation of resource materials, Eraut *et al.* also document their own model, the Sussex Scheme. The Sussex Scheme consists of five parts: 1 Introduction; 2 Description and Analysis of the Materials; 3 The Materials in Use; 4 Evaluation; and 5 Decision Making in a Specific Context, an optional part. At the descriptive analytic level, the authors of the Sussex Scheme utilize a particular curriculum model without incorporating it within the Scheme to provide this information. The aims of the curriculum program or the material are expressed in a curriculum strategy through four elements, none of which takes precedence, but operate through dynamic interaction: subject matter; objectives and outcomes;

teaching, learning and communication methods; and assessment pattern. The authors argue that this allows a four-stage approach within parts 2 and 3 to be adopted in the Sussex Scheme involving an explicit and realistic relationship between author, analyst and user. The Sussex Scheme employs a separate evaluation section relating intents to differing standards and judgments, whereas other models explicitly or implicitly recognize common standards so that the analyst is expected to express arguments both in support and in opposition within the context of the constructs of the Scheme. The Sussex Scheme adopts both selection decisions and implementation decisions of the decision-making function within the context of presenting users with pertinent analyses of resource materials rather than compelling users to select resource materials to fit a particular curriculum design chosen beforehand.

3. Towards a Model for Evaluation of Resource Materials for Bilingual Bicultural Education Programs

3.1 Descriptive Data

3.1.1 Educational Intents

Although Stake's strategy is intended to establish criteria and standards for evaluation of educational programs, resource materials constitute a significant factor within the curriculum. Consequently, it is feasible to adopt Stake's model to establish criteria and standards for the evaluation of resource materials rather than educational programs. Within this context, a significant implication of Stake's model is its capacity to refer to different standards rather than accept common standards for the evaluation of resource materials. Such an approach has been adopted in the Sussex Scheme employed by Eraut *et al.*

3.1.1.1 Research Background: Its Implications

In concordance with Stake's concern for observing a total view of the curriculum, Mackey pictures the contents and methods of resource materials as interactive factors affecting directly the teacher's role and the instructional role.

The model elaborated by Robinson emphasizes the contingent effects between antecedent characteristics (goal characteristics, learner characteristics, and human and material resources) and means (characteristics of material, vehicle for presentation of material and vehicle

for responding to the material, characteristics of intended responses to material presented). By definition, means are transactions which link antecedents and outcomes. Consequently, the criteria employed by Robinson are compatible with criteria for providing descriptive information within the data matrices employed in Stake's model. Robinson's model, as reflected in terms of educational evaluation, is illustrated in Figure 4.

- Insert Figure 4 about here -

3.1.1.2 The Evaluation Instruments and their Implications

The accessible instruments to evaluate resource materials relevant to bilingual bicultural education emanate from the United States of America. These instruments can be classed into two groups: those designed to evaluate resource materials for bilingual education; and those designed to evaluate resource materials for ethnic studies (an equivalent term for multicultural education). One instrument falls into the former group: EPIEform A developed by Educational Products Information Exchange Institute, Water Mill, New York, and used for the evaluation of resource materials in Spanish language arts and Spanish 'branch' programs. Two instruments have been developed to evaluate resource materials for ethnic studies, one by the Social Science Education Consortium (1975), Boulder, Colorado, and the other by the California State Department of Education (1976), Sacramento.

These instruments have been designed to fulfill two purposes: firstly, to provide records of evaluations of resource materials presented in the form of guides for users; and secondly, to provide instruments for teachers for their personal use in evaluating resource materials that may be at hand. However, the emphases placed upon each of these purposes vary; the instrument aimed at bilingual education has been directed to the former course, whereas those instruments aimed at ethnic studies are more adaptive to pragmatic use by the classroom teacher. These instruments can now be examined in depth.

Although EPIEform A is based upon the Eash model, it is capable of being continually revised and adapted. EPIEform A is intended for use in the evaluation of instructional materials through a procedure termed instructional design analysis, aimed at establishing congruence between an instructional program and a material. Although a resource material may or may not be implemented in a program, it is intended that the educator use instructional design analysis within EPIEform A to compare instructional materials with an appropriate instructional program to determine 'goodness of fit'.

Considerable adaptation of the Eash model has been employed to establish the format of EPIEform A. Although the sections of the Eash model form the bases for the constructs of EPIEform A, their criteria have been modified to allow for a greater extent of descriptive analysis. The constructs of EPIEform A are termed II Intents, III Contents, IV Methodology, and V Means of Evaluation, and a summary section termed VI Congruence of Four Instructional

Design Constructs, is also included. Additionally, two sections unrelated to the instructional design have been added to this instrument: I Identification and Background, and VII Additional Considerations.

In using EPIEform A, it is intended that antecedents are to be clarified by the evaluator with the emphasis placed upon characteristics of community background, and teacher and learner characteristics for the purposes of the identification of educational needs and constraints. Within the process of instructional design analysis, Intents described as rationale, goals and objectives, are directed to establishing contingencies with the transactions. The transactions contain two categories: Contents, defined as the subject matter and learning activities involved; and Methodology, defined as teaching-learning transactions of methods employed. Outcomes comprise the Means of Evaluation, and a summary purpose of instructional design analysis, the descriptive analysis of congruences between a particular material and an appropriate instructional program.

Selection by local committees is described as a procedure to enable instructional design analysis of resource materials to occur. Educational Products Information Exchange Institute states that the selection committees should consist of administrators, teachers, parents, learners and other members of the community. Systematic training of committee members in the use of instructional design analysis is seen by Institute personnel as essential. Selection involves determining prospective users for particular resource

materials and is governed by the instructional design of the materials and the characteristics of the setting in which the materials will be used. The sequential roles of a selection committee are to describe, evaluate and select particular materials from the available resource materials through use of appraisal forms involving standards concerned with both the materials themselves and the instructional setting. On the basis of this evaluation, final selection, production or use of resource materials by the committee can be made within a 'decision arena' of six alternative course: continued use of existing materials in existing programs; selection of bilingual materials on the bases of learner and teacher characteristics and instruction; development of materials locally, regionally, or at a state level; initiation of inservice training of personnel in the use of bilingual materials and in the implementation of immigrant education programs; initiation of curriculum development for immigrant education programs; or some combination of the foregoing alternatives.

The Dissemination and Assessment Center for Bilingual Education (1977a, 1977b), Austin, Texas, has employed EPIEform A for the analysis of bilingual, multicultural resource materials within their published series, *Cartel*, volume IV, number 1 and number 2. The criteria used for these evaluations include informative details concerning title, author, publisher, copyright, media, components, subject area, curriculum role, grade levels, population characteristics, research and development evidence, linguistic content, language level, rationale, goals, objectives, scope, sequence, methodology, evaluation, physical description, and summary statement.

The instrument developed by the Social Science Education Consortium (1975) has its origins in the *Curriculum Materials Analysis System* used as a teacher training tool as well as an instrument for analysis of resource materials. This instrument comprises two parts: firstly, an extended form; and secondly, a short form compiled from the third and fifth sections of the extended form. The short form is intended for classroom teacher use in the evaluation of resource materials or as a demonstration tool for professional development. Four sections of the extended form deal with the educational qualities of resource materials: 1.0 Product Characteristics, 2.0 General Educational Quality of Materials, 4.0 Adapatability of Materials to Conditions of Use, and 5.0 Overall Evaluation. The third section, 3.0 Ethnic Heritage Content, concentrates upon the treatment of ethnic groups in terms of stereotyping, realism, accuracy and development of intercultural understanding. Except for the section, Product Characteristics, of the extended form, criteria within both forms of this instrument are based upon a six-point rating scale.

The project design group responsible for the instrument published by the California State Department of Education acknowledges adaptation of parts selected from the instruments devised by the Social Science Education Consortium and the Educational Products Information Exchange Institute. The intention of the project design group was to devise an instrument that could be used to train teachers to understand and internalize certain criteria relating to evaluation of resource materials for ethnic studies so that eventually such teachers could dispense with the analysis form and apply a quick, visual analysis to a material. The instrument comprises two parts: a Preliminary Screening Form that

can be used to determine whether a resource material warrants complete evaluation; and a Curriculum Analysis Questionnaire to be completed on separate occasions by at least two evaluators for the purpose of providing a joint evaluation of the contents and format of the resource material. Questions within the Curriculum Analysis Questionnaire should be completed sequentially by the evaluator and cover Instructional Purpose and Design (questions 1 to 6), Physical Characteristics of the Material (question 7), Ethnic Perspective (questions 8 to 17), Multiethnic Perspective (questions 18 to 30), Biases in the Material (questions 31 to 33), Teacher Materials (questions 34 and 35), Teacher Preparation (questions 36 and 37), Evaluation Techniques (question 38 and 39), Summary (questions 40 to 42), and Final Recommendation (questions 43 to 45). True-false response items are used in the Preliminary Screening Form and questions 18 to 44 of the Curriculum Analysis Questionnaire. Extended answer responses are provided for additional specification for each of these questions, and also for remaining questions in the Curriculum Analysis Questionnaire.

It is apparent from this examination of the three available instruments, that EPIEform A is the most significant in that it provides to a greater degree a capacity to analyse resource materials in terms of educational intents, transactions and outcomes as well as accomodating resource materials to particular educational programs.

3.1.1.3 Additional Key Factors

In developing an instrument, several additional, but unrelated factors are considered in the following discussion. It is feasible

that interdependence between the subject matter of bilingual resource materials and the development of bilingual proficiency could be demonstrated, although psycholinguistic research has not concentrated upon this feature. Apparently, this relationship would also have implications for phenomena that have become predominant concerns in psycholinguistic research: linguistic independence and linguistic interference. The relationship warrants extension to the scope of cognitive outcomes specified within an instrument designed for evaluation of second language resource materials, to consider the relative competences within the categories of the four language skills: listening, speaking, reading and writing. These are skills within the configurational sequence and graphophonic sequence, syntactic transformation and the semantic operators. It would seem that the relative development of learners' skills in listening, speaking, reading and writing in two languages is affected by the emphases placed upon each of these categories within the resource material.

The concept of cognitive style, as proposed by Witkin (1964) and elaborated by Poole (1975), is significant for defining the natures of both cognitive and affective outcomes as these affect learning by individuals and members of identifiable groups. Essentially, cognitive style attributes specific recurring patterns of thought for consistently inputting, processing, organizing, and structuring the external environment cognitively. The implications of cognitive style advanced by these writers closely correspond to contentions advanced within the hypothesis of

linguistic relativity associated with Whorf (1956), that mutual influencing of socio-cultural behaviour, and the lexical and grammatical characteristics of language determine cognitive organization. Whereas the Whorfian hypothesis has not been empirically substantiated, Poole's review of empirical evidence for cognitive style suggests that its validity can be established. These findings suggest a degree of interdependence between cognitive and linguistic functions. Differing cognitive styles between various ethnic groups, for instance Anglo-Australians and Dutch-Australians, imply that there is a need to account for differing cognitive outcomes for different ethnic groups.

