

National Newsletter: English Language Learners

Information and resources from Ministry of Education contracted Professional Learning and Development (PLD) facilitators for leaders and teachers in secondary schools | Term 2 2016

Mauri, Namaste, Kia orana, As-salāmu 'alaykum



Korean Fan Dance from St Dominic's College at the ASB Polyfest
Photo / Ben Campbell

Tōku reo, tōku ohooho
Tōku reo, tōku māpihi maurea
Tōku reo, tōku whakakai marihi
My language is my awakening
My language is my most prized treasure

'Super-diversity'

New Zealand is now one of the most ethnically diverse nations in the world. This rapid change in our society has happened in less than a generation. The Human Rights Commission suggests, "Our biggest challenge is how we choose to live our lives and what kind of country we let New Zealand become."

Ngā Reo o Tāmaki Makaurau / Auckland Languages Strategy

One response to the challenge of 'super-diversity' has been the development in 2015 of the *Ngā Reo o Tāmaki Makaurau /Auckland Languages Strategy* by the Tāmaki Makaurau Auckland Languages Strategy Working Group (facilitated by COMET Auckland).

The vision of the strategy is a multilingual Tāmaki Makaurau/Auckland that benefits socially, culturally, spiritually and economically from an increasing number of residents speaking more than one language

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Change of facilitators

ELLs PLD facilitator, **Simon Crosby**, will be taking up a role at Ormiston Senior College at the beginning of May. Simon has made a valuable contribution to national PLD for secondary teachers of ELLs, especially those in Auckland schools. The Secondary ELLs PLD team warmly welcomes Helen Panayiodou who comes from the position of HOD ESOL at Mangere College. Prior to this she was an ELLs and Literacy Facilitator at Team Solutions.

Ngā Reo o Tāmaki Makaurau/Auckland Languages Strategy sets out actions against long term goals

1. All Tāmaki Makaurau's languages are acknowledged, promoted and celebrated as social and economic assets.
2. Te Reo Māori is strengthened and widely used.
3. Everyone is able to communicate in English or has access to high quality English education.
4. NZ Sign Language (NZSL) and NZSL interpreting are supported and routinely available.
5. Pacific languages are maintained and strengthened, acknowledging protection of the languages of the Realm Countries of Cook Islands, Niue, and Tokelau, and recognising the special relationship of Pacific countries with Aotearoa New Zealand.
6. Community and heritage languages are maintained and extended.
7. Translation and interpreting services are available in all organisations for those who need them.
8. High level skills in a range of languages are available for trade, tourism and international relations.

As teachers: How do we value and celebrate students' languages as well as their cultures? How do we help families maintain home languages? How do we promote the use of home languages in our classrooms and schools? What kind of partnerships have we built with our diverse communities?

Language week dates to help 2016 planning

Language Week	Dates
Samoa Language Week	29 May – 4 June
Māori Language Week	4 July – 10 July
Cook Islands Language Week	31 July – 6 August
Tonga Language Week	4 September – 10 September
Chinese Language Week	September 12-18 - to coincide with the Chinese Moon Festival on September 15
Hindi Language Week	To coincide with World Hindi Day Celebrations on 14 September
Tuvalu Language Week	25 September – 1 October
Fiji Language Week	3 October – 9 October
Niue Language Week	16 October – 22 October
Tokelau Language Week	23 October – 29 October

Interpreters

For social equity, effective [communication](#) with families from diverse linguistic backgrounds is vital. One practical way of achieving this is to use bi-lingual interpreters. Trained interpreters are important because:

- they ensure that messages are fully and accurately shared
- they have signed a Code of Ethics.

Organisations providing trained interpreting services

Language Line – The Office of Ethnic Communities

Professional Telephone Interpreting Service
Provides interpreters for 44 languages
www.languageline.govt.nz
Telephone 0800 656 656

To access a specific language:
0900 33325
\$3.07 per min (GST incl.)
Current - April 2016

Interpreting New Zealand Service

This is a NZ wide service with Wellington and Christchurch offices
<http://www.interpret.org.nz/>
Telephone 04 384 2849
Freephone 0508 468 377
Provides interpreters for 70 languages.

Face to face interpreting:
Cost approx. \$65 + GST per hour for schools and NGOs, school invoiced after interpreter's timesheet completed and signed by authorising person in the school. Travel charged at 74 cents per km return trip.

Telephone interpreting:
\$27 + GST for 15 minutes.
Current (April 2016).

Interpreter Tips

Allow extra TIME when using an interpreter – everything will take twice as long!

To check whether someone needs an interpreter ask OPEN questions (i.e. questions that need more than a yes / no answer). Ask the person to REPEAT or RETELL what has been said or asked.

