Learning Languages

A GUIDE FOR NEW ZEALAND SCHOOLS

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A Guide for New Zealand Schools

He taonga ngā reo katoa.
All languages are to be treasured.

Contents

Foreword

Learning Languages: A Guide for New Zealand Schools provides schools and teachers with information to support the introduction, delivery, and enhancement of languages programmes. It has been published in response to the growing awareness that learning other languages contributes to the cognitive, intellectual, and social development of students. In a broader sense, learning languages extends international relations and increases opportunities to trade on a global scale.

Learning Languages: A Guide for New Zealand Schools is intended for principals, boards of trustees, senior managers, and key teachers responsible for language education. It provides information to help schools develop clear policy for language education and discusses a range of principles and practices for teaching and learning languages. It will help schools and teachers to gain a better understanding of the place of languages within the curriculum, within the community, and within society.

The guide is supported by updates of information, illustrative material, and current contact details of key support personnel, all of which are regularly published on the Ministry of Education's online resource centre, Te Kete Ipurangi (www.tki.org.nz).

The Ministry of Education would like to acknowledge in particular the work of the New Zealand Association of Language Teachers (NZALT) for their contribution to the initial scoping and development of this publication. The Ministry would also like to thank all those who, individually or through a range of consultative processes, have contributed their experience and expertise.

Introduction

The Purpose of This Guide

The purpose of this book, *Learning Languages: A Guide for New Zealand Schools*, is to assist school principals and boards of trustees to develop a vision for learning languages that is based on a clear understanding of the benefits for the students in their school. Although it is in no way prescriptive, *Learning Languages* attempts to embody current wisdom about language teaching and learning and to set this information out in a way that schools can use to develop their language-learning programmes. In addition, *Learning Languages* describes the issues that schools need to consider when they are developing quality programmes for learning particular languages and when they are evaluating and improving existing language programmes.

More specifically, *Learning Languages* will assist principals and boards of trustees to:

- consider the principles that underlie programmes for teaching and learning languages;
- consider how such programmes link with other essential learning areas and essential skills;
- explore the issues that schools need to consider as they develop and review their plans to support language teaching and learning (which include issues arising from the nature and location of the school, staffing implications, and the type of learning programme);
- examine how programmes may be developed in a school and the implications of such programmes;
- explore the nature of language learning and decide how to establish an effective learning environment;
- ensure that there is continuity in language programmes;
- provide support for language teachers;
- consider key aspects of planning, evaluating, and supporting classroom programmes;
- explore ways to raise the profile and maintain the momentum of language programmes.

Learning Languages supports schools as they strive to provide excellent language-learning programmes. It provides information that is grounded in good practice and acknowledges the wealth of ideas developed by teachers and schools as they improve their students' learning achievements.

The purpose of this book is to assist school principals and boards of trustees to develop a vision for learning languages.

The Scope of This Guide

Learning Languages has been designed to help schools develop quality programmes for teaching and learning languages other than the language of instruction.

For most students in New Zealand, the language of instruction, that is, the language in which the curriculum is taught, is English. For some students it is te reo Māori, and for some it is a Pacific or other language. *Learning Languages* uses the terms "learning languages" and "new language" to refer to languages other than those used for instruction. For example, students instructed in English may

The New Zealand
Curriculum
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important to the
country's health and
growth.*

learn Māori, Japanese, French, German, Spanish, or Sāmoan as a new language; students instructed in Māori may learn English, Japanese, French, German, Spanish, or Sāmoan as a new language.

Languages in the School Curriculum

The *New Zealand Curriculum Framework / Te Anga Marautanga o Aotearoa* promotes learning languages as an area of the curriculum that is important to the country's health and growth. The essential learning area Language and Languages recognises that English, Māori, and other Pacific, Asian, and European languages, including classical languages, are important to our regional and international interests.

> *All students benefit from learning another language from the earliest practicable age. Such learning broadens students' general language abilities and brings their own language into sharper focus. It enriches them intellectually, socially, and culturally, offers an understanding of the ways in which other people think and behave, and furthers international relations and trade. Students will be able to choose from a range of Pacific, Asian, and European languages, all of which are important to New Zealand's regional and international interests.*

The New Zealand Curriculum Framework, 1993, page 10

*Schools in New
Zealand offer a
range of languages
to their students.
Each language has its
own intrinsic value.*

Schools in New Zealand offer a range of languages to their students:

- te reo Māori;
- the languages of the Pacific;
- the languages of Asia;
- the languages of Europe and the Americas;
- classical languages.

Each language has its own intrinsic value. *Learning Languages* will help schools to develop effective language programmes, taking into account the needs of individual learners, the local community, and New Zealand as a nation.

Languages in Other Contexts

In many schools, there are students whose first language is neither English nor Māori and who need to learn the language of instruction in order to achieve success within the mainstream classroom. Learning the language of instruction, such as English or Māori, is outside the scope of *Learning Languages*; however, schools will need to review their procedures, plans, and teaching practices to ensure that they effectively identify and address the needs of these students and their families.

Schools that are developing policies and programmes for teaching English as the language of instruction can refer to the Ministry of Education's *Non-English-Speaking-Background Students: A Handbook for Schools*, published in 1999 by Learning Media. The Kennedy and Dewar (1997) study *Non-English-Speaking-Background Students: A Study of Programmes and Support in New Zealand Schools* gives some useful examples that schools can consider.

All schools are responsible for providing ongoing programmes of professional development and review that ensure that the school can respond to the needs of students from non-English-speaking backgrounds (NESB). Teaching English to

speakers of other languages (ESOL) is one aspect of the programmes designed for such students. These programmes aim to ensure that students can communicate effectively in English so that they can learn and achieve success in mainstream schools where English is the language of instruction.

Many communities strive to maintain their linguistic and cultural heritage in the New Zealand setting. These include the Deaf community, ethnic communities, such as the Tongan community, and religious communities, such as the Islamic community. Some schools choose to offer what may be called community languages in order to form a vital link with their communities. Although *Learning Languages* does not focus on programmes of this nature, the information on pages 19–24 may be useful for schools wishing to develop positive home-school partnerships through language.

Some schools offer community languages to form a vital link with their communities.

Many resources are available to support schools and teachers in language teaching and learning (see Appendix Two: References and Resources). These include a range of Ministry of Education publications and professional development opportunities – the Ministry of Education online resource centre Te Kete Ipurangi provides supplementary resources with up-to-date information, case studies, and audiovisual materials.

Many resources are available to support schools and teachers in language teaching and learning.

Summary

- This book aims to help schools to develop their policies and programmes for teaching and learning languages other than the language of instruction.
- Learning languages is an important part of the school curriculum.
- New Zealand schools offer a range of languages.
- The Ministry of Education supports a range of language-learning programmes.

A Rationale
for Learning Languages

Evidence indicates that comparatively few New Zealanders whose first language is English are fluent in another language.

> ... it is clear that the level of bilingualism in the total New Zealand population is low. Where bilingualism does occur, it occurs mainly in minority language groups .... But bilingualism is not nearly as prevalent in the majority population, whose first language is English.
>
> Waite, 1992, Part B, page 15

In many other countries around the world, however, learning languages forms a prominent part of a student's education and many students can speak a second language. Learning a second or sometimes third language may be a compulsory aspect of the school curriculum. This section presents and explains a set of principles and beliefs about learning new languages, discusses the benefits of learning other languages, and explores some contexts where it is valuable to be able to communicate in more than one language.

Learning a language fits squarely into the essential learning area of Language and Languages. Schools are encouraged to include language learning in their school's strategic plan so that all students have equitable opportunities to learn at least one new language. If schools restrict students' access to programmes, they are failing to uphold the principle of equity and may also discourage students from choosing to study a language in later years.

Schools are encouraged to include language learning in their school's strategic plan so that all students have equitable opportunities to learn at least one new language.

The Principles of Learning New Languages

In New Zealand schools, the following beliefs and principles form the basis for programmes of teaching and learning new languages.

- Learning a new language benefits all students intellectually, socially, and culturally.
- Learning a new language gives students a better understanding of their first language.
- Learning a new language gives students the skills to learn further languages.
- Exploring language helps students to gain skills and confidence and encourages them to take learning risks.
- Language and culture are inseparable.
- Language is most rewarding when it is used for meaningful, purposeful communication in specific contexts.
- Students gain most when they are involved in a wide range of interactive learning activities.
- Learning a new language enables students to take their place in a multicultural community and a multilingual world.

These beliefs and principles form the basis for programmes of teaching and learning new languages.

LEARNING A NEW LANGUAGE BENEFITS ALL STUDENTS INTELLECTUALLY, SOCIALLY, AND CULTURALLY.

Learning another language has long been recognised as an integral component of a rich and balanced curriculum. Learning another language offers intellectual challenges for all students and can improve their performance in their first language. It is therefore highly recommended for students who are gifted or talented language learners and also for those who find language and language-related activities challenging. In addition, the social and cultural environments in which languages exist encourage all students to explore the ways in which other people think and behave and provide opportunities for them to experience different cultures.

LEARNING A NEW LANGUAGE GIVES STUDENTS A BETTER UNDERSTANDING OF THEIR FIRST LANGUAGE.

When students compare and contrast the vocabulary, sentence structure, and writing of another language with their first language, they gain insight into their first language and improve their verbal skills.

> Within the Australian context Lo Bianco and Freebody (1997) have also examined skills transfer. They cite evidence collected from a number of Melbourne schools that suggests that, even after studying Italian for a relatively short period of time (six to eight months), students had better English word attack and word preparation skills than students who were learning in only one language. These findings corroborate the 1993 findings of Yelland, Pollard, and Mercuri who also report on the benefits of limited contact with a second language.

Simpson Norris International, 2001, page 36

> ... actual research concerning transfer from L2 to L1, together with assumptions that ground other research (L1 to L2), suggests that there are 'available' benefits for both L1 and L2 literacy from the studying of a second language. These benefits are associated with skills but importantly, also with meta or higher order processing, awareness and knowledge. Learning how to learn, using language to learn how to use language, and being able to critique cultural constructs through and by language constitute very significant benefits available to students to enhance their learning and their ability to reflect upon their learning.

Simpson Norris International, 2001, pages 39–40

L1: First language
L2: Second language

LEARNING A NEW LANGUAGE GIVES STUDENTS THE SKILLS TO LEARN FURTHER LANGUAGES.

Experience demonstrates that students who have gained an understanding of how languages work are able to apply their knowledge to learn other new languages.

> Thinking as a transferable skill is also now receiving much attention particularly with reference to metacognition and metalinguistics awareness. Findings of studies in this area are typified by Thomas (1988) who suggests that learning more than one language helps develop sensitivity to language as a system. She argues strongly that the formal acquisition of an L2 develops a conscious awareness of language as a system and that this is advantageous for learners ...

Simpson Norris International, 2001, page 28

EXPLORING LANGUAGE HELPS STUDENTS TO GAIN SKILLS AND CONFIDENCE AND ENCOURAGES THEM TO TAKE LEARNING RISKS.

Students who develop equivalent skills in more than one language tend to be more creative.

Even an elementary study of other languages is valuable for many reasons. For example, it promotes intercultural communication, helps students to improve their self-esteem, and assists their cognitive and social development. Students who develop equivalent skills in more than one language tend to be more creative and better at solving complex problems than those who don't and also to score higher than monolingual students in verbal and non-verbal tests. In the United States, students who had studied a foreign language for five years had higher scores in verbal SAT tests; this correlation was not found among students who had studied any other subject for five years.