Robinson specifies natures of literary themes and cultural identification as specific affective outcomes inherent in the instructional use of resource materials. However, this consideration of affective outcomes can be extended to encompass attitudinal and motivational factors affecting second language learning. Gardner and Lambert (1972) have established that the attitudes and cultural allegiances of bilinguals to each of their two linguistic groups affect motivation toward learning their respective languages, leading in some cases to dominance of either one language over the other language, and in other cases to bilingual competence. It is evident from Mackey's distinction that resource materials may be purposefully categorized according to the proportions of the two languages that are printed or recorded. Thus presentation in resource materials of value positions and cultural judgments stimulates the development of cultural stereotypes affecting attitudes and motivation toward learning a second language.

3.1.2 Educational Observations

3.1.2.1 Policies and Practices in Immigrant Education in Australia: Implications for the Development of Resource Materials

In providing this account of observations related to immigrant education, the reader should consider the model presented in Figure 1. In relation to these factors, considerable attention has been given by Nicoll (1976), Smolicz and Secombe (1977) and Young (1979) to the changing nature and emphases of immigrant education in Australia. The prevailing trend in Australia has shifted from assimilation to integration of immigrants and their descendants, and in different degrees this is reflected in educational practices. Despite this development, ethnic pluralism for immigrant communities has not yet been established in Australia.

Antecendent observations of developments related to immigrant education in Australia clearly indicate the cumulative effects of contemporary social, political and economic factors. In considering these factors within the Australian educational system, Martin (1978) differentiated three stages of Australian responses to post-war immigrants: the assimilationist phase of the 1950s and early 1960s; a second phase in which immigrants were seen as people with problems in the late 1960s and early 1970s; and a third phase during which immigrants became a minority pressure group since the mid 1970s. It is this last stage that is most relevant to this consideration of language policies and educational practices for immigrants in Australia.

However, the formulation and implementation of educational policies and practices for immigrants also reflect the evolution from assimilation to integration of ethnic groups, and bear examination in assessing how and why language policies in education have been moulded by prevailing attitudes. Martin documents attitudinal changes in the Australian community occurring from the period of the Child Migrant Education Program during the second phase with its emphasis upon the teaching of English-as-a-second-language, to the broadened perspective of the third phase with incorporation of bilingual education, teaching of community languages, multicultural education and ethnic schooling.

The development from a single issue to a complex multiplicity of issues in the formulation of immigrant education policy is reflected in divergent educational practices adopted for teaching English-as-a-second-language, bilingual education, community language education, multicultural education and programs for ethnic schools. Continuing the practice of the Child Migrant Education Program, English-as-a-second-language is still largely taught in isolation from other subject areas of the curriculum within school-based withdrawal classes. Since finance provided by federal authorities for English-as-a-second-language programs has been most forthcoming, teacher and material resources have been developed advantageously although policy and practice have not substantially altered beyond the fundamental goal of teaching the immigrant English to overcome the obvious communicative problem.

Whereas teachers of English-as-a-second-language have been accused of perpetuating attitudes consistent with those prevailing

during the second phase, teachers within bilingual education, community language education, and multicultural education are seen as innovative proponents of ethnic integration within the Australian community, often extending involvement to Anglo-Australians.

Although bilingual education is still a rarity in Australian language education, a compromise with the aims of the predominant innovative force, multicultural education, has been reached through community language education programs involving an association of less-demanding language and cultural experiences for ethnic, and mixed ethnic and Anglo-Australian classes, than in bilingual education. Multicultural education, to an extent greater than community language education and bilingual education, has fostered the development of teacher and material resources. The success of multicultural education can be related to its facility in being adopted within the existing curriculum.

The Australian Department of Education (1976) specifies the limitations in quantity and quality of resource materials available for second language and bilingual education programs in Australian schools. The general shortage of textbooks, maps, audio and visual tapes, and the use of imported materials are considered the most important problems. The Committee stated that the small number of courses in primary schools did not warrant the publication of resource materials for this level, and that teachers should seek advice from the Australian Federation of Modern Language Teachers Associations, ethnic schools, and curriculum and research branches of state education departments. A similar situation is recognised to exist in secondary

schools but the Committee felt that immediate response would only occur through initiatives taken by participants in such programs. Although at the time of commission of this pioneering Report, knowledge and understanding of these difficulties in Australian immigrant education were limited, today such ineffectual recommendations would level criticism of superficial understanding of means to alleviate such obtrusive problems.

Whereas bilingual education, community language education and multicultural education have received varying degrees of support both within policies and programs of state and independent educational systems, ethnic schools have remained within the domain of ethnic communities. The qualitative poverty of teacher and material resources in ethnic schools in Australia as a result of this situation is well documented. The Australian Department of Education, Australian Institute of Multicultural Affairs (1980), and Commonwealth Schools Commission (1983), in detailing limitations of resource materials used in ethnic schools, point up the reliance of instruction upon culturally biased materials of foreign origin, the inappropriate levels in both language and subject matter for ethnic groups in Australia at which these materials aim, and printed materials that are incompatible with recent developments in linguistic theory and approaches to second language learning.

In conclusion, these observations of contemporary involvement in the five disciplines of immigrant education indicate a gradual shift in emphasis within educational policies and practices from the teaching of English-as-a-second-language to multicultural education, community

language education and bilingual education. Evidently, this shift has been advanced through wider, legitimate acceptance and socio-economic advancement of ethnic groups within Australian society enabling the development of attitudes within the community essential for promoting such responses.

3.1.2.2 Additional Key Factors

Blanco and Mackey (1977) identify three related biases in imported resource materials: those of linguistic, cultural, and socio-economic natures. Linguistic bias arises when the colonial or immigrant standard language is at lexical variance with the standard language of the homeland. Since the country of reception often lacks the facilities to initially produce resource materials for the multitude of language groups among its immigrants, the countries of origin are frequently the sources of resource materials used in immigrant education. Therefore, since time is likely to have elapsed before immigrant education programs are implemented, the likelihood of linguistic bias is high, although this gradually decreases as the implementation phase of immigrant education programs is extended.

Linguistic bias is greater for colonial than for immigrant groups since a substantial period is required for lexical variances to occur. The status of the language standard and dialects is important during the initial period of immigrant settlement, although within an immigrant community the variety of dialects spoken is gradually diminished in favour of the standard language. The rapid

adoption of the standard language has tended to minimize the effects of linguistic bias in resource materials used in immigrant education.

Moreover, Claydon *et al.* (1977) identify high and low codification contrasts, comparable with those identified by Ferguson (1959), such as the formal, grammatically oriented style of many resource materials which is opposed to the child's informal experience of the second language in the home through parental communication. These authors insist that writers of resource materials must avoid formally codified language and that the material be presented in language consistent with the learner's language capacities. The effect of socio-economic bias upon resource materials for immigrant education is comparable to socio-economic bias in other school subjects. Evidently, resource materials for immigrant education programs should be suitable for universal education and not restricted by socio-economic bias to a particular group.

Within immigrant education, cultural bias reflects the culture of the homeland or a linguistically identical ethnic group from another location. In resource materials, such cultural biases will identify features of the alien culture in terms not readily identifiable by the immigrant.

Although imported materials aimed at teaching native speakers provide authentic subject matter, avoiding the contrived language and contents of second language materials, evaluation of imported resource materials must account for inherent linguistic, cultural and socio-economic biases.

Recent research has been conducted into the evaluation of biases toward minority groups within the contents of printed materials. Pratt (1971, 1972) reports upon the development of quantitative measurements termed content analysis, evaluative assertion analysis (Osgood *et al.*; 1956), evaluative assertion rating system (Pratt, 1969), and evaluative coefficient analysis (Pratt 1971, 1972).

Evaluative coefficient analysis is an easily administered technique applying a list of 293 words (adjectives, adverbs, nouns and verbs) indicating favorable (+1), neutral (0) and unfavorable (-1) judgments of the minority group. Although this word list accounted for the majority of evaluative terms identified, the analyst is permitted to use his or her judgment to include additional words.

Reliability data for evaluative coefficient analysis based upon judgments by multiple raters are high (Pearson product-moment correlations ranging from .921 to .962, with the mean r being .947). From evidence gained from trialling the word list with grades 7, 11 and 12, and bachelor of education graduates, Pratt found that the grade 7 subjects failed to discriminate 17 percent of the words on the list. Despite this, Pratt concluded that the word list formed a basis for evaluative coefficent analysis of printed materials at reading levels between grade 5 and university graduate level. However, judgments should not be restricted to an individual analyst since the meaning of a word varies with speaker and context. The applicability of evaluative coefficient analysis for printed materials in non-English languages is not specified by Pratt.

The correlation between the emphases placed by teachers upon oral and literary cognitive skills in the classroom through non-printed and printed resource materials is relevant to this consideration. As Robinson has indicated through survey, teachers in immigrant education programs possessed preferences for achieving either oral or literary skills in a second language. Teachers of a second language showed a marked order of preference for selecting either listening and speaking, or reading and writing. Generally this preference determined the choice of forms of resource materials; teachers who emphasized oral skills preferred audio and audiovisual materials and those who emphasized writing preferred printed materials. Teachers stressing reading skills were divided between those preferring audio and audio-visual materials and those preferring printed materials. Consequently, teachers' preferences for emphasizing particular cognitive skills to the detriment of other skills, will affect the relative achievement of learners in listening and speaking skills, or reading and writing skills through the use of resource materials.

However, a significant factor ensuing from second language learning in bilingual education and community language education programs is the need to attain balanced competence between listening, speaking, reading and writing in the second language. The present attitudes of teachers are in conflict with such an objective. Such an objective is infrequently achieved by children of immigrants learning a second language either at home or in the school unless conscious attention is paid to the consistent development of each language skill. This approach would rightly value the use of resource materials that considered the balanced development of each language skill.

3.? Contingencies and Congruences

The foregoing description of observations concerning the development, implementation and evaluation of resource materials for immigrant education programs in Australia fails to provide conclusive evidence of contingencies between antecedents, transactions and outcomes. It is evident that the teaching of English-as-a-second-language, the predominant immigrant education program, still monopolizes financial investment including the development of resource materials. Only relatively minor financial amounts have been allocated to the development of resource materials in Australia for bilingual education, community language education and multicultural education programs.

This situation has developed as a consequence of several factors. These include centralized administrative and financial controls imposed upon development of resource materials for immigrant education programs in Australia by federal agencies, in particular the Commonwealth Schools Commission, the Language Teaching Branch and the Curriculum Development Centre, rather than furthering development within state or local bodies. These agencies have concentrated upon the production of resource materials for the Child Migrant Education Program and have inadequately responded to the needs for resource materials in other areas of immigrant education. The reports by the Australian Department of Education, Australian Institute of Multicultural Affairs and Commonwealth Schools Commission point to a lack of co-ordination between these agencies in fufilling the role of development of resource materials which forms a minor portion

of their activities.

Consequently, educators working within immigrant education rely upon resource materials developed in locations outside Australia rather than upon locally produced materials. The lack of quality and quantity of resource materials for immigrant education programs affects the extent to which educators can respond to transactional requirements, for instance the need for a variety of teaching approaches to be implemented, response to interactive patterns between teachers and learners, and thereby limits the educational outcomes that can be achieved.

