
**Applying the Context-Adaptive Model:
Evaluating a DEET funded
English Language Program.**

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* * * * *

Glossary

ALLP	Australian Language and Literacy Policy
AMEP	Adult Migrant English Program
ASLPR	Australian Second Language Proficiency Rating
CAM	Context Adaptive Model
CBD	Central Business District
CBT	Competency Based Training
CSWE	Certificate of Spoken and Written English
DSE	Directorate of Schools Education
ESL	English as a Second Language
ILCM	Interim Literacy Matrix
L1	First Language
L2	Second Language (English)
NEAS	National ELICOS Accreditation Scheme
NESB	Non English Speaking Background
NRS	National Reporting System
OLMA	Office of Labour Market Adjustment
SLA	Second Language Acquisition
TAFE	Technical and Further Education
TCF	Textile Clothing and Footwear

Introduction

Financially able governments around the world are embarking on major projects to retrain the growing numbers of unemployed. Education systems now dominated by 'market economy'-thinking government bodies holding the reigns on policy making and funding. It would appear from the writing of Bell and Goldstein (1995:21) that the situation in Australia is parallel to that of Canada. It is summarised in the words: "Many workers who have permanently lost their jobs in this current economic recession have been advised to upgrade their educational credentials and obtain new work skills. In these changing economic times, upgrading, training and 'lifelong learning' are seen by many to be the key to finding and keeping a good job."

This statement could easily be made about Australia, where the Federal Government is funding many types of training programs for the unemployed. The one being evaluated here is an English as Second Language (ESL) program funded by the Department of Employment Education and Training (DEET) for retrenched workers from the Textile Clothing and Footwear (TCF) industry. The program to be discussed is located at Victoria College, a registered private provider of education and training in Melbourne. Initially, the college offered English Language Intensive Courses for Overseas Students (ELICOS) accredited by an industry body, the National ELICOS Accreditation Scheme (NEAS). It has now broadened its scope to offer business and DEET funded courses. The evaluator has been closely connected to the program in the capacity of teacher, coordinator and (DEET) liaison officer.

* * * * *

The first chapter presents the historical background of language program evaluations. Reports on outcomes from closely related areas, are presented next, as relevant background literature.

The model chosen for the framework of this evaluation is the Context-Adaptive Model (CAM) (Lynch 1990). The second chapter leads to an evaluation design by adapting steps of the model to the evaluation context. It takes into consideration "such issues as the social and political basis and motivation for the language learning and teaching" (Lynch In press 94 13) which are important background to the evaluation.

The data collection design is presented in the third chapter with the thematic framework for the evaluation. The design has quantitative and qualitative data collected for separate audience goals. The fourth chapter shows how qualitative and quantitative data is collected from various sources. The qualitative data consists of post-course questionnaires; case studies and interviews. Quantitative data consists of Australian Second Language Proficiency Rating (ASLPR) results in the form of pre-course and post-course proficiency ratings for all the students and as well as a two-year charting of the four macro-skills for the case studies.

In the fifth chapter, the results are discussed and arguments for the validation of the data and methods are put forward in the sixth chapter. The evaluation conclusions can then be drawn from the different perspectives presented in the last chapter.

CHAPTER 1 Rationale for the evaluation

In this first chapter the rationale for the evaluation, the historical background of evaluations in applied linguistics and methods of reporting on course outcomes from other areas related to the program in question are outlined.

Rationale

Why do an evaluation?

In a time of funding cuts due to economic rationalism, if government money *is* being well spent, the information should not be kept in a bureaucratic bottom drawer, the black hole in Canberra where the ESL pro forma reports go. These are processed in a vacuum, far from students or programs. Biodata, immigration details, the student's identification number, the course, the entry and exit ASLPR results are 'data entry' for number crunching statisticians. Those ASLPR results are central to deciding if providers have students placed with them and whether at the end of the course outcomes are acceptable. This can affect whether a provider will be funded again. "Ideally, the purpose of evaluation should not just be to determine whether a project has been successful or unsuccessful in terms of end products alone." (Weir and Roberts 1994:63). The evaluation below, which gives more insight into the program and its outcomes, arises from the evaluator's concern that students are making gains and experiencing changes that DEET administrators do not hear about, because they fall outside the scope of the ASLPR results on which important decisions are based.

Aims

The aims of this thesis were:

- to report on language gains made during the program
- to describe the students' experience of the program
- to identify other outcomes of the program not assessed by the ASLPR

Methodology

The material informing the findings of this research was gathered from:

- a review of relevant literature
- a program evaluation using data collected from entry and exit ASLPR results, longitudinal ASLPR assessment, case studies and interviews.

Historical background of Evaluations in Applied Linguistics

Paradigms and Validity

What emerges from the literature on language program evaluation is the dominance of the paradigm question which involves choosing either a naturalistic or positivistic stance from which to develop a research methodology for the evaluation. This affects the validity of the results, the manner in which they are viewed and the research methods used to elicit the information, but also raises issues of validity in general.

To better understand its position in language program evaluation, validity can be defined from two opposing philosophical positions, broadly known as naturalistic and positivistic. From the naturalistic perspective, the evaluation would be carried out with as little interference as possible, while still making observations about the program. Validity here would have equally strict guidelines as would validity from the positivistic viewpoint, but differ in that there is no rigorous setting up of experiments and statistical analysis of data that determines the conclusions drawn. From the positivistic perspective, the evaluation would be set up as a scientific experiment with all necessary conditions in place for the results to be validated.

Central to the choice of paradigm are the assumptions made when a type of data and methodology are chosen, and the question arises of how it can be validated (Guba and Lincoln 1989). The naturalistic design emerges and evolves, with no attempt to control conditions or variables, as the evaluator's insight into the matter under investigation deepens. If one type of inquiry informs another, the resulting program evaluation design uses the concept of triangulation coined by Webb *et al.* (1966) and further elaborated on by Denzin (1970, 1978). This can be done starting from either paradigm perspective but in fact it is generally used within qualitative/naturalistic research.

Past evaluations

It was the norm in the 60s and 70s for evaluations to be product-oriented, and from this perspective very few studies incorporated the processes. However, "Without the information gathered during the process of teaching, you are unable to say *why* learners have done better." (Rea-Dickins and Germaine 1992:6). Some of the evaluations that did so are further elaborated on in the application of the CAM at the design stage in Chapter 3 below.

In the 80s there was a move towards incorporating both product and process into evaluation frameworks. While Henning (1982), Beretta and Davies (1985) and Mitchell (1992) stayed squarely within the positivistic paradigm, other evaluations carried out by Palmer (1992), Alderson and Scott (1992), Lynch (1992) and Brown (1989), suggested adding data about the process to explain the product. The focus of the other, more naturalistic, evaluations is summarised below.

Jacobson, Long and Beretta shifted the focus to descriptions of the process. Jacobson (1982) argued that the actual language-teaching process in foreign language programs should be examined, moving the focus from the outcomes to what was going on inside the program. In order to address this changed focus, more naturalistic evaluation methods had to be explored. Long (1984) criticised the focus on results to the detriment of the program process. He suggested that a description of the program would deepen evaluators' understanding of the program and facilitate their explanations of students' performance. Also dealing with description, Beretta (1986) suggested gathering data from multiple perspectives such as interviews, narratives and observations; the information gathered would be helpful to teachers and administrators. By balancing internal reliability and certainty with external useability and relevance, the validity of the evaluation would imply juggling both the naturalistic and the positivistic perspective.

Guthrie (1982) took a different tack because he chose to study language programs as if they were a culture. This ethnographic approach involved talking to different people on the program in order to analyse the program in its entirety.

In the 90s the 'market economy' thinking of government programs emphasises the need to account for spending, with the intention of the authorities being to weigh the 'cost of input' against 'value of input' (Weir and Roberts 1994:53). The current evaluation fits into this framework.

In the survey of language program evaluations above, most start within the positivistic paradigm; some find problems with this and hence recommend the naturalistic paradigm, while others use one paradigm to inform the other.

Reports on course outcomes from related areas

In the context of this program evaluation, it must be remembered that the course is not straight ESL. It has a needs-based curriculum that includes Literacy, Adult Basic Education, and Vocational

Training. Literature from those related fields has a bearing on this subject. How do those courses show outcomes? How are they evaluated? Do they have reporting mechanisms?

Special Intervention Programs (SIP)

The ESL-based SIP courses have a lot in common with the TCF courses. The students are unemployed, from a Non English Speaking Background (NESB) and have been deemed to require help with their language skills before any further retraining. There are problems with both the tendering process and the outcomes of SIP courses, but the latter are of greater interest at this point. Outcomes are usually written in quarterly and final reports on student progress. DEET is aware of problems with course outcomes, among other things, and has consulted the National Languages and Literacy Institute of Australia (NLLIA). A survey of key stakeholders has resulted in a series of reports on the Australian Language and Literacy Policy (ALLP), three of which have been released.

It is suggested in Project #2 on tendering issues that before courses start "providers should indicate for the specified target group the outcomes achievable within the time limits specified by the available funds" (Plimer, Cope and Solomon 94:91). This must be the most difficult, if not impossible recommendation to follow. A myriad of factors effect outcomes, as will be detailed in the evaluation below. Recommendations are also made to replace the ASLPR which is currently the principal means of reporting and assessing. Project #3 (Cope *et al* 1994) on assessment and moderation by the NLLIA makes recommendations not only for the SIP programs which were under consideration, but for providers of ESL and adult literacy providers nationally.

Literacy outcomes

It is also relevant to look here at research done in reporting outcomes of adult literacy courses, since many of the students who enter the TCF courses have high oracy and low literacy skills because they are long term residents. Relevant criteria of success in adult literacy programs in Charnley and Jones (1979) were outcomes which they group under the headings: affective personal achievements, cognitive achievement, socio-economic achievements and affective social achievements. Findings such as these which suggest that people joining literacy programs have successful personal and social outcomes, make these outcomes something important to look for in the combined ESL/Literacy/vocational course being evaluated here.

In a report for DEET, Brennan, Clark and Dymock (1989) report on the outcomes of adult literacy programs and comment that research regarding pre- and post-testing on literacy programs shows such data to be totally irrelevant, even detrimental, to the learning process. The report recommends

flexibility in assessment and the avoidance of tests of achievement. It further suggests that the scale used to measure outcomes should be carefully considered and that, reporting should be required to follow curriculum-related assessment processes.

Adult Migrant Education Program (AMEP) outcomes

The Certificate of Spoken and Written English (CSWE) was set up to suit the needs of adult students, "by providing pathways and language outcomes couched in competency terms that led to either employment, vocational training or community participation." (Bottomley, Dalton and Corbel, 1994:20). It uses criterion-referenced principles to measure competencies. Reporting mechanisms for CSWE outcomes, apart from those for language and literacy, have been studied by Jackson (1994) from the AMEP New South Wales (NSW). It is claimed that language program overall outcomes can combine the language and non-language outcomes if the non-language outcomes are identified and a framework for describing them is provided. By doing this the non-language outcomes are given a status and teachers can record gains in this area. "Non-language outcomes is that perspective on language development which reflects affective or socio-cultural changes, increases in learning related skills and strategies or enactive outcomes" (Jackson 1994:1). Jackson separates outcomes into these categories from surveys given to teachers teaching in the AMEP.

Technical and Further Education (TAFE) outcomes

TAFE college students are evaluated in yet another manner. At a TAFE institution, students undertaking vocational training can achieve educational and/or vocational results. Vocational outcomes refer to finding a job, learning an income-producing skill or a student's affective response to their perceptions of having developed "vocational skills" (Kimberley 1986). Educational outcomes refer to enrolling in further education, learning a skill that is an educational outcome or perceiving oneself to have developed educationally (Kimberley 1986). These outcomes overlap with the non-language outcomes, particularly in the area of students' affective perceptions of having developed skills.

Adult Community and Further Education (ACFE) outcomes

The ACFE courses have reporting mechanisms for other outcomes. During the process of a course there can be outcomes that do not fall into vocational, educational or language outcome categories. In a survey published by ACFE (1994) the outcomes that were unrelated to language, work or study were grouped under 'other gains and benefits'. The types of benefits identified were interpersonal skills, business contacts, self-confidence and entry to a support network.

Victoria College Programs

Finally, how does Victoria College report on its courses for DEET which are a combination of the above? In order to keep in line with Competency Based Training (CBT) requirements, (see National Training Board 1991) teachers wrote competency statements to match expected course outcomes. Students were then assessed as beginning, developing or competent in that skill. This was an attempt to describe the part of the course that had no outlet through the Interim Literacy Matrix (ILCM), intended to be temporary but entrenched in the literacy reporting system, and the ASLPR. The statement complemented the other two methods of assessment and managed to give a fuller indication of student progress. Thus language, literacy and skills training were reported on individually for each student in the established courses, at the city campus, and collated in quarterly reports for contracted courses run at suburban centres. However, "non-language outcomes" (Jackson 1994) and "other gains and benefits" (ACFE 1994) could not be reported on, because there are no mechanisms in place.

From information gathered from different fields, it seems that outcomes other than those for language are currently being measured in different programs and settings. In program evaluation the process of the program, as well as the product can be focused on. In reports from other related fields there are many different ways of presenting outcomes that are not language based.

Summary of chapter 1

Chapter one has covered the rationale behind doing the evaluation, the historical background of language program evaluations and the method on reporting on course outcomes in related areas such as Adult Basic Education and Adult Literacy.

CHAPTER 2 The Context Adaptive Model

In this chapter the choice of evaluation model, the evaluation context and the goals of the evaluation are set out.

The Context-Adaptive Model

The design chosen for the language evaluation is an application of the Context-Adaptive Model devised by B.K. Lynch (Lynch 1990). It is chosen as a framework (see diagram 1) because it permits flexibility of movement across the shifting sands of the qualitative and quantitative paradigms discussed above, but also offers the choice of staying on one side of the fence, by confining the evaluator to the path of the audience requirements. The choice of paradigm depends on the result of the rigorous initial procedures that are designed to restrict the boundaries of the evaluation.

Who will be affected by the evaluation?

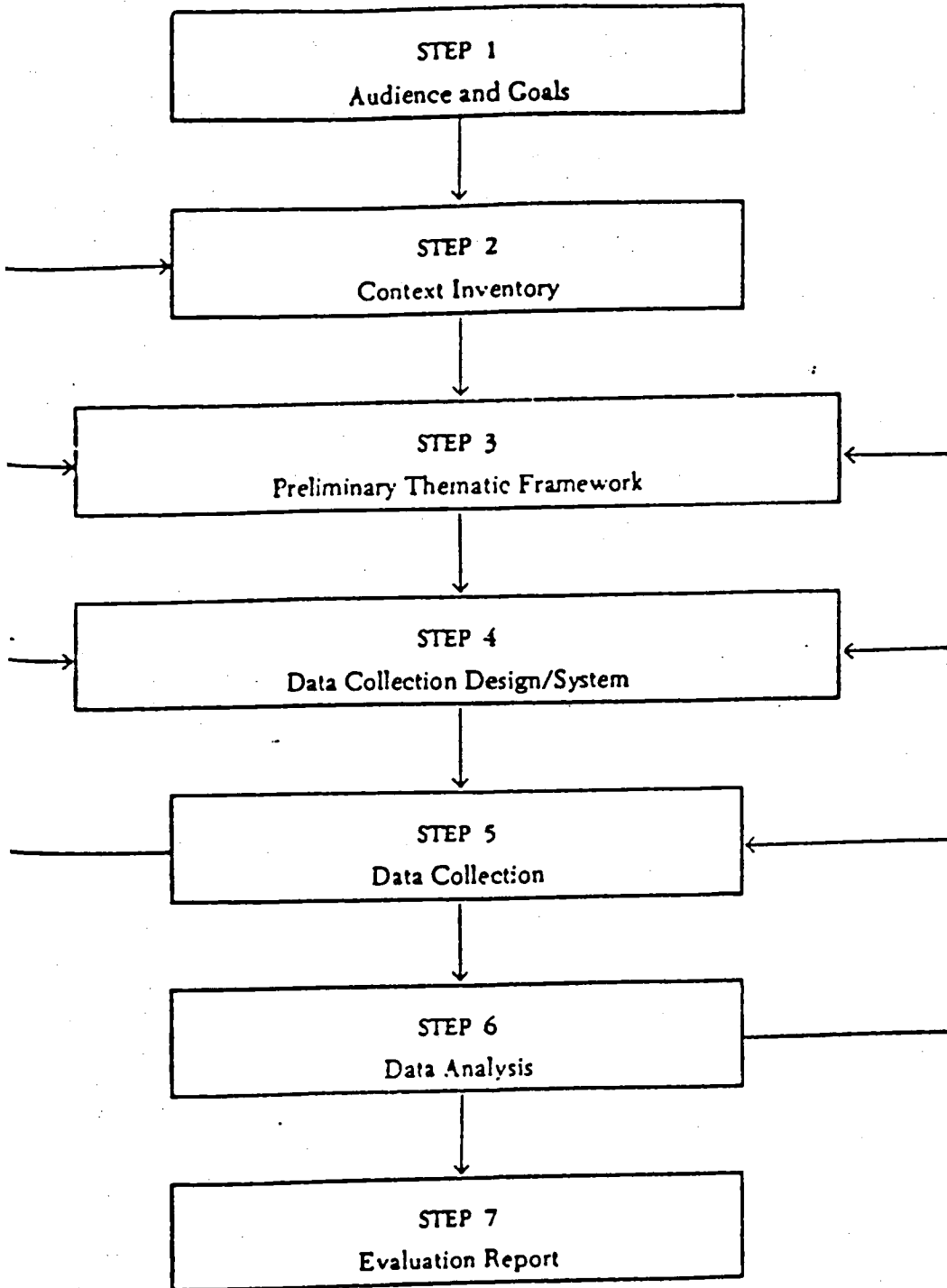
The stakeholders are the CES, college directors and the coordinator of the program. Value judgements will be made by DEET on the success of the courses and the outcomes of the students. The college will be adversely affected by the evaluation if the outcomes are negative.

Why is the evaluation being conducted?

A DEET officer engendered the following evaluation by asking for more information, because when students are funded to attend established TCF programs, there are no channels for reporting collated program outcomes. Information reaches DEET as individual student reports. Access to collated information is denied to DEET administrators who require "a systematic attempt to gather information in order to make judgments or decisions" (Lynch In press: 2). DEET can usually evaluate the TCF courses it contracts out to education providers using quarterly and final reports, but not in this case, because the courses in question, a first course of Intensive ESL/Literacy, followed by the TCF Vocational English Access Program, are already established and not running to a particular government contract.

To recapitulate, DEET is accountable and so is the provider. The course outcomes need to be available in order to be able to judge the provider and decide whether DEET has had value for money. Outcomes are the teachers' assessment of the students' progress but "the information yielded by assessment is only part of the total pool of information to be taken into account when overall judgements are made about the worth or effectiveness of the program" (Brindley 1989:4).

Diagram 1 The Context-adaptive model Lynch 1990



Hence the need for an evaluation, concerned with the whole program, and not simply a list of students' ASLPR ratings. The evaluation starts below with the audience, the goals and the context following steps 1 and 2.