A prevalent attitude towards the learning of another language, at least amongst English-speaking New Zealanders, is that it is an activity suitable only for "academically advanced" students. A report on language learning in New Zealand (Marshall 1976 p.4) rejected this view when it stated that "any secondary pupil in New Zealand who wishes to learn a second language should be given every opportunity to do so". ... bilingualism is the norm rather than the exception at the international level: all over the world, people with a range of intellectual capabilities succeed in learning more than one language!

Waite, 1992, page 17

Research studies with children who experience learning difficulties show that the learning of a second language can, in fact, be advantageous. Two Languages Too (1999) documents the experiences of special needs children learning a second language. Such children gained in areas such as listening and attending skills, general communication skills, and importantly, in self-esteem.

Simpson Norris International, 2001, page 9

LANGUAGE AND CULTURE ARE INSEPARABLE.

Learning a new language means learning a new culture; to learn how people in a different culture talk is also to learn how they think. Thus, learning a new language builds cultural understanding and tolerance. Teachers embed classroom practice in the social and cultural contexts of the language, and so students learn about a culture as they learn a language. This helps the students to understand their own culture and to explore new ways of acting as they experience and observe the differences between cultures.

LANGUAGE IS MOST REWARDING WHEN IT IS USED FOR REAL, MEANINGFUL COMMUNICATION.

In order for students to communicate effectively, they need to understand both the language and the culture. Teachers recognise that students are both learners and users of a language, and so they provide oppportunities for the students to apply their learning in contexts that are real, meaningful, and culturally specific.

> *Language learning is not, in its ideal form, a process of assimilation, but rather a process of exploration.*

Lo Bianco et al., 1999, page 181

STUDENTS GAIN MOST WHEN THEY ARE INVOLVED IN A WIDE RANGE OF INTERACTIVE LEARNING ACTIVITIES.

Teachers use an interactive approach to teaching languages. Behavioural and cognitive scientists regard interaction as providing an important higher order level of feedback. In an interactive class:

- students have frequent opportunities to use the language in interactions with each other, with the teacher, and with native or other fluent speakers;
- teachers integrate examples and models of how language is used authentically, in natural contexts;
- teachers use information and communication technologies that provide opportunities for students to access software, Internet sites, and video and audio resources that relate directly to their learning.

LEARNING A NEW LANGUAGE ENABLES STUDENTS TO PARTICIPATE IN A MULTICULTURAL COMMUNITY AND A MULTILINGUAL WORLD.

The ability to communicate in more than one language expands students' abilities to interact with others across international boundaries and deepens their understanding of human experience. It enables them to participate in other societies and cultures by developing the understanding, skills, attitudes, and values expressed in *The New Zealand Curriculum Framework*.

> *We need a learning environment which enables all our students to attain high standards and develop appropriate personal qualities ... we need a work-force which ... has an international and multicultural perspective.*

The New Zealand Curriculum Framework, 1993, page 1

To learn how people in a different culture talk is also to learn how they think.

Students are both learners and users of a language.

The ability to communicate in more than one language deepens students' understanding of human experience.

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The Benefits of Learning New Languages

As explained above, the process of learning a new language contributes to the cognitive, intellectual, cultural, and social development of individual learners. In addition, languages may be seen as a national resource that serves communities within New Zealand, enriches New Zealand as a whole, and enables the nation to engage in commercial, industrial, and diplomatic enterprises on an international scale. People who can communicate in more than one language and who possess other work or professional skills will have more opportunities for employment, work, and leisure. People need skills in languages at various levels in a range of workplaces and contexts.

Today, the need for language skills is due, in part, to:

- the changing nature of New Zealand society;
- the changing world;
- the changing nature of international communications;
- the changing use of language.

THE CHANGING NATURE OF NEW ZEALAND SOCIETY

... with all the rapid technological change which is taking place, we need a work-force which is increasingly highly skilled and adaptable ...

The New Zealand Curriculum Framework, 1993, page 1

THE CHANGING WORLD

In the world today, nations are joining together in regional and international trading blocs. Those people who know more than one language will have a distinct employment advantage as they will have the communication skills necessary to bring together and sustain such blocs.

UNESCO has recognised that there is a need to improve understanding and communication among people who speak different languages and acknowledged, on 17 November 1999, that students in the 21st century should be able to speak three languages as the norm (refer to www.unesco.org). New Zealanders, too, are increasingly realising the value of speaking more than one language.

Although my German scientific colleagues could all speak some English, I soon realised how important it was to speak German in order to take part fully in decision-making in a German research group. It was so frustrating to have only segments of discussions translated into English, when often the vital information in an intense debate was not translated. That was my motivation to speak and understand German well.

Matthews, 1999, page 10

THE CHANGING NATURE OF INTERNATIONAL COMMUNICATIONS

New Zealanders, as they produce and export increasingly sophisticated goods and services for the international market, are more and more involved in individual, person-to-person contacts. Increasing numbers of people are dealing directly with overseas colleagues, customers, and clients and need to know their languages and their cultures.

> *... international trade and the related international division of labour are the most significant economic forces driving and shaping the world economy. The lives of people around the world are increasingly connected through international trade, capital flows, and also labour migration.*

<div align="right">Cremer and Willes, 1998, page 23</div>

> *... given global interconnectedness, new technologies, and multimedia, it is important for children to know how to manage communication and knowledge transfer across languages and cultures. The study of a language in addition to English ... will be beneficial in this regard.*

<div align="right">Simpson Norris International, 2001, page 8</div>

THE CHANGING USE OF LANGUAGE

> *Within broadly defined time zones, distance and the costs of bridging it are fast diminishing, and the co-ordination of production and trade [is] changing to an unprecedented degree. Changes in language use are a direct consequence. Rapid interactive exchange, characteristic of verbal communication, is ... commonplace, in writing, across distances, and independently of time zones.*

<div align="right">Cremer and Willes, 1998, page 133</div>

Inbound tourism is a fast-growing industry that involves a lot of direct contact between New Zealanders and those who speak other languages. The employment benefits of having skills in more than one language in this industry are substantial.

Within education, the move to actively recruit overseas students who pay full fees has seen a rapid growth in numbers over the past decade. In 2000, there were more than seven thousand international students in New Zealand schools in these schemes.

> *The benefits of export education are more than just financial. In our increasingly global world, knowledge of other cultures, cross-cultural communication skills, and international linkages are essential.*

<div align="right">Ministry of Education, 2001, page 7</div>

SUMMARY

- There are sound reasons for New Zealand students to learn new languages.
- This book sets out eight language-learning principles, which are supported by current research.
- Learning additional languages can benefit New Zealand in today's changing world.

만나서 반가워요.

Relating Learning New Languages to *The New Zealand Curriculum Framework*

Learning a language contributes to, and draws on, learning across the curriculum. Learning a language may also help students to develop positive attitudes and values as they learn to appreciate and enjoy the diversity of human experience and communication. There can be many opportunities for language teachers to collaborate with teachers of other learning areas so that students' learning is reinforced by being integrated into other areas of the curriculum.

The Essential Learning Areas

When language learners recognise links with other areas of study, they can see learning as part of an integrated whole.

Learning new languages enhances students' interest in, and understanding of, the history, environment, and society of other countries. Language teachers can work together with colleagues from other subjects so that the contexts for students' learning suggest connections with other curriculum processes and topics.

When language learners recognise links with other areas of study, they can see learning as part of an integrated whole and build on their existing skills and knowledge to make connections with new learning.

The Essential Learning Areas	Links with Language Learning
Language and Languages	
The contexts for learning a language are based on the society's literature and texts (which may be oral, written, or visual).	Students develop their language-learning skills when they: • take opportunities to strengthen and build confidence in their use of the language for a range of situations, purposes, and audiences; • listen, read, create, and respond to a range of texts, including the literature of the language; • observe, learn, and practise oral, written, and visual forms of the language to access and use information; • explore the ideas that dominate the texts of particular places and periods.
Mathematics	
Mathematics involves the ability to reason logically, think in abstract ways, and solve problems, by applying mathematical knowledge in realistic contexts that are meaningful.	Links with language learning occur when students: • explore and experiment with communication through the symbols of the language, gaining confidence and competence in the use of number; • undertake activities and investigations, individually and in groups, developing the skills to approach problems involving mathematics in a variety of contexts; • connect new mathematical systems and concepts of the language with existing knowledge and experience; • identify the patterns of the language and recognise and communicate related ideas.
Science	
Science emphasises observation, problem solving, and critical thinking. It is a universal discipline through which people make sense of the world in logical and creative ways.	Links with language learning occur when students: • engage in discussion to gain an understanding of current global issues that impact on the target country; • explore characteristics of the environment and environmental issues in the target country; • consider how and why people in the target country conserve and modify their environment; • investigate the scientific discoveries made in the target country; • examine the influence of science on the lives of people in the target country; • access information directly in the language they are learning.
Technology	
Technology involves a process of designing, making, and appraising solutions to meet identified needs using a variety of information and materials.	Links with language learning occur when students: • use information systems to access and organise information in the target language; • explore the types of technology available and the way these have influenced the lives of people in countries where the language is used; • design and explore possible solutions to problems experienced by people living in target countries and communities; • explore the impact of technology on the preparation of foods from the target culture; • prepare foods following instructions in the language.

The Essential Learning Areas	Links with Language Learning
Social Sciences	
The social sciences examine the social organisation, culture and heritage, geography, history, and economic systems of societies and explore the values and beliefs of social groups.	Links with language learning occur when students: • compare family, social, and governmental structures in their own and target communities; • explore and compare customs and rituals, such as those concerned with birth, death, and coming of age, and adult roles and relationships and gender roles; • identify the passage of time and investigate turning points in the history of the society; • explore the ways in which the people in the society use their resources.
The Arts	
Through the arts, students communicate ideas using creative means and use their imagination to explore different views of the world.	Links with language learning occur when students: • consider how people in the target country express their national identity through the arts; • explore and participate in the music, songs, and dances of the target culture; • examine how artists of the target country have expressed significant events of the past and present; • communicate their own ideas in creative ways, using techniques familiar to the target culture; • consider the cultural significance of different art forms in the target country.
Health and Physical Well-being	
Students of health and physical education learn to manage themselves and gain the interpersonal skills necessary for healthy lifestyles and satisfying relationships.	Links with language learning occur when students: • work together to solve problems and support each others' learning; • develop their sense of self-worth as they understand, express, and communicate ideas in the target language; • explore patterns of living and compare the health and lifestyle choices of people in different cultures; • communicate and negotiate with others in the target language; • examine and participate in activities that respect the cultural perspectives and customs of students from the target country.

Meitaki ma'ata.

The Essential Skills

When learning new languages, students develop the essential skills defined in *The New Zealand Curriculum Framework* (on pages 17–20). Students do not develop these skills in isolation but rather through using and practising them in a variety of different learning contexts. The following examples show some of the ways in which language learning develops each set of skills.

Links with Language Learning

Communication Skills

Students develop communication skills through interacting with others. In language programmes, students and teachers convey and receive information, ideas, and feelings through questioning, discussion, response, and feedback. When students learn new languages, they automatically develop their listening, speaking, reading, and writing skills. They also learn to critically analyse oral, visual, and written texts that relate to a variety of cultural and linguistic contexts.