This account implies that incongruence exists between the observations of the practice of immigrant education and its intents. Whereas the intent of contemporary policies and practices in immigrant education programs are to educate the community toward a goal of integrating immigrants within Australian society, observations indicate that this intent is only partially met through the combination of assimilationist and integrative responses of current immigrant education programs in Australia.

In effect, the role played by resource materials in immigrant education programs reflects this situation. American educators within the fields of bilingual education and ethnic studies have shown that congruence between educational intents and observations of planning, implementing and evaluating resource materials can be attained through assessing resource materials by means of an evaluation instrument. Likewise, a significant way to overcome the current

situation in Australia would be to develop criteria by which educators can judge resource materials for immigrant education programs.

A Model for the Evaluation of Resource Materials for Bilingual Bicultural Education

The author is now able to develop an instrument to evaluate resource materials used in bilingual bicultural education programs in Australia. Although this instrument is essentially an adaptation based upon models presented in the preceding discussion, an endeavour here has been made to develop an instrument based upon criteria that will meet standards required in resource materials for bilingual education, community language education and multicultural education. Although not specifically developed for evaluating resource materials used in programs for English-as-a-second-language or in ethnic schools, it would be feasible to adapt the instrument to the particular needs of resource materials used in these programs.

However, the development of an instrument to evaluate resource materials for bilingual bicultural education must take account of research in three fields. Predominant consideration will be given to establishing the instrument's basis within a model of educational evaluation. The model proposed by Stake has been selected since its purpose is to allow an evaluator to describe and judge an educational program, and it can be applied to describing and judging descriptive-analytic, evaluative and decision making functions of curriculum materials. Secondly, account will be taken of current developments concerning bilingualism within the disciplines of psycholinguistics and sociolinguistics as these relate to the evaluation of bilingual resource materials. Thirdly, account will

be taken of current developments concerning biculturalism as these relate to evaluation of bicultural education materials.

4.1 The Role of Educational Evaluation

Both the evaluator's form and user's form of this instrument have been derived from several independent sources. The format of the evaluator's form emanates from EPIEform A, although an attempt has been made to include new sections and modify the existing sections of this instrument in accordance with prescriptions defined in Stake's model. The nature of criteria adopted in the new section, Outcomes, have issued from Robinson's model. The user's form has been developed from Part 5, Decision Making in a Specific Context, of the Sussex Scheme, but incorporates criteria developed from Factors in the Instructional Setting contained in Educational Products Information Exchange Institute (1976). However, the construction of this instrument was only undertaken after its consistency was established with the constructs of Stake's model. An account of these developments follows.

Instructional design analysis employed by Educational Products Information Exchange Institute in EPIEform A demonstrates a peremptory concern for establishing compatibility between resource materials and educational programs in which the materials are implemented. Instructional design analysis provides a model capable of illustrating this relationship, as well as considering the roles of criteria (what variables to consider), standards

(what ratings to consider meritorious), and judgments of absolute and relative standards necessary to undertake the most appropriate form of development of resource materials and programs following their evaluation.

This has enabled the author to develop a model able to accomodate the descriptive-analytic, evaluative and decision making functions provided in Stake's model. The nature of the author's model is illustrated in Figure 5. Figure 5 illustrates descriptive data in terms of concurrent antecedents, transactions and outcomes from two or more existing sets of resource materials that are evaluated relatively in terms of criteria and standards. The criteria specified within the model satisfy the descriptive-analytic function, and the standards specified within the model satisfy the evaluative function required to fulfill the analysis of resource materials. The evaluator or user is then able to pose judgments concerning the uses of the resource materials within programs in terms of the available alternative courses. Provision of these judgments within the model satisfies the decision making function required to fulfill the analysis of resource materials. The alternative courses are represented in the user's form.

- Insert Figure 5 about here -

Figure 6 provides a summary of descriptive data for antecedents, transactions and outcomes within both intents and observations. A particular characteristic is the dual nature of the antecedents,

transactions and outcomes: background characteristics and goals constitute the antecedents; transactions comprise of contents and methods; and outcomes include outcomes and evaluation. The author has adhered to Stake's requirement that the rationale be considered independently but in relation to research and development (reference groups, trialling and validation). Although judgments concerning contingencies and congruences are outside the scope of the descriptive data, the evaluator must refer to each in terms of relating resource materials to programs. Although background characteristics are an integral part of the descriptive data, such factors have extensive spatial and temporal references to which the features of other constructs are partly excluded, so that background characteristits have been considered independently.

- Insert Figure 6 about here -

Whereas the preceding discussion accounts for the descriptive-analytic function defined within the context of a curriculum model, the evaluative function must encompass consideration of the uses criteria and standards are applied to within the instrument. Since the instrument is based upon the model develbped by Stake, explicit standards have been specified for criteria included in each construct. Standards provided in an instrument based upon Stake's model constitute two types: common standards generally presumed within evaluational instruments, and differing standards, which allow the evaluator or user to present arguments in support of and in opposition to aspects of the material specified within criteria of the instrument. Although

this instrument presumes that common standards will be applied within the descriptive-analytic and evaluative functions of the evaluator's form and decision making function of the user's form of the instrument, differing standards are provided in both forms of the instrument to enable the evaluator or user to make judgments relating to selection or implementation decisions concerning particular resource materials. This instrument also combines the descriptive-analytic and evaluative functions through providing both descriptive and checklist facilities. Such an approach combines the objective capacity of checklist formats whilst avoiding the partial nature of their coverage through providing scope for the description of the material. Such procedures have added to the formal nature of evaluation by providing descriptive data upon which an evaluator or user can base judgments of the material.

However, the scope of criteria presented is limited despite their bases within a particular evaluational model. To overcome this restriction, an analyst must develop a degree of expertise in both educational evaluation and the particular disciplines of immigrant education in order to analyse particular resource materials on the bases of both common and differing standards specified in this instrument. The developers of instruments reviewed in this paper have each indicated the need for training of analysts. Although, to some extent this requirement is ameliorated through the specification of standards within this instrument, it is essential that an analyst undergo training informally, or through a training course. The

account provided in the introduction to the Guide will assist the analyst in providing basic training within the context of the potential audience addressed by this report.

4.2 The Role of Linguistic Research upon Bilingual Materials

The natures of bilingual curriculum materials, including both native language and second language materials, have been shaped by developments in linguistics. Acceptance of behaviorism in linguistics challenged deductive teaching of grammatical rules implicit within the grammar-translation approach, and ensured the predominance of inductive teaching of grammar through the direct method. The succeeding development of structural linguistics, incorporated pattern practice, graded structures, phonemics, intonation. Contrastive linguistics supported the adoption of the audiolingual model for the design of resource materials during the post-war period. Although the transformational grammar of Chomsky (1957, 1965) challenged the behaviorist propositions of structural linguistics, it was designed to explain the linguistic competence of a native speaker and not second language learning. There was little change in the design of resource materials except for a reduction in rote memorization. However the challenge posed by transformational grammar did allow for the subsequent development during the 1970s of a set of new teaching approaches for second language learning, as well as a revival of grammar-translation methodology in modified form through the communicative competence of the cognitive code method. These materials were usually advanced as solutions to poor

performance due to the mechanical approaches of earlier methods. These approaches vary from curriculum models for bilingual education, such as the immersion programs developed by Lambert and Tucker (1972), to teaching methods focusing upon lesson presentation to learner responses, such as the Silent Way developed by Gattegno (1972), Counselling-learning developed by Curran (1976), the Natural Approach developed by Terrell (1977), Total Physical Response developed by Asher (1977), and Suggestopedia developed by Lozanov (1979).

Bilingual materials consist of four classes: materials in the second language developed abroad which relate to native language education; materials in the second language written for specific ethnic needs; materials in the second language written for general needs; and materials involving translation. Each of these classes of material involve particular problems of implementation within programs offered to Australian children, for instance, materials developed for native language speakers are likely to contain both inappropriate subject matter and language level which will require particular descripive comments on the part of the evaluator. General constructs of the instrument incorporate criteria and standards designed to evaluate bilingual materials. Special reference is paid within the contents to linguistic characteristics and language level of bilingual materials, within the Method to teaching approaches, and to particular categories of cognitive skills related to listening, speaking, reading and writing within the Outcomes.

4.3 The Role of Multiculturalism upon Bicultural Materials

The natures of bicultural curriculum materials have been shaped by developments within multicultural education. Multicultural education also presents a dimension of social sciences education and has adopted the model of curriculum development associated with these disciplines.

The American experience in education for cultural pluralism has not achieved consensus. Gibson (1976) has categorized four approaches used in the United States of America: education of the culturally different or benevolent multiculturalism; education about cultural differences or cultural understanding; education for cultural pluralism; and bicultural education. The first approach is compensatory and implements special programs for ethnic minority groups; the second approach aims at cultural understanding for all learners; the third approach is designed for integration of minority ethnic groups by providing educational opportunities for cultural equality; and the fourth approach is designed to integrate particular ethnic minority groups to allow learners the opportunity of operating equally within two cultural groups. Although this classification applies to American educational programs, Bullivant (1981) believes these categories relate to programs developed in Australia. This view is substantiated by Smolicz (1979) who identifies two types of programs relating to education for cultural pluralism in Australian schools: ethnic educational programs for the benefit of ethnic learners but available for Anglo-Australians with a special interest; and multicultural education for all Australian learners.

Since commentators and researchers of cultural pluralism in Australia are rather more concerned with philosophical than curricular issues, the development of resource materials has been dependent upon a curriculum model adopted from social sciences education. However, the intent of education for cultural pluralism has been toward the adoption of an integrated approach across subject lines of the curriculum. The development of the new social studies during the 1960s, and its extension to the interdisciplinary approach taken within social sciences education during the 1970s, is consistent with the requirements of education for cultural pluralism.

However, only bicultural education, which constitutes one alternative approach to education for cultural pluralism, is relevant to this study. Constructs within the instrument incorporate criteria and standards designed specifically to evaluate bicultural materials. Particular reference is paid to the description of cultural references within the Identification of Resource Material, and to particular organizations of cognitive skills related to social science disciplines within the Outcomes.

5. Conclusion

The Bilingual Education Programs (Title VII) and the Ethnic Heritage Studies Programs (Title IX) of the Elementary and Secondary Education Act stimulated the development of bilingual education, multiethnic education, ethnic studies and multicultural education programs in the United States of America during the 1970s. A common theme pervading North American literature in these fields, an outcome of these developments, is the consistent pleading by commentators for educators to heed requirements for qualitative evaluation of resource materials available for immigrant education programs. Rosenberg (n.d.), Anderson (1972), and Banks (1974), to name only a few, reiterate this theme constantly. These writers also provided useful guidelines for researchers to apply to the educational evaluation of resource materials.

The inadequacies of resource materials used in these programs, and the consequent need for improvement in their quality, soon became obvious. This presented a challenge to evaluators as well as developers to provide criteria that resource materials should meet. Evaluators responded in several ways to this challenge.

