This is the third 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. This volume contains the four evaluation instruments developed during this project: (1) Criteria for the Evaluation of Resource Materials—Evaluator's Form; (2) Criteria for the Evaluation of Resource Materials, Background Characteristics in General Contexts—Evaluator's Form; (3) Criteria for the Evaluation of Resource Materials, Decision-Making in a Specific Context—User's Form; and (4) Criteria for the Evaluation of Resource Materials—Evaluator's Form for Annotations. The criteria and standards for these instruments were developed primarily from the following instruments: the Sussex Scheme (Braut, 1975); EPIE-form A (Educational Products Information Exchange Institute); the Ethnic Studies Materials Analysis System and the Curriculum Materials Analysis System (Social Science Education Consortium). (BS)
A GUIDE FOR SELECTING
BILINGUAL BICULTURAL
RESOURCE MATERIALS:
THE ANALYTIC INSTRUMENT

MICHAEL WATT
Copyright © M. G. Watt, 1984
<table>
<thead>
<tr>
<th>Table of Contents</th>
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</thead>
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<tr>
<td>Background Characteristics in General Contexts - Evaluator's Form</td>
</tr>
<tr>
<td>Decision-making in a Specific Context - User's Form</td>
</tr>
</tbody>
</table>
The criteria and standards of this analytic instrument were developed through referral to existing analytic instruments for the evaluation of instructional materials. The purpose of this Preface is to acknowledge the sources of those criteria and standards included within this instrument. Firstly, the Evaluator's Form to that part of the instrument titled Criteria for the Evaluation of Resource Materials, will be considered.

Generally, the organization of the constructs, Rationale, research and development, Goals, Contents, Methods and Evaluation are based upon the analytic instrument, EPIform A developed by Educational Products Information Exchange Institute. Additionally, the introductory, concluding and summary sections, Identification of resource material, Contingencies and congruences, and Assessment and recommendations, are derived from this source. The incorporation of a subsequent section, Background characteristics, was developed through juxtaposition of factors in the instructional setting identified in relation to use of EPIform A in the selection of resource materials; and the relevant section of the Curriculum Materials Analysis System developed by the Social Science Education Consortium.

Within the section, Identification of resource material, the following criteria have been developed from corresponding descriptors, indicated in parentheses, of EPIform A: 1.1 (IA), 1.2 (IB), 1.3 and 1.4 (IC), 1.5 (ID), 1.6 (IE), 1.7 (IF), 1.8 (IG), 1.9 (IH), 1.10 (II), 1.13 (IJ), 1.14.2 (VIID), 1.15 (VIIB), 1.16 and 1.17 (VIIC) and 1.18 (VIIA). The format for specification within 1.5 has been adopted from the format applied by the Dissemination and Assessment Center for Bilingual Education within their Cartel series of publications. The following criteria of this instrument were developed from descriptors in the Ethnic Studies Materials Analysis System, an analytic instrument of the Social Science Education Consortium developed from the Curriculum Materials Analysis System: 1.11 (1.3) and 1.12 (1.4). The criterion, 1.14.1, has incorporated within the instrument the Coefficient of Evaluation developed by Pratt (1971, 1972). The descriptors within the criterion 1.19 have been developed from descriptors within part 7.0 of the Curriculum Materials Analysis System.

Within the construct, Rationale, research and development, the following criteria have been developed from the corresponding descriptors within EPIform A: 2.1 (IIA) and 2.2 (IK).
Criteria within the construct, Goals, have been developed from two sources: EPIEform A and the Curriculum Materials Analysis System. The criteria developed from EPIEform A are 3.1 (IIA) and 3.2 (IIC). However, aspects of the cognitive objectives from Curriculum Materials Analysis System have been embodied within the criteria of the Goals: 3.1.2 (2.41) and 3.2.2 (2.43).

The categories of the construct, Contents, are derived from a variety of sources. The following criteria within the category, Characteristics, derive largely from Robinson (1978: 62): 4.1.1, 4.1.2, 4.1.3 and 4.1.4. The criteria, 4.1.5.1 and 4.1.5.2, have been developed from Mackay (1977: 259). Additionally, the following criteria have been developed from criteria devised by the National Bilingual Materials Task Force in relation to instructional materials analysed for inclusion in Educational Products Information Exchange Institute (1976): 4.1.5.3 from the criterion Linguistic Content and 4.1.6 from the criterion Language Level. The criteria of the subcategory, Contents, of the Scope have been developed from criteria, indicated within parentheses, of the Sussex Scheme developed by Eraut et al. (1975): 4.1.1.1 (2.1) and 4.1.1.2 (2.2). The criteria of the subcategory, Coverage, of the Scope, and the Sequence, have been developed from EPIEform A: 4.2.2 (IIA), 4.3.1 (IIIB) and 4.3.2 (IIIC). Standards expressed within the criterion 4.2.2.1 have been developed from Robinson.

The criteria within the construct, Methods, derive from EPIEform A: 5.1 (IVA), 5.2 (IVB), 5.3 (IVC), 5.4 (IVD) and 5.6 (IVF). However, the standard expressed in the criterion 5.3.1 has been derived from 4.3.1 of the Curriculum Materials Analysis System.

The category, Responses, of the construct Outcomes, has been developed from Robinson. The instrument's capacity to analyse Outcomes within bicultural materials has resulted from modifications of criteria within the Curriculum Materials Analysis System: skills stated in 6.2.1.2.1 derive from 3.1; the disciplines presented in 6.2.1.2.2 have been developed through combining the semantic emphases detailed by Robinson with the disciplines included in the Curriculum Materials Analysis System. The value positions presented in 6.2.2 of the instrument derive from the affective objectives (2.52) and content (3.2217) of the Curriculum Materials Analysis System. The categories of affective outcomes included in 6.2.2.2 have been partly developed from Robinson (1978: 61).

The following categories of the construct, Evaluation, have been developed from EPIEform A: 7.2 (VA), and 7.3 and 7.4 (VB).

The essential features of the concluding section, Contingencies and congruences, and the summary section, Assessment and recommendations, have been developed from EPIEform A: 8 (VIA) and 9.1 (VIIIA).
Although the major subcategories of the section, Background Characteristics, have been derived from EPIEform'A, criteria have been developed from Figure 3, Factors in the Instructional Setting, published within Educational Products Information Exchange Institute (1976: xvi): 10.4.1.1 (IA1), 10.1.1.2 (IA2), 10.1.1.1 (IA3), 10.1.1.3 (IA2), 10.2.1.1.1 (IB3), 10.2.1.2 (IB4), 10.2.1.3 (IB5), 10.2.2.1 (IC1), 10.2.2.2 (IC2), 10.2.2.3 (IC3), 10.2.2.4 (IC4), 10.3.1.1 (IC0), 10.3.1.2 (IC2), 10.3.1.3 (IC3) and 10.3.2.1 and 10.3.2.2 (IIA1).