Information Skills

Students develop information skills as they use a variety of technologies to identify, organise, analyse, process, and present information clearly and logically in a new language. Students build interpretative skills through the continuing processes of gathering and classifying information on aspects of the language that they are learning.

Numeracy Skills

Students improve their numeracy skills when they explore different numerical systems, terminology, and approaches to counting and expressing dates, time, and other kinds of everyday, number-based information. Some languages use different number classification systems.

Physical Skills

Students use physical skills when they practise whole-body learning strategies and take part in kinaesthetic activities, such as dance, drama, and recreation, that relate to the culture of the target language.

Problem-solving Skills

Students develop problem-solving skills when they build and confirm relationships between meaning, their new language, and their familiar language. Students work creatively and imaginatively to express ideas in the target language, using their initiative and becoming more aware of language structures, forms, and functions.

Social and Co-operative Skills

Students strengthen their social skills when learning other languages as they work towards achieving interpersonal and intercultural communication and understanding. An interactive language-learning approach requires students to often work in pairs and groups and to use forms of peer assessment.

Students do not develop these skills in isolation but rather through using and practising them.

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Self-management and Work and Study Skills

Students learn to manage themselves and develop their work and study skills through the commitment and perseverance necessary to make satisfying progress in another language. As they learn another language, students work steadily towards clear, incremental, learning goals.

Students' self-discipline and self-esteem grow as they are able to see rewards for concentration, memorising, and frequent use of language and as they become confident in identifying differences in sounds, word forms, and sentence patterns.

Attitudes and Values

Learning languages involves meeting and dealing with difference, a process that may encourage students to explore aspects of their own society and behaviour. Students are encouraged to explore their ideas and to become more adaptable as they relate their own culture to that of a different community.

Meeting and dealing with difference may encourage students to explore aspects of their own society and behaviour.

SUMMARY

- Learning a new language encompasses experiences in all areas of learning.

- Languages programmes provide opportunities for teachers to collaborate so that the learning is reinforced in all subject areas.

- All of the essential skills can be developed through language learning.

- Learning a new language widens students' horizons and encourages them to examine and extend their existing attitudes and values.

Developing Strategic Plans

Only when the whole school community strongly supports language learning can all the potential benefits of a languages programme be realised. This section provides an overview of the issues that schools might consider when developing a strategic plan for language learning.

To establish a sustainable and effective languages programme, schools need to develop a clear and comprehensive school strategic plan to support language learning. A good strategic plan will:

- represent the shared views of the school community;
- inform the community about the purposes and nature of the programme;
- give clear direction to those involved in teaching the programme;
- help to ensure that the needs of students who are learning languages are addressed;
- provide a key statement that schools can use to review and evaluate the steps that have been taken.

A Process for Developing a Strategic Plan

To develop effective strategic plans, schools need to consult with their communities. Schools that involve parents and students in developing their strategic plan benefit from a sense of shared ownership and a community-wide commitment to language learning.

Schools also need to consult with other schools when developing a strategic plan for languages. A community's commitment to language learning is strengthened when schools share a common vision and take a consistent approach to language learning. Students and parents need to be assured that, in most cases, students have opportunities to continue their language learning as they move between primary, intermediate, and secondary schools. More information about co-ordination and collaboration with other schools can be found in the section on developing school programmes (pages 34–35).

Schools need to consult with their communities.

Each school's process for developing a strategic plan will have been shaped by their own community. The strategic plan needs to answer the following key questions about language learning in the school.

- How can the aims and objectives of the strategic plan for languages be achieved?
- Why should languages be offered?
- Which language or languages will be taught and to which students?
- What resources will be needed?
- Who will teach the language programmes?
- What types of programmes will be offered?
- When will language learning take place?

The answers to these questions will:

- be informed by the school charter and mission statement;
- involve positive leadership by the board of trustees and senior management;
- take a long-term and broad perspective;

- provide for review and evaluation and incorporate flexibility to respond to newly identified needs;

- be supported by an action plan.

Schools approach the development of a strategic plan in different ways. There is no set requirement for the length or style of the document; schools can create their plan in any format. Some schools develop a single, overarching statement about student learning that they elaborate by a series of detailed curriculum plans, including one for the languages programme. Other schools may present the plan to establish a languages programme as one focus within a strategic plan that describes the school's vision for student learning. For the latest information on planning and reporting requirements, see www.minedu.govt.nz

THE EFFECTS OF A SCHOOL'S SIZE, TYPE, AND LOCATION

The size, type, and location of a school will influence its strategic plan for language learning. For example, a large secondary school will have sufficient demand to engage full-time specialist staff and offer a choice of languages.

The location of a school will affect the strategic plan for languages in terms of accessing resources for the chosen languages. Isolated schools often experience difficulty in obtaining specialist teachers and may need to take advantage of specialist technologies and services, such as:

- computer-assisted language learning;

- itinerant specialist language teachers within the community;

- language interns or assistants under teacher supervision;

- the International Language Series (refer to Appendix Two) and associated support;

- distance learning through audiographic links or enrolment in language programmes offered by The Correspondence School.

How Can the Aims and Objectives of the Strategic Plan for Languages Be Achieved?

Once the school and its community have established and agreed upon a broad strategic plan, the details of the school programme can be planned. The school will clearly describe how it will meet the aims and objectives of the proposed languages programme. The school programme lays the foundation upon which teachers can plan their classroom programmes, determine the most appropriate support for their students, and lift the profile of language learning in the school and community.

Why Should Languages Be Offered?

A good way to begin the strategic plan for languages is to state the rationale for offering such a programme to students. This statement would be tied to the school's charter and mission and reflect the school's values and the vision it has for all its students. The principles for learning new languages (which are set out on pages 8–11) provide a basis for developing a school rationale.

Factors to consider may include:

- the school's desire to broaden the linguistic and cultural perspectives of its students;
- the school's wish to give its students opportunities to communicate with young people in other countries, using new technologies;
- the fact that learning languages helps the school to relate to its community, in multicultural communities;
- the students' need for fresh challenges and new contexts for learning across the curriculum;
- the school's need to focus on language as a special area of development.

Which Languages Will Be Taught?

Schools may wish to choose from the range of languages that are best resourced within the New Zealand education system – Sāmoan and other Pacific languages, Modern Standard Chinese, Japanese, Korean, Spanish, French, and German. These languages have curriculum guidelines that identify key learning outcomes and achievement targets and set the parameters for programme planning. The resourcing available for the teaching and learning of te reo Māori as a second language does not yet include curriculum guidelines for years 9–13. The parameters for each language are described below.

Other factors to consider include:

- the school's size, type, location, and relationship with other schools (see page 20);
- the languages that are spoken in the school community;
- the availability of trained language teachers;
- the language qualifications available for students;
- the opportunities for students to continue their language learning.

TE REO MĀORI

Te reo Māori is a taonga under Te Tiriti o Waitangi and is an official language of New Zealand. Schools that offer students the opportunity to learn te reo and ngā tikanga Māori acknowledge New Zealand's unique linguistic heritage and affirm and support biculturalism as a national goal. *The New Zealand Curriculum Framework / Te Anga Marautanga o Aotearoa* recognises the importance of offering all students opportunities to become proficient in te reo, either as the language of instruction or as a further language to add to their repertoires.

Schools that offer students the opportunity to learn te reo acknowledge New Zealand's unique linguistic heritage.

> The school curriculum will recognise and value the unique position of Māori in New Zealand society. All students will have the opportunity to acquire some knowledge of Māori language and culture. Students will also have the opportunity to learn through te reo and ngā tikanga Māori. The school curriculum will acknowledge the importance to all New Zealanders of both Māori and Pākehā traditions, histories, and values.
>
> *The New Zealand Curriculum Framework*, 1993, page 7

Language is the link to the knowledge, traditions, and values of a culture and is necessary to maintain and develop any culture. Even those who do not speak te reo Māori on a daily basis need to know the language; it is an important source of personal and cultural identity and a powerful link to heritage. Students learning

te reo and ngā tikanga Māori will improve their understanding of the people, places, and events that are significant to New Zealand's development and future as a nation. Students who have gained such skills are increasingly recognised and valued in the New Zealand workplace and community.

The curriculum statement *Te Reo Māori i roto i te Marautanga o Aotearoa* supports the teaching and learning of te reo Māori through an immersion approach, together with six other marautanga (curriculum statements) that each cover one essential learning area. *Tihei Mauriora!* supports year 1 to 8 learners of Māori as a second language.

THE LANGUAGES OF THE PACIFIC

New Zealand has strong cultural and social ties with other Pacific nations.

New Zealand has strong cultural and social ties with other Pacific nations through the movement of people, tourism, and diplomacy. New Zealand is the home of the largest population of Polynesian peoples in the world. Communities throughout New Zealand use Pacific languages on a daily basis. Students who are familiar with Pacific languages will relate more effectively in the increasing range of contexts, both national and international, where these languages are used.

Manuia, fa'afetai.

Teaching and learning the languages of the Pacific is supported by the Ministry of Education's book *Developing Programmes for Teaching Pacific Islands Languages* and the guidelines for Sāmoan , Tongan, Tokelauan, Niuean, and Cook Islands Māori programmes. The curriculum guidelines *Ta'iala mo le Gagana Sāmoa i Niu Sila / Sāmoan in the New Zealand Curriculum* support Sāmoan programmes. *Cook Islands Māori in the New Zealand Curriculum: Draft* is to be published in 2003.

The Languages of Asia

The languages of Asia are also significant to New Zealand. As a Pacific rim country, New Zealand has historic, economic, and cultural ties with nations in Asia. Asian communities, for example, the New Zealand Chinese community, have contributed to New Zealand society for over a hundred years. The Pacific rim is home to, among others, a large and increasingly mobile population of people who speak Asian languages. As students in New Zealand increase their knowledge of these languages, they will have increasing opportunities for interaction with native speakers.

The following Ministry of Education curriculum guidelines and curriculum support materials assist those who teach and learn the languages of Asia:

- *Chinese in the New Zealand Curriculum;*
- *Developing Teaching Programmes in Modern Standard Chinese;*
- *Japanese in the New Zealand Curriculum;*
- *Japanese in the New Zealand Curriculum: Support Materials: Parts 1 and 2;*
- *Korean in the New Zealand Curriculum* and *Korean in the New Zealand Curriculum Support Material;*
- *Hai! An Introduction to Japanese* (International Language Series);
- *Hao! An Introduction to Chinese* (International Language Series; in development).

The Languages of Europe and the Americas

European languages have historically had a strong place in the curriculum of New Zealand schools. (Spanish is a language of Europe and the Americas.) These languages are widely spoken; they have a significant international presence and status. Students who learn these languages will extend their understanding of others and improve their general language skills in the same way as when they learn Māori and other Pacific or Asian languages. Students who learn about the languages and cultures of Europe may be able to use their language skills to engage in a range of social, cultural, and economic activities.

The following Ministry of Education curriculum guidelines and curriculum support material assist those teaching and learning the languages of Europe:

- *Spanish in the New Zealand Curriculum;*
- *Sí! An Introduction to Spanish* (International Language Series);
- *French in the New Zealand Curriculum;*
- *Oui! An Introduction to French* (International Language Series);
- *German in the New Zealand Curriculum;*
- *Ja! An Introduction to German* (International Language Series).