Concurrent with this trend was the development of models and instruments for evaluating resource materials. Klein (1978), commenting upon the evaluation of curriculum materials, states that rapid expansion of resource materials occurred in the United States of America in response to the curriculum reform movement during the 1960s. This expansion was caused by four factors: the reassessment of the goals and achievements of public schooling; the dissatisfaction

shown by tertiary educators with the educational achievements of incoming students; the expansion of knowledge in many disciplines; and the growth of civil rights movements among many minority groups. The outcome of this movement was the production of a vast quantity of resource materials for redefined and new areas of the curriculum. This expansion of resource materials, together with the decentralization of American schooling and the trend towards accountability in education, focused attention upon the need for the evaluation of resource materials during the 1970s.

It was fortuitous that these trends occurred simultaneously. Such activities created a demand for the development and adaptation of instruments to evaluate resource materials for immigrant education programs, and as a result models developed by the Social Science Education Consortium (1971) was adapted by the Social Science Education Consortium (1975) and California State Department of Education, and by Eash was adapted by Educational Products Information Exchange Institute and the California State Department of Education. Unrelated to these developments, a second trend culminating in the development of evaluative coefficient analysis by Pratt, was directed toward the analysis of the content of resource materials for biases.

Within their analysis, Eraut *et al.* identified the models developed by the Social Science Education Consortium (1971) and by Eash with the behaviorally stated objectives of the curriculum model advocated by Tyler (1949) and Bloom *et al.* (1971). Eraut *et al.* are critical of the implications drawn from the Tyler-Bloom model

of curriculum development that authors of these models have applied to the evaluation of resource materials. In particular, they criticize the behaviorist approach of task analysis applied by Eash which they believe is appropriate for curriculum development but inappropriate for curriculum analysis. However, Eraut *et al.* confined their analysis to the original instruments developed by the Social Science Education Consortium (1967) and Eash, and in each case these instruments have been considerably modified into the present instruments utilized by the Social Science Education Consortium and Educational Products Information Exchange Institute.

Australian education has not experienced a sudden and formidable expansion of resource materials comparable to that occurring in the United States of America but rather responded cautiously to internal demands and to external influences emanating from the United States of America. As early as 1974, Tsounis (1974) had commented upon the inadequacies in quality and reliance upon imported resource materials used in Greek ethnic schools in Australia. Federally sponsored reports by Australian governments, including the Australian Department of Education, the Australian Institute of Multicultural Affairs, and most recently the Commonwealth Schools Commission, have consistently stated the failings of resource materials used in immigrant education programs. It can, therefore, be concluded that development, implementation and evaluation of resource materials for immigrant education programs has barely commenced in Australia. To date, the development and implementation of resource materials in several areas of immigrant education are very limited, and there has been

little if any attention offered to the development of criteria and standards for the evaluation of resource materials.

Consequently, Australian evaluators of resource materials lack a model to draw upon. Therefore, these evaluators must use models developed elsewhere. The evaluator must select from available models and develop an instrument which will apply to the context of immigrant education programs in Australia.

In preparing criteria for the evaluation of resource materials for immigrant education programs, the author took several considerations into account: firstly, objections raised by Eraut *et al.* concerning the limitations of existing models for the evaluation of resource materials were acknowledged; secondly, attention was given to the main features of instruments currently available for the evaluation of resource materials for immigrant education programs; and thirdly, it was realized that the models and instruments available may be inappropriate for evaluation of resource materials because of the comaparatively recent development of immigrant education programs in Australia, and the relative poverty of resource materials. It is proposed that the criteria established within this report are consistent with an acceptable definition of a model for the evaluation of resource materials:
a structurally organized set of criteria designed for application by an analyst to given types of resource materials with the purpose of evaluating their most important characteristics.

SELECTING RESOURCE MATERIALS FOR DUTCH BILINGUAL BICULTURAL EDUCATION

6. Introduction

The second part of this evaluation project aims to utilize the instruments developed in the first part to analyse and annotate resource materials presently available for Dutch language and cultural programs in Australian schools. In proceeding with the project, contact was made with publishers and distributors of resource materials following reference to materials used in programs offered by four independent schools in Tasmania. The purpose of this introductory section is to state both contextual background and the investigatory methodology employed in the project.

6.1 Background

6.1.1 The Dutch Immigrant Community in Tasmania

Dutch immigrants constituted the largest non-English speaking group entering Tasmania between 1947 and 1961, having increased from 13 persons to 3 556 persons during this period. Decrease largely due to out-migration has been evidenced among Dutch immigrants after 1961, since numerically they had declined to 3 008 persons at the time of the 1981 census. Additionally, 1 658 persons stated for this census that both parents had been born in the Netherlands, and 2 762 persons stated that one parent had been born in the Netherlands.

The pattern of settlement of Dutch immigrants between 1947 and 1961 was concentrated in specific municipalities (local government areas) of Tasmania with the largest concentrations in Launceston, Kingborough, Hobart and Ulverstone, respectively. Although there has been a dispersion of Dutch immigrants within the State, major concentrations still remain in the original localities of settlement. As Davies (1965) remarked, the pattern of settlement of Dutch immigrants, notably in urban fringe zones and major towns, cohtrasted markedly with the settlement patterns of other immigrant groups.

Since their establishment in Tasmania, Dutch immigrants have implanted and adapted the characteristic societal compartmentalization of the Netherlands: denominations of which the Reformed Churches of Australia (affiliated to the fundamentalist Calvinist *Gereformeerde Kerken* of the Netherlands) is predominant; and an associated educational aspect constituted by the Association of Christian Parent-controlled Schools.

Although both the Reformed Churches of Australia and the Association of Christian Parent-controlled Schools were founded by Dutch immigrants, schools associated with this body steadily established independence from the Reformed Churches and admission of students is not restricted by church affiliation. The specific educational form established by the Association of Christian Parent-controlled Schools indicated characteristic features of the *Gereformeerde* system of voluntary associations of schools with

common religious and educational philosophies, and establishment of administrative forms such as boards of directors, committees, and most recently, school councils, based upon parental participation. However, certain adaptations have evolved to accomodate this educational form to existing circumstances, developments and structures within Australian education. Apparently these have largely been in response to the lack of a well-defined equivalence to the denominational compartmentalization of education in the Netherlands, and the comparable weakness of the indopendent educational system in Australia. The resulting effect has integrated schools of the Association into the Australian educational system without losing the fundamental characteristics of their identity.

Additionally, the Free Reformed Church (affiliated to the *Vrijgemaakt Gereformeerden Kerk* of the Netherlands, a conservative faction that split from the *Gereformeerde Kerken*) has established a congregation, and the associated Free Reformed School Association, in Launceston.

6.1.2 The Schools surveyed within the Project

The purpose here is to present information concerning four schools participating in the project. Although the intent is not to present case studies of each school that stand independently from the thematic concerns of this work, elements of this approach have been adopted in this discussion.

6.1.2.1 Calvin Christian School

The Calvin Christian School is located in the Kingborough municipality at Kingston, a commuter township situated sixteen kilometres south of Hobart, the state capital of Tasmania. Although separated from Hobart by rugged hills clothed with eucalypt forest, Kingston is a rapidly growing, middle class township bordering farmlands. Although Kingston is mainly residential, services are developing and there is a zone of secondary industry situated on the northern outskirts. The ethnic composition of the resident community consists substantially of British and Dutch immigrants.

The early development of the School was associated with the settlement of Dutch immigrants in the Kingborough municipality. These Dutch settlers constituted a unique immigrant community in Australia. A centralized concentration of Dutch immigrants was established in this locality following the group migration of seven families from the province of Groningen in 1950. An account of this group migration and its consequences is contained in van der Mast (1963).

Although the seven founding families became members of the Australian Presbyterian Church, successive immigrants, who could not accept the modernism of this Church, established a congregation of the Reformed Churches of Australia in 1952. A consequence of this action was the establishment of the Association of Christian Parent-controlled Schools of Hobart and Kingston in 1954.

Since subsidies were not received from governmental sources, the Dutch-Australian community was obliged to finance the construction of the School. An allotment of land was purchased in 1961 upon which the first three classrooms of the primary section were built. The Calvin Christian School was officially opened on January 20, 1962, becoming the first school established by the Association of Christian Parent-controlled Schools in Australia. Early plans to extend the School with kindergarten and secondary areas were prevented by the lack of staff, initially limited to three members. However, increasing enrolments made extensions necessary, with a classroom and activity room added in 1968, two additional classrooms in 1970, and an assembly hall, staff and office accomodation in 1973. In 1975 a kindergarten section was added, and between 1976 and 1980 the secondary section was constructed. These developments presently allow the School to offer education from kindergarten to the end of the lower secondary level (grade 10).

The education of the children of these Dutch settlers can be divided into three successive phases. During the earliest period, until the commencement of primary education by the Calvin Christian School, these immigrants received both their primary and secondary education within the state educational system. The initial part of the second phase began when 77 children left the state school to attend the Calvin Christian School. Significantly, an assimilationist educational philosophy was adhered to by the Association at that time.

The Calvin Christian School was to eschew any Dutch character in its educational program, partly so as not to affront the local Anglo-Australian population. The language adopted in the School was English; Dutch was not taught. During the second phase, Dutch-Australian children obtained their secondary education within the state educational system. However, the most recent phase has been marked by the establishment of secondary education at the Calvin Christian School, which has resulted in an exodus of Dutch-Australian children from the state educational system.

The ethnic background of the student population has diversified considerably since the School's foundation. In its first year, 97% of the enrolment was of Dutch background but this has decreased to approximately 40% in recent years. The School has had three principals, the first principal overseeing most developments within the School. Originally, the staff were largely of Dutch origin but today most teachers have an Anglo-Australian background.

The later seventies witnessed a shift from the earlier assimilationist policy to an integrative policy within the School's administration in response to changing attitudes among the local Dutch-Australian population. In mid 1979, the parents of enrolled students were surveyed to establish the degree of support for the introduction of a program entitled Dutch Language and Culture. The majority of parents supported this proposal, and following application for a grant to the Multicultural Education Co-ordinating Committee, the program was introduced in grades 5 and 6 in June, 1979. During

succeeding years, the program has been extended throughout the secondary section, but being dependent upon finance provided through grants, has had to be reduced in 1984.

The program has experienced success to the extent that Anglo-Australian as well as Dutch-Australian children participate. The first teacher operating within the program prepared a curricular document outlining a syllabus to be followed from grade 5 through to grade 10. The general goals of this curriculum are to acquaint the students with the culture, history and geography of the Netherlands, and to gain command of oral and written communication in the Dutch language by way of conversations at the appropriate level and the writing of simple stories and letters. The direct method is seen as the appropriate teaching approach for second language study. In grades 9 and 10, greater emphasis is placed upon use of the Dutch language as a means of self-expression.

6.1.2.2 Emmanuel Christian School

The Emmanuel Christian School is located at Rokeby, an outer suburb situated eleven kilometres east of Hobart. Rokeby, originally a small town of some historic note upon which residential development has encroached, is now a largely working class housing estate bordering farmlands. The suburb has a young population and is almost entirely residential.

Whereas Calvin Christian School derives its intake from suburbs on the western shore of the Derwent River, the intake area of the Emmanuel Christian School is restricted to the exclusively residential suburbs on the eastern shore of the River. These eastern suburbs, collectively within the Clarence municipality, contain significant numbers of British, German and Dutch immigrants.