Additionally, the standards of two criteria originate directly within EPIEform'A: 10.3.1.3.1 and 10.3.1.3.2 (VIIC). Also several criteria or standards have been developed from the Curriculum Materials Analysis System: 10.1.1.2.1 (5.43), 10.1.1.2.2 (5.44), 10.1.1.3.1 (5.46), 10.2.1.1.1.1 (5.17), 10.2.1.3.2 (5.5), 10.2.2.2 (5.32), 10.2.2.3 (5.33), 10.2.2.4 (5.32), 10.3.1.4 (5.2) and 10.3.2.3.2 (5.13).

Acknowledgements of sources for the third part of the analytic instrument, the user's form for decision-making in a specific context in relation to resource materials, are detailed below. The four major sections of this part of the instrument have been derived from Part 5 of the Sussex Scheme.

Within the section, Contextual Constraints, the criteria have been largely developed from Figure 3, Factors in the Instructional Setting, published within Educational Products Information Exchange Institute: 1.1.1.1 (IA1), 1.1.1.2 (IA2), 1.1.1.3 (IA2), 1.1.1.4 (IA4), 1.1.2 (IB1), 1.2.1.1 (IB3), 1.2.1.2 (IB4), 1.2.1.3 (IB5), 1.2.1.4 (IB6), 1.2.1.5 (IB7), 1.2.1.6 (IB8), 1.2.2.1 (IC1), 1.2.2.2 (IC0), 1.2.2.3 (IC3), 1.2.2.4 (IC4), 1.2.2.5 (IC5), 1.2.2.6 (IC6), 1.2.3.1 (ID1), 1.2.3.2 (ID2), 1.2.3.3 (ID3), 1.3.2.1 (IIIC1), 1.3.2.2 (IIIC2), 1.3.3.1 and 1.3.3.2 (IIA1). Also the following have been derived from Curriculum Materials Analysis System: 1.3.2.1 (5.2) and 1.3.3.2 (5.13).

The standards defined within the second section, Decision Issues, derive from the alternative courses described within the Decision Arena in Educational Products Information Exchange Institute (1976: xx, xxiii).

Within the third section, Implementation Strategies, the standards within 3.2.2.5 have been derived from 4.3 of the Curriculum Materials Analysis System.

In acknowledging the sources of these criteria and standards adopted within the analytic instrument, the author wishes to indicate that criteria and standards applying to EPIEform'A and to Educational Products Information Exchange Institute are printed with the permission of Educational Products Information Exchange Institute, P. O. Box 839, Water Mill, New York, 11776, United States of America; that criteria and standards applying to the Curriculum Materials Analysis System: Long Form, revised edition, and the Mic Studies Materials Analysis Instrument are printed with the permission of the Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302, United States of America; and that criteria and standards applying to the Sussex Scheme are printed with the permission of Dr. Michael Eraut, School of Education, University of Sussex, Falmer, Brighton, Sussex, BN1 9RG, United Kingdom.
CRITERIA FOR THE EVALUATION OF RESOURCE MATERIALS

DESCRIPTORS

Evaluator's Form

1. Identification of Resource Material

1.1 Title

1.2 Author or authors, developer or developers

1.3 Publisher, Distributor

1.4 Address of Publisher, Distributor

1.5 Year of copyright

1.6 Material medium or media

- print
- transparencies
- pictures (magnet board, flannelgraph board, plastigraph)
- posters (wall display)
- games
- puzzles
- sentence makers
- flashcards
- slides (epidiascope)
- filmstrips (epidiascope)
- slides (projector)
- filmstrips (projector)
- films
- audiocassettes
- records
- videocassettes
- other

1.6 set of
1.7 Components

1.8 Subject area or areas

- Commercial studies
- Computer science
- Early childhood
- General ability
- Home economics
- Language arts
- Mathematics
- Music
- Natural sciences
- Physical education
- Religious education
- Second languages
- Social sciences
- Special education
- Technology
- Other

(specify)
1.9 Curriculum role
   basic
   supplementary

1.10 Grade levels or age groups
   1.10.1 as indicated by author or publisher
   1.10.2 as indicated by the analyst

1.11 Academic status specified
   ___ gifted
   ___ average
   ___ slow learner
   ___ all students
   ___ not specified

1.12 Educational time block specified
   ___ single lesson
   ___ unit or mini-course
   ___ semester or term
   ___ year-long course
   ___ other
   ___ not specified

1.13 Population characteristics specified

1.14 Community acceptance
   1.14.1 Biases towards groups specified
       ___ sex roles
       ___ racial background
       ___ cultural background
       ___ regional background
       ___ national background

1.14 Name of group 1
   Name of group 2
   Coefficient of Evaluation

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1.15 Source

Material in the second
language developed abroad
without adaption for use
in Australia.

Material translated from
English into the second
language without adaption.

Material translated and
rewritten in the second
language so as to be more
suitable for the target
population.

Material in the second
language written especially
for ethnic Australian needs.

Material in the second
language written for
Australian needs.

Material in the English
language developed abroad,
and depicting aspects of
other cultures or containing
the content of various other
school subjects.

Material in the English
language developed in
Australia, and depicting
aspects of other cultures or
containing the content of
various other school subjects.

other

(specify)
### 1.16 Teacher training

#### 1.16.1 Extent of specified in-service training necessary to master content of the material

- very extensive training necessary
- quite extensive training necessary
- slight training necessary
- little training necessary
- no training necessary
- not specified

#### 1.16.2 Extent of specified in-service training necessary to master suggested teaching methods in the material

- very extensive training necessary
- quite extensive training necessary
- slight training necessary
- little training necessary
- no training necessary
- not specified

#### 1.16.3 Nature of specified in-service teaching training

(specify)
### 1.17 Preparation

#### 1.17.1 extent of specified out-of-classroom preparation necessary

- very extensive preparation necessary
- quite extensive preparation necessary
- slight preparation necessary
- little preparation necessary
- no preparation necessary
- not specified

#### 1.17.2 nature of specified out-of-classroom preparation necessary

### 1.18 Physical description

#### 1.18.1 characteristics of physical description

#### 1.18.2 aesthetic quality of presentation

- excellent quality
- good quality
- fair quality
- poor quality
- very poor quality
1.18.3 Technical quality of presentation

- excellent quality
- good quality
- fair quality
- poor quality
- very poor quality

1.19 Material development

1.19.1 Institution or agency:
Type responsible for development of the materials:

- federal
- state
- school
- university
- college of advanced education
- private non-profit
- commercial
- not specified
- other

1.19.2 Affiliation
Nature of author's or authors', developer's or developers' teaching experience, educational and professional affiliations

1.19.3 Origin
Nature of circumstances responsible for material development
1.19.4 funding characteristics: nature of sources, length, amount