Step 1 Audience and Goals

Internal audience and goals

Internally, for the College, the goal of evaluation is to demonstrate to the CES that students are making gains, in order to be able to request more funding, because private providers of education are losing funding to Government institutions.

External audience and goals

Externally, DEET as the funding agency is interested in whether the program is successful because money has been spent on increasing the skills of the unemployed. Brindley (1989: 4) comments that "There is a well documented tendency for funding authorities and members of the public to judge the effectiveness of educational programs solely in terms of students' achievement...this product oriented view represents an oversimplification of the educational process." Quite surprisingly, the funding body has begun to depart from the use of numbers alone, to take into consideration the human experience. This new focus on 'customer satisfaction' (Weir and Roberts: 1994:99) incorporates the students' affective perceptions of the course; thus enabling case managers (a new CES phenomenon whose brief is to follow clients' progress) to grasp what an exiting student has completed and experienced in two years of training. With regard to the limited amount of information about course processes when a student exits, the conclusions of the ALLP Project #3, state that "the move to case management requires more detailed, job related information than is currently possible" (Cope *et al* 1994:90).

Thus, DEET has two quite different goals: the language achievement of the program participants and an affective description by the clients of their experience on the program.

Step 2 Context inventory

The context inventory is made up of the particular features that characterise the program. In the CAM this takes the form of a check-list that displays the potentially relevant information that is available. The initial list is not exhaustive; as it is an adaptive model, points can be added to the list or not used if irrelevant to the program setting. In the first instance more points were elaborated on,

but on going through to the design stage unnecessary elements were omitted. This iterative aspect of the CAM helps narrow and direct the focus. The resulting context inventory is made up of three sections: funding, assessment and the program particulars.

Funding

The social and political climate surrounding the program

The social climate surrounding the start of the course in 1992 was conditioned by an agreement between the TCF Union and the government to provide OLMA (Office of Labour Market Adjustment) funding to retrain workers retrenched from the TCF industry, which had not been subsidised to prevent manufacturers going off shore. The workers in this plight found themselves traumatically caught between a desire to join immediately a work force that demanded skills they had never had the chance to develop and the retraining programs offered by CES officers to alleviate the situation.

The number of retrenchments was greater than the number of places contracted to providers. As a result, DEET placed students into established courses so that students did not have to wait at home after the trauma of retrenchment. Thus the courses were forced to provide a service to cater for the larger than expected number of retrenchments. Being funded for these programs meant that students were paid a non-means tested subsidy by DEET to attend, with all expenses paid. It was regarded as a marvellous opportunity to increase skills in literacy, English and general education for those Australians who arrived as immigrants from rural backgrounds and went straight into factory work.

Affects of current funding on the ESL community

Unfortunately, the funding of ESL programs like the one above has reached the stage of being a contentious national issue. At the state level, providers have become introverted and protectively territorial, because ESL professionals have been kept on tenterhooks waiting for the whim of government to determine their future. Helen Moore, an active promoter of ESL and LOTE in education, angrily stated early this year that "For a year and a half, chaos reigned in the adult ESL programs administered by DEET, as previous networks, knowledge and cooperative work were destroyed by competitive tendering processes and DEET incompetence. Classes were funded without students to fill them, while others were turned away and unable to continue their courses." (Moore 1995:10) Perhaps the means would have justified the ends if there had been a notable improvement in program outcomes, but with all the upheaval that ensued this was unlikely to happen. Program outcomes are looked at in the process of the evaluation by a relative newcomer on

the DEET funding scene at whom, part of Moore's anger it can be suspected, is directed. Both the course and the provider in this evaluation are new to the adult education area and have entered it as a result of the tendering process.

Tendering issues

The tendering process and the funding for private providers of ESL/Literacy/vocational courses has changed the stakes in them. These courses, which were previously run exclusively by TAFE Colleges, the AMEP or community-based providers, would not normally have been collapsed into one: students would have moved from one expert provider to the other as necessary.

DEET approves places on both contracted courses and established courses, and though the courses are the same, the rules of the game are different. With contracted courses, students start a course and remain in it till the DEET contract with that provider runs out; contracted courses are required to be filled before individually funded places can be bought on established courses. With established courses each student is individually funded as needed. The fact that a private provider is being funded makes the issue of accountability very closely linked to the success of the program and its outcomes. This is because where students have a choice, as they do have with an established course, they can enrol with another provider if they are not happy. It is up to the provider to deliver the goods.

Assessment

Availability of reliable and valid measures of language skills

Because the ASLPR is regarded by DEET as reliable and valid the evaluator has, in a sense, a 'reliable test instrument'. But it is not a 'test' in the sense that an objective, indirect and discrete point test might be and its 'reliability' is discussed below. It is a *type* of test which includes procedures for how a language sample is elicited in an oral proficiency interview and how the results are then placed for *all four* macro skills on defined points of its scale that describe different levels of language ability. (For elaboration on scales in language testing see Henning 1987, Chapter 2 .) Recently, it was described as "an overarching scale with quite clear benchmarks" (MacDowell 1994:79) and it was included in a table with the multitude of language tests available in Australia. It is with the ratings on this scale with potential inequality of intervals with respect to the amount of training time required to move from one level to the next (Bachman 1991, Chapter 2) that the entry and exit levels of students into the program as well as continuous assessment must be observed.

This is the tool recommended to DEET as a valid reliable test for the purpose of supplying language levels of students at various times which then constitute part of the audience goals of the evaluation.

Validity of the ASLPR

If pre- and post-course ASLPR ratings are used to present the audience goals in the form of quantitative results, as will be seen in the course of the evaluation, the validity and reliability of the ratings need to be established before basing an evaluation on them.

The ASLPR is reported by its critics not to be valid or reliable, an issue that will be discussed below. One of the possibly identifiable problems with the ASLPR is the lack of trialed 'tested' tasks to be used before the scales are applied to the elicited language sample. The lack of trialed tasks is based on the fact that it is an 'adaptive' oral proficiency interview that includes three listening and three reading tasks. Three writing tasks are given after the interview in an hour. It is adaptive in that the interviewer chooses the tasks that best suit the candidate's level and interests. It should replicate authentic language tasks the candidate would encounter outside the interview situation.

The Interrater reliability in the trialing of the scale (Ingram 1984) found that there was such a high level of agreement among raters, applying the scale, that reliability was assured. The validity of tests is crucial (Bachman 1990), but Davies (1992:12) states that claiming to be "...reliable/consistent is no guarantee of validity".

ASLPR as an initial, on-going and final assessment tool

Its new popular role of initial, on-going, and end-of-course assessment tool -endorsed by DEET- has been a contributing factor to the ASLPR's problems. It is widely used in an 'unorthodox' manner by many untrained assessors. The fact that it is allowed to happen weakens the ASLPR's reliability.

Indeed these 'user friendly' scales full of prima facie validity can give quite different assessments of the learner each time. Different ratings depend on the permutations and combinations of the test method facets. These are: the test environment; the test rubric which includes time, organisation and instructions; the input and response to it by the test-taker as well as the relationship between the input and the response (Bachman 1990). In addition to the variability associated with the test method because it is essentially 'adaptive' there is also a question of the individual's language ability and demonstration of it by a given performance during an ASLPR oral interview. These different possible assessments affect all three stages of assessment, initial, ongoing and final, but particularly the outcomes of an evaluation.

Initial assessment

Initial ASLPR ratings *are* a very handy reference for the purpose of grouping individuals into classes. Initial assessment was the original, though not the only, purpose of the ASLPR (Ingram 1982:15). This quality of the ASLPR has been widely overlooked. It was meant to describe the English of newly arrived migrants before placing them into a program; in the words of its creator, it would serve :“To stream ESL learners into migrant (English) classes on a basis of their proficiency” (Ingram 1982:15). The decision taken as to the language level was not irreversible or holding ‘high stakes’, so the question of ‘quality’ of the proficiency, Pollitt’s (1991) concern, would not have come into the original scales. The description was to help group AMEP students, not rate language gains.

Ongoing assessment

Regarding ongoing assessment having worked with teachers using the ASLPR and having participated in moderation sessions, within and outside the college, the following could be suggested. Teachers have no problems rating their students with a co-teacher as a means of global assessment against the scale after ten weeks of class, after many tasks have been observed. The main problem with it being used for on going continuous assessment is that the progress is minimal along the scale in the 10 or 20 week blocks used in government funding. However, the same teachers fight and dispute ratings at moderation sessions where only three samples of writing, a tape and biodata are made available.

Could this mean the ASLPR is not easy to apply on a limited sample of language? Is it the lack of quality and consistency of performance that is missing to back up samples in moderation sessions? Pollitt (1991:87) complains about that lack of description of ‘quality of the performance’ in the descriptors. It seems reasonable to claim that whether the rating is agreed on or not by raters depends on how large a sample the assessor has been exposed to. Hence, it may not be so reliable which puts in doubt its validity.

Final assessment

Service providers such as Victoria College are accountable to DEET. DEET in turn, is accountable for public funds. The outcomes that DEET generally expects from these programs are L2 gains as well as post-course gains. ‘Post-course gains’ means placement in another course or employment. The teachers ‘teach’ and the students ‘learn’, but in the final representation to DEET both teachers and students are sold short because the course outcomes are often ‘disappointing’. The ASLPR levels, used to assess entry to the course and report at the exit, often only 20 weeks later, can stay

unchanged over prolonged periods, and students do not gain entry into further study or find jobs as easily as they think. Hence, a program can be seen as unsuccessful. This may suggest that although the ASLPR is a good tool for grouping students at the start of a course it may be the wrong tool for gauging language improvement along the way or for course outcomes.

Regarding the reporting of language 'improvement' in the TCF courses, it would be important to consider reporting with another tool. Not only is its validity being questioned, but it does not show movement over long periods, particularly in reading and writing. (This is described in detail in Chapter 4 with four two-year longitudinal views of ASLPR ratings). It is very disheartening for students whose affective reaction is that they are 'learning a lot'. (This is also demonstrated in Chapter 4 with in depth interviews.) Reports going back to funding bodies that show no progress at the arbitrary points along the scale chosen for the purpose cannot be helpful so perhaps the ASLPR could be replaced or used with another tool.

Replacing the ASLPR

The ASLPR has been questioned from within the AMEP field. For example McIntyre (1993) raises doubts on its construct validity and reliability and questions the ratings given for oral proficiency interviews. Questioning also comes from oral proficiency testing specialists: Quinn and McNamara (1987:8) note its "built in tendency to become a variable instrument".

The ASLPR has also come under fire for other reasons apart from variability and reliability as was found in a DEET report. The 1994 ALLP Report #3 on assessment and moderation discussed below came to the conclusion that there was, "a need for an alternative reporting system." (Cope *et al* 1994:90). Furthermore, the replacement for it would only be used for high stakes assessment on course entry and exit "which feeds directly into public reporting and systems accountability" (Cope *et al* 1994:90). The report also states that one of the major problems with the ASLPR (and the ILCM the tool used to assess literacy) is that no differentiation is made between assessment of proficiency and reporting achievement. This is difficult to do, but the National Reporting System (NRS) which has been recommended to replace these in 1996 will do so, through empirically validated tasks and two levels of description of competence: a descriptive level with learner profile and placement/exit level assessments. The conclusions of this ALLP report anticipated the direction the present evaluation takes.

Program particulars

Program particulars are the last part of Step 2 in the CAM before forming a preliminary thematic framework for the evaluation. The timing of the evaluation and the program particulars include the perspective and purpose of the program, its size, the selection process and information about the program students.

The timing for the evaluation

The course started in the Collins Street venue halfway through 1992 and clients have entered and exited the program on a roll-on and roll-off system since then. A large number completed two years at the end of 1994 and the majority will have completed by June 1995. The students in the evaluation were enrolled in the last term of 1994. The time frame was six months, from December 1994 to June 1995, to be used to gather data and write up the evaluation proper.

The perspective and purpose of the program

The program in question is a two-year program made up of a first year called Intensive ESL/Literacy and a second-year ESL/Vocational English Access Program. There is no specific attainment required in the first year to enter the second phase of the program. The two years are separately approved by DEET. Articulation of one year into the next works through the first year dealing with issues such as returning to study and identifying retraining goals as well as with language and literacy. The second year can then concentrate on options of vocational training and language and literacy (which includes computer literacy). The goal of the two programs has been to equip the students with as much training as possible in the time allotted in the areas of language, literacy, numeracy, basic education and vocational skills. The ultimate aim is to increase opportunities in the work force where high school-educated people and native speakers of English are competing with them for jobs.

The size and intensity of the program

The number of students finishing or enrolled in a two-year program was 68 in December 1994. The number of groups in December was 9. The student proficiency course levels were between 0+ and 3 on the ASLPR. The number of contact hours per week was sixteen, and four terms were offered, in line with the Directorate of Schools Education (DSE).

The selection process of students into the program

Students join the course according to pre-established criteria. NESB men and women retrenched from the TCF industry can self-select into the program if they are not sent to a contracted course. If they like the program they stay; if not, they are free to leave to attend another program of their choice, within certain CES guide-lines. If the chosen course is over a certain price limit, three quotes must be provided before funding is approved.

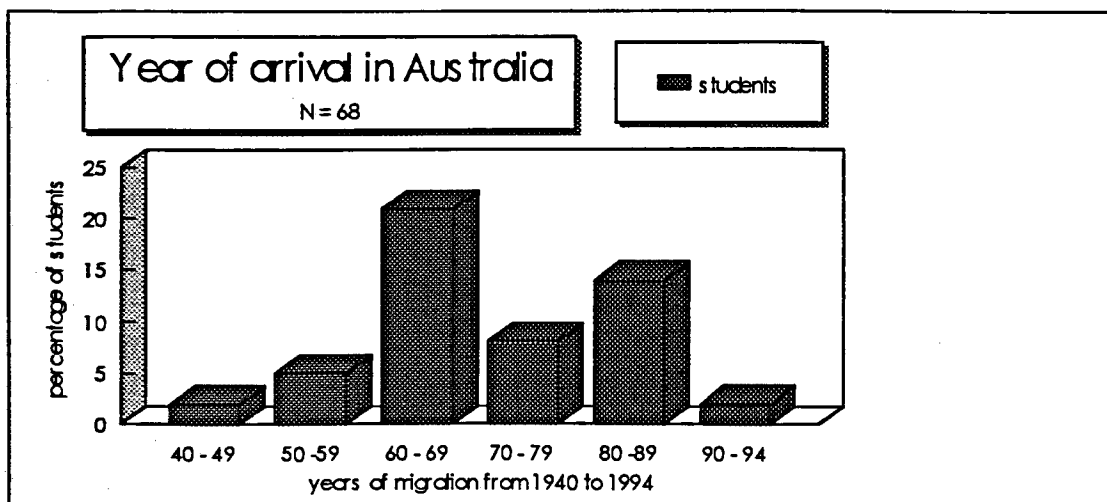
Information about the program students

A lot of relevant biodata about the students is available on data bank which has been created from students' files. The relevant information is provided below and is regarded as an integral part of the description necessary to validate qualitative evaluations. This information shows at a glance the year of arrival in Australia, nationality of origin, sex and level of previous education. It creates a picture of the type of students involved in the program being evaluated.

Year of arrival

From table 1 below it is clear that the largest proportion of students migrated to Australia in the 60s. They were closely followed by another wave that came in the 80s. This means that the majority of the students on the program have been in Australia between 15 and 30 years. Very few of the students arrived 50 years ago or within the past few years.

Table 1 year of arrival

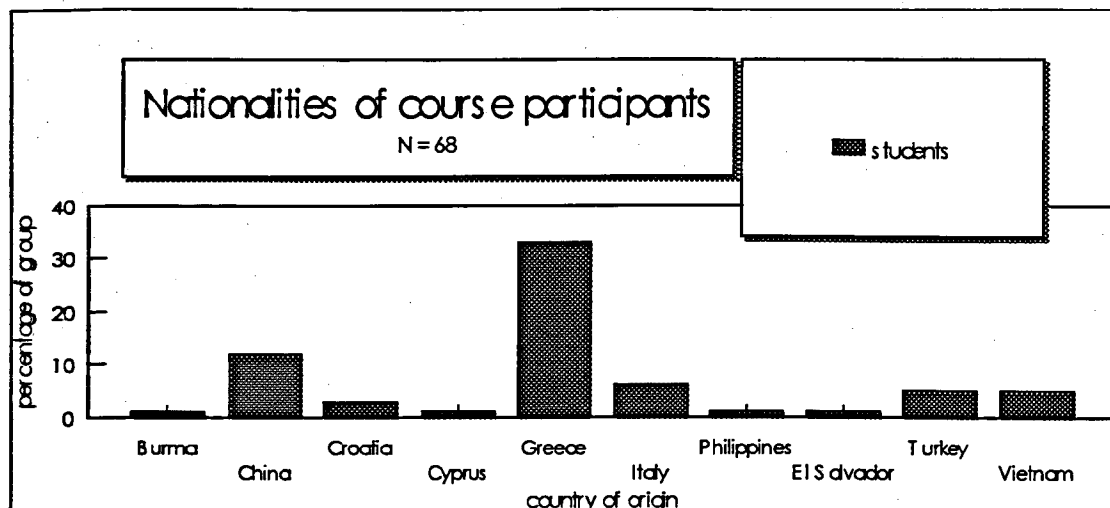


Nationality of origin

Of the students enrolled in the course close to half are Greek and the next most numerous nationality is Chinese. The rest of the students come from a wide multicultural mix. Although it has not been

tabled it would be safe to assume that the Chinese were here during the Tienanmin Square Massacre and have since been granted political asylum. The majority of the Greeks would have come as unskilled labour in the 60s or as part of the family reunion process later on.

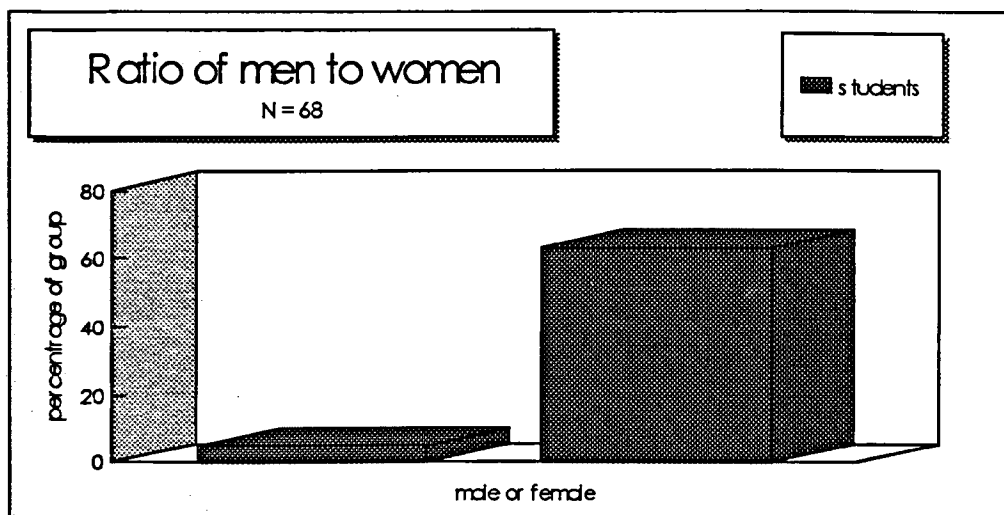
Table 2 nationality



Ratio of males and females

As can be seen from the table below the majority of the students on the course were women, a reflection of the fact that the labour for the TCF industry was mainly furnished by women.