The Emmanuel Christian School, which presently has an enrolment approaching 150 students, opened in February 1979 with 35 students and two teachers. The School is still in the initial phase of development and consists of infant and primary sections. A school library has recently been opened. Emmanuel Christian School is a member of the Association of Christian Parent-controlled Schools and still retains its original principal.

A program, entitled Dutch Language and Culture was initiated in 1982 throughout grades 5 and 6, operating until the close of 1983. Because of a reduction in the grant provided through the Multicultural Education Co-ordinating Committee, the program was discontinued until additional finance becomes available.

6.1.2.3 Launceston Christian School

The Launceston Christian School is located six kilometres from Launceston within Riverside, a residential suburb. Riverside extends northwards along the Tamar River and the suburb is an exclusively

upper and middle class residential zone. The suburb is well established and, although there is little secondary industry, services are well developed.

The Launceston Christian School is controlled by the Association of Christian Parent-controlled Schools, Launceston, formed in 1965. In 1973, the Association purchased the present site of the School. The School was opened in 1976 with two teachers and 37 students in grade 1 though to grade 5. Secondary classes, commencing with grade 7 in 1978, were extended annually so that grade 10 classes began in 1981. The present enrolment is in excess of 200 students with a teaching complement of 21.

The ethnic background of the student population has diversified considerably so that approximately 40% of presently enrolled students are of Dutch background. A program entitled Holland, Life and Language, was initiated at the School to grade 5 through to grade 10. Because of decreasing enrolments of Dutch-Australian children, the program was discontinued at the close of 1983 and replaced by a general multicultural program.

6.1.2.4 John Calvin School

The John Calvin School is located in central Launceston, within a working class residential zone. The area adjoining the School comprises a combination of deteriorating residences, small factories and service industries. The ethnic composition of the resident community consists of German, Dutch, Italian and British immigrants.

The John Calvin School is controlled by the Free Reformed School Association founded during the early fifties by a group of parents. An executive committee was formed for the purpose of constructing a school. The primary section of the John Calvin School was completed in 1964 and opened in 1965 with two teachers and an enrolment of 52 students. A secondary section was added to the School in 1977. The enrolment in 1984 is 112 stuonts and there are ten teachers.

The ethnic background of the students has not diversified since the School's foundation; 97% of the present enrolment is of Dutch background. Since such a large number of the students are first or second generation Dutch-Australians, English-as-a-second-language within the Child Migrant Education Program was operated in the School for some years.

A program entitled Dutch Language and Culture has been offered within the curriculum since the School's foundation. The program is presently offered from grade 5 through to grade 10. The program concentrates upon formal instruction in the Dutch language but also incorporates study of cultural facets of the Netherlands.

6.2 Methodology

The purpose of this section is to recall the methodology adopted during the conduct of the investigatory aspects of the project.

The rationale for the development of the project was formulated during the year prior to its commencement in response to interviews conducted with teachers as part of other research. The project was formally initiated in July, 1983 and reached its conclusion in December, 1984.

The duration of the project can be divided into two main stages: initially the first nine months of the project involved its planning, including development of the analytic instrument, and designing procedures, including trialling and modification of the analytic instrument; and secondly, the selection, analysis and reporting of the resource materials continued during the last nine months of the project's operation.

The researcher's original proposal was to survey the seven Tasmanian schools which presently offer, or have recently offered programs in Dutch language and cultural studies. The purpose of the survey was to identify and evaluate resource materials used in these programs. Once the project was initiated, its scope broadened to allow other sources, for instance publishers, to contribute support through providing additional information and resource materials.

Essentially the schools were approached because they offered centralized collections of resource materials. There was no attempt to evaluate the uses of resource materials within each school's

program although the experiences of teachers were sought in providing perceptive insights.

The seven schools were selected through assistance given by the Multicultural Education Co-ordinating Committee, Tasmania. A function of the Multicultural Education Co-ordinating Committee is to administer the joint multicultural education program funded through the Commonwealth Schools Commission. Six of the schools selected are partly funded in salaries and resource materials through this means. The nature of this funding is indicated in Figure 7.

- Insert Figure 7 about here -

The schools included two upper secondary state colleges (grades 11 and 12), one each situated in Hobart and Launceston. For their own reasons, the staff of these two schools decided soon after the initial contact not to participate in this project. The remaining schools comprised four independent schools, two each situated in Hobart and Launceston, and one school within the Catholic system situated in Launceston. The staff of the Catholic school decided not to become involved so that the four independent schools constituted the total surveyed.

Collection of information was generally undertaken informally through interviews during several visits to each school arranged periodically during the conduct of the project after initiation

through the school principal. Because of the linguistic nature of much of the material, it was found essential to obtain the services of the Language Consultant, and also at appropriate stages of the project, consultation was carried out with personnel of the Education Department of Tasmania concerned with the administration and curriculum development of multicultural education. Additionally, substantial information was gained through correspondence with Australian and international sources throughout the conduct of the project.

Criteria adopted for selection of resource materials analysed or annotated in the Guide include the following: the material is currently published or printed and includes a source address; the material can be implemented in Dutch-English bilingual bicultural education programs; or the material can contribute to teacher development in Dutch-English bilingual bicultural education. Materials must comply with the first criterion and at least one other.

The resource materials presently used in these programs divide into three main categories: materials in the second language developed abroad which relate to native language education of Dutch speaking learners; materials in the second language written for general, or specific ethnic needs, and relating to instruction in Dutch as a second language; and materials in the English language, depicting aspects of other cultures or containing the content of

various other school subjects. Few, if any, resource materials evidencing translation or other modifications were encountered during the course of the survey. However, a considerable quantity of materials relating to native language education of Dutch speaking learners was encountered during the survey. Consequently, the following additional and more stringent selection criteria were applied to this category: the material must be currently implemented in at least one of the respondent schools; and the material must evidence a degree of consistency between language and content levels appropriate for implementation in Dutch-English bilingual bicultural education programs for Australian learners. Materials in this category must comply with both criteria.

Once a resource material was found to comply with these criteria, it was selected for inclusion within the Guide. Since versions of the instrument existed for analysing basic instructional materials and professional materials or annotating supplementary instructional materials, a secondary decision was made concerning the curriculum role performed by the material. In each case the material was then evaluated against the criteria and standards of the appropriate version of the evaluator's form of the instrument.

This process of evaluation caused certain requirements to be met. Because training facilities for evaluation of instructional materials are not locally available, the author, now adopting an evaluator's role, proceeded through an initial stage of self-training.

Furthermore, it was soon realized that assistance was needed from teachers with expertize in bilingual and bicultural education, and who possessed teaching experience with the implementation of these resource materials. The services of the Language Consultant were obtained to facilitate this need. Once an analysis or annotation was completed, it was found valuable to gain editorial assistance from other sources to validate the analysis or annotation. In many cases this was performed by the Language Consultant, but alternative personnel also provided this service.

However, the evaluations of resource materials contained in the Guide represent only the initial step toward their selection. This step involves the provision of analytical information concerning the material in relation to its implementation within bilingual bicultural programs in Australian schools. The evaluations do not attept to recommend or discourage implementation of particular resource materials. Selection of a material for implementation within a program is the prerogative of the user. It is intended that users extrapolate the information contained in the evaluation to their own situations during the process of selection, supplementing this with their own evaluations of the material against criteria and standards presented in the user's form of the instrument selecting from an assemblage of evaluations of resource materials, those that most appropriately fit their particular programs.

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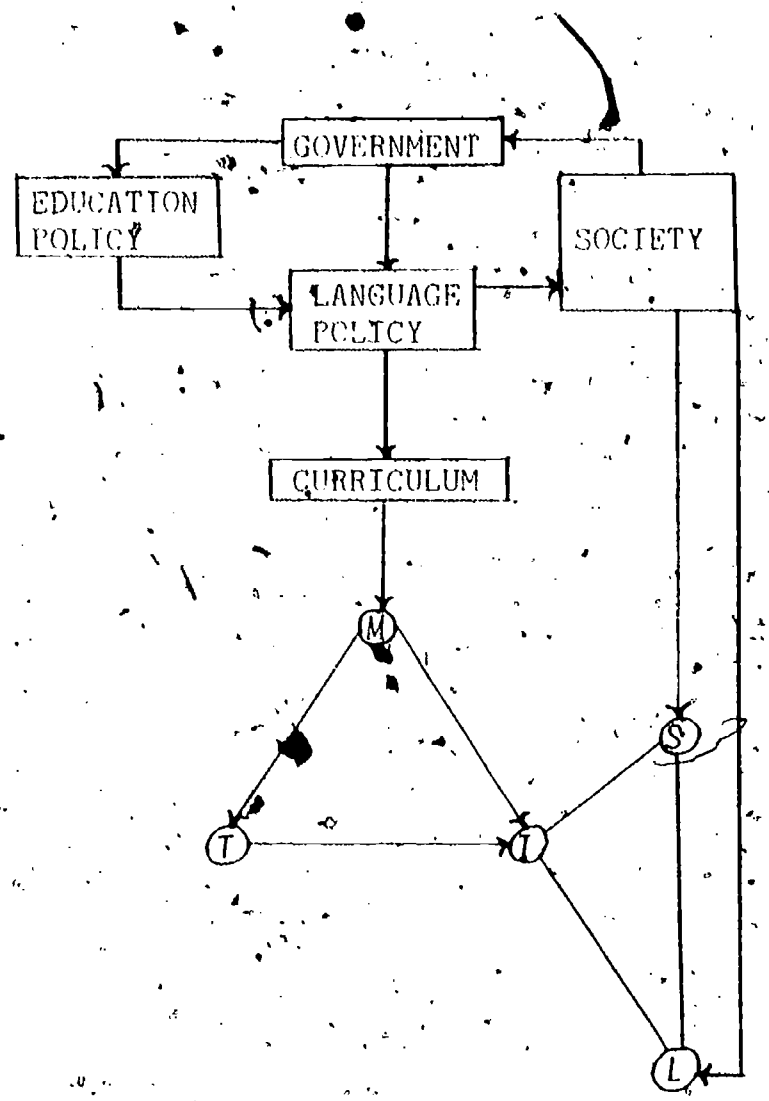
Figure 1

Language Education and Language Policy: An Interaction Model (Mackey 1977).



M = Method and material variables: texts, tapes, films
T = Teacher variables: what the teacher does
I = Instruction variables: what the learner gets
S = Sociocultural variables: what the environment does
L = Learner variables: what the learner does

Figure 2

Example of Paths Leading to the Same Objective (Robinson, 1978).