Classical Languages

Many features of the English language are derived from Latin, which is preserved in literature. Students who learn Latin come to understand the structure and meanings of English, which helps them to learn other languages. Those who teach and learn Latin are supported (as are those who teach and learn other languages) by assessment through the New Zealand Qualifications Framework.

The Pacific rim is home to a large population of people who speak Asian languages.

안녕하세요?

European languages are widely spoken; they have a significant international presence and status.

Students who learn Latin come to understand the structure and meanings of English.

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What Resources Are Available?

A number of local and international organisations and agencies support schools and teachers in teaching and learning languages. The Ministry of Education provides curriculum materials, other multimedia publications, and professional development opportunities for schools. The Ministry's online resource centre (Te Kete Ipurangi, www.tki.govt.nz) constantly updates print publications and supports published materials with examples of current practice, case studies, and audiovisual materials.

Curriculum documents for each language described above provide detailed information for schools. Each curriculum guideline presents a rationale that explains the value of the language for students and describes standards and objectives for language learning, including eight progressive levels of achievement.

Refer to Appendix Two of this book for lists of resources that teachers can use when planning their languages programmes.

DEVELOPING A BUDGET FOR LANGUAGE LEARNING

Schools may estimate a budget broadly when they develop their strategic plans. When they proceed to plan their programmes, they will need to assess and allocate the detailed budget necessary to implement the strategic plan.

Components of planning that have budget implications include:

- consultation with parents, the community, and other schools (especially when planning to provide continuity of learning);

- professional development, based both in schools and elsewhere and including support for exchanges or teacher scholarships to countries where the target language is spoken;

- audio, video, and computer equipment and running costs to establish an appropriate physical environment for learning languages;

- learning resources in a range of media, including display materials, library resources, and support for software and Internet upgrades as required;

- teaching assistant and teacher aide time.

Who Will Teach the Language Programmes?

LEADERSHIP

When developing its strategic plan for languages, a school needs to identify the nature and responsibilities of leadership within the language programme. While the school principal and board of trustees will provide the philosophical leadership and initial advocacy involved in establishing a programme, it is important that the strategic plan makes it clear from the outset who will be responsible for co-ordinating the programme.

Schools have a range of options for the leadership and co-ordination of language-learning programmes. For example, schools may:

- appoint a team to co-ordinate the programme, with a member of the school's senior management included in the team (who, in a secondary school, will ideally be a head of languages or, in a primary or intermediate school, a staff member with appropriate management status);

Curriculum documents provide detailed information for schools.

A school needs to identify the nature and responsibilities of leadership within the language programme.

- identify an individual staff member to lead the programme and provide them with adequate support (see below);
- involve other staff who will establish links between language learning and other curriculum areas.

Above all, schools need to ensure that a single motivated teacher does not bear the sole responsibility for co-ordinating the programme. Where the co-ordinator has little or no support, programmes may become vulnerable.

A language programme that is isolated from other curriculum areas may be seen as irrelevant when other curriculum areas are given priority. When language programme content relates to the content of other curriculum areas, however, teachers can reinforce students' learning by providing further learning experiences and opportunities to clarify understanding.

Teachers of different curriculum areas and different languages, including English and Māori, can work together to ensure that:

- programmes are compatible and build on students' prior learning;
- the principles of teaching and learning are consistent across the language of instruction and any other languages offered;
- the way an intermediate or secondary school structures its curriculum options does not result in the Māori language programme competing with other language programmes for students.

STAFFING

In any area of learning, teachers who support and motivate students are crucial in developing and maintaining their interest and ensuring continuous learning. This is especially true when a new programme is introduced. It is important for schools to ensure that all language teaching is of the highest possible quality, because the students' experience at an early level will have a significant impact on their attitudes towards language learning.

It is important for schools to ensure that all language teaching is of the highest possible quality.

Language Teachers in Secondary Schools

Secondary schools usually employ specialists in the field of language teaching and learning. These teachers are:

- trained in language teaching and methodologies;
- proficient users of one or more of the languages they teach (for example, they will be able to communicate effectively in the language in relevant contexts at a level appropriate to their students and be able to use the language for classroom routines);
- competent to support general or primary teachers working within the school cluster who are introducing language-learning programmes.

Language Teachers in Primary and Intermediate Schools

Primary and intermediate schools may:

- already have a staff member qualified to teach the language chosen;
- employ a visiting language specialist, either for an individual school or as part of a cluster programme. For example, classroom teachers may collaborate with specialist language teachers at the local secondary school.

It is important that primary school language teachers are involved in any policy decisions about introducing language programmes, so that they are expected to undertake only programmes for which they are adequately resourced.

In situations where a specialist language teacher is employed, the school will need to ensure that the language teacher and the classroom teacher work together so that the classroom teacher is able to:

- project a positive attitude towards the language and culture;
- actively participate as a learner in the classroom language programme;
- reinforce language learning by using some language expressions at times in the classroom (so that students have opportunities to recall and use the language they have learned);
- integrate language learning into other aspects of the mainstream classroom programme;
- use the resources available;
- draw on the community, both within and beyond the school, to enrich the programme and give the students a variety of linguistic and cultural experiences.

Some language teachers move between schools. In this situation, each school will take travel time into consideration and allocate time for the classroom teacher and the visiting teacher to meet to plan and co-ordinate the programme. All itinerant or visiting teachers need to feel that they are part of the school and that their contribution is recognised and valued. Schools can encourage their inclusion by ensuring that itinerant teachers are involved in school functions and events such as parent meetings. This will maintain a sense of collegiality and integrate the itinerant teacher's contribution with the rest of the school's programmes.

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The school will need to ensure that the language teacher and the classroom teacher work together.
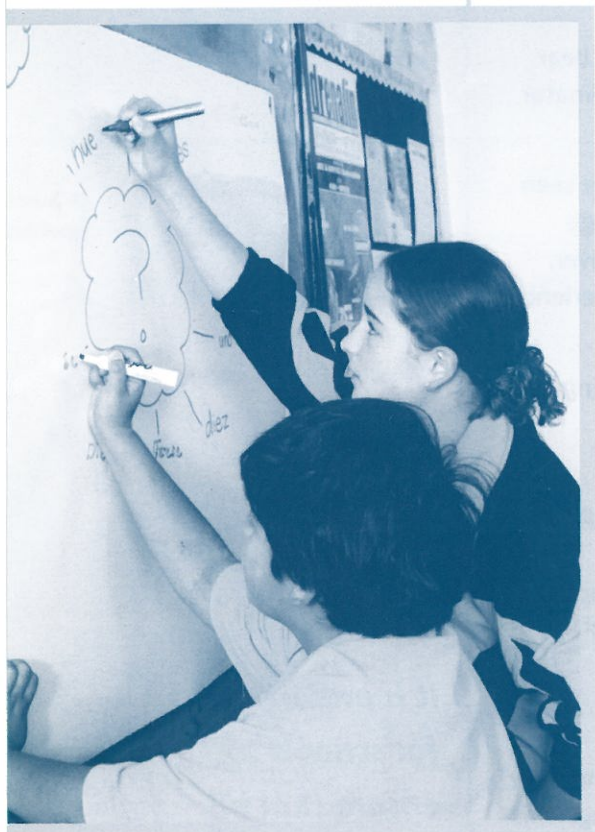
Primary teachers who are novices at teaching languages but who are experienced and enthusiastic teachers may initiate a language programme using a structured course. A course in the International Language Series, which is specifically designed for the novice language teacher, may be appropriate (see Appendix Two).

In such cases, these teachers will need additional resources to support them in developing suitable methodologies and developing their knowledge of the language and culture.

Native Speakers

Some teachers may be native speakers of the language they teach. The term "native speaker" describes a person who speaks a language fluently, as they would their first language. Native speakers:

- are highly proficient in the language and their knowledge of the culture;

- may need help and time to adjust to the new teaching environment and differing expectations when they have been trained or educated in another country;

- can only be asked to undertake language programmes if they have appropriate qualifications in teaching and learning languages.

Community members who are native speakers may also be invited to assist the teacher and enrich aspects of the language programme (refer to page 52). However, they will only teach or co-ordinate a programme for which they have a suitable qualification.

What Types of Programmes Will Be Offered?

Language programmes may be broadly grouped into four categories, although a school programme may incorporate more than one category. Each type of programme has specific purposes, and a school's language co-ordinator or team needs to be involved in making initial choices and to be aware of other options available.

LANGUAGE AWARENESS PROGRAMMES

These are introductory, "taster" courses that give students an opportunity to sample one or more languages, usually for a short period of time. They encourage students to experience new languages, have fun, interact with each other, and participate. They also provide information about other languages and cultures so that students can make informed choices about which languages they wish to continue learning.

"Taster" programmes may be valuable for students who are beginning to learn languages. Schools need to ensure, however, that students do not become caught in a series of short courses that repeat what they have already learned. (See also the section on providing continuity, on pages 34–35.) Students who repeatedly experience short courses tend to become frustrated and may lower their expectations of achieving proficient standards.

"Taster" programmes may be valuable for students who are beginning to learn languages.

LANGUAGE ACQUISITION PROGRAMMES

These programmes aim to enable students to progressively master a language in its cultural context and learn to use it for communication. They are usually offered in secondary schools, where the learning is based on curriculum guidelines with defined goals and a clear progression of learning outcomes and proficiency targets.

LANGUAGE PROGRAMMES FOR SPECIFIC PURPOSES

These are often local initiatives set up in response to specific demands, such as a language programme included in a course on tourism. Partnerships with other language programme providers are increasingly common; secondary students are sometimes able to enter tertiary courses through a variety of co-operative funding arrangements. Through such programmes, students may access a higher level of language tuition or a language that is not offered at the school.

LANGUAGE MAINTENANCE PROGRAMMES

These programmes are designed to ensure that fluency in a particular language is passed between different generations in a community. For example, people within the New Zealand Greek or Tongan communities may develop a programme to ensure that the New Zealand-born children of Greek or Tongan families develop fluency in their native language. Language maintenance programmes lie outside the specific focus of *Learning Languages*.

When Will Language Learning Take Place?

In order to communicate effectively, students need to invest a considerable amount of time in learning a language. Therefore, the earlier that students begin learning a language, the greater are their chances of reaching a satisfying level of achievement. (Appendix Two includes the International Language Series resources that target years 7 and 8.)

Students in their final years of study usually concentrate on courses related to their career aspirations. It is important, therefore, to ensure that students experience learning new languages before senior secondary level, so that they can make informed choices at the senior level and are equipped to continue language study if they so wish.

Students taking up a second language later in their studies, however, have the advantage of well-developed strategies for learning languages and usually make fast progress. If, for instance, students have learnt Japanese as their major language in the junior years, they might wish to learn Chinese or Korean in the senior classes. Significant skills are transferable among these languages, especially in the writing systems. Similarly, students who have acquired a basis of Latin or French will be advantaged in learning Spanish in later years.

Native speakers of English take longer to become proficient in languages that are tonal or use characters, such as Asian languages, than in languages that are more closely related to English. While the curriculum guidelines recognise these factors in defining achievement objectives, schools will need to make their own decisions regarding the time allocated for language learning.

SUMMARY

- Schools need to develop effective policies for their language-learning programmes.

- Policy development involves consultation with the community and other schools.