Table 3 male/female ratio

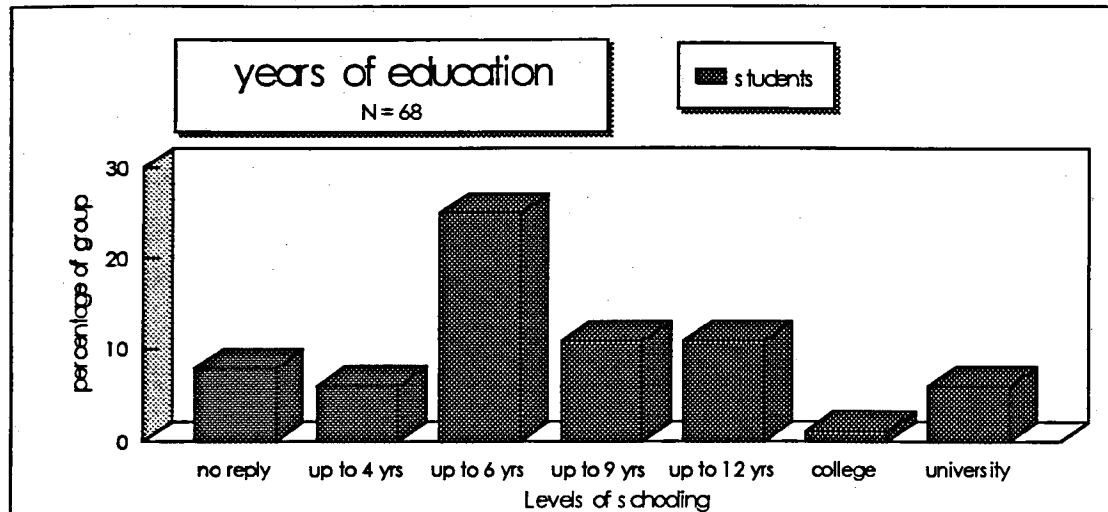


Education

When NESB students enter a course, particularly a language course, it is important to ascertain how much schooling they have had in the past, because of the effect on their learning patterns and

behaviour. In the table it can be seen that close to a third of them completed primary school, and another third, made up of 9 years to 12 years schooling, attended secondary school. Those who completed university were the Chinese who were granted permanent residency on grounds of political asylum.

Table 4 years of education



Summary of chapter 2

Chapter two has put forward the CAM as the evaluation model and the first two steps of the model the audience goals and the context inventory have been set out. The goals are to show the student experience on the program well as the gains in language proficiency. The context inventory covered funding, assessment and then the details of the program context finishing with biographical information about the 68 students that completed two years.

CHAPTER 3 Thematic Framework and evaluation design

In this chapter the thematic framework and design for the evaluation are presented following step 3 and 4 of the CAM.

Step 3 Preliminary thematic framework

The data provided by the context inventory in step 2 above is used in the creation of the preliminary thematic framework from which the design will emerge for the data collection. The themes and issues that emerged from discussions with the program evaluation audience were the major element in the construction of the framework. The salient matters prompt the formulation of the questions:

- a. Did the students increase in language proficiency on the program ?
- b What are the students experiences on the program?

These questions constitute the preliminary thematic framework from which the data design and collection is based.

Step 4 Data collection design system

With the context inventory and the preliminary framework prepared, the next step was to formulate the data collection design using diagram 2 (Lynch 1990) as a model. The steps are worked through answering the questions and moving through the flowchart.

The first choice is between context A which would result in a summative report and context B which would result in formative recommendations. By going back to the internal and external audience goals both context A and context B can be extracted: it is in the College's interest to gain renewed funding by showing 'outcomes' and a quality experience and DEET requires increased language proficiency for accountability versus clients' experience on the program to pass on to the case managers.

A naturalistic or a positivistic design ?

A positivistic design would use quantitative research methods of data collecting and validation. In continuing the Context A line of questions to reach a data collection design system the results are as follows:

- Is there evaluation expertise? yes
- Is a comparison group available? No

- Does the timing for the evaluation make pre and post testing possible? Yes, through the ASLPR results for pre-course proficiency and post course proficiency. So time series and case studies are possible.
- Are reliable tests available? The evaluator discussed reliability above, and despite doubts, the ASLPR is used regardless, because it is the tool required by DEET.

Following the above would lead to evidence of the program's worth or success and would inform decisions on whether to continue the program or not. The New South Wales Board of Adult Education (1983) recommended an outcomes-type approach research into the educational and financial effectiveness of programs and a summative report would do that.

Grant (1987) and Nelson and Dymock (1986) however advocated qualitative rather than quantitative research in their recommendations for evaluation and research in the area of Adult Literacy and if Context B questions the results are as follows:

- Is there evaluation expertise? yes
- Is there sufficient time for observations or interviews? Yes.

Then in step 3 following the context inventory the evaluator selects who, where and how to collect the data which then leads to a description of the program and its processes in detail. These in turn report formative recommendations.

As a result of following the CAM framework both the contexts need to be followed in order to inform the doubled edged sword of both the internal and external audience goals. This requires a combination of quantitative and qualitative research to inform both sides.

Preliminary feedback : developing the thematic framework

Following the CAM in Diagram 1 there is movement back and forward between the preliminary and final thematic framework, the design and the data collection before the final analysis: with the different stages adapting and informing the other.

Before analysing the data collected based on the audience goal questions in the preliminary thematic framework, the original set of questions was reviewed and expanded in order to bring the thematic framework for the evaluation into focus. The questions would be used to feed into the data collection design models in diagram 2 (Lynch 1990). The original questions were:(a) Did the students make language gains on the program? which fitted the Context A setting and required

quantitative data to respond and (b) What were the students' experiences on the program? which fitted the context B setting and could be best answered by using qualitative data.

Two more questions had evolved from the context B data: (c) What were the students' expectations of their making language gains on the program? and (d) What were the student perceptions of their personal (non-language proficiency) outcomes from their experience on the program? With regard to (c) the question of what they expected to be able to learn at their age, emerged from their telling what actually happened and gave their perception from 'before' and 'after' feelings about themselves on the program. With regard to (d) it emerged from the data that, while the students were not making leaps in proficiency in terms of the ASLPR ratings, they felt they were making progress; hence this added question to the thematic framework about non-language outcomes.

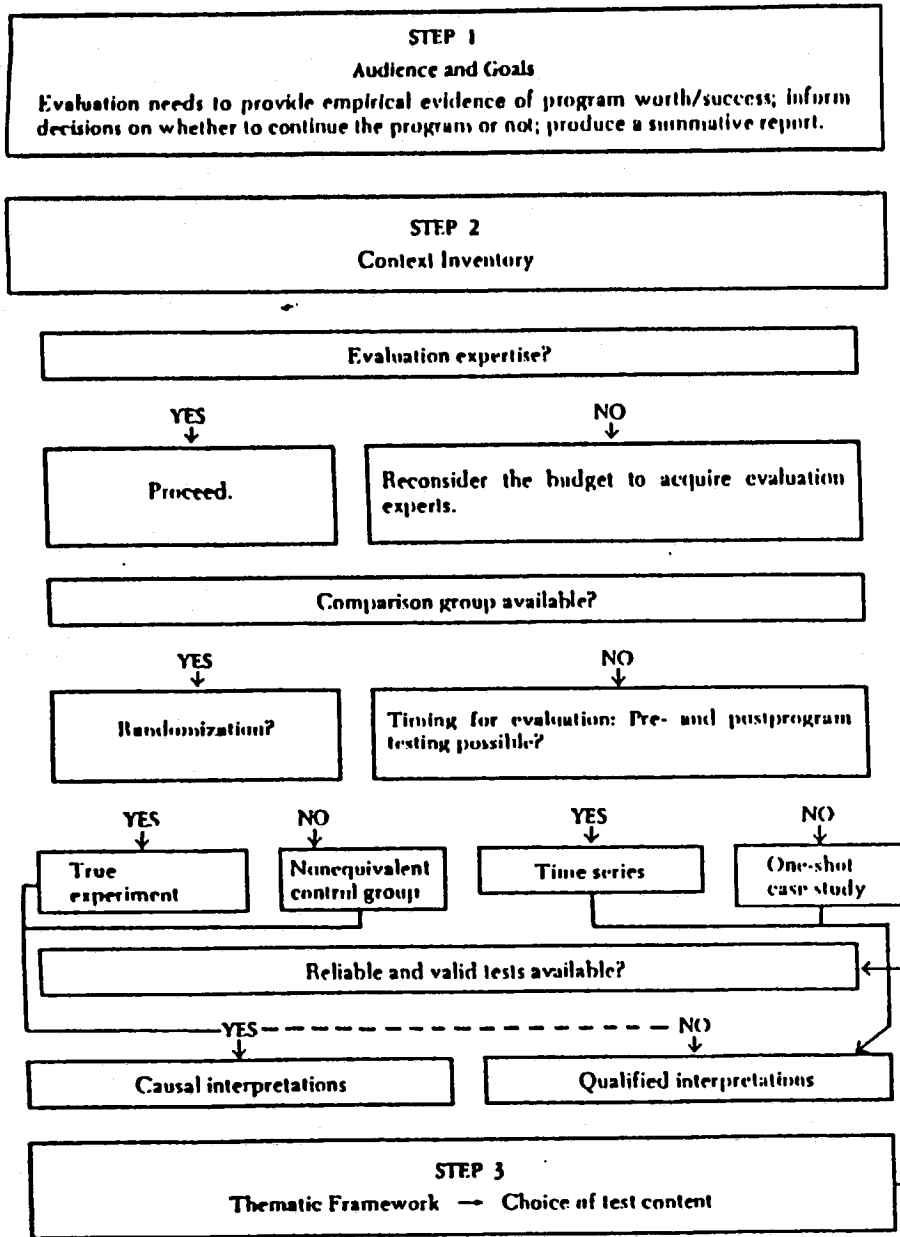
Hence, before the final choice of thematic framework and analysis, preliminary feedback was made to DEET reporting that the non-language outcomes were very interesting and worth following up. Fortunately, the response was encouraging: "Yes, experienced people always talk about those gains in addition to language gains". The evaluator therefore continued, following not only (b) the experience on the program and (a) the language proficiency gains but (d) the 'other' outcomes as well. The teachers on the program supported (c) when asked casually about references made by students to their not being able to learn at their age. The analysis and the data would be looked at with reference to four questions, one for context A and the other three for context B.

What past designs or models suit this type of evaluation?

The CAM is a larger framework within which past designs or models could be incorporated. In choosing a design from the naturalistic perspective for context B, however, neither the Illumination model (Parlett and Hamilton 1976) nor the Goal Free Evaluation (Scriven 1972) are applicable to this evaluation. The Illumination model, which is eclectic and gathers up everything in its path to create the most holistic picture of the program possible, is not practical because of time restraints; moreover it is not necessary, because there are specific questions to answer. The evaluator is also inextricably involved with the program, making the situation of an 'outsider looking to see what really is happening' impossible to achieve in the case of the Goal Free evaluation.

The Responsive model in Stake (1975) uses case studies and the language gains and seems to most closely parallel the situation under evaluation. From the thematic framework it would appear that a naturalistic design, like the Responsive model, is able to cater for the two different types of

CONTEXT A: SUMMATIVE REPORT



CONTEXT B: FORMATIVE RECOMMENDATIONS

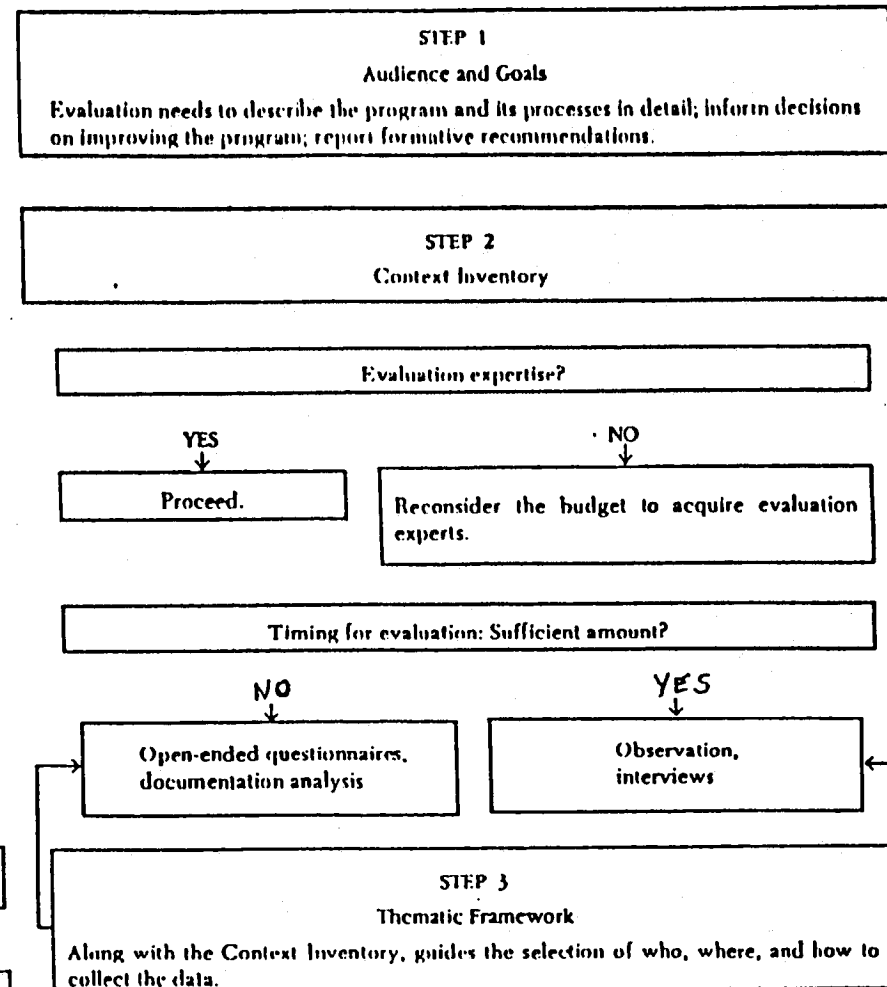


Diagram 2 Data collection design system Lynch 1990.

information required by the audience: how the students feel about their outcomes, what changes in language proficiency there are - if any. Using this model the evaluator is permitted to understand the program from an insider position. The processes can be described by speaking to the participants, and the resulting findings can be presented as case studies along with displays of program language proficiency outcomes.

What type of data was gathered?

The data was initially collected from two sources. Post-course questionnaires (see appendix A and B for the format) aimed to collect the experience and the 'process' data. ASLPR results aimed to collect the changes in language proficiency. When the questionnaires were partially coded, it became apparent that the data needed to inform context B of the evaluation: the students' experience on the course was not there. This resulted in the collection of three more types of data as suggested in the Responsive model: four case studies, two-year longitudinal ASLPR results and four interviews.

To conclude this section on the evaluation design, the CAM process has led to both context A and context B in the diagram 2 flowchart being applicable. Context A leads to summative language gains and Context B leads to the formative experience of the course. The evaluator will do context B case studies in order to make qualified interpretations of the context A pre- and post-course results which are quantitative in presentation.

Summary of chapter 3

In this chapter Context A and B of the CAM design system were worked through and it transpired that both quantitative and qualitative data would need to be collected to respond to the audience goals of the evaluation. Also past language evaluations were looked at to consider as models and the Responsive model with case studies as well as language outcomes seemed to most closely parallel the evaluation situation at Victoria College. The data collection, step 5 in the CAM, is in the following chapter.

CHAPTER 4 Data collection

In this chapter, following step 5 of the CAM, the process of collecting questionnaire data, ASLPR ratings and the preparation of questions for interviews will be discussed.

Step 5 Collecting the data

The data collection divides into context A and context B data. Context A consists of the quantitative pre and post course language results. The qualitative context B consisted originally of only collecting the questionnaire data but ended in collecting case study and interview data along with longitudinal ASLPR results.

Context A: Collecting ASLPR entry and exit ratings

Data from the 68 students in the program at the end of December 1994, consisting of the pre-course and post-course ASLPR ratings over four terms per year. It was gathered from student files and turned into graphs. The original proficiency rating shown on a government or Victoria College form was used. A comparison of this with the students' final rating was to show the average increase of ASLPR rating over the four skills in two years. From the data, the average entry level and the average exit level was to be found. The score was used to make an observation on the average increase of ASLPR "points" along the scale after two years in the program. A percentage of the increase in each area was calculated to describe increased language proficiency.

Context B Collecting questionnaire data

The open-ended questions of a questionnaire (appendix A and B) were designed to elicit information on the students' experiences on the program. The questionnaires that students and teachers were given as course evaluation were prepared and distributed for 1994. The ones for 1993, before the evaluation was planned, were also available as a source of affective feedback about the course such as the perceptions of the success of the course from the teachers' and students' point of view.

The problem with the questionnaires was incomplete data; students left out questions, leaving it uncertain how representative of the students' opinions the response was. In fact the questionnaires that were compiled and distributed, without a pilot run (because they are only ever handed out once, at the end of the year), were most inappropriate (see Weir and Roberts 1994:154-155). Names were on them, some questions were leading, and literacy/ESL students simply did not respond well to

questionnaires. Too much was at stake for anyone to say anything negative about the program, particularly at the end of the first year, when the students still had a year of funding left. As the questionnaire data could not be validated, it was omitted from the conclusions drawn. The questionnaires were therefore abandoned, but kept for possible validation by triangulation, discussed below in Chapter 6.

Choosing case study participants

Once the questionnaires were put aside, as mentioned at the end of Chapter 2, case studies, interviews and the detailed longitudinal data for the ASLPR over two years was gathered to better illustrate the processes of the program. The evaluator asked teachers to ask students who were finishing two years of the course if they were interested in becoming involved in a study that would inform the CES about the kind of program they had been on, how they felt about it and what they thought they had achieved. Out of 68 only four students volunteered for the case studies and their student profile was built up from student records. The student profile information was to be used to put the interviews and the longitudinal language proficiency changes in context.

There are only a few case studies and although not intended to be generalizable, the data so gained will nevertheless be a dynamic account of events, for the evaluator and the participant.

Collecting longitudinal language proficiency gains

Multiple ratings over a two-year period provide a detailed description of student language proficiency for the program. This is a good design for monitoring student progress over time compared to the average increased proficiency in a skill by students on a course.

Collecting interview data

There are advantages and disadvantages of interviewing (Weir and Roberts 1994:142). On weighing up the advantages in this case, the depth of inquiry, the personal contact allowing perspicacious insight into the program and the fact that the respondents had language difficulties — interviews were a viable option.