	MEANS						
OBJECTIVES	FORM	REALITY STATUS	TEMPORALITY	SEMANTIC EMPHASIS	VEHICLE FOR PRESENTATION	TO MATERIAL	
	poem song film	fact fiction	past present future	aesthetic political social	aural graphic kinesic	personal impersonal	
[illegible]	x	x	x	x	x	x	
[illegible]	x	x	x	x	x	x	
[illegible]	x	x	x	x	x	x

Figure 3

COMPONENTS OF THE MEANS (ROBINSON, 1978).
MEANS = CHARACTERISTICS OF MATERIAL PRESENTED

+

METHOD/VEHICLE FOR PRESENTATION

+

CHARACTERISTICS OF INTENDED RESPONSES TO MATERIAL PRESENTED

CHARACTERISTICS OF MATERIAL

FORM of material presented e.g. - article (e.g. magazine, newspaper) - dialogue - essay - film - novel - poem - prose (with subsets of forms)	REALITY STATUS of material presented e.g. - fact - fiction	TEMPORALITY e.g. - past (historical) - present (contemporary - future (futuristic	SEMANTIC EMPHASIS of material e.g. - anthropological - geographical - philosophical - political - psychological - scientific - social relations (e.g. marriage, family, group relations, roles) - sociological	TREATMENT OF MATERIAL e.g. - extensive (horizontal coverage e.g. variety of short materials) - intensive (vertical coverage e.g. longer materials for intensive treatment)

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VEHICLE FOR PRESENTATION OF MATERIAL AND VEHICLE FOR RESPONDING TO THE MATERIAL
(VEHICLES FOR PRESENTING THE MATERIAL MAY OR MAY NOT OFFER
FROM VEHICLES FOR RESPONDING TO THE MATERIAL)

VERBAL TRANSMISSION	NON-VERBAL
- aural/listened to - oral/spoken about - graphic/read - graphic/written about	- pictorial - kinesic (e.g. space, motion) - tactile - olfactory

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CHARACTERISTICS OF INTENDED RESPONSES TO MATERIAL PRESENTED

- receptive	- impersonal/objective	- cognitive
- productive	- personal/subjective	- affective

Figure 1

Description of Means and Objectives of Curriculum Materials in Immigrant Education's Robinson's Model expressed as a Model of Educational Evaluation

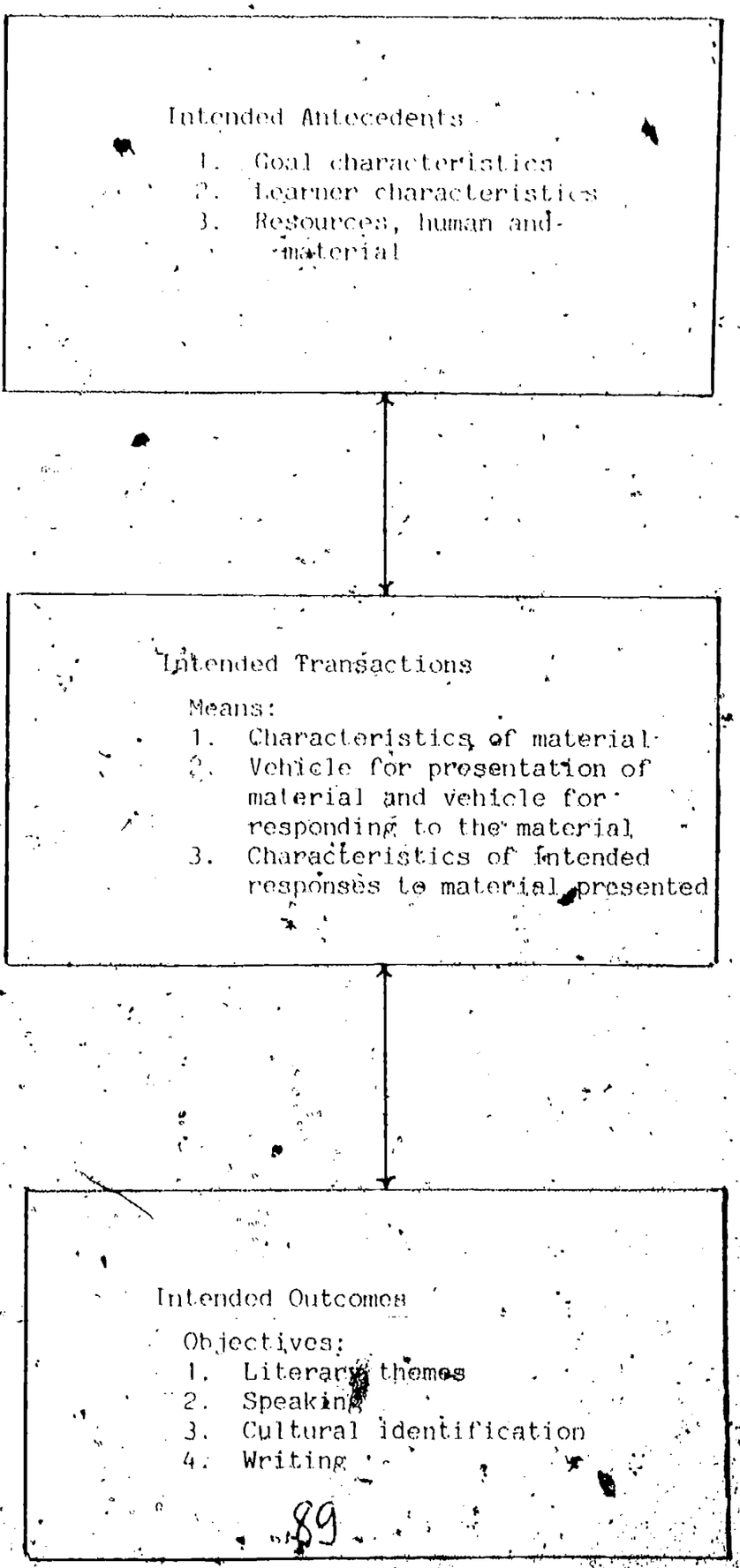


Figure 5 - A Representation of the Process of Judging the Congruences of Resource Materials and Programs (Watt)

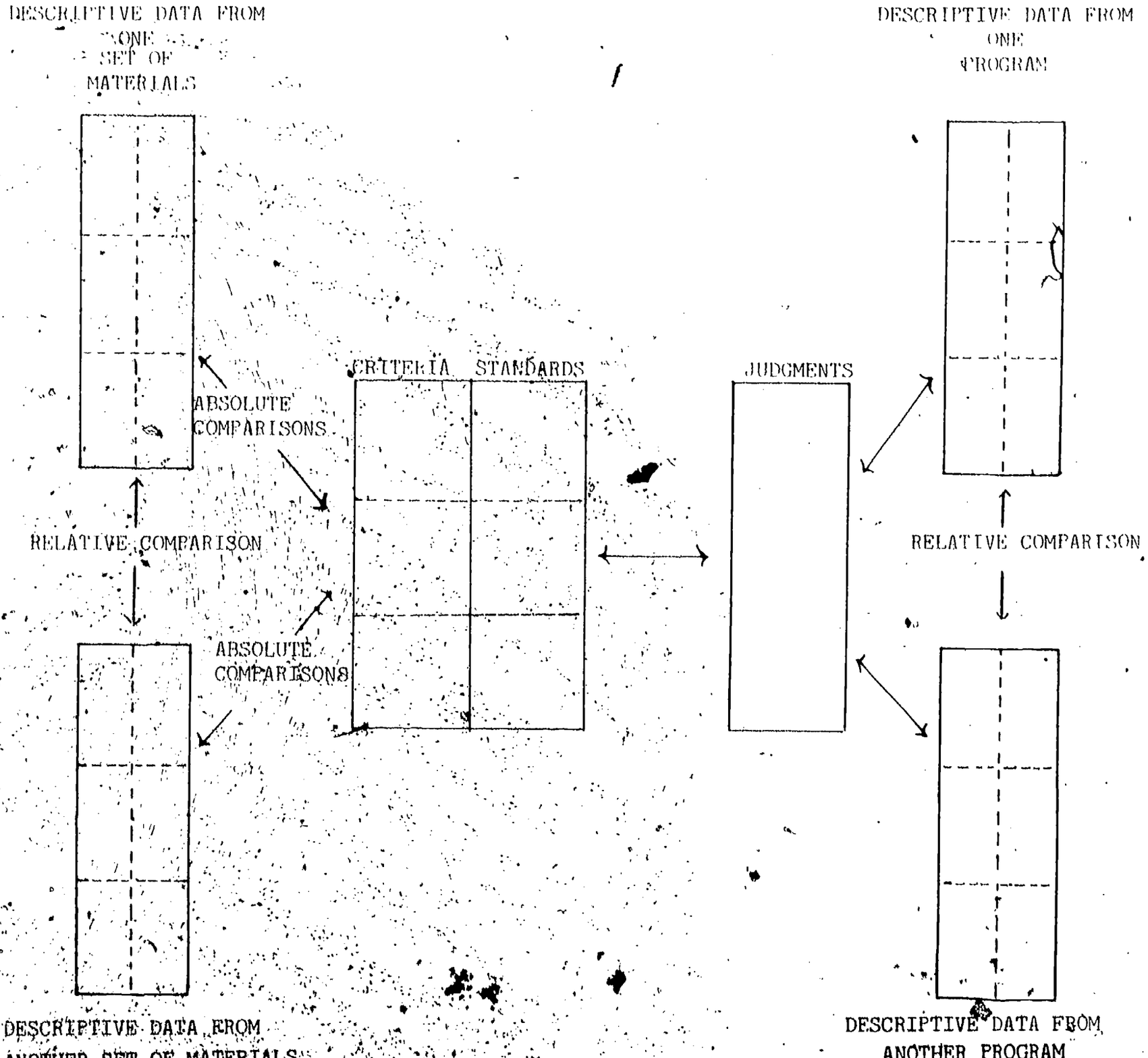


Figure 3 Descriptive data for establishing criteria of standards for the evaluation of programs and resource materials in immigrant education (Watt)