1.19.5 dissemination: nature of extent undertaken by author or authors, developer or developers, and publisher to teachers, schools, state departments, tertiary institutions and the public
## 2. Rationale, Research and Development

### 2.1 Rationale

#### 2.1.1 nature of author's explanation

#### 2.1.2 clarity of specification

- very clear
- quite clear
- fairly clear
- obscure
- very obscure
- not specified

### 2.2 Research and Development

#### 2.2.1 nature of validation and pilot trialling specified

#### 2.2.2 nature of learner-based revision specified

#### 2.2.3 nature of reference groups, materials and locations involved
3. Goals

3.1 General Goals

3.1.1 Nature of general goals the author intends the learner to achieve

3.1.2 Type of specification

- specified
- not specified

3.1.2.1 Nature of cognitive goals presented in the material: memory, comprehension, application, analysis, synthesis, evaluation

3.1.2.2 Nature of affective goals presented in the material: receiving, responding, valuing, organisation, characterisation
3.2 Objectives

3.2.1 specific objectives

3.2.1.1 nature of specific objectives of each component part, chapter or lesson of the material the author intends the learner to achieve

3.2.1.2 type of specification

- specified
- not specified

3.2.1.3 nature of description

- stated in behavioural or performance terms
- not stated in behavioural or performance terms

3.2.2 category

nature of behavioural or performance objectives presented in the material: what a learner must demonstrate to achieve an objective; conditions of the demonstration; and the extent to which a learner's performance relates to behavioural changes
## 4.1 Characteristics of the Material

### 4.1.1 Forms

Component materials included in the package

- [ ] readers
- [ ] textbooks
- [ ] nonconsumable workbooks
- [ ] consumable workbooks
- [ ] nonconsumable activity book or sheets
- [ ] consumable activity book or sheets
- [ ] manuals
- [ ] audio
- [ ] visual
- [ ] audiovisual
- [ ] other

set of

### 4.1.2 Reality Status

- [ ] fact
- [ ] fiction

### 4.1.3 Currency

Nature of temporal references

- [ ] past (historical)

(specify)
<table>
<thead>
<tr>
<th>4.1.4 semantic emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ anthropological</td>
</tr>
<tr>
<td>□ economic</td>
</tr>
<tr>
<td>□ geographical</td>
</tr>
<tr>
<td>□ historical</td>
</tr>
<tr>
<td>□ philosophical</td>
</tr>
<tr>
<td>□ political</td>
</tr>
<tr>
<td>□ psychological</td>
</tr>
<tr>
<td>□ scientific</td>
</tr>
<tr>
<td>□ sociological</td>
</tr>
<tr>
<td>□ social psychological</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.1.5 linguistic characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1.5.1 usage</td>
</tr>
<tr>
<td>□ first language only</td>
</tr>
<tr>
<td>□ bilingual</td>
</tr>
<tr>
<td>□ second language only</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.1.5.2 nature characteristics of language or languages used</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>4.1.5.3 content</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ standard: uses second language. material understood by most world-wide speakers</td>
</tr>
</tbody>
</table>

(specify)
4.1.6.1.1 level

beginner: material designed for learners with no or limited experience in the second language

dialect: 

--r-----

second languagematerial

cultural characteristic of a region

uses second language material of unacceptable linguistic standards in morphology, syntax, and overall standard content.

characteristic: uses words or phrases in second language material characteristic of a particular ethnic group, have no equivalents in the language used by other ethnic groups, nor are they translatable.

4.1.6.1 level

intermediate: material designed for learners with some experience in the second language
advanced: material designed for learners fluent in the second language

4.1.6.2 characteristics

4.2 Scope

4.2.1 contents

4.2.1.1 description of contents of learner materials: list of topic, chapter, thematic categories; description of the contents of these categories in detail; relative emphases given to different aspects of the subject matter in quantitative terms

4.2.1.2 description of contents of teacher materials: list of topic, chapter, thematic categories; description of the contents of these categories in detail; relative emphases given to different aspects of the subject matter in quantitative terms

4.1.6.2 (specify)

4.2.1.1 (specify)

4.2.1.2 (specify)
4.2.3 coverage

4.2.3.1 nature of treatment of material

- extensive: a variety of short materials
- intensive: a few materials treated intensively

4.2.3.2 clarity of coverage of material

- very clear
- quite clear
- fairly clear
- obscure
- very obscure

4.2.3.3 number of times material is to be covered

- once
- twice
- several times

4.2.3.4 all material required to be covered for a satisfactory experience

- yes
- no

4.2.3.5 supplementary materials

4.2.3.5.1 specification

- required
- recommended
- supplied
- not specified

4.2.3.5.2 nature of description
4.3 Sequence

4.3.1 Order

Order in which learners must use the material

- Based upon chronological
- Movement from concrete to abstract, increasing complexity or difficulty
- Breaking down of complex ideas into their component parts
- Principles of programmed instruction: tasks subdivided into very small steps and sequenced
- A developmental view of the learning process: timing student engagement in various learning (cognitive, affective) tasks based on estimates of readiness

4.3.2 Entry and exit points

4.3.2.1 Starting point within the sequence

- Same for each student
- Different for each student

4.3.2.2 Determination of starting point

- By learner
- By teacher
- By material
## 4.3.2.3 Basis for determining starting point

- Prior knowledge
- Interests
- Test scores
- Other

## 4.3.2.4 Course within sequence

- Same for each student
- Different for each student

## 4.3.2.5 Determination of the sequence

- By learner
- By teacher
- By material

## 4.3.2.6 Basis for determining the sequence

- Performance on preceding tasks
- Interests
- Other

## 4.3.2.7 Optional sequences available

- Open-ended alternatives
- Branching: alternative sequence based upon interests, learning style, flexible objectives, or anticipated difficulties
recycling: learner assistance by repetition until mastery is achieved.”

not specified
5. Methods

5.1 Recommendations for use

5.1.1 nature of description specified

5.1.1.1 teaching methods

5.1.2 clarity of description of methods

- very clear
- quite clear
- fairly clear
- obscure
- very obscure
- not specified

5.1.3 type of description

- comprehensive
- not comprehensive
- not specified

5.1.4 location of description within the material

5.2 Type of learning environment

5.2.1 location for which the material is designed

- classroom
- elsewhere
5.2.2 Activity grouping intended

<table>
<thead>
<tr>
<th>Option</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>individual learner</td>
<td></td>
</tr>
<tr>
<td>learners arranged in small groups of mixed ability</td>
<td></td>
</tr>
<tr>
<td>learners arranged in small groups of similar ability</td>
<td></td>
</tr>
<tr>
<td>learners arranged in class groups of mixed ability</td>
<td></td>
</tr>
<tr>
<td>learners arranged in class groups of similar ability</td>
<td></td>
</tr>
<tr>
<td>learners arranged in groups, but the sizes and abilities of groups unspecified</td>
<td></td>
</tr>
<tr>
<td>other</td>
<td>(specify)</td>
</tr>
</tbody>
</table>