Being an insider and having a holistic view of the program, as the evaluator, I had to gather carefully material that was appropriate to the audience goals. Patton (1987) offers three types of interview formats that can be applied to qualitative research. These are the informal conversational interview, the interview guide and the standardised open ended interview.

The more systematic approach of a structured standardised open-ended interview (Patton 1987) was preferred, so that answers could be comprehensive and on the same topic (appendix C has the questions). The exact wording and order was pre-determined. It was based on the outcomes to literacy programs that had been used in a national survey to participants in literacy programs (Brennan *et al.* 1989). It is specifically stated in the report on the survey results that people from a NESB were not used on the survey. (Hence, a small gap is being filled by the few participants in these interviews.) The disadvantage of this technique is cutting back spontaneity and naturalness, but at least the data was comparable and relevant.

Measor (1985) notes four main issues in interviewing: access, building relationships, staying critically aware and validating the data from interviews. Access means being accepted and trusted by the interviewees. This was not an issue as they had known me for two years and had built relationships with me early on. The close involvement made remaining critically aware a challenge and the validation is discussed in Chapter 4 below

Ethics

Before the data gathering procedures, appropriate conduct for the evaluator involved the signing of a form (Appendix D) for the Human Research Ethics Committee (HREC). This committee has the responsibility, on behalf of the University of Melbourne, to consider projects which involve humans as subjects of research, in order to assess whether those projects satisfy generally accepted ethical standards. This was done with the four case studies only. The other 68 students would be averaged onto a graph and would not be disclosing anything personal that the college did not already have in its files. (For elaboration on ethics in Program evaluation see Stansfield 1993, Adger and Connor-Linton 1993 and Wolfram, W. 1993.)

Individual or group interviews

The option of individual or group interviews was not pre-determined. Thus, when two students who were close friends as a result of the program appeared together for an interview, the interview was conducted with both at the same time.

Recording the interview.

Because the interviews are to be used for a case study, all the data needed recording and transcribing later. Because listening and writing is less natural than having a tape recorder on the table, which is hopefully forgotten, field notes would have not been suitable. Each time, the student and myself sat

to have coffee and followed the questions. The tape recorder was left running till the end of the interview. The interview took about half an hour.

Question types

The questions were generally open ended, without any expected answer suggested in the question. The participants were given more than one chance to answer the same question. The types of question asked in the interview fall into these categories as offered by Patton (1987): demographic background questions, behaviour/experience questions, knowledge questions, feeling and opinions questions. Because the rapport had already been established, the responses to even the very private questions, about self esteem for example, were given in confidence because of the sense of trust. Listening is crucial to the interview (Denzin 1989) so with my reason to listen (the answers are vital to the research), the participants engaged in a dynamic conversation. Each question type used is presented and discussed below with the entire list of questions available in appendix C.

Demographic background questions:

Not many were needed because students' files contain a lot of demographic information, as can be seen in the graphs on students' background in the context inventory above and in the case studies. These were asked first.

Opinion values

After the biodata and information about the course, the next set of questions asked the course participants for their opinions. These opinions and affective reactions to the program were essential to discovering how the students thought they were progressing and what they liked.

Feeling questions

These affective questions were very private but the students gave a lot of themselves. Rich data was elicited about changes in their self-esteem and self-concept that they attributed to the program.

Knowledge questions

Not too many of these questions about the running of the program were asked, because the interviewer already knew the relevant facts.

Behaviour experience questions

The majority of the changed behaviour questions fell into this category, seeking to discover the students, experience on the program, and trying to establish their perception of personal outcomes

apart from language proficiency. There were very many 'before' and 'after' the program sequences volunteered in the interviews.

Conclusions

The preparation needed to set up interviews and to collect data for context A and B of the evaluation following the CAM have been the primary focus of this chapter. The presentation of the data follows in chapter 5.

CHAPTER 5 Data presentation and analysis procedures

In this chapter the data that evolves from following Context A and B of the CAM is presented. For Context A quantitative data is put forward in the form of ASLPR pre and post course ratings over two years for four skills. For Context B the data consists of case studies, longitudinal ASLPR over two years and interviews that are summarised into a data matrix then a flowchart .

CAM Step 6 Data analysis

Context A: Average entry and exit ASLPR data

The first question: (a) Did the students make language gains on the program ? satisfies the Context A audience goals and the results can inform decisions on whether to continue the program or not.

The ASLPR results of the 68 students involved were plotted on a graph to provide quantitative evidence of improvement. These were the results for the students who had spent two years at Victoria College on the program and were still enrolled at the end of 1994. Because the ASLPR is a rating scale, the numbers indicate proficiency levels and are not actual scores.

Table 5 Numerical equivalents for ASLPR

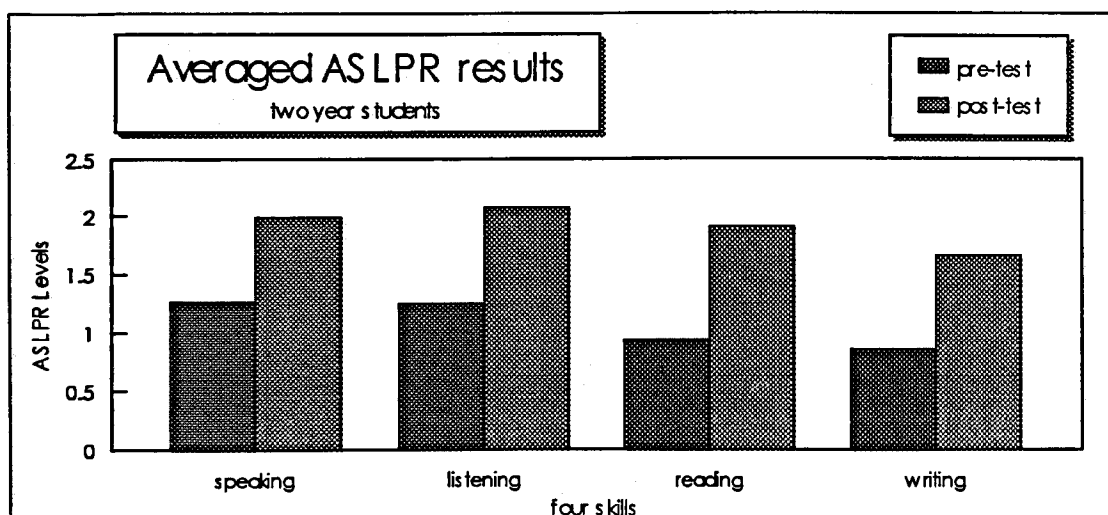
ASLPR	Value
0	= 0
0+	= .5
1-	= .75
1	= 1
1+	= 1.5
2	= 2
2+	= 2.5
3	= 3
3+	= 3.5

Most of the students retrenched from the TCF sector enter the program on average with a typical profile of long term NESB residents: high oracy and lower literacy skills. It consequently makes it unreasonable to add ratings for all four skills then average the aggregate score, because changes in different skills could be masked in the process. Thus, the initial ASLPR proficiency rating was

entered on the computer broken down into four columns: one for each macro-skill. Each proficiency rating was given a numerical value, shown in table 5, in order to calculate a total of ASLPR ratings on entry to the course. The same procedure was carried out for the exit ratings. The 2+ and 3+ levels do not have descriptors but are available to use when the ratings on either side would not suit because the student falls between the two.

The next step was to add the four skill columns and in table 6 above aggregates of the ratings from the 68 students are shown. The individual ASLPR skills were added up for each of the 68 students. The totals were then tabled against each other to show the increase in the four macro skills in the period between pre-course placement assessment and post-course exit assessment. On the whole the students' proficiency as measured on the ASLPR improved. At entry level, oracy skills were, on average, over 1 on the ASLPR, and at exit over 2 on the scale. By comparison, at entry level, literacy skills were, on average, under 1 on the ASLPR and over 1+ at exit. Even though this presentation hides individual performance, for the college it seems to be the fastest way to generalise the success of a program by demonstrating ASLPR increases. In fact, it can be said that overall the students made good progress and improved on all the four skills. A conversion to percentages makes the increase easier to describe.

Table 6 Average ASLPR results



Percentage of increase

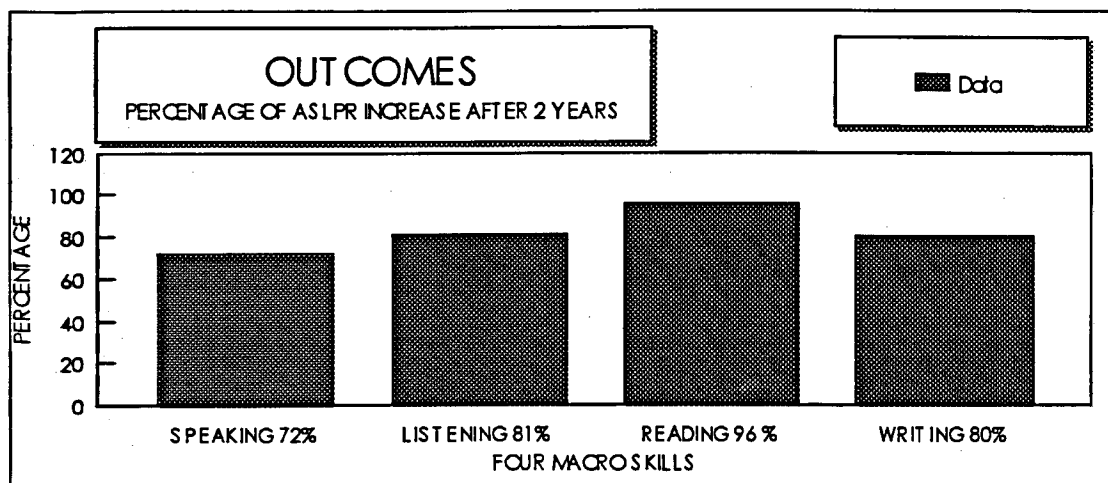
From the results presented in table 7 below, with the percentage of gains in different skills areas, DEET can consider the program to be effective. The improvement of students on the course is based on the measure of their language proficiency before and after the course.. We cannot say that it was

the course that produced the L2 gains. For example, it could be that leaving the factory and being in a different environment affected the change, but there has been a change that can be observed.

By the end of a course the reading and writing had improved the most. The average student increases between .8 and .9 of an ASLPR level on all of the skills. Taking into account that most of the students come in at the lower end of the ASLPR rating scale, the increase does not appear to be great numerically. If the percentage of increase is considered as set out in table 7 above, then it becomes clear that a 96% increase in reading as an outcome for the course means that even though the ASLPR rating at the exit is not very high the student actually made a lot of progress by becoming twice as literate in English.

Only the exit proficiency rating has high stakes in that the information is public and can affect entry to TAFE courses. It is impossible to say how the students' English would have been if they had not been on the program and with little or only broken English exposure. What can be said is that two years of a full-time program has replaced two years of full-time factory work. It cannot be claimed on the basis of experimental data that the program caused the effect, but one is left to ponder on all the additional evidence that will be presented below.

Table 7 percentages of outcomes



To summarise, the greatest increases can be seen in reading (96%) and writing (80%), which are the areas that incoming students are less confident about. Speaking competence increases the least (72%), because students come in most confident with their speaking.

Below, the ASLPR data that accompanies the interviews in the context B section attempts to explain the low level of average movement compared to the DEET dream of 1 point per 20 weeks, along the ASLPR scale. The students are happy and learning, but the non-language outcomes are shown to be where most progress is made over two years.

Context B: Organising the interviews, case studies and ASLPR longitudinal study for analysis

The remaining questions and findings are in response to context B of the CAM with qualitative data gathered to describe the program and its processes in detail and to report formative recommendations. They are:

- (b) What were the students' experiences on the program?
- (c) What were the students' expectations of their making language gains on the program?
- (d) What were the student perceptions of their personal (non-language proficiency) outcomes from their experience on the program?

The questions are looked at in the light of case study interviews and a resulting matrix with the students' individual progress in the four skills mapped onto a chart showing two years of proficiency ratings.

Case Studies and Longitudinal ASLPR

The four students interviewed volunteered and although it would have much improved the research to have more interviews it was not possible. In each of the case studies the biodata is presented, followed by a discussion of learning skills and needs. The ASLPR ratings are plotted on a bar graph for each of the four skills over two years so that the levels can be noted at three-month intervals. The most striking remarks made by the student in the interview are noted as a means of portraying their feelings about the course. Transcripts of the interviews are available in Appendices E, F, and G.

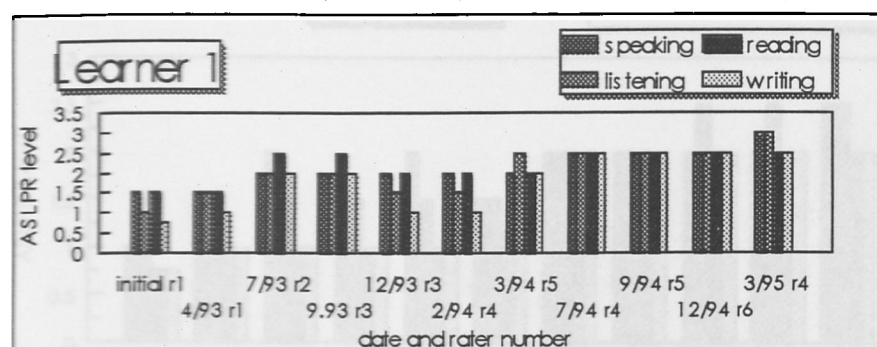
a) Learner 1

Learner 1 is a 51-year-old Greek Cypriot woman with six years of formal education. Her entrance level ASLPR was 1-/1+. She worked for 30 years in different factories in the TCF industry as well as doing piece work while she had young children. She entered the program immediately on retrenchment and hopes to find a better, more comfortable position, but still in the TCF industry. Her exit level was 2+/3. She has since found a part-time job.

Learner 1 had limited exposure to literacy in her own language and only survival literacy in English. Her skills in the classroom at first were limited and she needed to learn how to learn before adjusting

and making real progress in ASLPR results. In her interview she said “At first three months I was not sure of myself, if I continue school at my age. But after a while I like it more and more”. It seems reasonable to suggest that she was adjusting to school and gaining the confidence and motivation she did not have when she felt “...shy, I don’t know what other people say about me.” Regardless of the learning-to-learn period, her ASLPR levels increased at first, before they plateaued for a while.

Table 8 Learner 1: 2 years of ASLPR ratings



In this time it could be that all the changes in her ‘cultural environment’ as put forward in diagram 3 were altering both her social interaction and her language input. The classroom is her first prolonged contact with people outside of her cultural group. These new networks and friendship groups enhance the feelings of being “Happy, more relaxed, young, more energy”. Although there are long periods when nothing much is happening with the language marks (see 7/94 to 3/95 in table 8) there is no doubt that Learner 1 feels that she has been greatly benefited by studying for two years. The program has been a success in her view. Her most remarkable comment about how she feels after her experience is in the matrix along with all the other quotes used above: “Before I feel like a slave in Australia, now I feel like a resident. I have my rights like everybody else.”

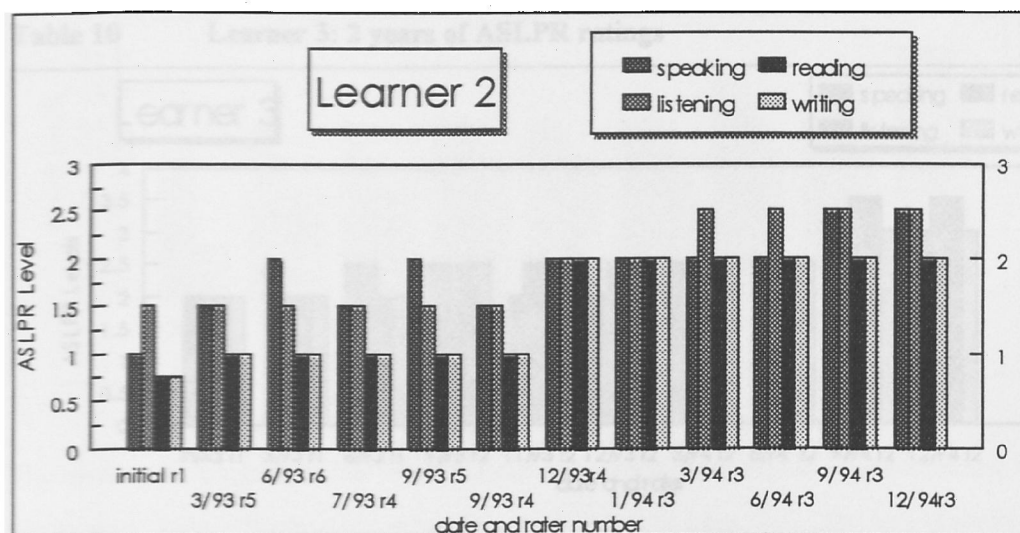
b) Learner 2

Learner 2 is highly literate in her own language, having finished a Bachelor of Science in China before moving to Hong Kong, where she studied English part-time for one year. She arrived in Australia 11 years ago with a low level of English and worked as a machinist. Her ASLPR levels on course entry were 0+/1. Her son and her husband speak very good English. Her exit levels were 2/2+. She hopes to retrain and work in the hospitality industry.

Learner 2 already had the skills to learn formally, but had to readjust to the Australian teaching style and methods. She was not familiar with the culture involved in jobseeking and is very pleased to

have been referred to a case manager to help her. Her reading and writing improved very slowly at the start, see (3/93 to 9/93 in table 9) and her lack of self-confidence at first was expressed as “I thought it was too late to learn” and “I thought I not good in English. I couldn’t write. I didn’t talk to people, I just be quiet”.

Table 9 Learner 2: 2 years of ASLPR ratings



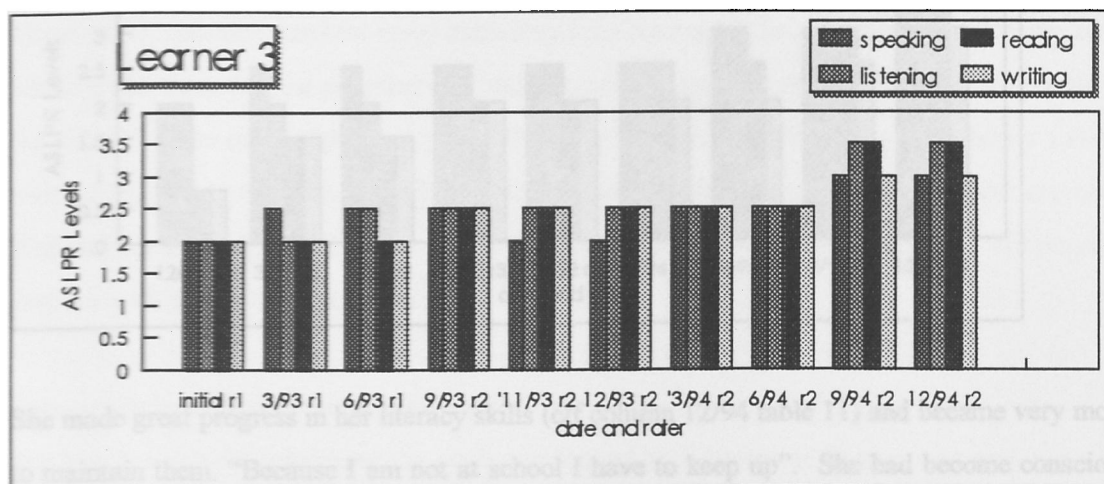
While her ASLPR levels continued to move slowly (see 12/93 to 12/94, Reading and Writing, in table 9) she thought she made a lot of progress and extra-linguistic forces at work could explain this. Learner 2’s interview has many examples. Among them: she answered the phone at home; she worked in the school tuck shop; and she made friends with the neighbours. She said: “I learnt a lot. I think it give me confidence. I can do things by myself”. Her most powerful expression of how she felt about the course was: “It make our life improve so much in this country. I think like I am free now, more free than before.”

c) Learner 3

Learner 3 came to Australia from the Philippines eight years ago. She accompanied her husband who speaks very good English. Before migrating to Australia, she had completed a Bachelor of Commerce and had been working in an administrative position in a city office. She had children and in Australia worked as a presser. Currently 49 years old, she really wants to work. Her entry results were 2/2+ and her exit results were 3/3+

Learner 3 had studied English at college level but despite excellent communication skills really lacked confidence in herself. At the start she said: "I am not confident". Her ASLPR ratings did not increase very much (see 9/93 to 6/94 in table 10) but she really enjoyed networking and meeting so many other 'faces that were understanding'.