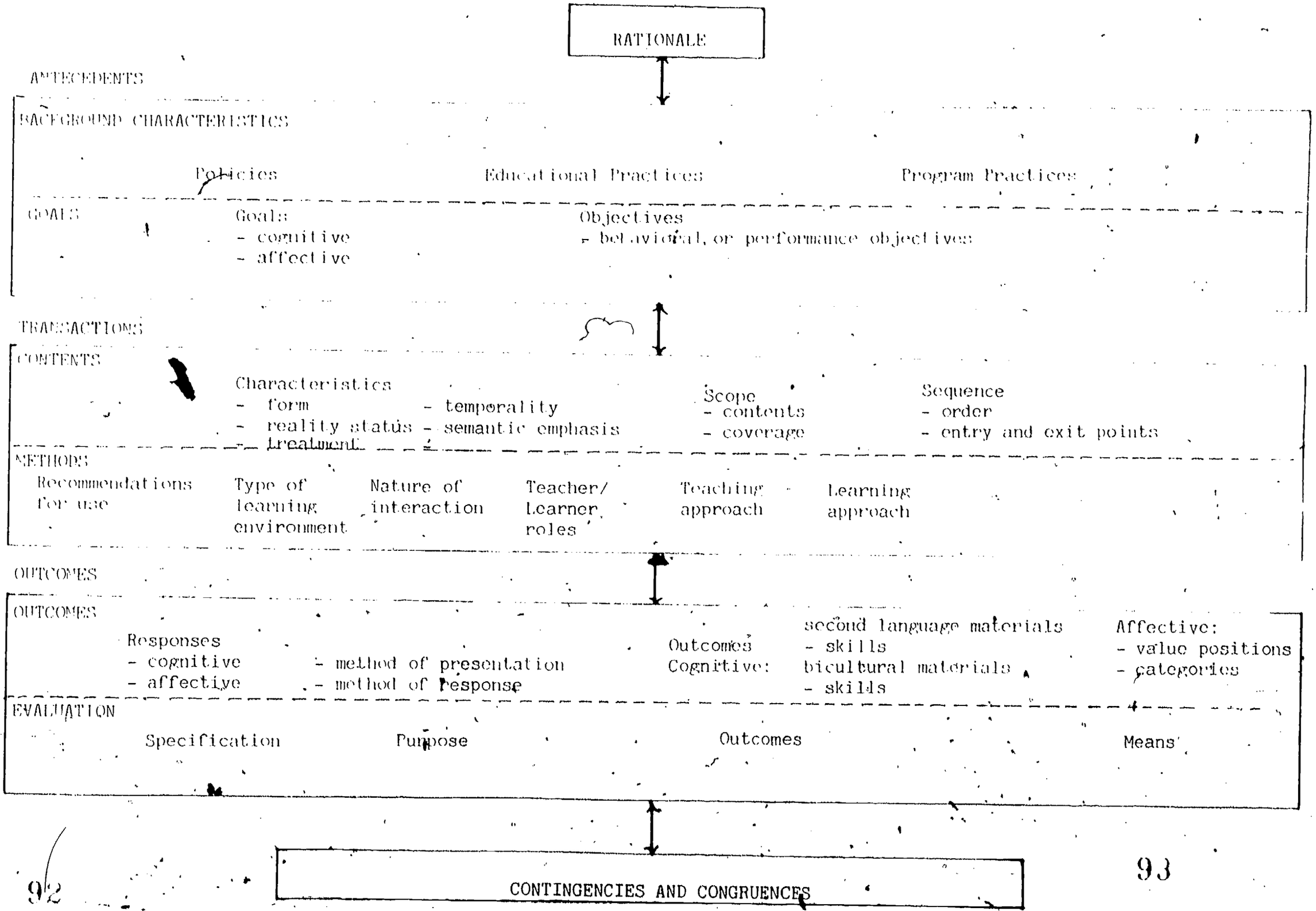
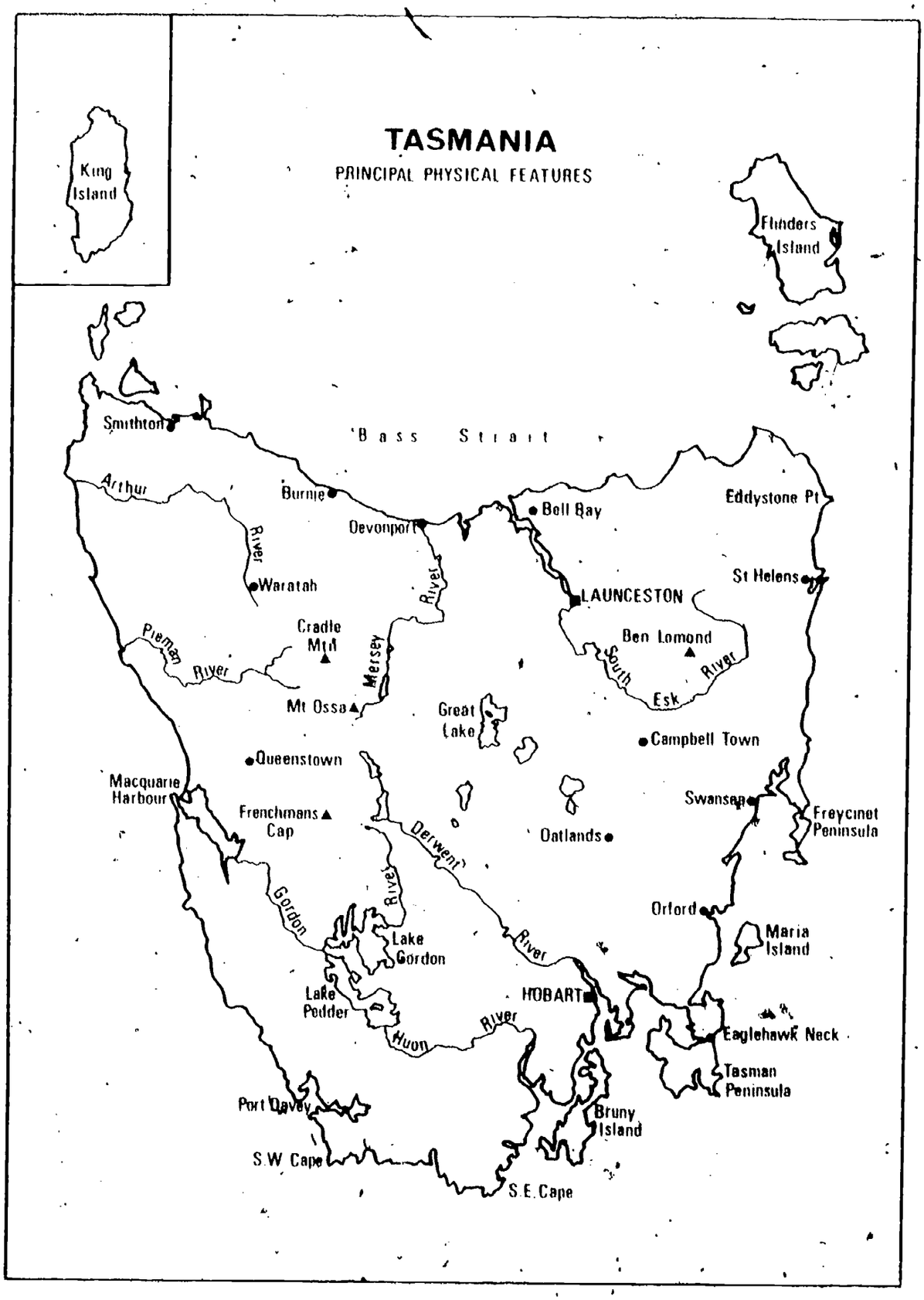