5.3 Nature of interaction

Contacts prompted in the learning approach adopted

<table>
<thead>
<tr>
<th>Option</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>teacher-to-learner action</td>
<td></td>
</tr>
<tr>
<td>resource material-to-learner action</td>
<td></td>
</tr>
<tr>
<td>teacher-learner interaction</td>
<td></td>
</tr>
<tr>
<td>teacher-learner and learner-learner interaction</td>
<td></td>
</tr>
<tr>
<td>resource material-learner interaction</td>
<td></td>
</tr>
<tr>
<td>teacher-learner-resource material interaction</td>
<td></td>
</tr>
</tbody>
</table>

5.4 Teacher and learner roles

Initiation intended

<table>
<thead>
<tr>
<th>Option</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>by learner</td>
<td></td>
</tr>
<tr>
<td>by teacher</td>
<td></td>
</tr>
<tr>
<td>by other</td>
<td></td>
</tr>
</tbody>
</table>

(specify)
5.5 Teaching approach

5.5.1 Second language materials:

- types identified

  - grammar-translation (indirect) method
  - cognitive code
  - direct method
  - audio-lingual method
  - audio-visual method
  - natural approach
  - total physical response
  - suggestopedia
  - the silent way
  - counselling-learning
  - eclectic approach
  - other

5.5.2 Nature of teaching approach or approaches identified

(specify)
### 5.6 Learning approach

#### 5.6.1 Types identified

<table>
<thead>
<tr>
<th>Method</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Didactic instruction</td>
<td>Contents presented to the learner through lecture and verbal presentations</td>
</tr>
<tr>
<td>Programmed instruction</td>
<td>Tasks subdivided into very small steps and sequenced to minimise errors</td>
</tr>
<tr>
<td>Discussion and questioning methods</td>
<td></td>
</tr>
<tr>
<td>Practice and drill methods</td>
<td></td>
</tr>
<tr>
<td>Viewing, listening, answering methods</td>
<td></td>
</tr>
<tr>
<td>Problem-solving, heuristic and discovery methods</td>
<td>Helping learners to find out a fact known to the teacher</td>
</tr>
<tr>
<td>Inquiry methods</td>
<td>Setting a task for learners to solve through their own initiatives</td>
</tr>
<tr>
<td>Methods to develop creativeness</td>
<td></td>
</tr>
<tr>
<td>Role-playing, simulation and games</td>
<td></td>
</tr>
<tr>
<td>Experiential</td>
<td>Providing experiences from which learners will learn different things</td>
</tr>
<tr>
<td>Eclectic</td>
<td></td>
</tr>
</tbody>
</table>

#### 5.6.2 Nature of learning approach or approaches identified

5.6.2 (Specify)
6. Outcomes

6.1 Responses

6.1.1 responses

6.1.1.1 nature of intended responses the
author expects the learner to express

6.1.1.2 type of specification

___ specified
___ not specified

6.1.2 categories

6.1.2.1 nature of cognitive responses the
author expects the learner to express

6.1.2.2 nature of affective responses the
author expects the learner to express

6.1.1.1 (specify)

6.1.1.2

6.1.2.1 (specify)
6.1.3 method of presentation of material

6.1.3.1 verbal transmission
- aural (listened to)
- oral (spoken about)
- graphic (read)
- graphic (written about)

6.1.3.2 non-verbal transmission
- pictorial
- kinesic
- tactile
- olfactory

6.1.4 method of response to material

6.1.4.1 verbal transmission
- aural (listened to)
- oral (spoken about)
- graphic (read)
- graphic (written about)

6.1.4.2 non-verbal transmission
- pictorial
- kinesic
- tactile
- olfactory

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6.2 Outcomes

6.2.1 cognitive

6.2.1.1 second language materials

6.2.1.1.1 types of skills predicted through use of the material in instruction

- listening
- speaking
- reading
- writing

6.2.1.1.2 categories

nature of skills presented in the material

6.2.1.1.2.1 configurational sequence

- sight vocabulary: word recognition
- structural analysis: perception of derived words

6.2.1.1.2.2 graphophonics sequence

- phonics: letter recognition, blending, digraphs
- syllabification

6.2
6.2.1.2.3 syntactic transformations: sentence patterns

6.2.1.2.4 semantic operators

- non-verbal operators: gestural, expressional and situational cues

- lexical operators: words, phrases and idioms with complex associations and usage rules

- grammatical operators: syntactic and morphological rules and structures

- intonational operators: patterns of pitch, stress or juncture

6.2.1.2.3 (specify)

6.2.1.2.4 (specify)

(specify)

(specify)

(specify)

(specify)
6.2.1.2 Bicultural materials

6.2.1.2.1 Type of skills predicted through use of the material in instruction

- Facts
- Concepts
- Generalisations
- Structures
- Theories
- Major processes

6.2.1.2.2 Categories nature of each skill presented including emphasis, learner uses stated, and attributes within each discipline

- Anthropology (specify)
- Economics (specify)
- Geography (specify)
<table>
<thead>
<tr>
<th>Subject</th>
<th>(specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td></td>
</tr>
<tr>
<td>Philosophy</td>
<td></td>
</tr>
<tr>
<td>Political Science</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td></td>
</tr>
</tbody>
</table>
6.2.2 affective

6.2.2.1 type of value positions predicted through use of the material in instruction

--- indoctrination
--- clarification
--- analysis
--- commitment

6.2.2.2 categories nature of each value position presented, including emphasis, learner uses stated, and attributes within each

--- literary themes

6.2.2.3

--- cultural identification

(specify)
motivational attitudes for second language learning

cognitive style (specify)
### Evaluation

#### 7. Specification

**7.1.1** types of evaluation designs specified
- [ ] written tests
- [ ] oral tests
- [ ] written inventories
- [ ] oral inventories
- [ ] written exercises
- [ ] oral exercises
- [ ] activities to be assessed by observation
- [ ] not specified
- [ ] other

**7.1.2** nature of evaluation designs specified

#### 7.2 Purpose

- [ ] achievement
- [ ] mastery
- [ ] diagnostic
- [ ] screening

---

**7.1**

**7.1.1**

**7.1.2 (specify)**

**7.2**

**7.2 (specify)**
### 7.3 Outcomes

#### 7.3.1 Outcomes specified in cognitive tests
- knowledge
- comprehension
- application
- analysis
- synthesis
- evaluation

#### 7.3.2 Outcomes specified in affective inventories
- receiving
- responding
- valuing
- organisation
- characterisation

### 7.4 Means

#### 7.4.1 Assessment form applied
- criterion-referenced
- norm-referenced

#### 7.4.2 Type specified
- teacher-made
- standardised
7.4.3 technique applied

7.4.3.1 objective

- multiple-choice items
- true-false items
- simple recall items
- matching items
- rank-order items