Table 10 Learner 3: 2 years of ASLPR ratings



By the end of the two years she felt the program "increased my knowledge, my computer skills. It makes me confident with myself". Her summary of her experience on the program is: "It was a remarkable, unforgettable experience in my life". It appears that she gained benefits that the ASLPR did not monitor because it seemed she was not improving; she moved up one level in speaking and writing, over two years, but her comments do not reflect boredom or perception of lack of progress.

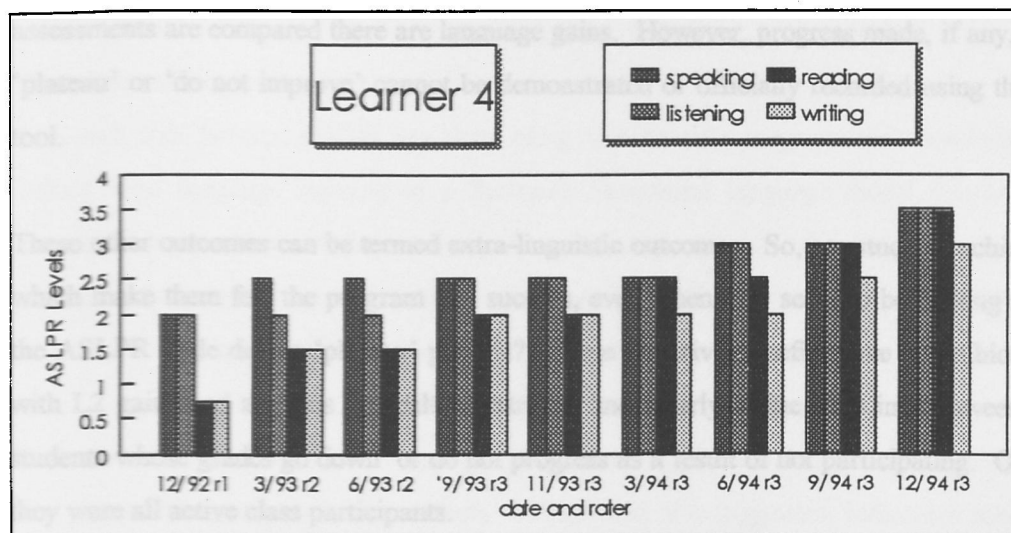
d) Learner 4

Learner 4 came to Australia from Italy 40 years ago. She had completed primary education and 2 years at secondary level. On arrival in Australia she had one year's private tuition in English. She married and had a family. Her work as a dressmaker and knitwear specialist gave her the experience to become an assistant foreman. Her language skills on entering the program were high oracy /low literacy.

Learner 4 probably did not have the classroom skills and the cultural knowledge which can usually be assumed when someone displays high oral skills. Although literate in her own language, her fine

motor control had to be practised to make the appearance of her work match the calibre of what she was writing (see table 11 column 12/92 for entry level literacy).

Table 11 Learner 4: 2 years of ASLPR ratings



She made great progress in her literacy skills (c/f column 12/94 table 11) and became very motivated to maintain them. "Because I am not at school I have to keep up". She had become conscious that language learning is a lifelong experience. Her most poignant comment about going to school perhaps reflects the feeling some migrants have: "Before I used to say things like a cocky. You say it but you don't understand the meaning of it till you go to school, or study or someone explains it to you. It's not just because you come from Italy. It is the same in English". The lack of confidence and 'feeling ignorant' is not to do with nationality, but, as she says, it depends whether one has been to school or not. No doubt people had assumed cultural knowledge that she did not have because her oral skills were high.

Interpreting the case studies

From the data obtained from the in-depth interviews it is reasonable to suggest that the students may be making gains in the areas of non-language outcomes. This could explain why they feel so positive about themselves and the course, even when linguistic progress is slow on the ASLPR.

For each of the students studied, substantial amounts of time pass before any movement is made along the scale although improvement is made in the long term. This could indicate the types of movements made by a learner in language acquisition over two years, or it may be that the proficiency ratings are close within a range of three levels because the ratings drop, or that something other than the L2 acquisition is influencing raters when they move people on the scale.

DEET rightly considers ASLPR increases as positive outcomes. Inevitably, after two years on full-time ESL/literacy/vocational training courses, when students' pre-course and post-course assessments are compared there are language gains. However, progress made, if any, while students 'plateau' or 'do not improve' cannot be demonstrated or officially recorded using the ASLPR as a tool.

These other outcomes can be termed extra-linguistic outcomes. So, are students achieving outcomes which make them feel the program is a success, even when they seem to be making no progress on the ASLPR scale during 'plateau' periods? These affective benefits have a symbiotic relationship with L2 gains and are thus difficult to extricate and clearly define. The interviewees are not 'bad' students whose grades go down or do not progress as a result of not participating. On the contrary, they were all active class participants.

Case study/interview data display matrix

Reading through the interviews the evaluator looked for patterns or themes that best answered the new questions in the thematic framework:

- (b) What were the students' experiences on the program?
- (c) What were the students' expectations of their making language gains on the program?
- (d) What were the student perceptions of their personal (non-language proficiency) outcomes from their experience on the program?

Coding the data required the evaluator to choose symbols to mark the patterns; these changed as new data emerged and patterns changed. Working closely from the data in this way is central to grounded theory (Glaser & Strauss 1967), where one works outwards from inside the data to the results and pre-conceived ideas are not applied to the data. The data was analysed into categories, developed from the data, from the student responses. A display matrix (Miles & Huberman, 1984) with rows of meaningful categories for the outcomes was chosen as a workable format for reducing the data. This matrix appears as Appendix H. In a separate column for each of the four students quotes from the interview are listed under different categories as determined by the data: likes and dislikes as well as perceptions before and after the course in the areas of self-esteem and self-concept.

The 'before' and 'after' information about things students felt or did on the course is tabled on the matrix, using direct quotations. It shows they can articulate what they think they gained from the

From this matrix a flow chart was drawn up using the biodata about the background and the categories evolved from what the students said in the interviews. It is an illustration and an expression of the processes and outcomes of the program developed from the Interview data matrix.

Flowchart of extra-linguistic processes

Research that Jackson (1994) has done using teacher data suggests that non-language outcomes belong with language learning in a Systemic Functional language model (Halliday 1985). By viewing the processes and the outcomes from the students' data, the diagram with extra-linguistic processes and outcomes was developed as an overview of what had been said in the interviews, but not reflected by the ASLPR results, in the limited number of case studies undertaken.

From this data it is possible to construct a generally applicable schema of development during the two years of the program. The students' background, it is suggested, influences their entry level of confidence before they start the course. They start with a low level of education before they migrate to Australia as unskilled labour. On arrival they are not offered any English classes and go to work in a factory immediately. After a period of time, sometimes 30 years, they are retrenched. As a result of that retrenchment they may have a low self-concept and a low level of self-esteem and they may be depressed; they may also be grieving over the job and the routine they have lost and be depressed for that reason. All this feeds into their state of mind when they start school.

Extra linguistic processes

Listening to the tapes of the interviews and thinking about the slow ASLPR results prompted a number of questions. From what has been said in the interviews and recorded in the data matrix, three changes are seemingly taking place. These changes are here called extra-linguistic processes. Firstly, there are changes in the 'cultural' environment; secondly, changes in their social interaction; and thirdly, changes in their L2 input.

Changes in cultural environment

Changes in the cultural environment are expressed in the diagram as 'before' and 'after'. Before their cultural environment was made up of their home country culture, their suburb culture, the factory culture and machine culture. After the retrenchment and on starting school they received extended contact and knowledge of Anglo-Australian culture, of city/CBD culture, of school culture,

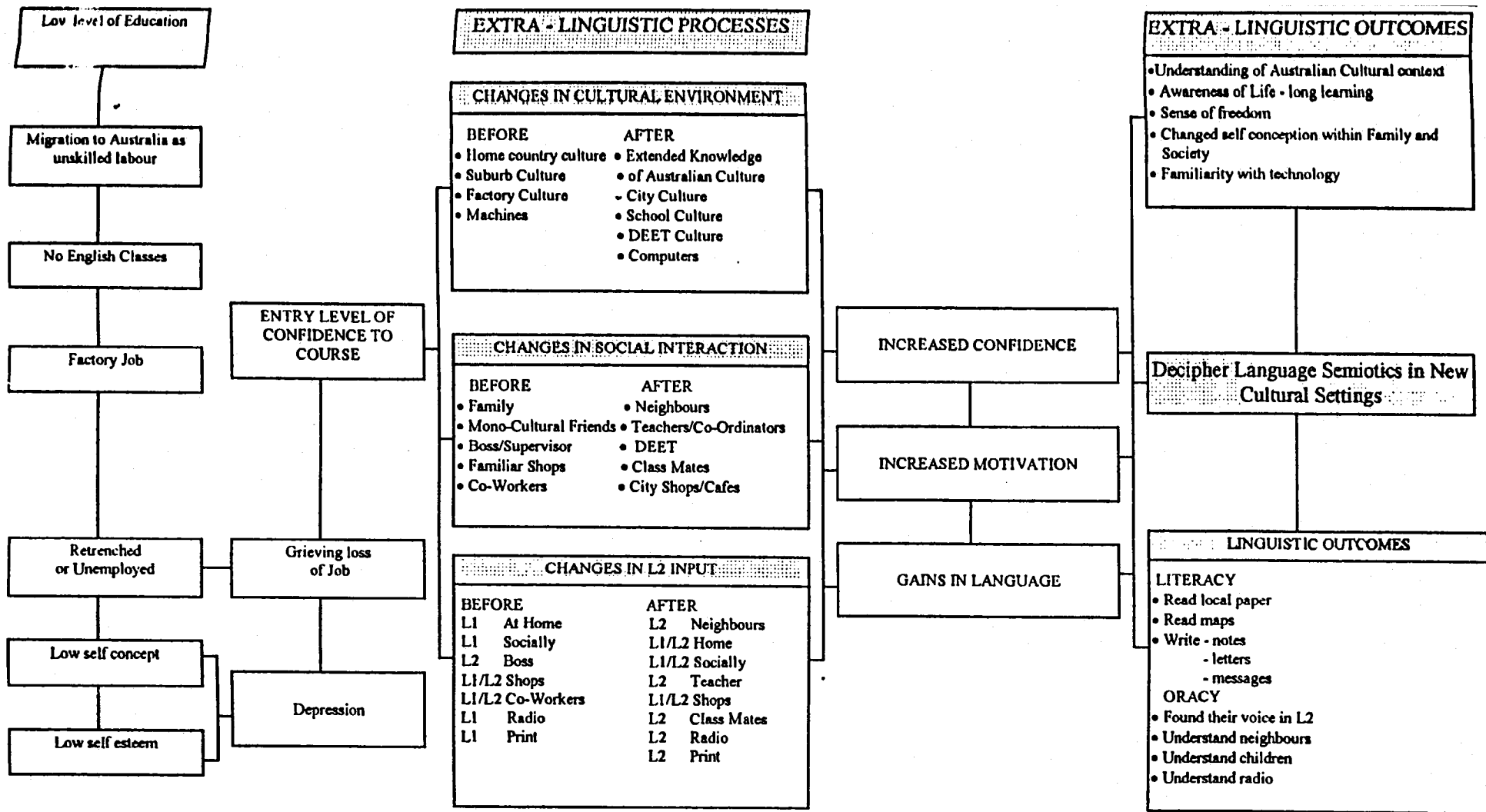


Diagram 3 Flowchart of extra-linguistic processes

of DEET culture and of technological culture. (For details on the effect of acculturation on second language acquisition, refer to Schumann, 1986).

Changes in social interaction

These great environmental changes required of the students many changes in the types of interaction they had in their daily lives, which were quite different from the routine they had been fixed in for years. The changes in their social interaction were parallel to the changes in 'culture'. Before, their family, their mono-cultural friends, their boss, their familiar shops and their co-workers were their main daily contacts. This changed to interacting with neighbours because they were at home in the afternoons, interacting with teachers and the coordinator for different needs, interacting with DEET to get funding, with their class mates and with the staff in city shops and cafes. (For the components of a domain for language use: setting, need and relationships, see Quinn 1995.)

Changes in L2 input

Those changes in interaction led to a change of L2 input to be able to succeed in all of these new interactions in different cultural settings. (For the role of input in language acquisition refer to Ellis 1981.) Before, Learner 1 was being used at homes, socially, in print and on the radio. A combination of Learner 1 and L2 was used in shops and with workmates and bosses. After the retrenchment and on commencement of the course, the students said in the interviews, they spoke to their neighbours where they did not before, they started speaking L2 to their children and their children's friends. Socially, they spoke to their neighbours, and to their teachers they spoke L2 of course, as well as to their classmates and the staff in city shops and cafes. They acknowledged that they started to listen to the radio in English and read English language newspapers.

The combination of changes in cultural environment, social interaction and L2 input meant that students were able to express themselves in the interviews with more confidence. They said they had reason to learn and improve their English and were now more motivated. Along with the growth in motivation and confidence, the students made language gains as shown by the ASLPR ratings in the tables above but also recognised by the students themselves in the interviews.

Extra linguistic outcomes

What was happening in the students themselves, in their life and in their language, is inextricable. Did they feel better because new linguistic skills and new understanding of the cultural concepts of Australia were becoming accessible to them? Did they feel better because they were not tied to the sewing machine for eight or more hours a day? Did they like being in the company of women to

discuss intimate feelings with few men to butt in? Did they like sitting at school and not having to do household chores? The questions could be endless. A flow chart like that in diagram 3 is a possible way of looking at these and similar questions as they affect the students' perception of the program's success and study/SLA processes during the course.

The extra-linguistic processes are linked to the extra-linguistic outcomes, linguistic outcomes and cultural outcomes on the diagram by confidence, motivation and L2 gains..

The extra linguistic outcomes

The extra-linguistic outcomes they acknowledge are:

- Understanding of Australian Cultural context
- Awareness of lifelong learning
- Sense of freedom
- Changes self concept within the family and society
- Familiarity with technology.

Cultural outcomes

The cultural outcomes they acknowledge are:

- Ability to decipher the semiotics involved in new cultural settings

Linguistic outcomes

The linguistic outcomes they acknowledge are:

- Literacy:
 - they read the local paper
 - they read maps
 - they write notes letter and messages
- Oracy
 - they found their 'voice' in L2
 - they understand the neighbours
 - they understand their children
 - they understand the radio.

This information from the interviews can be used to explain the students' assertions that they *were* making gains, while the four case studies of longitudinal ASLPR charted below make it appear that those gains were slow.

To recapitulate: the flow chart, Diagram 3, shows how the majority of the students arrived in Australia unskilled and with little education which ties in with the context inventory. They worked for years in the TCF industry before being retrenched. This had a traumatic effect on them at the time they started their ESL/Literacy/Vocational classes. Their levels of motivation varied but extra-linguistic processes carried them through the changes in their cultural environment, their social interaction and the role of L2 in their family life. As they stayed at school, their motivation to learn and their confidence increased at the same time as these processes were at work. Rates of Second Language Acquisition (SLA), which rise and fall in different patterns for each individual, also varied considerably as measured by the ASLPR levels in the longitudinal study.

Summary of chapter 5

The Context A entry and exit results of the ASLPR show that averaging the 68 students pre and post course ASLPR ratings, they made progress over the two years. More progress was found in the literacy than the oracy skills. The four students used for Context B had a case study prepared and two years of their term ratings for all four skills on the ASLPR plotted on a graph. Where the slow moves on the ASLPR were discussed, students' suggestions were coded in a data display matrix for the interviews and a flowchart was made to summarise the contents of the data matrix. The outcomes of the course were found to be linguistic, extra-linguistic and cultural.

There are basic principles and guide-lines to follow for the analysis of data for the purposes of program evaluation. It is critical to direct the evaluation through the audience and its goals and then to weigh up carefully what is going to be used as evidence to support the findings. As this type of descriptive presentation, where data is coded and summarised in words not numbers, can be suspect in the eyes of the audience, its validity is discussed below in Chapter 6.

Chapter 6 Validating program evaluation

In research it is preferable to be able to confidently present the findings as a representation of the actual situation. Given that program evaluation is 'research' this leads to discussion as to the reliability of the research findings of this program evaluation and on the value judgements made as a result of such evaluations -value judgements that DEET is going to make based on ASLPR ratings.

In order for the evaluation to be accepted as valid, the reliability of the findings needs to be established. Lynch (in press 94) suggests a range of techniques for naturalistic validity. Of those listed prolonged engagement, immersion in the setting, persistent observation by identification of the most relevant elements of the setting, member checks by asking people in the program about the findings, thick description, great detail about the program setting and triangulation, explaining data from several sources, have all been used to validate the qualitative findings of context B, in addition to various different criteria such as usefulness, degree of fair representation, distortion, effect of the involvement of the researcher and finally a convergence of views to a point where validity can be said to have been achieved.

The evaluator can claim immersion in the setting because of continuous involvement with the program since the start of a pilot program in 1992. From the constant involvement with both of the stakeholders, internal and external, the identification of the most relevant elements of the setting were not difficult to extricate from the setting. As the research was in progress the evaluator frequently asked teachers for opinions, and they also contributed by completing questionnaires. Asking DEET about the findings when the preliminary thematic framework was reviewed also counts as a member check about the findings. A detailed description is provided in the context inventory where the assessment, funding and program particulars are given about the program setting.

Greene's (1987) 'utility criterion' says that to be valid an evaluation needs to be useful. If the information can be put to use or some action can be taken as a result of the information presented then this criterion can be met. This evaluation is useful because it collates 2 years of information with results, questionnaires and interviews. It allows the audience to have an insight that would not be possible from looking only at ASLPR results as outcomes.