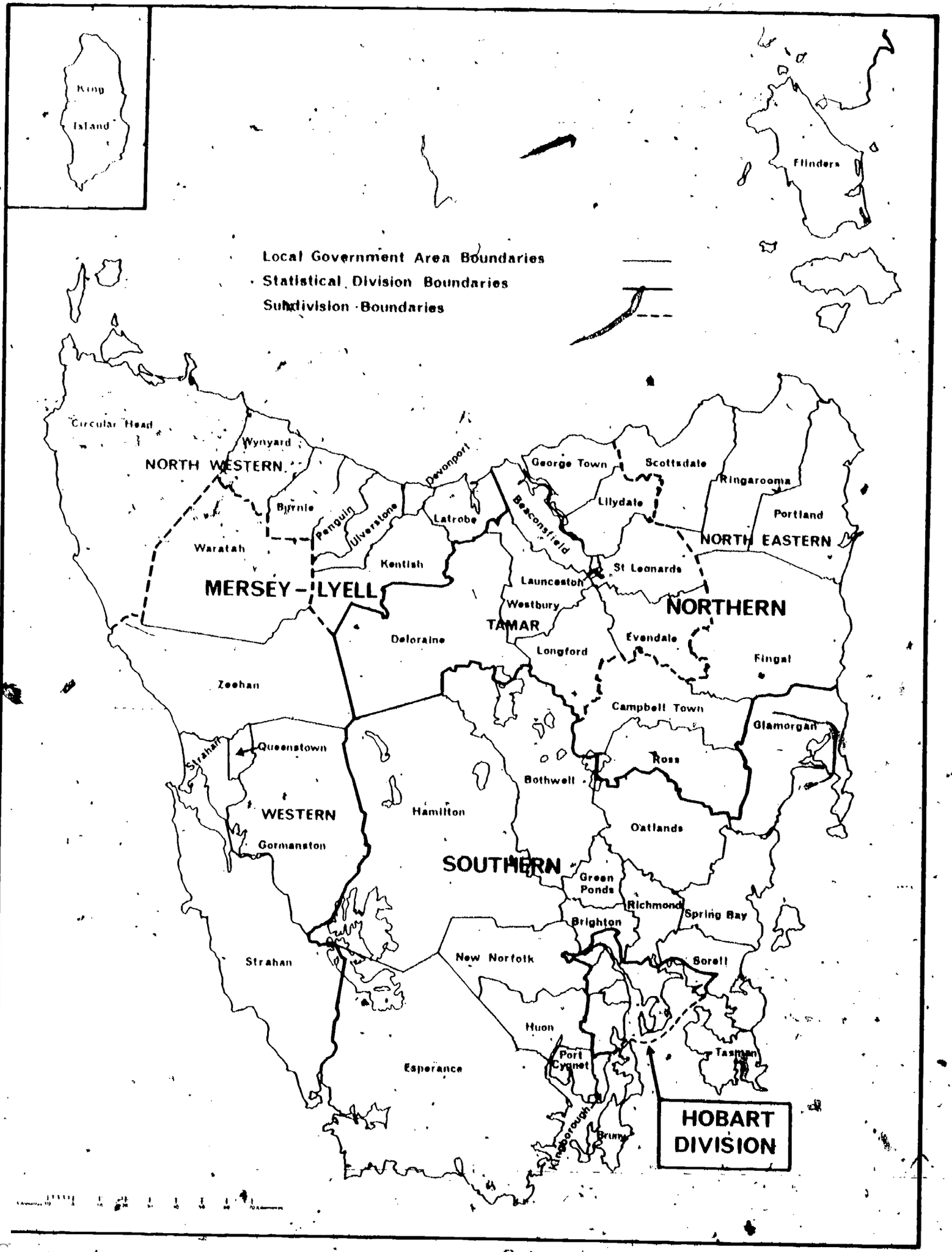
Figure 7

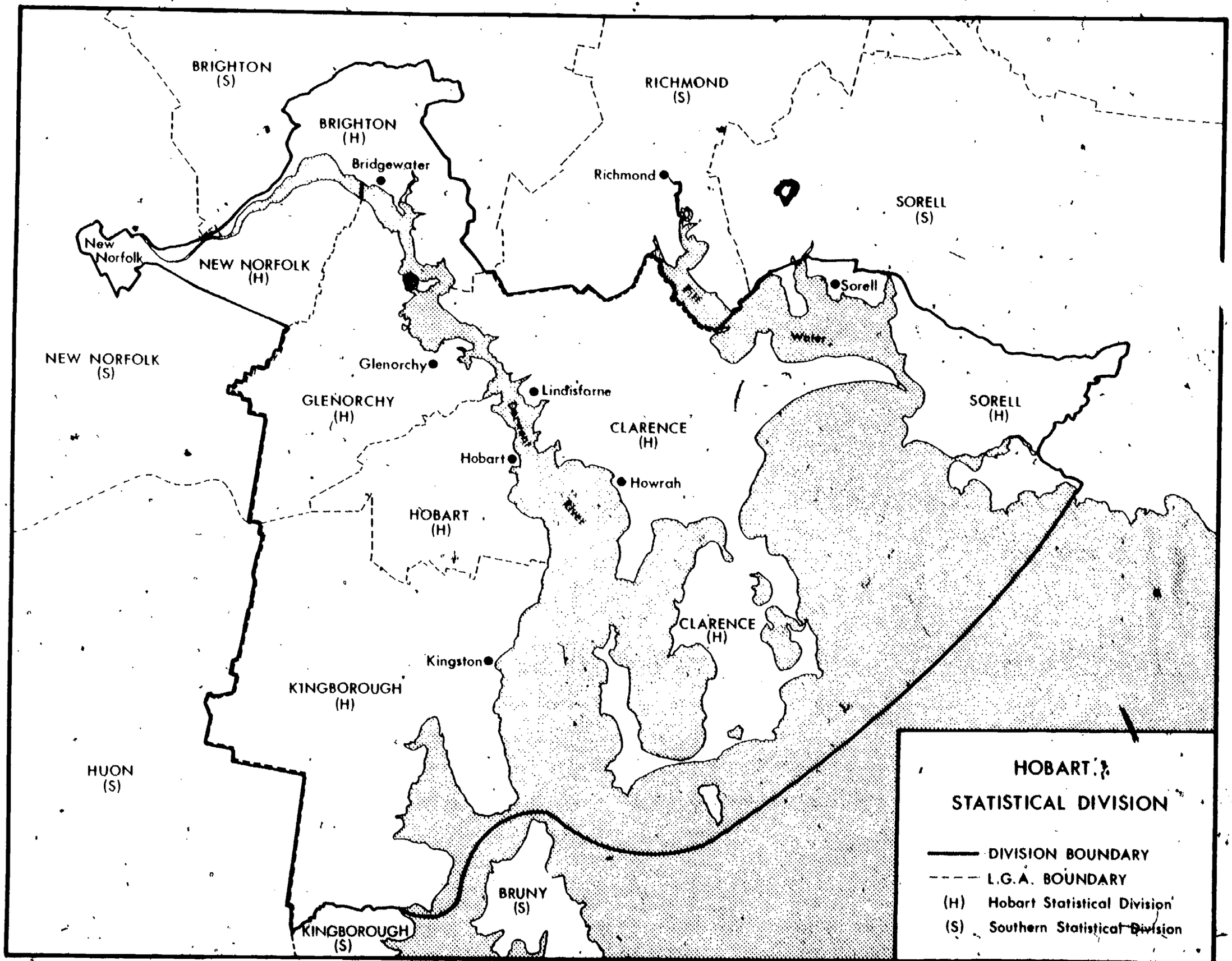
Grants provided by the Multicultural Education Co-ordinating Committee, Tasmania to School Programs for Dutch Language and Cultural Studies (amounts indicated in $Australian).

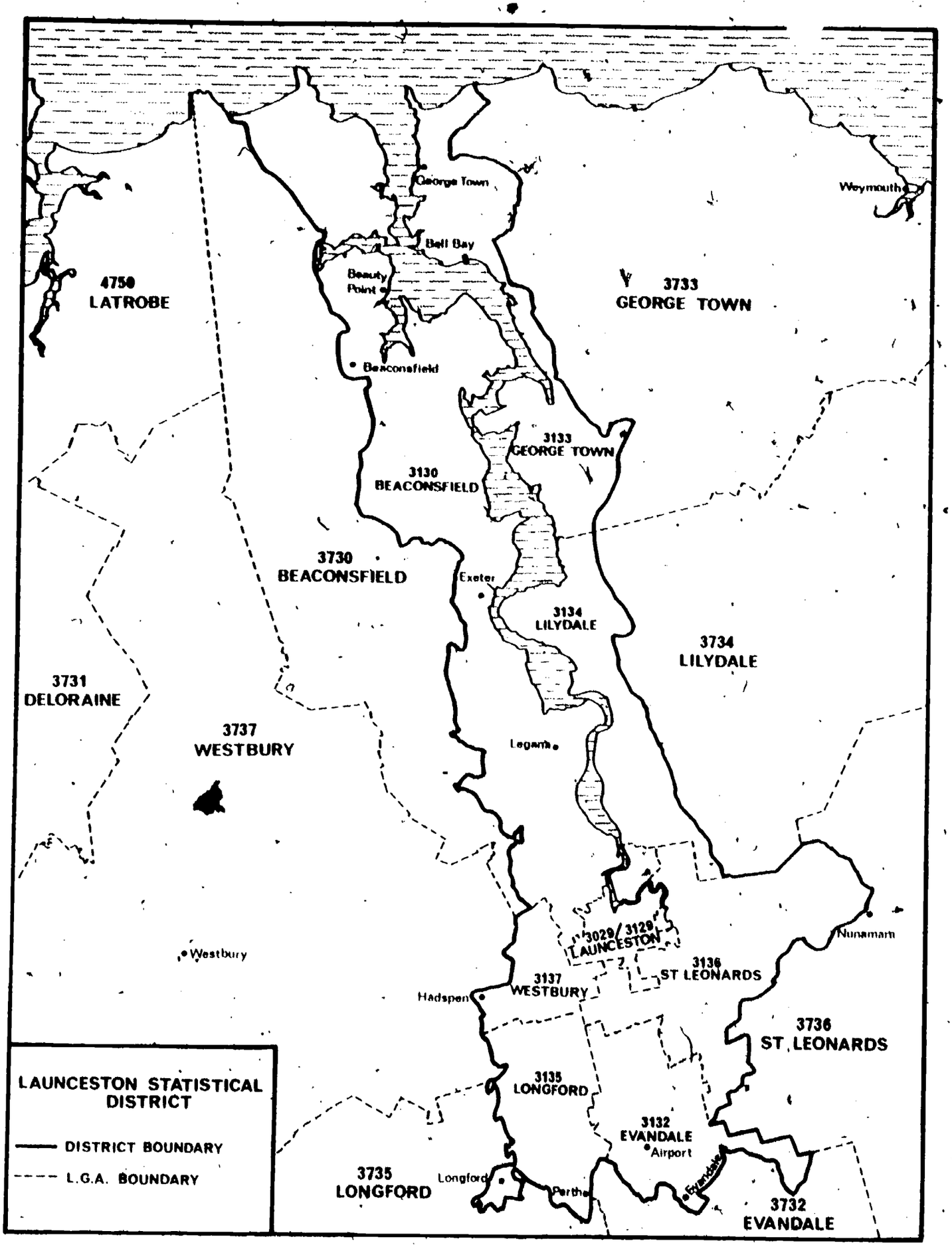
School	Title of Project	Year	Component	Component Amount ($)	Total Amount ($)
1. Calvin Christian	Dutch Language and Culture	1979	salaries	780	
			materials	1010	1790
		1980	salaries	2420	
			materials	1175	3595
		1981	salaries	3714	
			materials	875	4589
		1982	salaries	4804	
			materials	1696	6500
		1983	salaries	4200	
			materials	500	4700
		1984	salaries	2960	2960
2. Emmanuel Christian	Dutch Language and Culture	1982	materials	300	300
		1983	salaries	560	
			materials	200	760
		1984	*		
3. John Calvin	Dutch Language and Culture	1979	salaries	780	
			materials	550	1330
		1980	salaries	2156	
			materials	200	2356
		1981	salaries	1874	
			materials	300	2174
		1982	salaries	2965	
			materials	535	3500
		1983	salaries	3880	
			materials	450	4330
		1984	salaries	3150	3150
4. Launceston Christian	Holland, Life and Language	1980	salaries	1237	
			materials	1093	2330
		1981	salaries	2730	
			materials	640	3370
		1982	salaries	3550	
			materials	650	4200
		1983	salaries	4400	
			materials	200	4600
	Life and Language around the World	1984	materials	2770	2770
5. Launceston Community College	Dutch Language and Culture	1982	salaries	1000	1000
		1983	salaries	1820	
			materials	200	2020
6. Marian College	Dutch Language and Culture	1980	salaries	872	
			materials	882	1754
		1981	salaries	1104	
			materials	532	1636
		1982	salaries	1280	
			materials	420	1700

* Amount of grant included in Emmanuel Christian School's application allocated to Calvin Christian School.


TASMANIA
PRINCIPAL PHYSICAL FEATURES
King Island
Flinders Island
Bass Strait
Smithton
Arthur River
Burnie
Devonport
Bell Bay
Eddystone Pt
Waratah
Mersey River
LAUNCESTON
St Helens
Cradle Mtn
Ben Lomond
Pieman River
South Esk River
Mt Ossa
Great Lake
Campbell Town
Queenstown
Macquarie Harbour
Frenchmans Cap
Swansea
Freycinet Peninsula
Oatlands
Derwent River
Gordon River
Orford
Maria Island
Lake Gordon
Lake Pedder
HOBART
Huon River
Eaglehawk Neck
Tasman Peninsula
Port Davey
Bruny Island
S.W Cape
S.E Cape


King Island
Flinders
Local Government Area Boundaries
Statistical Division Boundaries
Subdivision Boundaries
Circular Head
Wynyard
NORTH WESTERN
Devonport
George Town
Scottsdale
Ringarooma
Burnie
Penguin
Ulverstone
Latrobe
Beaconsfield
Lilydale
Portland
NORTH EASTERN
Waratah
Kentish
MERSEY - LYELL
Launceston
St Leonards
Westbury
TAMAR
NORTHERN
Deloraine
Evendale
Longford
Fingal
Zeehan
Campbell Town
Glamorgan
Queenstown
Strahan
Ross
Bothwell
WESTERN
Hamilton
Oatlands
Gormanston
SOUTHERN
Green Ponds
Richmond
Spring Bay
Brighton
Strahan
New Norfolk
Sorell
Huon
Port Cygnet
Tasman
Esperance
Kingborough
Bruny
HOBART DIVISION


BRIGHTON (S)
BRIGHTON (H)
Bridgewater
New Norfolk
NEW NORFOLK (H)
NEW NORFOLK (S)
Glenorchy
GLENORCHY (H)
Lindisfarne
Hobart
Howrah
CLARENCE (H)
HOBART (H)
RICHMOND (S)
Richmond
SORELL (S)
Sorell
SORELL (H)
Water
Kingston
KINGBOROUGH (H)
CLARENCE (H)
HUON (S)
BRUNY (S)
KINGBOROUGH (S)
HOBART STATISTICAL DIVISION
DIVISION BOUNDARY
L.G.A. BOUNDARY
(H) Hobart Statistical Division
(S) Southern Statistical Division


George Town
Weymouth
Bell Bay
Beauty Point
4750
LATROBE
3733
GEORGE TOWN
Beaconsfield
3133
GEORGE TOWN
3130
BEACONSFIELD
3730
BEACONSFIELD
Exeter
3134
LILYDALE
3734
LILYDALE
3731
DELORAINE
3737
WESTBURY
Legana
Westbury
3029/3129
LAUNCESTON
Nunamara
3136
ST LEONARDS
3137
WESTBURY
Hadspen
3736
ST LEONARDS
3135
LONGFORD
3132
EVANDALE
Airport
Longford
Perth
Evandale
3735
LONGFORD
3732
EVANDALE
LAUNCESTON STATISTICAL DISTRICT
DISTRICT BOUNDARY
L.G.A. BOUNDARY