DO NOT use another student as an interpreter for sensitive issues. Sometimes it is better to have an anonymous interpreter rather than a known person in a small community.

Office of Ethnic Communities: Information to celebrate your students' languages and empower their communities



The Heritage and Community Language Celebration Guidelines are a resource the Office of Ethnic Communities developed to support communities to celebrate and maintain their heritage languages.

The *Guidelines* use plain language and give practical advice through the process of organising a language celebration. Click on the link below and find out more about where to start, who to involve, what to include, when to organise, how to find support and how others have developed language celebrations.

[The Heritage and Community Language Celebration Guidelines](#)

NZQA Making Assessor Judgements, 2016

NZQA support for *Making Assessor Judgements* (MAJ) workshops – hitherto called *Best Practice Workshops* – for teachers assessing English Language (EL) unit standards is available again this year. However, workshops have not been scheduled for specific locations as in previous years. In view of the relative newness of EL US at all levels and L3-L4 grading, it is suggested that teachers or regional ESOL Professional Learning Communities (PLCs) complete a Registration of Interest as soon as possible to ensure assessor support. You will need to specify your preferred form of support: face-to-face workshops, online workshops or guest speaker visits.

Face-to-face workshops will require a quorum of 18 participants and there will be a cost recovery registration fee of \$120. For these face-to-face MAJ workshops, it is recommended that regional PLC leaders make group bookings. The number of participants will need to be specified, but names and email addresses will be requested at a later stage. It should be noted that the student work for collaborative consideration at these workshops will not be the same as that used in 2015.

An **online option** could work well for smaller numbers of EL specialists in more isolated rural locations.

A **guest speaker invitation** would be a viable option for an ESOL PLC and enables EL US assessment content to be tailored to the specific needs of the group. However, this option requires the PLC to cover any travel and accommodation costs incurred for the presenter, along with a fee for the presenter's time.

For Registration of Interest, see <http://www.nzqa.govt.nz/about-us/events/assessor-support/>.



Thursday 14 - Sunday
17 July 2016
The University of
Waikato
Hamilton

www.clesol.org.nz

Regional ESOL Professional Learning Communities (PLCs)

If anyone wants to join a PLC, contact Shanley Gamble at the Ministry of Education to find your nearest PLC co-ordinator.
shanley.gamble@education.govt.nz

More from NZQA

Some teachers may also like to consider the general (not EL-specific) blended nine-week online programme *Transforming Assessment Praxis* (TAP) which is aimed at modifying existing resources to better meet the needs of learners and exploring diverse and valid ways of collecting evidence.

For more information, see:

<http://www.nzqa.govt.nz/about-us/events/assessor-support/tap/>

Key Messages to support English Language Learners' oral language skills



“Reading and writing float on a sea of talk.”

James Britton (1970) cited in *Literacy Learning Progressions* (MOE, p.20)

Oral language is the system through which we use spoken words to express knowledge, ideas, and feelings. The process of developing oral language in English is long and complex. Teachers need to provide explicit support, opportunities, and conditions to help English Language Learners (ELLs) develop oral language.

Some common myths

- Written language is more complex than oral language.
- ELLs with effective social communication skills can cope easily in secondary classrooms.
- ELLs must communicate only in English at home and school to improve their English oral language.
- It is only in English classes that ELLs need teacher support to develop their oral language.

What is important to know and do?

- ELLs will generally understand more than they can say.
- ELLs need continuing access to oral input in their home languages and encouragement and opportunities to think and talk in these languages.
- Active listening skills need to be explicitly taught.
- Co-operative and authentic opportunities for interaction need to be provided.
- Good examples of oral language, including questions and responses, need to be modelled.
- Use open-ended questions which elicit elaboration.
- Allow additional wait time, understand the silent period.
- Prosodic features e.g. tone, speed, word stress, need to be explicitly taught.
- Non-verbal features e.g. facial expressions, gestures, need to be explicitly taught.
- Pro-social skills e.g. negotiating, turn-taking, need to be explicitly taught.
- Cultural protocols e.g. who talks, when to talk, need to be explicitly taught.

The development of oral language is more effective when it is taught in a reciprocal, collaborative, respectful, and purposeful way which ensures the learner feels safe to engage and develop their skills. Development and use of home languages is essential for both self-efficacy and English language development.

For further information see:

- *English Language Learning Progressions Introduction* p. 21-26:
<http://esolonline.tki.org.nz/ESOL-Online/Student-needs/English-Language-Learning-Progressions>.

“Although most daily interactions are oral, schools tend to privilege reading and writing. The lack of attention to oral skills hinders ELLs’ literacy development and their academic achievement.”
Wright, W. (2016) Let them talk. *Educational Leadership* Vol 73 (8) p.25