- Each school's strategic plan will be based on its unique situation and the needs of its students.

- The strategic plan answers key questions about language learning in the school:
  - why teach languages?
  - which languages?
  - what resources?
  - who will teach?
  - what types of programmes?
  - when will they take place?

¿Qué hora es?

Developing School Programmes

A school and its community will establish their vision for learning languages and their priorities for the school programme through the school strategic plan. To bring the strategic plan to life, the overall programme needs to address:
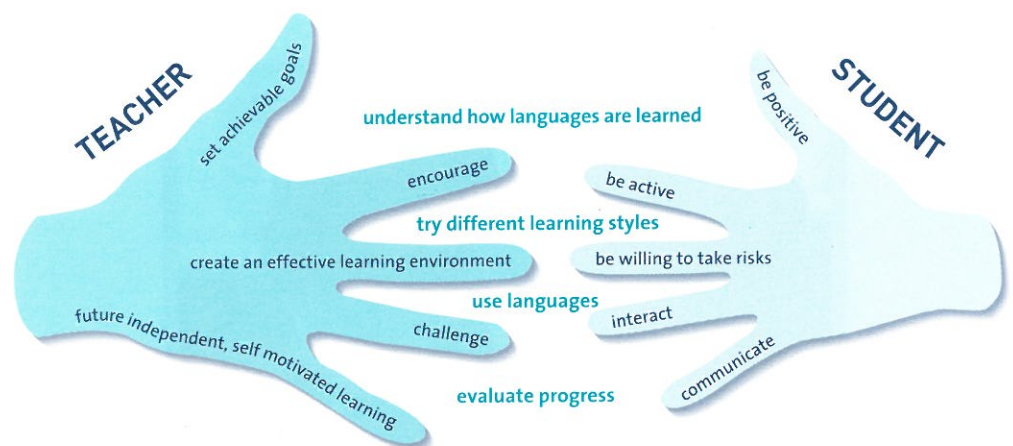
- issues that relate to the nature of language learning;
- the need to use curriculum guidelines and the status that will be given to learning languages in the curriculum;
- the need to plan for continuity of teaching and learning;
- the need to establish an effective environment for language learning;
- the need for language teachers to gain professional support and development.

Each of these aspects is discussed, in turn, below.

The Nature of Language Learning

THE LEARNING PARTNERSHIP

The partnership of teacher and learner is described in the following diagram.

TEACHER

set achievable goals
understand how languages are learned
encourage
try different learning styles
create an effective learning environment
future independent, self motivated learning
challenge
use languages
evaluate progress

STUDENT

be positive
be active
be willing to take risks
interact
communicate

Students are both learners and users of language. They need frequent opportunities to apply their learning in contexts that are real, meaningful, and culturally specific.

Learning languages in a school setting involves developing learners' capabilities for both using language and learning language. Learners need to learn how to learn, and how to learn a language. Even more important is the notion that they develop higher order thinking skills and that they perceive the important relationship between thought, language, and knowledge.

Scarino, 1999, page 9

The Importance of Frequent Contact

Learning a new language is cumulative; in order to become proficient, students need regular, ongoing, frequent experiences with the new language. Teachers should provide these experiences for students in contexts that support the students' language development and promote culturally appropriate forms of social interaction. The goal is for the students to communicate effectively in a range of contexts, both orally and in writing, with other speakers of the language. Learning languages therefore has a practical application and use.

Learning by Communicating

Teachers build an effective language programme around communication. Using a variety of stimulating activities that encourage learners to communicate, teachers help their students to become increasingly competent in the language and to gain the confidence to participate in a range of real-life interactions.

When teachers use an active, communicative approach to teaching and learning languages, students have many opportunities to work on well-defined tasks in pairs or small groups. Through such small-group activities, students gain experience of interacting in specific contexts, receive immediate feedback, and take increasing responsibility for their learning. As students gain experience and skills, teachers can use the new language for an increasing range of classroom interactions, including class routines.

Using Learning Technologies

Through an extensive range of learning technologies, teachers can integrate meaningful language in its natural context into their programmes. These technologies include video, audio, CD-ROMs, satellite television, computer software, and relevant Internet sites. Using this support, teachers can select activities that cater for different learning needs and sustain the continuity of learning for all their students.

The goal is for the students to communicate effectively in a range of contexts, both orally and in writing, with other speakers of the language.

Teachers can select activities that cater for different learning needs.

Using the Curriculum Guidelines

The curriculum guidelines for each language (see pages 21–23 and pages 57–58) describe eight progressive levels of achievement, each with defined objectives. Each level builds on previous learning, so that students are able to carry out tasks with increasing sophistication and independence in a wider range of social and cultural contexts.

The eight levels are not linked to years of schooling. They therefore offer a range of entry points that allow both primary and intermediate schools to introduce language learning and enable students to begin more concentrated courses at various year levels in secondary schools.

Teachers using effective approaches to learning languages in their programmes integrate the learning strands at each level, constantly affirming the use of language for meaningful communication in specific contexts and responding to students' individual needs and strengths. The strands encompass:

- language skills – specific linguistic requirements for oral and written language;
- communication functions – the purposes for which students will use the language;
- the aspects of cultural conventions and customs that students need to understand in order to communicate effectively in that language and society.

THE STATUS OF LEARNING LANGUAGES IN THE SCHOOL CURRICULUM

Schools establish the status of learning languages in their school curriculum by setting out the goals and objectives for learning languages in the school policy and strategic plan.

Schools are aware of the time and effort students need to invest in order to become skilled in speaking, reading, and writing a new language. The achievement objectives in each curriculum document have been designed to recognise the varied levels of difficulty that students whose first language is English encounter when learning different languages. Each school developing a languages programme will therefore identify:

- what proportion of the school day and week the programme will allocate to language learning, making sure that it meets the achievement objectives relevant to student needs and the wider curriculum;
- how the programme will address the requirement for continuity of learning;
- the nature and extent of support that the programme will make available for teachers, including how the allocated budget will be used.

Here are some examples of programmes currently offered by schools.

School 1

School 1 allocates a small block of time each day for regular, short learning opportunities. Experience shows that frequent reinforcement, particularly at years 7–10, builds on earlier learning and leads to more satisfying results than, for example, a single weekly session. Students have found that, when language sessions last longer and are separated by a longer time interval, language learning is "too hard", and this results in fewer students continuing language learning.

School 2

School 2 offers language electives or clubs outside the curriculum. The purpose of the clubs is clear to students and parents, and activities are carefully monitored.

School 3

In school 3, a specialist language teacher offers a programme in the school. However, people are concerned when students are required to pay a fee to participate in the programme. The school also needs to consider how it will support the specialist teacher, what the nature and purpose of the programme are, how the programme is integrated into the curriculum, and how it can monitor student participation and learning outcomes.

School 4

School 4, a primary school, employs a visiting specialist teacher to take classes in school time. The classroom teacher conducts short follow-up activities between visits. Both teachers work together to plan these activities.

TIMETABLING

Schools need to find ways to address a number of issues when arranging their timetable. These include:

- providing students with equitable access to language learning;
- recognising that students have a range of entry points to language learning, for example, allowing students to join classes at different levels or enter national qualifications according to their abilities and achievements rather than their age;
- ensuring that students have the opportunity to continue learning their language through to higher levels;
- allowing sufficient time for students to achieve success;
- ensuring that the workload of specialist teachers is manageable;
- ensuring that a class focuses on learning only one language at any one time;
- identifying and meeting the individual learning needs of the students.

Students often find that they forget many skills when they have only brief experiences of language learning before moving to another curriculum area. Schools have found that students experience most progress when the timetable allows them to:

- continue their study from one year to the next;
- work in short learning periods every day;
- use everyday, living language and gain rapid consolidation and feedback.

Schools can solve their timetabling issues by engaging all of the teachers involved in language learning (the classroom teacher, specialist teachers, programme co-ordinators, and senior personnel) in their decisions and through cross-curriculum planning or integration.

School programmes may reflect the following scenarios.

Scenario 1

A secondary school has five hour-long lessons a day, and splits one period each day for year 9, allowing 30 minutes each for learning Māori and another subject. This ensures that Māori has its own place in the curriculum and does not compete with the learning of other languages.
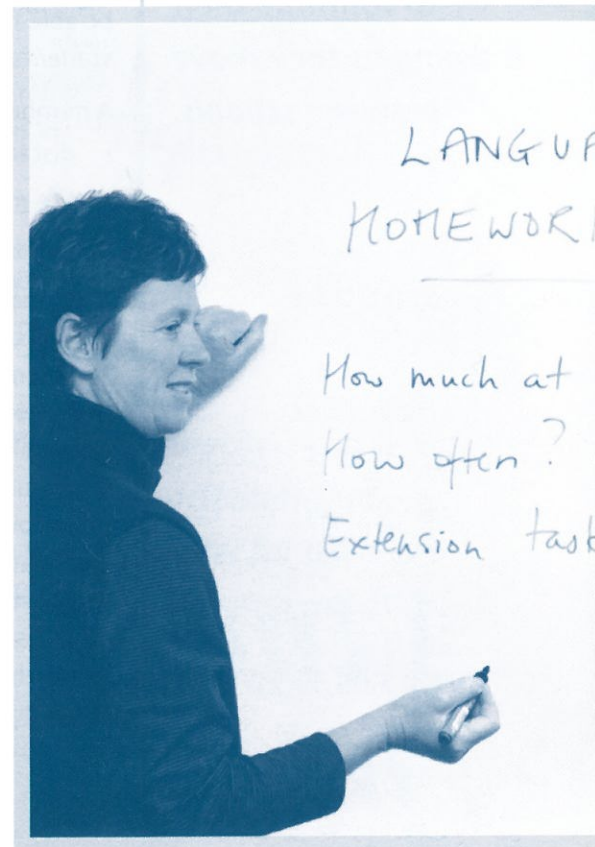
A secondary school integrates specific aspects of the knowledge and of the strands and processes of Social Studies in the New Zealand Curriculum *into the language programme so that the full range of achievement objectives is covered over the course of the school year.*

Planning for Continuity of Teaching and Learning

In recent years, there has been increasing awareness that students benefit from learning the rudiments of a new language at a young age. Schools have also increased their efforts to retain students in language programmes. As students learn languages in years 7–10, schools need to focus especially on the management of these early programmes. They need to arrange for all students to be able to continue their learning as they move between schools. In this way, students will achieve positive learning outcomes and so be motivated to continue.

A number of special initiatives support this focus:

- distance learning through The Correspondence School;
- the multimedia International Language Series (see Appendix Two);
- advisers who encourage and support teachers across both sectors.

The need for continuity of learning and teaching concerns students, parents, teachers, school communities, and all groups interested in language learning. Since language learning is cumulative, students can best maintain and develop their proficiency when there is natural progression from years 7 and 8 into the secondary school. Students, their parents, and whānau need to feel confident that their students can build on the foundations they have laid and can progress when they move between schools. Research (Holt et al, 2001, page 45) indicates that secondary school students maintain their commitment to a language when they experience a significant degree of success and can see that they are making progress. Secondary schools will wish to avoid repeating introductory courses, where these are no longer needed, and may plan for transition to a full programme, one that enables their students to reach levels of achievement that satisfy them and equips them to meet the standards specified for senior school qualifications.

Schools need to arrange for all students to be able to continue their learning as they move between schools.