Contributions from various angles in an evaluation can make the difference between a presentation that appears biased and one that is more representative. Interpretative validity findings discussed by

Maxwell (1992) suggest that findings must reflect the views of people participating in the program. This has been attempted here, first by the questionnaires, which were not used for the reasons given above, and then more fruitfully the case study interviews. The view of the students is that they made great gains in confidence: Learner 4 “now I can answer the phone at home”; Learner 1 “now I can stick up for myself with an employer”; learner 3 “now I can write my husband’s job application for him”; Learner 2 “now I feel proud of myself”. This information complements the linguistic gains that are shown by the ASLPR.

Guba & Lincoln (1989) discuss fairness, as does Greene (1987), where round table consensus is put forward as a means of achieving validity. Asking the teachers if the students were improving or not when in the interview they claim ‘success’ for their outcomes on the course, as well as asking for their explanations for the longitudinal ASLPR results, helps to achieve validity, by adding a third dimension, teacher viewpoint, to testing assessment and student input.

Distortion

The problem of distortion is difficult to address because coding questionnaires or placing data on a matrix, such as appendix H, can be a creative and subjective interpretation of the data available. In Maxwell (1992) this issue is handled by descriptive validity which refers to the responsibility for the evaluator to accurately report details and not invent, distort or give a biased view on them. Distortion would cover instances where the evaluator is looking to read something into the data or the data is taken out of context so it becomes misrepresentative. The evaluator believes that distortion has not taken place during the evaluation, and that all data is faithfully reported.

Trustworthiness criteria

The close involvement of the evaluator as an ‘insider’ is essential in this type of evaluation because it elicits the most information possible with a thick description of the evaluation setting and without forced situations or any re-organising of the program. Trust and rapport are essential, because if the people involved are pleased to take part in the evaluation then no doubt there is a very positive and healthy attitude to it.

In this instance the evaluator and researcher is the course coordinator of the program. The researcher’s first contact with Victoria College was in the initial TCF pilot study run by DEET with a private provider for this particular client group in 1992. The Guba and Lincoln (1989) ‘trustworthiness criteria’ recommends a thorough understanding of the program. As course coordinator the researcher has assessed, taught and advised students as well as having engaged

teachers, discussed programs and coordinated the reporting of student achievements. This privileged position for the evaluator can only be a positive factor, as long as a critically aware approach is rigorously maintained.

Beyond the trust and rapport criteria, Guba and Lincoln have three others. Firstly, the transferability criterion, which in this case is not applicable. This criterion looks at the original evaluation study and the context to which it is being compared/transferred. Secondly, the dependability criteria, which in regard to the stability of data over time concerns the students' feelings and experiences on the program. Thirdly, the confirmability criterion requires that the data be not just a pure invention of the evaluator; in this case teachers, CES case managers, family members, and other students can confirm whether there has been a 'change' or not.

Convergence of views

Finally, if there is a convergence of views onto a single point or set of considerations then validity can be said to have been achieved. The term for this "triangulation" is defined by Lynch (in press: 94) as "gathering and reconciling of the data from several sources and/or from different data gathering techniques." This strategy for checking validity uses one set of data to inform another. This is ideal in the present situation where ASLPR ratings are looked at for outcomes compared with students perceived outcomes from interview data. Independent measures are made of the same subject, which is the program outcomes here, and their degree of consistency is assessed (Cohen and Manion 1980). First the outcomes are looked at on a group average, then the students are asked about their outcomes and finally the individual students outcomes are mapped on a graph.

Summary of chapter 6

In order to validate the evaluation such questions as distortion, trustworthiness and convergence of views have been discussed. Context A of the evaluation shows pre-and post course language proficiency levels and the percentage of increase over the two years for 68 students. It cannot be proven that the course was the cause of the effect but when the information from Context B is taken into account the evaluation can claim validity as a whole with context A and B working in a complimentary fashion each offering a different picture.

The evaluation conclusions are presented below in Chapter 7.

CHAPTER 7 Conclusion

CAM step 7 Evaluation conclusions

By way of conclusion this chapter presents an overview of the evaluation with the evaluator's reservations on its limitations. Then recommendations to DEET are followed by a final look at the success of the program according to the criteria used to judge it. Finally suggestions for future research are made as well as predictions evolving from the evaluation.

Overview

The evaluation was realistic for the time available. Any larger project would have been too ambitious. If the project were done again the questionnaires would not be used and more case studies would be done to improve validity by transferability. Reservations/limitations of evaluation evidence:

- The questionnaires were biased and poorly designed, so the data could not be validated and was therefore not used.
- Perhaps the people who were willing to be interviewed were those who had something to say -this logical reversal is also a validation method. It could be that the silent ones had a very different perspective from the one provided by the case studies.

Recommendations to DEET

- It would be interesting to see with whom and in what manner DEET is evaluating its programs and what decisions are made on the evaluations and how they subsequently affect people's lives.
- DEET could consider the position of language evaluation specialists where "Baseline studies designed to generate data for making key decisions are a necessary part of both project planning and implementation." (Weir and Roberts 1994:80).
- DEET needs to use a system other than the ASLPR, as suggested already by Plimer Draft Report # 3 1994. Something closer to the ESL Bandscales, where assessment is an integral part of teaching. Here, unlike the ASLPR, learner needs, their age and education, their exposure to literacy in Learner 1 and their experience and ongoing use of their mother tongue are all considerations, because the learner's performance is seen in a context, not isolated in an oral interview sample.
- DEET needs to consider promoting non-language outcomes to indicate the success of its programs as is being recommended by AMEP NSW. The manner in which the information is presented and the way it is read and used can vary, depending on the standpoint of the audience:

“different audiences force the evaluator to consider the issues of what counts as evidence from different perspective” (Lynch in press: 94,12)

- DEET needs to consider these different perspectives along with its own beliefs about what counts as evidence in the evaluation of a language program.

Is the program successful according to the criteria used to judge it?

The ASLPR levels increased, as the entry and exit results show, and from the information that can be pooled from the case studies and interview data it appears that several extra-linguistic processes were at work, leading to positive results in linguistic, extra-linguistic and cultural outcomes. The extent to which one might generalise from this data however, is open to debate. Teachers have no outlet for demonstrating the non-language outcomes of programs, but these are vitally important to demonstrating the students’ experience of the program being successful in their terms.

The evaluator took as a starting point the DEET perspective of relying on ASLPR results. In addition to this, the results of the interviews provide the in-depth picture that DEET can offer the case managers. This is stronger evidence of program outcomes, because the longitudinal charting of the ASLPR belies its potential to fully describe student progress on these courses. These interviews validate the intuitions of the teachers and the coordinator/evaluator. The overwhelming showering with gifts on any possible excuse and the ‘new look’ among the program participants was the outward expression of the outcomes realised, well beyond language acquisition, second language literacy or vocational skills.

Recommendations for further research

- To research if a higher level of people going into jobs corresponds to higher achievement in non-linguistic outcomes.
- This research may say something about how learners acquire skills in a second language: along the longitudinal axis there is not much change. If the non-language outcomes were measured, what kind of a parallel could be drawn to language acquisition?
- National evaluation of NESB literacy programs needs to be undertaken to fill the gap left by the Brennan *et al* (1989) report on outcomes of Adult Literacy Programs.

Predictions suggested by the evaluation findings

- Non-language outcomes will be taken into account when planning the curriculum and in assessment and reporting procedures.

Appendix A: 1993 Questionnaire

OFFICE USE ONLY: ASLPR.....L.....R.....W.....

COURSE RECOMMENDATION

.....

1994 COURSES FOR VICTORIA COLLEGE CLIENTS

Fill out the following survey so that DEET can assist in placing you in the correct area. You will be asked to choose a direction for your training in 1994.

PLEASE FILL THE COMMENTS SECTION WITH YOUR OWN IDEAS ABOUT COURSES FOR 1994.

NAME JOBSEEKER ID.....

WEEKS OF TRAINING..... START DATE

1. Do you want to

- look for work only in 1994.
 continue with English classes only.
 continue with training only.
 continue with English and training.

2. What type of training would you require?

- | | |
|---|--|
| <input type="checkbox"/> English for Child Care | <input type="checkbox"/> Job Search Skills |
| <input type="checkbox"/> Computer Skills | <input type="checkbox"/> Study Skills |
| <input type="checkbox"/> English for Food Preparation | <input type="checkbox"/> Basic Education (up to VCE) |
| <input type="checkbox"/> English for customer service | <input type="checkbox"/> Office Skills |

3. Do you feel you understand English well enough to do a course at TAFE?

YES[] NO[] NOT SURE[]

4. Which is your preferred choice for English and vocational training?

- AMES.
 TAFE
 Victoria College
 Skillshare

5. Please fill in any comments you have for 1994.....

.....

6. Any comments about your courses so far in 93?.....

.....

Appendix B 1994 questionnaire

COURSE FOLLOW-UP:

Thank you for returning the following information. It will help people in future courses.

NAME: _____ AGE: _____ First day
of school _____ FIRST LANGUAGE _____ PLEASE TICK
ONE OR MORE BOXES

How many years of schooling did you have before you started at Victoria College?

less than 6 less than 12 more than 12

Had you been to other English courses? Yes No

Where? _____ How
long did you study there? _____ Full-
time or Part time _____

How much DEET funded training have you had

English 1st year all part
Access Program 2nd year all part

Do you talk to your friends and family about Victoria College?

Yes No

What do you say? _____
_____ How did you feel
before starting school? _____

_____ How do you feel now? _____
_____ How will you feel when you finish? _____

_____ Was your course at Victoria College helpful? _____

Have you learnt a lot? _____ Do you
feel more confident using English after your course at Victoria College? _____ Have you enjoyed
the program? _____ How can we make the
course better? _____

_____ Do you have any other comments? _____

Appendix C Interview Questions

1. When did you start the program?
2. Are you still in the program?
3. Were you involved in any other program?
4. When and how long?
5. When did you start the program?
6. Are you still in the program?
7. Were you involved in any other program?
8. When and how long?
9. How many hours did you spend in class per week?
10. What did you want from the program?
11. What did you like about the program?
12. What didn't you like about the program?
13. Do you think your writing is better now than when you started the program?
14. Are there any other things either good or bad which you think have been due to the program?
15. Would you like to say any more about the program?
16. Have there been any changes in our life because of the program?
17. Have there been any changes in your work situation?
18. Did you read books or magazines before the program?
19. Do you now?
20. Are you a library member?
21. Did you write cheques?
22. Did you write letters?
23. Would you write to the local paper?
Would you write a job application form?
24. Have there been any changes in the way you feel or think about yourself?
25. Have there been any changes about the way you feel or think about your children, family, friends or neighbours?

Appendix D consent form

Form of Disclosure and Informed Consent

Language Program Evaluation

Thank you for agreeing to participate in this Language Program Evaluation; all answers that you give are completely confidential and anonymity will be maintained. By answering the questions in the interview you will be helping us learn more about our programs and your experience on them.

Please sign the following statement of informed consent; we cannot include your interview data in the study without this consent.

The interview should take about half an hour and will be recorded. A transcript will be made and you can request a copy of either or both if you wish.

I _____ have read and understood the information above, and any questions I have about the study have been answered to my satisfaction. I agree to participate in the project knowing that at any time I can withdraw.

I agree the data collected during the study may be published or provided to other researchers, *on condition that my name is not used* and that I am not identified in any way.

NAME OF PARTICIPANT

SIGNATURE _____

NAME OF INVESTIGATOR AnaMaria Ducasse

SIGNATURE _____

Appendix E Interview transcripts learner 1

- Interviewer: I am happy to see you now you've finished the course.
 Learner 1: I'm happy too, I miss the course. I wish to be longer and longer.
 Interviewer: You have already spent two years on the course haven't you?
 Learner 1: Yes, I will spent two years but I need more I think. It is the first time I have had the opportunity to go to school after nearly forty years. I finished school when I was eleven.
 Interviewer: When did you actually start at this school?
 Learner 1: I start on March 1992.
 Interviewer: Was that soon after you finished working in your job?
 Learner 1: Yes, after finish work.
 Interviewer: What were you doing?
 Learner 1: Sewing for thirty years.
 Interviewer: Machine sewing?
 Learner 1: Yes, machine. Not the same company, many different ones.
 Interviewer: At least you got to change. Some people here stay thirty years with the same company.
 Learner 1: I stopped when I had my children, I stay with my children. I work at home in between my free hours.
 Interviewer: That's hard work, Isn't it.
 Learner 1: Yes. It was the hardest part of my life. That twenty years, the hardest ones.
 Interviewer: When did you finish this programme?
 Learner 1: I finish 15th of last March.
 Interviewer: Did you do two years in a row here?
 Learner 1: Yes. I did two years right here. The time went so quick, I didn't realise it was two years.
 Interviewer: How many classes or different teachers did you have over the two years?
 Learner 1: Three or four I think.
 Interviewer: Who was your first teacher?
 Learner 1: Robin, then Charlie and Evelyn and Carole.
 Interviewer: You had a few different teachers.
 Learner 1: Yes, three over the last couple of years.
 Interviewer: You enjoyed Charlie's class didn't you?
 Learner 1: Yes
 Interviewer: I can tell, your eyes light up.
 Learner 1: He was a good teacher.
 Interviewer: What do you mean when you say 'a good teacher'?
 Learner 1: Give you to understand. compassion with you, because I think he understands more about migrants, the difficulties with English. After so many years in Australia not going to school just go after twenty- five years. We learnt to spoke English at the street, at the factories, not the right ways. Always until today we speak English like we learnt at the first.
 Interviewer: Your's has changed quite a bit.
 Learner 1: You change at school, we learn the way how to speak, you know and sometime we make the mistakes, he give us to understand how to fix it.
 Interviewer: Did you hear many people changing?
 Learner 1: Many people change the way they speak. For me it was incredible the writing, how quick I can write and read. Of course the spelling is to hard for me but the reading is improve a lot.
 Interviewer: The comprehension?

- Learner 1: Yes and I can read English paper and I can understand now the main things.
- Interviewer:: Did you used to read the newspaper before you started the course?
- Learner 1: No.
- Interviewer: Not English?
- Learner 1: I wasn't interested because my English wasn't very good, but after I come to school I see with a little bit more polish I can get there.
- Interviewer: Before you started what idea did you have of school? What did you really want, because it was your decision to come to school.
- Learner 1: Yes it was my decision, I want just learn more to improve myself to go to a different direction in my life. I found it hard at the start but little by little I realise I have to do something for myself.
- Interviewer:: Do you think it has changed direction?
- Learner 1: Of course. I am more interesting to speak to people, I am not shy a lot like before, discuss things even politics I don't know. Reading newspaper is big fun.
- Interviewer: I suppose when you read the newspaper it gives you things to talk about, because people talk about things that are in the newspaper.
- Learner 1: The books help you.
- Interviewer: Do you do a lot of travelling on Public Transport or do you drive?
- Learner 1: No I don't drive. I travel by bus and tram.
- Interviewer: You finished the programme because the funding ran out, it wasn't your choice to finish was it?
- Learner 1: No it wasn't no! I will ask the Government to give me two more years.
- Interviewer:: Another two years.
- Learner 1: Yes. This two years it was the best years of my life. Give me the opportunity to learn a little bit more about the society, about the people, how people live. I never new before about Australian people and why do they have the good jobs and only us have the pushy work. I want more school and I think if I have another two or three years school I be at the level I can work anywhere.
- Interviewer: You would have much more choice.
- Learner 1: Yes. But after two years I finish this, I ask for a job and they ask about sewing again because sewing it was the whole of my life.
- Interviewer: So you didn't change job directions?
- Learner 1: No
- Interviewer: But you would like to?
- Learner 1: I like to.
- Interviewer:: And before you came to this course had you had the chance to speak to a lot of Australians about your way of life?
- Learner 1: No I should we were close.
- Interviewer: Mainly Greek
- Learner 1: Yeah mainly the neighbours, you go to one of them a night. Actually it is a little hard to talk about anything else with your neighbours and other people like shop or when you go shopping.
- Interviewer:: Its superficial.
- Learner 1: Yeah, at school you learn more about their life their work, their communications. For different amount of people some things, their opinions their religions. You learn a lot about other people's and about their nationalities.
- Interviewer: It must be interesting to see the other side of the Australian culture, how they do their weddings and all those sorts of things and how they celebrate Christmas and Easter. It is interesting for me as a teacher for me to find out how you celebrate Easter, as a very different culture, even though I grew up with a good mix of people. I was lucky in my high school, we had a lot of Italian and Greeks and Mauritianians so that helped.

- Interviewer: What didn't you like about the programme? I know you keep saying that it was too short, but maybe there are other things that we could improve?
- Learner 1: No actually everything it was all right, only the computer sometimes because you don't know about computers come a little bit bore, But with the games and Jason the good personality we love to go.
- Interviewer: The computers are included in the programme because it is another kind of literacy, another kind of learning. The modern world is full of stuff like computers.
- Learner 1: We understand, but with that little work, if we were to continue another two more years
.....
- Interviewer: Did you go to any other programs before you started on this one?
- Learner 1: No, this was the first one.
- Interviewer: I would like to ask you about changes in your life due to the programme. Do you think there have been any changes in your life that you could talk about?
- Learner 1: Of course it was the changes in my life, more communication, more relaxing. I know more to talk about with my children, as they grow up in Australia they have different opinions and ideas. I understand them now, how they change a little bit for our main things, communication and things like that. I understand them more now because I learn a little bit about it.
- Learner 1: Sometimes I feel like a little child too, but to go to that programme where everything was so new, it made me feel young. When you go to school you feel young, you remember when you were little and it make you happy.
I remember once when we went to the Alexander gardens with Charlie (teacher) and we played games like a little kid, that give you more energy.
- Interviewer: I have noticed, especially with your group, you are so energetic. Like you threw away all those problems. After doing the course for two years you look twenty years younger. I can see it in your face, dress and hair.
- Learner 1: I feel much better. Really healthy. I wish to continue a bit more, because of us we work thirty years on the machine, especially at home, no go out. I dressed every day in the same clothes and shoes and sit at the machine, and you look after your house and your children and your children. The expectations of your family you know.
- Interviewer: The expectations of school are quite different weren't they?
- Learner 1: Yes, give others a little bit of responsibility and you get a little bit of freedom when you go to school. Even when you say you have a little bit of homework to do, the others wash the dishes or doing their cleaning of the house. The family understand you more then, but when we stay twenty-five years at home, we start cleaning the house, cooking, working, making the money. The piece work was so cheap and you have to make even ten dollars a day or fifteen dollars a day, you push yourself.
- Interviewer: Even what you said about the clothes, that for the factory you don't have to dress up, but for Collins street?
- Learner 1: For Collins Street you have to dress up, and we have clothes and this in the wardrobe, because we don't use it every day. Go to the factory, so dust and oil and you don't feel to dress up nicely even to put jewellery is dangerous in the factory. At the college you show off everything.
- Interviewer: It is true. Everyone looks great on the programme.
- Learner 1: We respect teachers. We learn to respect teachers even if they are younger than us. Sometimes the teachers upset, make you a little bit of trouble, but after they understand the way we talk and we tell them to understand our situation.
- Interviewer: Yes, it is definitely an exchange. I think that the teachers learn a lot from the students. You have told me a lot about the personal changes that you have mentioned, you also mentioned that you didn't think there would be a change in the work, that you would go back to the machine. You don't think that you would be able to work in a different area now that you've been to school?