7.4.3.2 completion

- cloze procedures

7.4.3.3 extended

- short answer procedures
- essays

7.4.3.4 performance

- rankings
- checklists
- rating scales
- anecdotal records

7.4.4 reporting student evaluation

7.4.4.1 form of tabulation specified

7.4.4.2 uses of results specified
8. Contingencies and Congruences

8.1 Contingencies

8.1.1 Set of materials
	nature of contingencies between antecedents, transactions and outcomes

8.1.2 Program

nature of contingencies between antecedents, transactions and outcomes

8.2 Congruences

nature of congruences between program and set of materials.
### 9. Assessment and Recommendations

#### 9.1 Summary comments

**9.1.1 suitability**

- **9.1.1.1 Material for use with learners from non-English speaking backgrounds**
  - continuous bilingual education
  - initial bilingual education
  - community language education
  - bicultural education

- **9.1.1.2 Material for use with all learners**
  - bilingual education
  - community language education
  - bicultural education

**9.1.2 additional assessments**

**9.1 (specify)**
### Background Characteristics

#### 10.1 Policies

**10.1.1 The Community**

Success in use with the resource material is likely in communities with the following characteristics:

<table>
<thead>
<tr>
<th>Type and size</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>urban (above 100,000)</td>
<td></td>
</tr>
<tr>
<td>suburban (above 100,000)</td>
<td></td>
</tr>
<tr>
<td>urban (25,000 to 100,000)</td>
<td></td>
</tr>
<tr>
<td>suburban (25,000 to 100,000)</td>
<td></td>
</tr>
<tr>
<td>urban (1,000 to 25,000)</td>
<td></td>
</tr>
<tr>
<td>urban (below 1,000)</td>
<td></td>
</tr>
<tr>
<td>rural</td>
<td></td>
</tr>
</tbody>
</table>

**10.1.2 Socio-economic stratification**

- professional, technical and related workers
- administrative, executive, managerial workers
- clerical and related workers
10.1.1.2.1 Social mobility: degree of social mobility in the community
- mobile
- static
- both mobile and static
10.1.1.2.2 Attitudes in the community
- conservative
- liberal
- radical
10.1.1.3 Ethnic composition
- Australia
- Austria
- Britain
- Czechoslovakia
- Germany (German Democratic Republic and Federal Republic of Germany)
- Greece
1. Ethnic communities:
   Success dependent upon support from ethnic communities
   - yes
   - no

2. Community conflict
   Likelihood of materials causing conflict between Anglo-Australians and an immigrant group.
   - unlikely
   - possibly
   - likely

3. Educational Practices
4. Schooling and the School
5. Student body
6. Characteristics
   Nature of learner characteristics for success with the resource material.
7. Socio-economic level
   - upper
   - middle
   - lower

(specify)
### Social Characteristics

(specify)

### Ethnic Characteristics

(specify)

<table>
<thead>
<tr>
<th>Groupings:</th>
<th>size of activity groupings for success with the resource material</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>individual learner</td>
</tr>
<tr>
<td></td>
<td>learners arranged in small groups of mixed ability</td>
</tr>
<tr>
<td></td>
<td>learners arranged in small groups of similar ability</td>
</tr>
<tr>
<td></td>
<td>learners arranged in class groups of mixed ability</td>
</tr>
<tr>
<td></td>
<td>learners arranged in class groups of similar ability</td>
</tr>
<tr>
<td></td>
<td>learners arranged in groups, but the sizes and abilities of groups unspecified</td>
</tr>
<tr>
<td></td>
<td>other</td>
</tr>
<tr>
<td></td>
<td>(specify)</td>
</tr>
</tbody>
</table>
10.2.1.2
Purpose
Purpose to which the resource material best relates.

- general education
- preparation for further education
- training in specific skills

10.2.1.3
Curriculum

10.2.1.3.1
Organization
Types of organization in which the resource material would be successful.

- separate subject areas
- integrated approach across subject area lines
- study by major topics

10.2.1.3.2
Immigrant education
Relationship between this resource material and other resource materials used in K-12 immigrant education curriculum.

- well related
- somewhat related
- unrelated

10.2.2
Resources

10.2.2.1
Staff
Personnel important for successful use of this resource material.

- art
- commercial subjects
- English
home arts and crafts
mathematics
modern languages
music
physical education
sciences
social sciences
technical subjects
guidance
media
special education
student counsellor
aide
outside volunteer
administrative position
other

Space
Amount of space to conduct class activities when using this resource material.

normal space
moderately more than normal space
a great deal of space
Facilities
Facilities needed when using this resource material.

- classroom display
- school library
- audiovisual service
- no facilities needed
- other

(specify)

Equipment
Equipment needed when using this resource material.

- language laboratories
- tape and cassette recorders
- record players
- television sets
- radio receivers
- overhead projectors
- slide projectors
- strip projectors
- movie projectors
- epidiascopes
- no equipment needed
- other

(specify)
Program Practices

10.3.1
The Teachers:
A teacher experiencing success with this resource material is likely to show the following characteristics.

10.3.1.1 Cultural characteristics

10.3.1.1.1 Cultural background

10.3.1.1.2 Cultural attitudes

10.3.1.2 Language skills:
Teacher's level of competency for instructional use of this resource material

10.3.1.2.1 Extent of understanding a conversation in the second language

- yes, very well
- yes, quite well
- yes, a little
- yes, but only poorly
- no, not at all

(specify)
<table>
<thead>
<tr>
<th>10.3.1.2.2</th>
<th>Extent of taking part in a conversation in the second language</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>yes, very well</td>
</tr>
<tr>
<td></td>
<td>yes, quite well</td>
</tr>
<tr>
<td></td>
<td>yes, a little</td>
</tr>
<tr>
<td></td>
<td>yes, but only poorly</td>
</tr>
<tr>
<td></td>
<td>no, not at all</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10.3.1.2.3</th>
<th>Extent of reading in the second language</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>yes, very well</td>
</tr>
<tr>
<td></td>
<td>yes, quite well</td>
</tr>
<tr>
<td></td>
<td>yes, a little</td>
</tr>
<tr>
<td></td>
<td>yes, but only poorly</td>
</tr>
<tr>
<td></td>
<td>no, not at all</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10.3.1.2.4</th>
<th>Extent of writing in the second language</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>yes, very well</td>
</tr>
<tr>
<td></td>
<td>yes, quite well</td>
</tr>
<tr>
<td></td>
<td>yes, a little</td>
</tr>
<tr>
<td></td>
<td>yes, but only poorly</td>
</tr>
<tr>
<td></td>
<td>no, not at all</td>
</tr>
</tbody>
</table>

| 10.3.1.3 | Teacher training and experience |

<table>
<thead>
<tr>
<th>10.3.1.3.1</th>
<th>Teacher training extent of in-service training necessary to teach this resource material successfully</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>very extensive training necessary</td>
</tr>
<tr>
<td></td>
<td>quite extensive training necessary</td>
</tr>
</tbody>
</table>
### 10.3.1.3.2