Tino pai!

Providing continuity of learning may be a particular challenge for secondary schools that enrol students from a wide range of contributing schools. Each of these schools will have established their own priorities. Teachers can gain a clear understanding of the nature, status, and operation of the language-learning programmes in each school by:

- communicating with other schools and key personnel;
- co-operating to form meaningful working relationships that address the issues affecting students, continuity of language choice, and progression of learning;
- collaborating to share professional development and other useful processes;
- co-ordinating the curriculum according to shared understandings about course content, resources, and expectations;
- acknowledging differences in approaches to teaching, both in pedagogical strategies and techniques and in classroom organisation.

Strategies that support and sustain continuity of learning may include:

- enabling exchanges and observation visits between schools;
- working as a cluster of schools to employ specialist assistance, such as a language assistant (see pages 47–48);
- involving parents across the sectors in developing policies and supporting programmes;
- arranging visits between students, for example, arranging for senior secondary students to visit year 7 or 8 classes;
- sharing experiences and performances associated with the programme and other curriculum areas;
- sharing professional development workshops;
- reporting information about students' achievement;
- exchanging and sharing teaching and learning resources;
- joining local language association groups (see Appendix Two);
- working together with language advisors to map realistic pathways between schools.

Many issues that affect students at times of transition between schools are common to all areas of learning. These may include:

- different learning environments;
- different conventions in timetabling;
- different seating arrangements;
- increasing expectations.

At the secondary level, teachers place increased emphasis on written competencies, conceptual and analytical skills, and individual responsibility. While these changes recognise the students' own development, they may also present considerable challenges for some. Teachers need to be aware of these issues and provide a staged process that enables all students to become familiar with the different approaches.

An Effective Environment for Learning Languages

Students who are deeply immersed in a language progress rapidly in language learning. In their early years of schooling, young children are immersed in an environment that enables them to develop literacy skills and understanding. Visual and written displays, a wide variety of books and magazines, and audio resources that demonstrate the value of language are readily available. Students who are learning another language benefit from a similar environment with as much immersion as possible in the language and its culture.

Teachers are best able to create this learning climate and environment in a room that:

- can be used in a flexible way to accommodate a variety of group sizes and activities;
- provides students with ready access to computers and multimedia resources;
- allows materials and resources for language learning to be stored and displayed.

Teachers will sometimes work individually with students, for example, when students' oral language is recorded for assessment. Some classroom arrangements (for example, a glass partition) allow teachers to work with individual students while also supervising other students. However, some teachers will need help to provide appropriate supervision for all their students.

CLASS SIZE AND COMPOSITION

While learning a new language, students need to practise using it with their peers and with a teacher. Teachers will need to give students many opportunities to construct language, express their ideas orally, and receive immediate feedback. At the early levels, teachers need to carefully monitor students' developing language skills so that they can establish accurate pronunciation and sentence patterns from the outset.

Professional Development for Language Teachers

Professional development aims to:

- develop teaching and learning strategies that will enable all students to succeed;
- enhance teachers' knowledge and competence in their subjects;
- increase knowledge and capability throughout the school.

However well qualified and developed a teacher's own language proficiency and cultural knowledge may be, they need to keep abreast of change. Languages are living entities that constantly change. Words are added, go out of use, or are modified in their connotations. The uses of certain structures alter in appropriateness and context; certain expressions and idioms come into use while others fade.

Wherever possible, therefore, teachers need to hear and use the language they are teaching in its natural setting so that they develop and maintain their own proficiency and also convey the vitality of the language to their students. In order to support language learning, the school programme will reflect the importance and value of professional development by including a systematic plan that provides opportunities for teachers to:

- extend their knowledge of the language;
- extend their pedagogical knowledge;
- critically reflect on their classroom planning and practice;
- add to their range of strategies for learning and teaching.

A language teacher who is the school's sole practitioner of language teaching and learning can feel a sense of isolation. For language programmes to be effective, schools need to ensure that teachers:

- have a sense of belonging;
- feel supported;
- have ready access to resources;
- have networks that extend beyond the school.

Professional development enables schools and their teachers to:

- keep in touch with language-learning developments and research;
- monitor their programmes and adapt them to take account of changing needs;
- develop an understanding throughout the school of how the essential learning areas can be enhanced through co-operative planning;
- build networks with acknowledged leaders in the field;
- recognise the particular capacities and needs of teachers and students in this area of learning;
- encourage the community to participate and share expertise;
- monitor the effectiveness of different technologies, methodologies, and resources so that they can evaluate and modify them in the light of good information;
- improve their strategies for diagnostic, formative, and summative assessment of students' progress;
- improve their evaluation of their programmes;
- be aware of developments such as distance learning, and use them where necessary.

Wherever possible, teachers need to hear and use the language they are teaching in its natural setting.

Other areas where schools may need to provide professional development for language teachers could be:

- leadership for management and senior positions;
- aspects of classroom organisation and management for language learning (especially for a teacher in an isolated situation).

PROFESSIONAL DEVELOPMENT BASED IN SCHOOLS

The most immediate opportunity for professional development is that available within the school and school cluster. When teachers meet regularly with other school staff in related areas, they gain a sense of professional collegiality and can plan collaboratively, which benefits students' learning over the whole curriculum. To encourage this, schools can:

- allocate planning time;
- encourage teachers to integrate language learning across the essential learning areas and to strengthen students' understanding of the connected nature of learning (see pages 14–18);
- clearly establish how the language learning will progress.

Options for basing professional development in schools, either within one larger school or involving a cluster of schools, may include:

- regular meetings, where each teacher shares an activity, resource, or assessment process that they have found to be effective;
- a buddy system, where teachers observe each other from time to time and discuss observations and strategies;
- a workshop or demonstration lesson with a specific focus, conducted by an adviser;
- regular gatherings with native speakers to sustain fluency and facilitate learning about social and cultural conventions and changes.

OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT OUTSIDE THE SCHOOL

Agents and agencies that offer in-service education outside the school include national and regional advisers, school support services, and language associations. The professional development that these agencies offer may include workshops, courses, in-school support, and visits where teachers meet together off-site or at a local school. Courses may be offered within school time or during school holidays. Useful website addresses are provided in Appendix Two.

Universities, colleges of education, and institutes of technology, as well as The Open Polytechnic and The Correspondence School, offer tertiary study and advanced qualifications.

Community education providers in some centres also offer day or evening classes that provide teachers with opportunities to develop and maintain their language skills and to meet other people with similar interests.

Teachers may also be invited to take part in reviewing and developing the curriculum and to join assessment panels. Schools, as well as individual teachers, benefit from having staff with a national overview and high-level skills honed through their participation in such panels.

Professional Reading

Allocating a budget for professional journals and Internet access to specialist sources is another way that schools can support professional development. This is enhanced when staff share this information with other teachers. When particular readings, videos, or software are made the focus of a school-based or local forum, teachers can share and discuss new insights.

Study Visits

A valuable form of professional development for teachers from New Zealand is to participate in teacher study visits and exchange programmes. Schools may arrange exchange visits for their teachers between schools in New Zealand, where they can focus on specific issues of meeting regional and national needs.

However, it is essential that teachers of languages are also given the opportunity to update their knowledge of the language and the culture by attending conferences and through study and observation in countries where the language they are teaching is commonly spoken.

> I would promote the idea of the language teacher as a linguistic and cultural broker, an intermediary between the New Zealand way of life and patterns of living in other countries who is entrusted with the important role of breaking down insular attitudes. It has often been said that languages open doors on to the world. The enthusiastic, committed, language teacher not only opens the door and gives students a glimpse of the exciting possibilities that lie beyond but gives them the confidence to step through and enjoy these experiences at first hand. I firmly believe that whatever language we teach[,] as long as it helps students to feel the excitement of language learning and the joy of discovering other cultures, this will facilitate successful learning of other languages and adjustment to other cultures if their work or other changes in circumstance require this.

Watts, 1997, page 23

Summary

- The overall school programme needs to address:
  - issues that relate to the nature of language learning;
  - the need to use curriculum guidelines and the status that will be given to learning languages in the curriculum;
  - the need to plan for continuity of teaching and learning;
  - the need to establish an effective environment for language learning;
  - the need for language teachers to gain professional support and development.
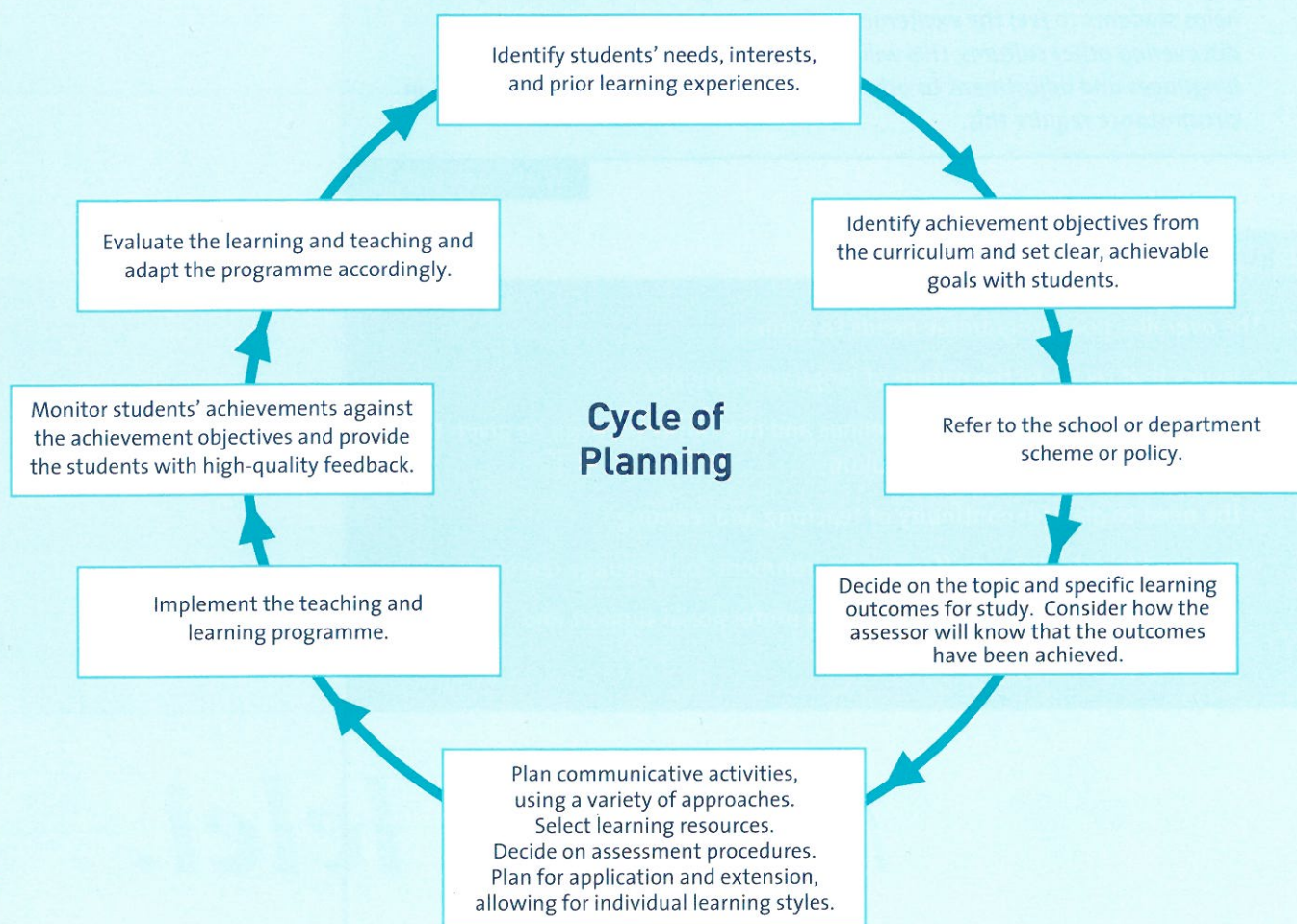
The Cycle of Planning and Assessment

The cycle of planning, in every area of learning, includes clarifying the aims in relation to students' identified needs. The broad aims of programmes for learning languages are derived from *The New Zealand Curriculum Framework* (page 10) and may be summarised as:

- enabling students to benefit from learning another language from the earliest practicable age;

- broadening students' general language abilities and bringing their first language into sharper focus;

- enriching students intellectually, socially, and culturally;

- offering students opportunities to understand the ways other people think and behave;

- furthering international relationships and trade.