- Learner 1 I live in an area where there is not too much of the transport and I don't drive.
- Interviewer: Are you happy to go back to it because it is something you know?
- Learner 1: Yes, but I am not happy to work full-time.
- Interviewer: Have you tried to get a job?
- Learner 1 Yes.
- Interviewer: Did you have to fill out forms?
- Learner 1 Yes, I have to fill out forms, but some of the factories they want slaves to work for them. They don't understand people working twenty-five years and they want to work us experience, they want slaves you know, strong enough like a horse. With us working twenty-five years on the machine we have problems.
- Interviewer: Are you going to look for a part-time job?
- Learner 1: Yes, I found a part-time job only two days.
- Interviewer: That's good, plenty of time for reading.
- Learner 1 Yes, and watching TV and going out with friends, go out for coffee.
- Interviewer: Do you think you could get a promotion in your job, become a supervisor?
- Learner 1 I am interested in doing that but there are so many people in there.
- Interviewer: Now that you are going back to work do you feel any changes? Do you think about yourself in a different way or do you feel different?
- Learner 1 Yes, of course. I feel I am at once up from the time I was working before. I have the guts to say to them this job is hard for me. This is not for women, this factory is not clean or warm enough.
- Interviewer: So you can stick up for yourself. Before you wouldn't have done that?
- Learner 1 No, when I started the first factory after I finish school it was a machine, very very old, very heavy and I stay straight away if you want me to do the work properly this machine is not for me. The next two days they bought the brand new machine and they give it to me. This factory understand my experience, how I work and this losing of time to work with an old machine, and get tired and upset, he understand me straight away.
- Interviewer: I think you would have never have said that before.
- Learner 1 No, I give you this money and I never say less money or I want more. Now I say that I am experienced, and I feel comfortable and I want the right money, you want to give it to me or not!
- Interviewer: You value your experience and you tell them in English.
- Learner 1 Of course
- Do you think there are any changes in the way that your family or neighbours look at you now that you have been to school?
- Learner 1 Yes, my son before refuse to listen to me in English in front of his friends or anything, but now when I make a mistake only laugh a little bit no say it in Greek Mum, he never say that again.
- Interviewer: This gives you more opportunity to speak English.
- Learner 1 His friends maybe speak Greek too, but when they speak English together, I speak English with them too.
- Interviewer: And in the community?
- Learner 1 In the community of course.
- Interviewer: Do you notice a difference in people now that they know that you have been to College for two years?
- Learner 1 Yes, when I go to the shops I ask for more help, for example when I want to buy a dress or a jacket I ask for more colours to bring me to try on.
- Interviewer: More service?
- Learner 1 Yes, more service. It wasn't before.
- Interviewer: Walking around in the city to shops too you have had a lot of practice, I don't like this one or I like this. You can try if you can leave it. It is your choice.

- Learner 1:** But I had not done it before because I was shy, I don't know what the people say about me. I feel like a migrant, like a slave in Australia, but now I feel like a resident like I have my rights like everybody else.
- Interviewer:** You went out quite often for coffee with friends when you were doing the course.
- Learner 1:** Often with teachers, yes it was nice.
- Interviewer:** Years in the factory, you know the bell rings and people run.
- Learner 1:** Some of the people I know never go to coffee shops to have coffee, they don't know. We go from the city with the tram and the bus, we saw the big buildings we don't know what the buildings for thirty years in Australia we don't know the city or the Government House the Arts Centre, the State Library and the Museum.
It give us the opportunity to see all these things.
Things that Australian kids normally grow up with and then as adults they have already seen it. You got the chance to see it too. That must be why you feel closer too.
- Learner 1:** Because in thirty years we went to only parks and family things, but student have more opportunity to see special houses like the mansion, Como House.
- Interviewer:** That is actually part of Australian history as well.
- Learner 1:** To see films, Australian films.
- Interviewer:** Did you go out to the cinema much before?
- Learner 1:** No, never before. I only went to see Greek films.
Bridge Road and Chapel Street. It was very nice, the family would go for a souvlaki or a coffee after the cinema. You feel happy to go out and get dressed up, but now with videos you stay home.
- Interviewer:** You were saying that you read newspapers, are they Greek or English.
- Learner 1:** No, they are English. My sun buy the local paper.
- Interviewer:** Which one?
- Learner 1:** The sun, Herald Sun.
- Interviewer:** Do you read magazines in English as well?
- Learner 1:** Yes, the Woman's Weekly sometimes, the recipes and the fun and the stories.
- Interviewer:** Do you belong to a Library?
- Learner 1:** Yes I do.
- Interviewer:** Did you belong to it before you started the course?
- Learner 1:** Yes, for my children and I used to get Greek books. Now I sometimes get English books, a small one, to read it quick.
- Interviewer:** How do you think your writing has changed since you have been on the programme?
- Learner 1:** It has changed a lot. I didn't know how to write then, I knew how to read a little bit but no writing
- Interviewer:** Do you use it?
- Learner 1:** Yes, when I need to write a note for my daughter to school, I write a bit of a note and I write messages in English to my children or to my friends.
- Maria:** Do you ever use checks?
- Learner 1:** I never use, but I can write.
- Interviewer:** Do you think that if something happened in your community that upset you, you could write a letter to complain to the local paper?
- Learner 1:** Yes
- Interviewer:** You'd be happy with that?
- Learner 1:** With a little help or my dictionary help.
- Interviewer:** You can definitely fill out application forms as you've got two jobs already.
Are there any other things, good or bad things that you want to say that you haven't had the chance to talk about?
- Learner 1:** Not bad things, it was that two years, it was so short for me. It has passed so quickly. At the first three months I was not sure of myself, if I continue school at that age. After a little while I liked it more and more and I feel sorry now that it has finished so quick.

- I want to go back to school!
- Interviewer: If the Government help us just a little bit with the fees then I feel happy with that.
- Learner 1: You can probably do that if you apply for a special intervention programme. If you say that you want to continue some more English and they will probably give you at least travelling money. At least thirty dollars a week to travel.
- Learner 1: It is nice to work, but I go to work just for no to stay home to feed boy. It is not only for the money, the money is not important, the communication and see people and talk and you see Australia how it's going.
- Learner 1: Interesting to wake up in the morning, not stay in bed till ten o' clock. To dress up to go to the factory, to have a cup of coffee with others, to talk to others about the problems and the life in Australia.
- Interviewer: Thankyou, we have talked a lot Helen. It has been a really good interview, and it will be interesting for me to pass on this information so that people know that there is a lot more, not just your school report and not just how much English you have learnt.
- Learner 1: For me it was not only the English it was the communication, mixing with together people. Like you, like Charlie, like Jason, like Robin and learn from them too, learn about like Robin plays music and singing. It is something we don't know about, but when we go to see Opera and Theatre you feel like you're born again.
- Interviewer: It is true, something completely new.
- Learner 1: Maybe we don't have the opportunity to learn something like that but we give the opportunity to our children to go more in the world, more relaxing. I send my son to learn music and dance and my daughter learn something.
- Interviewer: Do they enjoy it?
- Learner 1: Yes.
- Interviewer: What do they play?
- Learner 1: My son play the organ and my daughter too and guitar, but my son play very good drums too.
- Interviewer: Does he play in a band?
- Learner 1: Yes, he want to play now, because he finish University and get a job just for fun, to go out. But I don't know now with a girlfriend he go out. But still the music is there.
- Learner 1: Maria:: Would you have liked to learn to play music?
- Maria:: I like but I think sometimes I am too old, but I am not.
- Maria:: You are not too old. You could learn to play the Piano. People often learn to play music when they learn with their family as well.
- Learner 1: I can't play the Piano but if my son Dominic learns to play the Piano then I would like to learn with him.
- Learner 1: When I was having one sister younger than me and she plays the organ when she lives with me and she plays I was so happy, and I learn a little bit even with one finger, to play a little music to play a little song. Then she left from my house and she went back home. My son learn different scales and Music exams.
- Interviewer: Maybe one day you can teach your grandchildren? You can learn together.
- Learner 1: Maybe.
- Interviewer: You could teach them your traditional songs to play on the organ.
- Learner 1: I got a lot of books of my traditional songs and I bring it to my son. My son can play everything. The Greek music and everything.
- Interviewer: Thankyou again Helen.

Appendix F Interview transcripts learner 3 & 4

- Interviewer When did you first start the program?
- Learner 4 January 1993
- Interviewer were you in the same class when you first started?
- Learner 4 No when we first started I was with Robyn for three months, then we were in the same class.
- Interviewer Who was your first teacher?
- Learner 3 I can't remember her name.
- Interviewer Was it a man or a woman?
- Learner 3 She was supposed to take your place.
- Interviewer Evelyn
- Learner 3 Oh, Evelyn was doing it with Robyn.
- Interviewer They were sharing. When did you finish the program?
- Learner 3 We finished at the same time.
- Learner 4 Yes 1994.
- Learner 3 Yes, December.
- Interviewer So it was two full years?
- Learner 3 Yes two full years..

Learner 4 Yes 40 weeks.

Interviewer There is probably more training time. If you want more training they can work it out at the CES. Yes go in and ask them. Ask them about more training weeks.

Learner 3 They said that you are already capable of doing something like look for work, like that.

Interviewer The CES can fund training in any area that you are interested in if you are unemployed, it doesn't have to be English.

Learner 3 Who is the right person to go to talk to?

Interviewer In the enquiries desk ask for an application form to do further studies and then find the course and apply.

Learner 4 Go tomorrow L.....

Interviewer About how many people were in your class? I can't remember.

Learner 4 About twelve, fourteen towards the end.

Interviewer How many hours a week was the course?

Learner 4 Nine to two every day.

Interviewer That was sixteen hours. How many hours did you spend actually improving your reading and writing?

Learner 3 After school.

Interviewer Did you spend some time on the bus or tram doing reading?

Learner 4 Some reading. Going from school to home, takes me nearly one hour, so I have plenty of time. So I used to even do the homework there.

Learner 3 I don't really concentrate on the lesson that the teacher gave us today. Before I pick that one, I have to read something and then as soon as my mind is really going to get inspired then that is the time I have to read and then I was surprised that I can write well. Before I could study I had to read first, concentrate, then I could do my studies. Just to gather my thoughts and concentrate.

Interviewer What did you expect? What did you want from the program before you started? What did you actually want?

Learner 4 I only wanted to learn how to write really because reading is not bad but writing was my, or still is my, a bit not a hundred percent. But I have improved a lot. So when I read even before I did not understand big words. Now, I understand. I don't mean a hundred percent, but now a lot more.

Learner 3 I expect to learn more speaking. I can really speak but regardless, the moment I started to speak it's too fast and just very quick so I just try to limit myself to speak slower, Writing is not really my problem.

Interviewer You stopped going to the program because the program finished didn't it?

Learner 3 I wish we had another two years

Interviewer What did you like and dislike about the program? bring out both aspects, because if there are things you don't like we can improve on the program and it is important as well to know the bad as well as the things that you liked.

Learner 4 Really I liked everything except the computer. But it was a good thing really. I mean if I think back just because I don't like to use them now, I think it was no good for me but for the younger people it is really very very good. It's more important than English really. It's very very important it is essential - I was more interested in English.

Learner 3 I like the program because it makes me feel confident with myself and increases my knowledge like computer skills. I liked the computers because I had keyboard skills before from typing, but the problem is I can't type fast and when I see in the newspapers advertisements 70 words per minute, 60 words per minute when I practise, I really do like that I cannot get 70 or 60 that's why I'm really do like that but I cannot get 70 or 60 that's why I'm really depressed from that.

Interviewer So what didn't you like about the program L...?

learner 3 No, I liked the program very much. I enjoyed the way the teachers introduced the subjects, it goes back to the factory where I worked and I couldn't speak English, so I was very tongue tied, so I was depressed and as soon as I arrived home we were speaking our language so there is no English. The moment I was speaking my English I was not confident so I tried too hard, even to my husband. I cannot speak with my husband. It's like he is too much a perfectionist. He is more fluent, the way I spoke may be he see it - oh what is the use of studying in the Philippines if you don't apply it. Maybe by encouraging me I know he's just joking but then what I did I would carry around a tape recorder with me and really listen and the at the same time just took it slowly then with a mirror in front of me and speak slowly.

Interviewer Did you do any other English courses before you did this one or any other literacy courses?

Learner 3 No but I had English 1,2,3,4 in the Philippines. I done high school and university. But I was lucky too because after that I was able to work in the government at the Philippines information agency.

interviewer What happened to you since you finished the program? and they may or may not be things that have happened in your life and I am interested in what might have happened to you because of the program? Do you think there are any changes in your life because of the program?

Learner 4 Yes, well before I used to ask my husband or my daughter to fill out forms for me, and now I do it myself so I am not dependent on them.

Learner 3 Yes I can develop an application now, before I used to write to my parents in English and my sister writes in English to me and because my sister is little bit more intelligent than me and sometimes she corrects my grammar. It's my grammar my real weakness. Now I can write English very well and standard English.

Interviewer How do you compare yourself now to the beginning of the program?

Learner 4 I feel more proud of myself. Before even if was to say something I wasn't sure but now I am sure more, I know what I am talking about, at least I understand what I am talking about, what I say. before I used to say it like a cocky, you know you say it like you know the real meaning. It makes a big difference. You hear the words but you don't know the real meaning not just because you come from Italy -that you know it's the same thing with English -unless you go to school and you study or someone explains to you, you don't know.

Interviewer Do you think that people see you differently now that you have been to school for two years, like your children or your family or your friends or neighbours? They all know you have been to Victoria College for two years. Do you think there is any different reaction now?

Learner 4 Not really it's the same thing. Of course with the family it's still the same but that's something personal

Learner 4 But my husband he wants me to develop he was applying for the position in the office and was filling out his form.

Interviewer Is there any change in your reading of magazines or newspapers or maybe you did not read English ones - Is it more or less the same?

Learner 4 No I read a lot more English now.

Learner 3 Before I could understand English all the things. the magazines but I don't- the problem is I don't like to read- I hated reading and now I realise that it is really bad.

Learner 4 As a matter of fact I read more English now because I have to keep up. Really that's what I do, I try to you know, with Fiona I used to speak English before I used to speak Italian so now its my turn to now improve my English.

Interviewer How about writing, do you think that you will write any more than before or maybe you don't need to.

Learner 4 I used to write more when I was at school, because I had more homework, but now I have no reason. But I read the English paper everyday and even the radio I try to listen as much as possible you know like especially when I'm at home I have no contact with other people so I keep the radio on all the time at least I hear the sound and everything. I try to keep up otherwise I will slip back and because it is easy to forget. you know if you don't practices all the time it's very bad and it's easier to forget than learn.

Interviewer Is there any other good thing or bad thing or comment or any thing else you want to say in general feeling about being here at all?

Learner 4 Other people from what I have heard other people in theirs are not very happy about it people that went to other schools -well from my experience I would recommend it to anybody if they are lucky or get approved

Learner 3 Victoria College has done may things to me. It's really remarkable and unforgettable moment of my life. Yes because when I went back to school I remember my high school days and university days are really different. you have to meet every day the same students. When I was attending Victoria College its really great and the faces that I have are understanding to us because during my university time my teachers were really strict but when I came here first time I attended class I thought it would be strict but it's really fantastic.

Appendix G Interview transcripts learner 3 & 4

- Interviewer: The name of the English program was Intensive ESL literacy, and vocational training. They are the two programs you did, didn't you.
- Learner 4: Yes.
- Interviewer: When did you start the program Learner 4?
- Learner 4: I think it was February 1993.
- Interviewer: So that's more than two (2) years ago. When did you actually stop the program?
- Learner 4: December of 1994.
- Interviewer: That's when a lot of people finished. How many different class groups were you in when you were in the program?
- Learner 4: Three (3) actually.
- Interviewer: Yes, and were the changes mainly in the first year or the second year?
- Learner 4: in the first year.
- Interviewer: Do you have any comments about the classes?
- Learner 4: When I first came here it was because I couldn't write, spelling I got very big problem with spelling.
- Interviewer: Did you have Phillip?
- Learner 4: Phillip and Paul.
- Interviewer: So you started at that level. You finished at the top level, top class. How many hours a week was the program?
- Learner 4: Sixteen (16) hours.
- Interviewer: You attended non stop didn't you. You didn't go overseas or take any breaks.
- Learner 4: Before. I supposed to be starting on January and I took two (2) weeks off. The Farther-In-Law died sudden. That's why I moved the starting date.
- Interviewer: Is that in Hong Kong ?
- Learner 4: Yes.
- Interviewer: Before you started the program, what did you want from the program, what did you think you would achieve?
- Learner 4: I just want to improve my English, because I never go to English class before. I just learn my English from the work place and my husband reckon I didn't talk properly, he doesn't like me to talk like rough. Because very hard if you are working because you learn from the friends, you know how they talk and then I just want to learn proper English.
- Interviewer: Was it just writing or especially speaking or everything?
- Learner 4: I think writing may be too hard for me. I just want to speaking and the grammar and I can learn more things from the radio or television
- Interviewer: Improve your vocab. When you stopped going to the program did you think you achieved any of those things?
- Learner 4: Yes, I learn a lot. I learned more than I expected, because from the writing I can write more than before and speak because I learn some grammar from the school and the teacher explained how to use the word, how to ask the question myself. That is why when I speak also I am a bit slow but in my brain still work. The most thing is I learn a lot, before I didn't know anything about Australia. Charlie taught us about Aborigines and what that mean Australia Day and then a lot of things, we go around to so many places, we knew a lot about life. We went to the Australia Government Bank.
- Interviewer: Must be the Mint I think.
- Learner 4: No. The bank that store the money. The Government Bank, on the top every, every bank must sell the money to that bank everyday.
- Interviewer: Really, I did not know. National Australia Bank?