**Teaching experience**

*Extent of teaching experience to teach this resource material successfully*

- **very extensive experience necessary**
- **quite extensive experience necessary**
- **slight experience necessary**
- **little experience necessary**
- **no experience necessary**

### 10.3.1.4

**Approach to teaching**

*Approach adopted by teacher most appropriate for success in using this resource material*

- strong attachment to orderly procedures
- attachment to orderly procedures
- attachment to both orderly and flexible procedures
- attachment to flexible procedures
- strong attachment to flexible procedures

### 10.3.2

**The Learners:**

*a learner experiencing success with this resource material is likely to show the following characteristics*

#### 10.3.2.1

**Cultural characteristics**

#### 10.3.2.1.1

**Cultural background** (specify)
10.3.2.1.2 Cultural attitudes

10.3.2.2 Language characteristics:
language background

10.3.2.3 Abilities

10.3.2.3.1 Cognitive domain:
areas in which the learner should show competence to use this resource material successfully

- knowledge
- comprehension
- application
- analysis
- synthesis
- evaluation

10.3.2.3.2 Affective domain:
the effect of success with this resource material upon the learner's attitudes

10.3.2.3.2.1 Toward self

- definitely not make a difference
- unlikely to make a difference
- no identifiable difference
likely to make a difference

definitely will make a difference

10.3.2.3.2.2 Toward others

definitely not make a difference

unlikely to make a difference

no identifiable difference

likely to make a difference

definitely will make a difference

10.3.2.3.2.3 Toward change

definitely not make a difference

unlikely to make a difference

no identifiable difference

likely to make a difference

definitely will make a difference
### Decision Making Characteristics

1. Contextual Constraints

1.1 Policies

1.1.1 The Community: characteristics of the school's local community

1.1.1.1 Type and size

- Urban (above 100,000 people)
- Suburban (above 100,000 people)
- Urban (25,000 to 100,000 people)
- Suburban (25,000 to 100,000 people)
- Urban (1000 to 25,000 people)
- Urban (below 1000 people)
- Rural

1.1.1.2 Socio-economic stratification

- Professional, technical and related workers
- Administrative, executive, managerial workers
- Clerical and related workers
- Sales workers
- Craftsmen, foremen and related workers
<table>
<thead>
<tr>
<th>Laborer Groups</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(non-farm)</td>
<td></td>
</tr>
<tr>
<td>Private household workers</td>
<td></td>
</tr>
<tr>
<td>Other service workers</td>
<td></td>
</tr>
<tr>
<td>Farm owners and managers</td>
<td></td>
</tr>
<tr>
<td>Farm laborers and foremen</td>
<td></td>
</tr>
</tbody>
</table>

1.1.1.3 Ethnic composition

- Australia
- Austria
- Britain
- Czechoslovakia
- Germany (German Democratic Republic and Federal Republic of Germany)
- Greece
- Hungary
- Italy
- Netherlands
- Poland
- Yugoslavia
- Other (specify)
1.1.1.4 Ethnic Groups: connections with the school

1.1.1.4.1 relationships with the school (specify)

1.1.1.4.2 attitudes towards the school (specify)

1.1.1.4.3 support for successful implementation of this resource material (specify)

1.1.2 Governmental Policies

1.1.2.1 Inputs
Inputs involve demands and supports from the environment to the political system thereby affecting governmental policies.

1.1.2.1.1 Demands
Demands are inputs lobbied by an interest group. Select the types of demands concerned with resource materials for immigrant education made directly or indirectly by the school. Specify the nature and extent of each demand selected.
allocation of resource materials to the school

allocation of services to provide resource materials to the school

regulation of distribution of resource materials to the school

participation in the selection of resource materials for use in the school

(specify)
communication of information concerning the provision, distribution and selection of resource materials for use in the school

1.1.2.1.2 Supports
Supports provide resources which enable a government to carry out demands.
Select the types of supports concerned with resource materials for immigrant education made directly or indirectly by the school. Specify the nature and extent of each support selected.

---

specify) provision of resource materials to use in the school in response to government policy

---

deference by school personnel to regulations concerning provision, distribution and selection of resource materials for use in the school

(specify)
participatory support given by school personnel to provision, distribution and selection of resource materials for use in the school

attention paid by school personnel to government communications regarding resource materials for use in the school

1.1.2.2 Outputs
Outputs involve transactions from the political system to the social environment which may or may not be in response to demands. Select the types of outputs concerned with resource materials for immigrant education made directly or indirectly to the school. Specify the nature and extent of each output selected.

extractive output:
provision of finances through government grants for purchase of resource materials for use in the school

(specify)
regulatory output: specifications regulating uses to which resource materials may be put in the school

allocative output: processes for distribution of resource materials for use in the school

symbolic output: governmental statements of policy concerning resource materials for use in the school
Educational Practices

Schooling and the school

Student body

Characteristics
Nature of learners who are using, or intend to use, this resource material.

Socio-economic level

- upper
- middle
- lower

Social characteristics

(specify)

Ethnic characteristics

(specify)

Groupings
Size of activity groupings using, or intending to use, the resource material.

- individual learner
- learners arranged in small groups of mixed ability
1.2.1.2

**Purpose**

Purpose for which the resource material is being used, or intended to be used, in the school.

- general education
- preparation for further education
- training in specific skills

1.2.1.3

**Curriculum**

1.2.1.3.1

**Organization**

Types of organization in which the resource material is being used, or intended to be used, in the school.

- separate subject areas
- integrated approach across subject area lines
- study by major topics
1.2.1.3.2 Immigrant education: position of immigrant education within the school's curriculum

1.2.1.4 Schedule

1.2.1.4.1 Length of school year: characteristics in terms of weeks of continuous instruction in the school

1.2.1.4.2 Divisions of the year in the school timetable:

- single lesson
- unit or mini-course
- term
- semester
- year-long course
- other

(specify)
1.2.1.5 Developmental activities
Activities and their support to which teachers using, or intending to use, this resource material have attended. Specify the relationship, if any, of the activity to the immigrant education program offered by the school.

1.2.1.5.1 Inservice teacher development programs run by the Centre for Continuing Education of Teachers (specify)

1.2.1.5.2 Curriculum and staff development
- senior staff development program (specify)

- regional and state drawn activities (specify)

- school improvement projects (specify)
1.2.1.5.3 Support for developmental activities granted
- relief teachers
- reimbursement of expenses

1.2.1.6 Evaluation and reporting

1.2.1.6.1 Reporting
Student performance
Nature and extent of evaluation and reporting of performance by learners in relation to their use of this resource material in the school.