These aims underpin the objectives described in the curriculum statements and guidelines (listed in Appendix Two) for each of the languages covered in this handbook.

The cycle of planning is illustrated in the diagram below. Teachers can begin their planning at any appropriate point on this cycle.

Cycle of Planning

Identify students' needs, interests, and prior learning experiences.

Identify achievement objectives from the curriculum and set clear, achievable goals with students.

Refer to the school or department scheme or policy.

Decide on the topic and specific learning outcomes for study. Consider how the assessor will know that the outcomes have been achieved.

Plan communicative activities, using a variety of approaches. Select learning resources. Decide on assessment procedures. Plan for application and extension, allowing for individual learning styles.

Implement the teaching and learning programme.

Monitor students' achievements against the achievement objectives and provide the students with high-quality feedback.

Evaluate the learning and teaching and adapt the programme accordingly.

PLANNING

Teachers can begin their planning at different points of the planning cycle. The achievement objectives describe goals for students to work towards throughout the year. Teachers decide which topics and learning activities will best help their students meet these goals. While the curriculum guidelines suggest a range of topics that can be used to meet specific learning outcomes, teachers will use their professional judgment to select those that will be of greatest interest to their students.

> In order to foster learning, content material must engage the mind and activities must involve some level of thinking, with teacher talk acting as the bridge or scaffold between children's existing knowledge and what the task is designed to move them on to.
>
> Clark, 1997, pages 4–5

Many teachers find it useful to map out a broad framework of units of work or themes, for a period of time, taking account of events in the community or the school year that may offer a special focus. Examples may be the national days of countries where the language being studied is spoken, school drama productions or musicals, which can involve the culture or language, or a sporting event in a particular country.

Planning is a continuing process, so teachers need to develop a plan that is flexible and able to respond to unexpected events and the needs of individual students.

Meeting the Needs of the Students

TEACHING STUDENTS OF MIXED ABILITY AND RECOGNISING PRIOR LEARNING

Some students involved in language programmes may have had considerable prior experience of learning a new language, while others may have had little or none. When planning the programme, teachers need to recognise this and identify the knowledge, skills, and understanding each student brings to the programme, using strategies that will reveal students' individual starting points in language learning. Teachers also need to recognise that students progress at different rates in their learning.

Teachers need to identify students' prior learning experiences, strengths, and interests as early as possible each year so that they can offer them a range of learning experiences from the outset.

> ... students will need explanation, modeling, coaching, and other forms of assistance from their teachers, but ... this teacher structuring and scaffolding of students' task engagement will be faded as the students' expertise develops. Eventually, students should become able to autonomously use what they are learning and regulate their own productive task engagement.
>
> Brophy, 2001, page 15

Teachers will use their professional judgment to select topics that will be of greatest interest to their students.

Teachers need to develop a plan that is flexible.

Teachers need to identify students' prior learning experiences, strengths, and interests.

¡Buenos días!

To enable all students to make progress, teachers can:

- work with students individually or in pairs to assess their ability to ask and answer questions in the language;

- discuss students' progress and interests with them individually in order to design relevant extension work or reinforcement tasks;

- help students to explore their feelings and attitudes towards language learning – what they enjoy, what they can recall, where they feel frustrated;

- acknowledge students' expertise by involving them in peer-tutoring or as mentors for other students;

- offer challenges to extend more able students, such as creative writing, songwriting, reading materials, computer software, and self-directed activities;

- use the new language in the classroom as often as possible;

- make full use of information and communication technology to exchange information, explore the Internet, and enhance the range of resources;

- provide a varied range of materials in all media to cater for all stages of learning;

- attend to the needs of individual learners, for example, set tasks that allow for varying levels of difficulty, initiative, and completion requirements.

TEACHING STUDENTS WHO ARE NATIVE SPEAKERS

New Zealand's population is increasingly diverse. Native speakers of other languages form an increasing proportion of the students in language classes. Although some students may feel disheartened when comparing their performance and competing for results with fluent native speakers, there are many advantages in including native speakers in the class. In a structured situation, native speakers can:

- build and reinforce authentic pronunciations;

- work with small groups to practise conversation;

- contribute their knowledge of customs and culture (where their language skills and level of maturity permit);

- help students to build their understanding and use of the social conventions and norms of interaction in the target culture;

- advise on the currency of vocabulary and usages.

The degree to which students who are native speakers can participate in this way will depend on their confidence in using English and their social maturity. Teachers need to monitor the involvement of native speakers to ensure that they are not disadvantaged. For instance, when native speakers are not usually members of a particular class but are invited to join a programme for specific sessions, teachers need to ensure that they clearly understand why they are involved and that they use their skills appropriately to meet goals that will further their own learning as well as that of the other students.

SELECTING LEARNING ACTIVITIES AND RESOURCES

Teachers who know their individual students can relate achievement objectives and their programme plan to more detailed, day-by-day planning. They can select a defined focus to extend experienced and able students and provide specific learning activities for students who need certain concepts reinforced.

By providing access to a variety of resources on the topics they have selected, teachers ensure that students can build on their achievements and work at a pace that offers appropriate challenges. The range of materials and learning activities that teachers choose should enable students to work as individuals, in small groups, and as a whole class.

The usefulness of the topics and related activities that teachers select will be enhanced when they relate to other learning areas. Teachers can link music, art, sporting topics, measurement systems, geography, history, and social conventions to other curriculum objectives and even to projects that their students may be undertaking in other subject areas.

> *Teachers need to create a climate which supports students making ... connections ... connections between the mother tongue and the foreign language, connections among groups of languages[,] and languages and other areas of the curriculum ...*

Scarino, 1995, page 140

Cross-curricular activities that encourage language use include:

- inventing and playing games in the language;
- musical presentations that include songs in the language;
- visits, for example, to films, plays, or shows in the language;
- mini-festivals with costumes, food, displays, videos, and cultural activities appropriate to the language.

Bien, merci.

USING INFORMATION TECHNOLOGY

Materials and activities that are supported by information technologies add to the wealth of resources available to students for language learning, catering for different learning levels, styles, and needs. Many students are motivated by being able to learn independently through appropriate software and relevant programmes.

Students can immerse themselves in the language by using language software. With multimedia software and access to the Internet, students can move into a "virtual reality" environment of the language and culture. They learn through actively participating in activities that involve listening, viewing, and doing.

Many students are motivated by being able to learn independently through appropriate software.

The specific advantages of using such resources include the following.

- The students gain ready access to a range of current, authentic material from countries where the language is used.

- The students get immediate feedback from well-designed programmes and are able to manage their own learning.

- Word processing enables students to work independently or collaboratively, to compose, to amend, to consult references, and to refine expressions while crafting their final product.

- Students develop computer and language skills at the same time as learning the new language.

Assessment for Better Learning

Effective teachers continually assess student learning in order to decide what the next steps in the programme should be.

Assessment is integral to the learning programme and needs to be planned as part of classroom activities. Teachers need assessment to gain information so that they can enable students to make progress. Effective teachers continually assess student learning in order to decide what the next steps in the programme should be.

Effective assessment procedures are essentially formative. They enable the teacher and student to find out what has been learned so that both are aware of the progress that has been made and any barriers that must be overcome.

Assessment has a strong positive impact on students' learning when:

- students are closely involved in the assessment process;
- they have the opportunity to set and achieve their own learning goals;
- they share in establishing learning outcomes for the class;
- their teachers give them regular, specific, constructive feedback on their work while they are working.

This kind of assessment is essential for quality learning. Such assessment not only affects the way teachers evaluate students' work; it affects classroom management, programme planning, and the quality of teacher-student and student-student interactions and relationships.

Teachers can use a number of procedures to gather assessment information about language use. These include:

- informally observing individual students (for a specific purpose) in the course of everyday work;
- systematically observing how a student goes about a specific task;
- conferencing – engaging in purposeful conversations where the student talks and the teacher gives feedback that promotes further purposeful talking;
- enabling students to assess themselves, which helps them to take responsibility and understand their own learning approaches;
- involving the students in peer assessment – a learning process that encourages students to co-operate and communicate and that can involve "buddy" mentoring, especially in the productive language tasks, speaking and writing;
- conducting tests that focus on a particular learning outcome and challenge students' recall and response;
- assessing work samples against exemplars (which teachers may use, where they exist, to validate their judgments against a school-wide or national sample and which can also be constructive in helping students to understand criteria and expectations);
- asking students to collect samples of work, over a period of time, in portfolios. These provide a record of progress that the student can refer to, reflect on, and discuss.

ASSESSMENT FOR QUALIFICATIONS

Summative assessments, for example, the grades assigned to performance in examinations, focus on individual students' achievements.

From 2002, the National Certificate of Educational Achievement (NCEA) becomes the main qualification at all senior secondary school levels (usually years 11, 12, and 13). Achievement standards and unit standards are available for a wide range of learning areas, including languages. For each language, there are sets of standards available that involve external or internal assessment.

Schools will establish quality assurance processes to manage the internally assessed parts of courses. To internally assess a student's proficiency in speaking a language, teachers will need to record each student's performance individually in order to allow their judgments to be verified by assessors.

> *One advantage of the UK/New Zealand approach is that it encourages teachers from different year levels to talk to each other about what they think these "levels" actually mean, and what they look like in samples of students' work. This is necessary to improve the "reliability" (consistency and fairness) of the judgements made by teachers and reported to parents and to the next teacher.*
>
> Sutton, 2000, page 115

Further information may be found at www.ncea.govt.nz and at www.nzqa.govt.nz

INTERNATIONAL BENCHMARKS

There are several international examinations and tests of proficiency that provide benchmarks, particularly (but not exclusively) at senior levels, for some aspects of language learning. Refer to www.tki.org.nz for further information.

MONITORING, RECORDING, AND REPORTING

Teachers and students collate assessment information over time and report to parents and other agencies on relevant aspects of the student's knowledge and skills. Many schools use portfolios to gather samples of work, information from tests, and other items.

EVALUATION OF PROGRAMMES

Programme evaluation should examine all programme components.