- Learner 4: No, the top of everything. In Collins Street.
 Interviewer: I didn't know about it Learner 4. You are teaching me, I didn't know it existed. So everyone has to sent their money there.
- Learner 4: Yes, everyday and in the morning.
 Interviewer: Is it the Treasury?
 Learner 4: No, the Bank that belongs to the Government.
 Interviewer: Not the State Bank?
 Learner 4: No, not the Commonwealth. If they want to change the interest everything has to go through them. In the news all the time.
 Interviewer: Not the Stock Exchange?
 Learner 4: No
 Interviewer: When you are talking later you will suddenly go "that's It", you will remember. I will ask Charlie. That must have been very interesting to go there.
- Learner 4: Yes, We knew how they store the money in the gold. That is like a big percent of this country the money, how much money you have.
 Interviewer: The total money for Australia. How do they keep it in gold bars?
 Learner 4: No, the big gold. The money they give us One Hundred Dollar notes (\$100) for One Million. You can smell the money.
 Interviewer: I am going to ask Charlie to take the students on this excursion so I can go.
 Learner 4: And the Parliament House.
 Interviewer: So you like the excursions and seeing a lot of Australian History.
 Learner 4: Yes.
 Interviewer: What else did you like about the program?
 Learner 4: The other things we learn like for our future generation and then we read about the Politics because this country is Multicultural everyone have the fight in the classroom.
 Interviewer: Everyone was talking about their National problems in Politics.
 Learner 4: And we agree that we should not fight here in Australia. Leave it alone. That is a good program, and then we learn a lot how we talk when we left school. We go to any place, maybe go to interview. We go to maybe another school, how we talk how we carry on.
 Interviewer: How you express yourself?
 Learner 4: Yes. I learn a lot from this one. when I left this school I went to CES to find my future. I don't know where I go after this school and after the CES ask me to do another course.
 Interviewer: Yes, the Hospitality one.
 Learner 4: No, He said you choose yourself what you like and then I went my friend introduce me to this course and I said that's Okay, but I don't know what hospitality I had to learn from there. Then I talk to the teacher over there and after the CES let me go to this course.
 Interviewer: Sounds great.
 Learner 4: It is a very good course, and because I can learn more skill.
 Interviewer: That's right you got past the language skills to the next employment skills. Can you tell me something you didn't like about the program? Were there things that should be improved or things that you didn't like. We can probably try to fix it for another time.
 Learner 4: Yes, because sometime a bit hard for us like the things some teacher gave us. A lot of things we don't understand what they are talking about.
 Interviewer: Oh really. Especially in the beginning or at the end?
 Learner 4: Just sometime.
 Interviewer: Okay, occasionally, through the course.
 Learner 4: Especially from the Newspaper or from another book.
 Interviewer: Actually the teachers thought you could understand it but you couldn't?
 Learner 4: Yes, you couldn't. You don't know what they are talking about and because like we doing this English course and then the afternoon only a couple of hours we have business, we don't like it, because we don't understand that book is very hard. We don't

- know what they are talking about and the time is too short. The teachers have no time to explain it to us. Hospitality just go very quickly, not enough time.
- Interviewer: We could change that, we could offer those subjects over a longer time.
- Learner 4: Because we are changing every term, that's not good for us I think. The students can choose one and have more time to learn it.
- Interviewer: The CES was actually interested in the Course being able to offer lots of choices, because then people when they leave English Course will have some idea of which one to choose. The idea was to offer a quick variety not in depth just a little bit of everything, but I noticed as we were doing it that it wasn't as good as it could be especially if the course is a difficult subject and you only have one hour a day. That is something we can improve, we are improving now not changing so much.
- Interviewer: Is there something else you would like to say about the program?
- Learner 4: I think this program is good for us because we came to Australia all the time we were working until we were lucky we got the opportunity to go to this school.
- Interviewer: Did you do any English programs before?
- Learner 4: When I just came here I had three (3) months on that in my house, after that I went to Part-Time only a few weeks because I didn't learn much, because the teacher always talk the shit. That is why I quit and I just continue my job.
- Interviewer: So you were working during the day. It is actually tiring to go to school at night, if the teacher is only Blah, Blah, Blah it sends you to sleep.
- Learner 4: Yes, I was thinking if I knew it's good for me to go to school, I will go a few years before to school and improve my English.
- Interviewer: You gave it a try, at least you gave it a try. A lot of people actually when they came to this course had never studied any English at all. This was their first chance.
- Learner 4: I thought I was too late to learn a new language you know. I just like come for play or for past-time, but after I realise now I have to learn a lot of interesting things in this school.
- Interviewer: Actually I saw a lot of students progress so much. They come in the start very quiet and not say very much, I remember you know, smile a lot and not say very much, and by the end 'we want this and we want that, and we don't like the classroom'
- Learner 4: Yes, we complain.
- Interviewer: Good. That means you have found a voice, you can say what you want. Do you think there have been any changes in your life during or after the program?
- Learner 4: In the before because I always thought I not good in English maybe too late to learn for in my age, and when I went out I like to talk to the people but because the language I can't talk proper English, that's why I just be quiet, when I saw people I just say hello and that's it. Even at home if telephone ring I always let my husband or my son to answer the phone. They always compare me to you have to learn to go out and to learn.
- Interviewer: What do they think now?
- Learner 4: when I start this school my Husband pushed me out to the Tuck-Shop to work at my son's school. I said no, I am not good enough, I don't want to go. After this program I go by myself.
- Interviewer: Well done!
- Learner 4: I work one a month at the Tuck-Shop, I want to help.
- Interviewer: You volunteer. That's great and it's no problem is it?
- Learner 4: Still have problem about the price about the thing but the ladies that work with me are very good they explain to me, because I told them that I am not good in language, you have to slowly to tell me. I think it give me the confidence.
- Interviewer: Do you pick up the phone now too?
- Learner 4: Yes, I pick up the phone. Go to hospital and go to everywhere. I just go by myself, I don't have to wait for my Husband.

- Interviewer: That's great. So if you compare yourself now to before you started there have been quite a few changes and it is noticeable to your family. What do your kids say?
- Learner 4: My eldest son now in Hong-Kong, he is working there. I sometimes write the letter to him, but because I use Chinese to write the letter to him he doesn't know much in Chinese, it take him a long time to read it.
- Interviewer: Because he can't actually read the Chinese characters?
- Learner 4: No, he have to use his dictionary, and then I have to use English to write to him.
- Interviewer: That's fantastic.
- Learner 4: I thought a long time for me but still I use what I learn from school to write, but he wrote back to me he said 'Mum your English is really improving only sometimes the spelling is wrong but he understand what I am talking about.
- Interviewer: It must make you feel so happy.
- Learner 4: Oh yes, I didn't know, sometimes I talk to the people I just suddenly use the English first, come first.
- Interviewer: You actually forget now that you are having to speak English, Its natural. So you are not actually working at the moment are you, because you are studying. Are you going to look for work?
- Learner 4: Yes, I hope when I finish this course I can find some job. When we finish this program maybe we start an appointment to a new program.
- Interviewer: Like a job placement?
- Learner 4: Like a job centre like this one. (hands the info to Interviewer)
- Interviewer: Industry Network Recruitment. That's good, its actually out of the CES and its community based employment. So you go to them and they actually look after you for the CES to help you find a job.
- Learner 4: Yes.
- Interviewer: That's good. I think this is going to be successful this program.
- Learner 4: Yes, I think its good. For us we before we always doing the same job and we have not any skill and for us we suddenly have to look for another job. All of us are worried how we go out to find a job because we ask so many time and they always answer no, that's why it make us like a bit nervous. This lady come and say no worries if we finish our Resume she will help us.
- Interviewer: So she will actually do the looking for you. That makes you feel actually more confident for applying for the job because you have got some one to help you there and give you the support.
- Interviewer: Do you think there have been any changes about the way you think about your children or your family and friends or neighbours. Before the question was do they feel any different toward you, do you feel any different about them?
- Learner 4: Yes, like with my neighbour we are good friend now, because we can communicate.
- Interviewer: What nationality is she?
- Learner 4: I think she is not Greek, Macedonian.
- Interviewer: You would have met quite a lot of Greek and Macedonians at school, so you understand about their culture. Are there any changes about the way you feel about yourself?
- Learner 4: I think like I am free now, more free than before. I can do things by myself, I have no so much worries like before have to wait for my family.
- Interviewer: Look at today. I ring you up and ask you if I can do an interview in English and you say yes, and you come along. That's fantastic
- Learner 4: My husband say now you know more than me. Sometimes he has to ask me about this the computer. I forgot to tell you that the computer course was very good in this College. Really good, I learn a lot in computers because I like Jason, the way he taught. He used the language and make us understand, just simple ones like 'when you turn on the computer you say hello when you go you have to say goodbye' simple language to make us understand.

- Interviewer: Actually you learnt a lot in those classes. I remember him saying and now we are doing this, when I used to see the school reports all the different steps He was going very fast with your group. Must be everyone was quite interested in the computers.
- Learner 4: Yes, Now I learn the Window, before it was Word Perfect. That is why it is more easy for me to get into the Window.
- Interviewer: Because you have got an idea of how it works. That is a different kind of literacy isn't it? Because everything depends on Computers these days, doesn't it?
- Learner 4: Yes.
- Interviewer: Before you started the program did you read books and magazines and Newspapers in English?
- Learner 4: No
- Interviewer: Do you read them at all now?
- Learner 4: Yes, sometimes I read the Newspaper and I got the story book.
- Interviewer: Fantastic, Fantastic! So you read the local newspaper or magazines or something that's at home?
- Learner 4: Because I have a lot of homework from this course I never stop, I have a lot of things to learn. but the teacher when holiday time they give us a good story to read and I read the Newspaper sometimes the good story. I have no time to watch television.
- Interviewer: Do you actually belong to a library?
- Learner 4: Yes.
- Interviewer: Do you borrow books from the library?
- Learner 4: From school at the moment.
- Interviewer: Of course, for your homework. You said that you are writing letters to your son, so do you think your writing is better now than before you started?
- Learner 4: Yes. Because I have to be careful the language and grammar and spelling.
- Interviewer: Yes but you are speaking really well, when you write if you are conscious you are aware now, before you didn't know how to start to correct it, now at least you have studied it.
- Interviewer: So now if you went for a job could you fill out the job application
- Learner 4: Yes. I can say
- Interviewer: Do you think if there way a problem in the community and you had to write to the local paper, do you think you would write a letter to the local paper?
- Learner 4: No. Not that much.
- Interviewer: Do you think there are any other things, good things or bad things that you want to talk about because of the program?
- Learner 4: Yes. I think this program is good for maybe overseas students as well as non English speaking Australians. It is very good because you know we don't know how we can learn at our age but after this I'm sure we all can still learn.
- Interviewer: That's right, so you feel that you had to learn how to learn first, and then you started learning?
- Learner 4: Yes, I think a lot of mothers have the same feeling.
- Interviewer: They think they are too old or I can't do it or it is too late. But when you try, I mean if you have the chance.
- Learner 4: It make our life improve so much in a new country.
- Interviewer: And how did you find sorting out your study time and your family time and home duties and any Part-Time work, how did you organise everything?
- Learner 4: I think when I start the study I think more easy than when I was working. Because when I was working and go home I just prepared dinner and sit and clean the house, and now I have my study to do.
- Interviewer: Has anything changed at home due to the course?
- Learner 4: Yes, I am because my Husband he is supporting me to go to school and he just sometimes he cook the simple one or he just went out to the take-away and let me have more time to study.

- Interviewer: So you have more time for what you need to do.
- Learner 4: In the beginning I like blame people, I don't know how to do it, my Husband always sit beside me to explain. Now I can do it by myself everything, only sometimes I don't understand. But I always study after eleven o'clock (11 pm).
- Interviewer: That is pretty late.
- Learner 4: Yes, because I have to finish the housework and then my youngest son to bed and after that it is time for me to get down to it.
- Interviewer: I try like nine thirty (9.30 pm) to sit down.
- Learner 4: Last time Half past twelve (12.30 pm) I have to finish my homework. It was slow because I have to look in the dictionary what that means and then answer the question or write the story.
- Interviewer: It sounds like a lot of work. But you will get there in the end especially with this new directions from the CES consultants to help you to find the jobs, that's actually someone between you and the CES and the employer. The CES knows the jobs and you know they are available but then you go to this person to help you get the job. I think that is great. I wish you good luck.
- Learner 4: Just like the kids, the parents help them too. I think you can introduce it to the students here.
- Interviewer: I will photocopy business card actually.
- Learner 4: I forgot to bring that, the head office in Doncaster. They have a branch in Caulfield.
- Interviewer: I might actually call them to see if they can send me information about it.
- Learner 4: Yes, I think they have a business letter.
- Interviewer: I can get some information I can tell the students, so at the end of your two years, quite a few probably finish in June, and I will head in this direction. That would be great.
- Learner 4: You can ring the Box Hill one. I forgot to bring the information. It sounds very good.
- Interviewer: I think it is a good direction the Government is taking, and I am going to photocopy it.
- Learner 4: They interview you individually. They help you to get resume if you haven't got one. What kind of job do you like and the time and they just find for you. Because I went to the CES a few times to look at the board.
- Interviewer: It is very difficult. It is very impersonal.
- Learner 4: Especially at our age it is hard. There are no jobs for us.
- Interviewer: Thankyou very much Learner 4.

Learner 1	Learner 2	Learner 3	Learner 4
<p>PROGRAM LIKES</p> <p>good teacher understands... migrants we make mistake he give us to understand the time went so quick I did not realise it was two years we learn the way how to speak we go to the city with the tram and the bus we saw the building we don't know for 30 years we do not know the city It was the communication, mixing with people learn a little more about society, about people I never knew before about Australian people why they have the good jobs and us only the 'pushy' jobs I learn about their life, their work, their communications. You learn alot about other people and their nationalities. Learn about music, it is something we do not know about, when we go to the opera theatre you feel like you are born again</p>	<p>PROGRAM LIKES</p> <p>good program" how we talk when we leave school, we go out, how we carry on" computer course was very good". I learnt a lot." a lot of interesting things"</p>	<p>PROGRAM LIKES</p> <p>I like the program because it makes me confident with myself. It increases my knowledge, like computer skills I really like computers You have to meet the same students every day It's really great, The faces that we have are understanding to us it is really fantastic</p>	<p>PROGRAM LIKES</p> <p>I like everything the atmosphere at the school is really fantastic I think it is one of the best because I have heard other people, in theirs they're not really happy.</p>
<p>dislikes</p> <p>sometime the teacher upset make a little bit of trouble but after they understand computers come a little bore but with Jason the good personality we love to go Not bad things</p>	<p>dislikes</p> <p>topic too difficult, book too hard, not enough time change subjects too often</p>	<p>dislikes</p> <p>nothing</p>	<p>dislikes</p> <p>computer</p>
<p>social before</p> <p>Hard to talk about any thing with your neighbour and other people like when you go shopping. at first three months I was not sure of myself, if I continue school at that age. After a while I like it more and more. I did not know how to write and to read a little bit</p>	<p>social before</p> <p>when I went out to places I didn't talk to people. I just be quiet." Because the language I just say hello that is it" I couldn't write very big problem with spelling They complain to me, you have to go</p>	<p>social before</p>	<p>social before</p>

<p><i>after</i></p> <p>I feel like I am one up from the time I was working before.</p> <p>I'm not shy like before. I discuss things, even politics I don't know.</p> <p>best years of my life</p> <p>more relaxed</p> <p>get freedom when you go to school</p> <p>Personal Self esteem</p> <p>low</p>	<p><i>out and learn</i></p> <p><i>after</i></p> <p>I never stop I got alot of things to learn</p> <p>I have no time to watch television"</p> <p>I have my study to do"</p> <p>I have to be careful now the grammar</p> <p>The language the spelling"</p> <p>I learn a lot of things I didn't know about</p> <p>Australia: politics, multiculturalism</p> <p>aborigines, Australia day</p> <p>Personal Self esteem</p> <p>low</p>	<p><i>after</i></p> <p>Personal Self esteem</p> <p>low</p>	<p><i>after</i></p> <p>Personal Self esteem</p> <p>low</p>
<p>I dressed everyday in the same clothes and sit at the machine, they were the worst years of my life. we work 30 years at home no go out</p> <p>I think sometimes I am too old but I am not.</p> <p>In 30 years we only went on family things Cinema, I never went before, I went to see Greek films then with the videos you stay home</p> <p>high</p> <p>for Collins Street you have to dress up. We have clothes and things in the warddobe.</p> <p>jewellery is dangerous at the factory, at the college you show everything off</p> <p>With a little bit more polish I can get there</p> <p>Little by little I realise I have to do something for myself.</p> <p>I think if I have another two or three years school I be at the level where I can work anywhere.</p>	<p>"In the beginning I like blame people</p> <p>I thought it was too late to learn</p> <p>I always let my son or husband answer the phone"</p> <p>I didn't know how to do it"</p> <p>My husband reckon I didn't talk properly talk like rough"</p> <p>high</p> <p>Now I can do it by myself, everything"</p> <p>Now I learn windows, easy for me"</p> <p>I do not wait for my husband</p> <p>I go by myself"</p> <p>we don't know how much we can learn at our age, but after this I 'm sure we all can still learn"</p>	<p>high</p> <p>Husband wants me to fill ou his application and he gets the job.</p>	<p>before I usedc to say things like a cocky, You know you say it but you don't understand the meanong till you go to school you study or someone explains not just because you're from italy it's the same in english</p> <p>I used to ask my husband or daught er to fill out forms.</p> <p>berfore I used to say something I wasn't sure.</p> <p>high</p> <p>now I do ity myself</p> <p>I am independent</p> <p>I feel proud of myself</p> <p>now I am more sure</p>
<p>Before I never say its less money I want more we learnt to speak at the street at the factory before I was shy I don't know what people</p>	<p>low</p> <p>I thought I not good in English</p> <p>I said I not good enough ,I don't want to go</p>	<p>Self concept</p> <p>low</p> <p>I speak its too fast.</p> <p>the factory where I worked I could not speak</p> <p>The vianemese ladies could not speak</p>	<p>Self concept</p> <p>low</p>

<p>say about me. high for me it was incredible how fast I can write and I can read. The reading is improve a lot.</p>	<p>I told them I'm not good in language but they explain. I think it give me confidence.</p>	<p>English The moment I was speaking English I am not confident. I cannot speak with my husband because he is more fluent. The way I speak he see it : What is the use in studying. My sister writes in English, she corrects my grammar high High wrting not my problem</p>	<p>high</p>
<p>Social changes family When you have homework others wash dishes and clean the house. give others a little bit of responsibility. son My son refused to listen to me in English in front of his friends. Now when I make a mistake he just laugh a bit. No say " say it in Greek mum" He never say that again. His friends... I speak English with them too. I know more to talk about with my children as they grow up in australla they have different ideas and opinions. I understand them now. they change a little bit for communication things like that. Other before I feel like a slave in Australia, but now I feel like a resident, like I have my rights like everybody else.</p>	<p>Social changes Husband now you know more than me" sometime he ask me about the computer son Now, he understand what I talking about mum your English is really improving neighbours My neighbour we are good friends now because we can communicate. Other "" It make our life improve so much in new country" I think like I am free now, more free than before" I have no so much worries as before</p>	<p>Social changes Husband neighbours Other Victoria college has done may wonderful things for me. it is a really remarkable and unforgettable moment in my life</p>	<p>Social changes Husband daughter neighbours Other</p>

some time I fell like a child It make me feel so young. You remember when you were little and fell happy, we play games that give you more energy.

when I go to the shops I ask for more help, more service. It was n't before

Some of the people I know, never go to coffee shops. they don't now how.

Now I say I am experienced I feel comfortable and I want the right money.

I read newspapers and story books

I can do things by myself

Write letter to my son in English"

Suddenly, use English first,, come first!!

I pick up the phone

enactive changes

can do?

I talk slowly in to tape recorder infront of a mirror.

enactive changes

can do?

I try to listen to the radio as much as possible

I read a lot more english now.

because I am not at school I have to keep up

before I used to listen to italian, because my

daughter speaks Italian now it is my turn to speak

English

I red the English paper. when I read before I

did n't understand the big words.,

Now I understand.

I know what I am talking about I

I know what I say.

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