1.2.1.6.2 Curriculum evaluation
Nature and extent of evaluation and reporting of this resource material in relation to other resource materials being used in the K-12 curriculum in the school.

(specify)
1.2.2

Resources

1.8.2.1

Staff

Personnel important for successful use, or intended use, of this resource material in the school.

- art
- commercial subjects
- English
- home arts and crafts
- mathematics
- modern languages
- music
- physical education
- sciences
- social sciences
- technical subjects
- guidance
- media
- special education
- student counsellor
- aide
- outside volunteer
- administrative position
- other

(specify)
1.2.2.2 Space
Amount of space to conduct class activities when using or intending to use this resource material in the school.

- normal space
- moderately more than normal space
- a great deal of space

1.2.2.3 Facilities
Facilities needed when using or intending to use this resource material in the school.

- classroom display
- school library
- audiovisual service
- no facilities needed
- other

(specify)

1.2.2.4 Equipment
Equipment needed when using or intending to use this resource material in the school.

- language laboratories
- tape and cassette recorders
- record players
- television sets
- radio receivers
- overhead projectors
- slide projectors
- strip projectors
movie projectors
epidiascopes
no equipment needed
other

1.2.2.5
Community involvement
Bodies or activities that have been involved in the use of this resource material in the school:

co-operating institutions (e.g. churches, civic organizations, etc.)
specialists (e.g. community leaders, parents, etc.)
extra-curricular activities
other

(specify)

1.2.2.6
Budget
Characteristics of budgeting priority in implementing, or continuing use, if implemented, of this resource material in the school.

(specify)
1.2.3 Administration

1.2.3.1 Contract regulations for immigrant education teaching staff.
Conditions that apply to personnel in the school.

(specify)

1.2.3.2 Additional activities for teaching staff.
Select those arrangements that apply to teachers of immigrant education in the school.

- arrangements concerning materials review
- trial use of materials
- program planning
- other

(specify)

1.2.3.3 Public involvement in school decisions.
Involvement that effects the immigrant education program in the school.

(specify)
1.3 Program Practices

1.3.1 The Instructional Programs

1.3.1.1 Overall program of instruction: description of the design of the programs in the school

1.3.1.2 Immigrant education components of the program: description of design of immigrant education program in the school

1.3.1.3 Congruences between overall program and immigrant education components of the program

1.3.2 The Teachers
Characteristics shown by a teacher experiencing success with this resource material in the school
1.3.2.1 Cultural characteristics.
1.3.2.1.1 Cultural background.
1.3.2.1.2 Cultural attitudes.

1.3.2.2 Language skills
The levels of competency a teacher must have reached for successful instructional use of this resource material in the school.

1.3.2.2.1 Extent of understanding a conversation in the second language

- yes, very well
- yes, quite well
- yes, a little
- yes, but only poorly
- no, not at all

1.3.2.2.2 Extent of taking part in a conversation in the second language

- yes, very well
- yes, quite well
- yes, a little
- yes, but only poorly
- no, not at all
<table>
<thead>
<tr>
<th>1.3.2.2.3</th>
<th>Extent of reading in the second language</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ yes, very well</td>
<td></td>
</tr>
<tr>
<td>___ yes, quite well</td>
<td></td>
</tr>
<tr>
<td>___ yes, a little</td>
<td></td>
</tr>
<tr>
<td>___ yes, but only poorly</td>
<td></td>
</tr>
<tr>
<td>___ no, not at all</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.3.2.2.4</th>
<th>Extent of writing in the second language</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ yes, very well</td>
<td></td>
</tr>
<tr>
<td>___ yes, quite well</td>
<td></td>
</tr>
<tr>
<td>___ yes, a little</td>
<td></td>
</tr>
<tr>
<td>___ yes, but only poorly</td>
<td></td>
</tr>
<tr>
<td>___ no, not at all</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.3.2.3</th>
<th>Teacher training and experience</th>
</tr>
</thead>
</table>

**1.3.2.3.1 Teacher training**

Extent of in-service training necessary to teach this resource material successfully in the school.

<table>
<thead>
<tr>
<th>very extensive training necessary</th>
</tr>
</thead>
<tbody>
<tr>
<td>quite extensive training necessary</td>
</tr>
<tr>
<td>slight training necessary</td>
</tr>
<tr>
<td>little training necessary</td>
</tr>
<tr>
<td>no training necessary</td>
</tr>
</tbody>
</table>

**1.3.2.3.2 Teaching experience**

Extent of teaching experience necessary to teach this resource material successfully in the school.

<table>
<thead>
<tr>
<th>very extensive experience necessary</th>
</tr>
</thead>
<tbody>
<tr>
<td>quite extensive experience necessary</td>
</tr>
</tbody>
</table>
1.3.3. Approach to teaching

Approach adopted by the teacher appropriate for achieving success in using this resource material in the school.

- strong attachment to orderly procedures
- attachment to orderly procedures
- attachment to both orderly and flexible procedures
- attachment to flexible procedures
- strong attachment to flexible procedures

1.3.3. The Learners

Characteristics shown by a learner experiencing success with this resource material in the school.

1.3.3.1. Cultural characteristics

1.3.3.1.1. Cultural background

1.3.3.1.2. Cultural attitudes

(specify)
1.3.3.3

Language characteristics:
language background

1.3.3.3.1

Abilities
Cognitive domain
Areas in which a learner should show competence to use this resource material successfully in the school.

- knowledge
- comprehension
- application
- analysis
- synthesis
- evaluation

1.3.3.3.2

Affective domain:
the effects of success with this resource material in the school upon a learner's attitudes

1.3.3.2 Toward self

- definitely not make a difference
- unlikely to make a difference
- no identifiable difference
- likely to make a difference
- definitely will make a difference
1.3.3.2.2 Toward others

- definitely not make a difference
- unlikely to make a difference
- no identifiable difference
- likely to make a difference
- definitely will make a difference

1.3.3.2.3 Toward change

- definitely not make a difference
- unlikely to make a difference
- no identifiable difference
- likely to make a difference
- definitely will make a difference

2. Decision Issues

2.1 Alternative courses
Select those courses, users of resource materials for immigrant education programs in the school have decided to adopt, or are likely to adopt.

- continue to use existing resource materials in existing programs
- select and purchase resource materials best suited to pupil population characteristics, teacher characteristics, and overall approach to instruction
Alternative courses and this resource material
Select the course which best fits the use to which this resource material is put, or is likely to be put in the school's immigrant education program.

Congruence in use
Specify congruences between the course adopted, or to be adopted, and the course which best fits the use to which this resource material is put, or is likely to be put, in the school's immigrant education program.
3. Implementation Strategies

3.1 The Resource Material

3.1.1 Strategy pattern
Nature of pattern of strategy use specified by the author.

3.1.2 Effectiveness

3.1.2.1 Extent of effectiveness
Extent to which the resource material could be taught in the school given the author's pattern of strategy use has been adopted, or is likely to be adopted.

- yes, without any modifications
- yes, with minor modifications
- yes, with some modifications
- yes, with major modifications
- no, not on any account

3.1.2.2 Nature of modifications
Describe the nature and extent of any modifications.

(specify)
3.2 The Program

3.2.1 Teaching approach

3.2.1.1 Teaching approach for second language instruction
Select the teaching approach or approaches most appropriate to implementation of this resource material in the immigrant education program in the school.

- grammar-translation (indirect) method
- cognitive code
- direct method
- audio-lingual method
- audio-visual method
- natural approach
- total physical response
- suggestopedia
- the silent way
- counseling-learning
- eclectic approach
- other

(specify)
3.2.2 Learning approach

3.2.2.1 Nature

Select the learning approach or approaches most appropriate to implementation of this resource material in the immigrant education program in the school:

- **didactic instruction**: contents presented to the learner through lecture and verbal presentations

- **programmed instruction**: tasks subdivided into very small steps and sequenced to minimize errors

- **discussion and questioning methods**

- **practice and drill methods**

- **viewing, listening, answering methods**

- **problem-solving, heuristic and discovery methods**: helping learners to find out a fact known to the teacher

- **inquiry methods**: setting a task for learners to solve through their own initiatives

- **methods to develop creativeness**

- **role-playing, simulation and games**

- **experiential**: providing experiences from which learners will learn different things

- **eclectic**
3.2.2.2 Characteristics
Major characteristics of the learning approach in which this resource material is to be, or will be, used.

(specify)

3.2.2.3 Student activity

- all students active
- some students active, whilst other students passive
- ranges from passive to active according to the student activity engaged
- all students passive
- other (specify)
3.2.2.5  Nature of interaction
Contacts prompted in the learning approach adopted, or to be adopted.

- teacher-to-learner action
- resource material-to-learner action
- teacher-learner interaction
- teacher-learner and learner-learner interaction
- resource material-learner interaction
- teacher-learner-resource material interaction
Summary of Decision Issues

Contextual constraints
Summarize factors that have been taken into account, or will need to be taken into account, in selecting an alternative course, or alternative courses, for using this resource material in the school. (specify)

Decision issues
Summarize factors that have been taken into account or will need to be taken into account, in establishing congruence between the use of this resource material and an alternative course, or alternative courses; adopted, or to be adopted, in the school. (specify)
Implementation strategies

Summarize factors that have been taken into account, or will need to be taken into account, in establishing congruence between an alternative course or alternative courses adopted, or to be adopted, and the implementation strategy adopted, or to be adopted, for using this resource material in the school.

Summary

Summarize the case in favour and in opposition to the use, or intended use, of this resource material in the school in terms of constraints, possible patterns of use and implementation strategies outlined.
Status in use
State the present status of use for this resource material in the immigrant education program in the school.

___ presently adopted
___ definitely to be adopted
___ likely to be adopted
___ possibly to be adopted
___ unlikely to be adopted
___ definitely not to be adopted
| 1.1 Title                                                                 |
| 1.2 Author or authors, developer or developers                           |
| 1.3 Publisher, Distributor                                              |
| 1.4 Address of Publisher, Distributor                                   |
| 1.5 Year of copyright                                                    |
| 1.6 Material medium or media                                             |
|   - print                                                                |
|   - transparencies                                                      |
|   - pictures (magnet board, flannelgraph board, plastigraph)            |
|   - posters (wall display)                                              |
|   - games                                                               |
|   - puzzles                                                             |
|   - sentence makers                                                     |
|   - flashcards                                                          |
|   - slides (epidiascope)                                                |
|   - filmstrips (epidiascope)                                            |
|   - slides (projector)                                                 |
|   - filmstrips (projector)                                              |
|   - films                                                               |
|   - audiostreames                                                        |
|   - records                                                             |
|   - videocassettes                                                      |
|   - other                                                               |
| set of                                                                 |
| set of                                                                 |
| set of                                                                 |
| set of                                                                 |
| set of                                                                 |
| set of                                                                 |
| set of                                                                 |
| set of                                                                 |
| set of                                                                 |
| set of                                                                 |
| set of                                                                 |
| set of                                                                 |
| (specify)                                                              |
### 1.8 Subject area or areas

- Commercial Studies
- Computer Science
- Early Childhood
- General Ability
- Home Economics
- Language Arts
- Mathematics
- Music
- Natural Sciences
- Physical Education
- Religious Education
- Second Languages
- Social Sciences
- Special Education
- Technology
- Other

(specify)
1.9 Curriculum role
   basic
   supplementary

1.10 Grade levels or age groups
   1.10.1 as indicated by author or publisher
   1.10.2 as indicated by analyst

1.11 Academic status specified
   __ gifted
   __ average
   __ slow learner
   __ all learners
   __ not specified

1.12 Educational time block specified
   __ single lesson
   __ unit or mini-course
   __ semester or term
   __ year-long course
   __ other
   __ not specified

1.13 Population characteristics specified

1.9 (specify)

1.10 (specify)

1.11 (specify)

1.12 (specify)

1.13 (specify)
1.14 Source

- Material developed abroad without adaptation for use in Australia.
- Material translated from English into the second language without adaptation.
- Material translated and rewritten in the second language so as to be more suitable for the target population.
- Material written especially for ethnic Australian needs.
- Other (specify):

1.15 Physical description

1.15.1 Characteristics of physical description

1.15.2 Aesthetic quality of presentation

- Excellent quality
- Good quality
- Fair quality
- Poor quality
- Very poor quality

1.15.3 Technical quality of presentation

- Excellent quality
- Good quality
- Fair quality
- Poor quality
- Very poor quality
1.16 Linguistic characteristics

1.16.1 usage

- first language only
- bilingual
- second language only

1.16.2 nature, characteristics of language or languages used

1.16.3 content

- standard: uses second language material understood by most world-wide speakers
- dialect: uses second language material characteristic of a region
- culturally charged: uses words or phrases in second language material characteristic of a particular ethnic group that have no equivalents in the language used by other ethnic groups, nor are they translatable
- unacceptable: uses second language material of unacceptable overall standards in linguistic content (morphology, syntax)
1.17 Language level

1.17.1 Level

beginner: material designed for learners with no or limited experience in the second language

intermediate: material designed for learners with some experience in the second language

advanced: material designed for learners fluent in the second language

1.17.2 Characteristics

1.18 Contents

1.18.1 Description of content of learner materials:
list of topic, chapter, thematic categories;
description of the contents of these categories in detail;
relative emphases given to different aspects of the subject matter in quantitative terms.

1.18.2 Description of content of teacher materials:
list of topic, chapter, thematic categories;
description of the contents of these categories in detail;
relative emphases given to different aspects of the subject matter in quantitative terms.