A school will base its evaluation of its language programme on the goals set in the school languages plan. In particular, schools usually consider the number of students who continue with language learning from year to year and their levels of achievement. An issue may be how many languages the school offers. For instance, if a school offers several languages in the first year, it is important to survey the rate of attrition so that decisions can be made as to how many languages it can sustain throughout all levels. A school may consider it worthwhile to keep records, where possible, of the proportion of students who continue to study languages at an advanced level or take up careers where they use their international languages.

Programme evaluation should examine all programme components by using a variety of methods and by involving the entire school community. It must have a clear purpose, be supported by a comprehensive written plan, and be designed to make changes or adjustments to programmes according to their outcomes. Programme evaluation should be both formative and summative, fitting the evaluation to the programme rather than the other way round.

Classroom Assistance for Language Learning

The teacher remains in charge of the teaching and learning process and must always be present.

There are both benefits and challenges in managing a programme when teachers have classroom assistance for language learning. Teachers who have an assistant have opportunities for team teaching and do not have to work in isolation. An assistant, however, cannot assume the responsibilities of a classroom teacher. The teacher remains in charge of the teaching and learning process and must always be present in the classroom.

Some examples of classroom assistance are described below.

TEACHER AIDES

Regulations governing the use of teacher aides make it clear that they are indeed aides and not substitute teachers. Teacher aides support teachers by working alongside them in a way that has been discussed and agreed upon with the teacher. Sometimes community members are willing to assist with the language programme. Schools need to make contractual arrangements for teacher aides and community members so that both the teacher and the assistant are clear about the expectations, responsibilities, time, and remuneration.

Teacher aides and community members who speak the language being learned can enrich the language programme, for example, by providing opportunities for students to work in small groups and develop oral proficiency. Teachers need to plan and prepare units of work in collaboration with teacher aides so that they can work to their full potential and contribute to positive student learning experiences and outcomes.

It is not appropriate for aides or community members to work in the role of a relief teacher. However, they can be of special help when they are already familiar with the programme and can maintain its momentum by working alongside a relief teacher who takes responsibility for the general guidance of the class.

NATIVE SPEAKERS

From time to time, native speakers are available to work in schools by special arrangement with national or international agencies. This is particularly the case with Japanese native speakers, known as interns. The number of organisations seeking to place interns in New Zealand schools is increasing. Interns work as volunteers and come for periods of time varying from one month to one year or more. Although their first priorities are to improve their English language skills and experience New Zealand culture, interns can also contribute to classroom programmes as native speakers. With guidance and professional support, their current and colloquial knowledge of the language makes a welcome contribution to the programme.

LANGUAGE ASSISTANTS

Language assistants are young native speakers who work for an agreed number of hours in schools that can afford the financial outlay required. The Association of Colleges of Education in New Zealand (ACENZ) places assistants in schools through agreed contractual arrangements. Like internships, these programmes often arise through international agreements and are subject to change over time. Some schools make their own arrangements to host native speakers to assist with their language programmes.

Native speaker assistants, with their dual role of providing support to students and learning English themselves, can add new perspectives to the language-learning programme and motivate students. Teachers need to work together with native speaker assistants to ensure that they are integrated into the programme in ways that make the best use of their strengths and resources. Through regular discussion and joint planning, teachers and assistants can develop shared

Native speaker assistants can add new perspectives.

understandings about their respective roles and plan to ensure that they contribute to language learning in accordance with the curriculum.

In order to support their assistants, teachers can:

- arrange for a staff member – other than the language teachers themselves – to be responsible for the assistant's well-being (which may involve liaising with the organising body, providing orientation to the school, monitoring accommodation, and resolving any conflicts or misunderstandings);
- welcome and introduce the assistant to staff and students to establish their status in the organisation;
- use newsletters and other means to introduce the assistant to the community, emphasising the value of their support;
- provide time for preparation and planning with the assistant;
- provide opportunities for the assistant to observe classes in other learning areas so that they can better understand the New Zealand school system, its conventions, and its expectations;
- involve the assistant in school and community activities;
- invite feedback and evaluation throughout and at the end of their stay.

RELIEF TEACHERS

Schools do not always have access to relief teachers who have both the training and the language ability necessary to teach international languages.

In some languages, kits are available to provide a framework of activities for relief teachers to use, in line with curriculum objectives. If an aide is already part of the programme, they can assist the relief teacher to use such a kit to enhance the regular language programme.

SUMMARY

- Effective planning for student learning is cyclical, continuous, and flexible.
- Teachers need to plan to meet the needs of students (including native speakers) with a range of abilities and prior knowledge.
- Programmes should include a range of relevant activities and resources, including some based on information technologies.
- Ongoing assessment of student learning is critical to the decisions teachers make about the next steps in the programme.
- Effective assessment (with constructive feedback) leads to improved learning.
- Programme evaluation will be based on the goals for the programme and will involve examining all components of the programme.
- Teacher aides, native speakers, and language assistants or interns can contribute to the language programme and support the teacher.

Raising the Profile of Languages in the School and the Community

In order to gain and maintain support for its language programme, a school needs to make the outcomes visible, both in the school environment and in the community. There are many ways that a school can showcase language learning to promote awareness and understanding.

Within the School

It is useful for language teachers to report regularly about initiatives and achievements to students, parents, school staff, the principal, and the board of trustees. When the school raises the profile of language learning within the school community, the students gain a sense of pride in their achievements and so become more motivated.

To strengthen the profile of language learning, schools can:

- inform parents of the benefits of learning languages, for example, during enrolment times, at parent interviews, and at information evenings;

- develop a clear, concise, written statement for parents and students that includes the reasons for learning languages and the objectives of the school's programmes;

- make information readily available to professional development co-ordinators;

- arrange and advertise an "immersion camp" to assist students' language development;

- organise group visits to relevant films, plays, and events, especially those in the new language;

- work with other staff on cross-curricular activities, such as library displays, festival days, drama productions in the target language, contributions to publications, or preparing special foods for the school cafeteria or shop;

- display students' work;

- invite other students, staff, and parents to attend students' presentations;

- use up-to-date information about language learning to support discussion in staff and parent meetings;

- display a variety of interesting resources, including ICT materials, that support the programme;

- invite parents to visit classes and participate in special events, such as festival days;

- report on programme outcomes and students' achievements to the school and the wider community.

There are many ways that a school can showcase language learning.

When the school raises the profile of language learning, the students gain a sense of pride.

おはようございます。

LANGUAGES DEPARTMENT

ACKNOWLEDGING STUDENTS' ACHIEVEMENTS

Schools can acknowledge students' achievements by:

- publicising their students' achievements in community news and other media, for example, when they have attained excellence in national and international tests or examinations;

- recognising their students' participation and achievement in competitions and cultural events;

- seeking sponsorship for prizes to recognise academic excellence, for example, from organisations, agencies, and embassies;

- using awards and certificates for high achievers in years 11, 12, and 13, such as those made available through language associations, for example, the New Zealand Association of Language Teachers (NZALT) certificates of excellence.

EXCHANGES AND VISITS

Teachers can support the learning objectives of the curriculum by arranging exchange programmes for their students and visits to a country where the language is spoken, which provides an authentic context for language use. Students returning from a country where the language is spoken can also help to raise the profile of the language programme by sharing their knowledge and experiences with a wide audience. Visitors from the target country, for example, a visiting school group, will have an impact on the wider school community through family hosting arrangements, outings, and school ceremonies to welcome and farewell the visitors.

Exchanges and visits may include:

- students on established exchange programmes;
- exchanges or visits by students from a sister school;
- teacher exchanges;
- international visitors;
- associations with tourists, for example, making links with parents and others who have travelled recently and can offer current perspectives.

Increasingly, school communities are becoming more multicultural and multilingual. New immigrants, residents with language competencies, and foreign students add to the richness of a school environment.

CAREERS INFORMATION

Schools receive a large amount of information on careers from organisations and businesses, both in New Zealand and overseas. Teachers and parents can use such information to help students to understand how they may extend their career options by knowing more than one language.

Students can use high quality information that is current and relevant to consider new career possibilities. Teachers of languages can work with the careers advisors in their schools to:

- ensure that students are given consistent and accurate messages;
- keep each other up to date with information;
- arrange displays showing languages in use;
- organise visits from former students who use languages in their careers;
- arrange for celebrity speakers who use the target languages in their lives.

Teachers can help students to understand how they may extend their career options by knowing more than one language.

Within the Community

When a school is open to community interest and enquiries and offers relevant information, it can increase the understanding of the wider community about the value of learning languages. By displaying information, materials, posters, and students' work, the school can help to raise the profile of language learning within the community and the school environment.

The school raises community awareness when it:

- publishes articles and photographs in the local papers and professional journals;
- publicises joint activities between schools;
- gives regular information to employers and invites them to school events;
- invites speakers to talk to student groups on a language-related topic;
- publicises information on school visits, exchanges, "language camps", and field days in newsletters, in local libraries, and in the local media;
- invites members of the community to attend student presentations, performances, and work displays;
- encourages community members to contribute by hosting visiting students on exchanges.

Members of the community who are speakers of the language being learned may appreciate opportunities to be involved in creative ways, such as assisting with drama presentations, music, cookery, and art and sharing their experiences.

PLANNING FOR PROMOTING LANGUAGES

By making a plan of action that explains the steps to be taken and states who will take them and when, schools will ensure that those associated with the programme are fairly and accurately represented. In turn, the involvement of students, teachers, and members of the school community in producing information, presentations, and publications on learning languages will enrich the school environment and the cultural life of the school in many ways.

SUMMARY

- Schools need to gain and maintain support for the languages programme.
- Within the school, it is important to share information (including career information), acknowledge students' achievements, arrange exchanges and visits, and acknowledge the diversity of the school's languages and cultures.
- Within the community, a school can establish links and publicise its language activities.
- A plan of action can help a school to promote its languages programme effectively.

Bilingual: Competent in two languages. A bilingual person can speak two languages.

Community languages: Languages spoken at home, at religious gatherings, at community meetings, and sometimes at school. These include the languages of migrant communities in New Zealand, such as Cantonese and Somali. Pacific languages are also community languages. The Ministry of Education's Tupu series provides materials in five Pacific languages.

English and Māori: The official languages of New Zealand. English is the first language of most New Zealanders, but it is the second language for speakers of Māori as their first language and also for many migrants to this country. Māori is the language of instruction in Māori immersion education and is also taught in similar ways to international languages in many schools. *Learning Languages* may therefore be useful for schools that are setting up a programme in Māori.

ESOL: English for Speakers of Other Languages.

First language: "Native language" or "mother tongue", that is, the first language a child learns, as distinct from other languages they learn later. Children born to parents who speak two different languages often acquire two "first" languages. The term "first", in this context, does not imply any suggestion of the status of a language within society.

Foreign language: An international language.

Immersion: In New Zealand, an immersion programme is defined as one where the whole curriculum is provided in a language other than English. A "full immersion" programme uses the language other than English for more than 80 per cent of the time; a "part immersion programme" for between 50 per cent and 80 per cent. The school environment reflects the culture and conventions of the immersion language. The New Zealand approach to "immersion" education is partly modelled on developments in Quebec, Canada, which cater for children of English speakers who want their children to communicate fluently in French.

International language: A language that is neither the first language nor a community language of the students. In New Zealand, this term is generally preferred to "foreign language".

L1: First language
L2: Second language

Language acquisition programme: A programme that helps learners to acquire fluency in communicating in another language, using second-language learning and teaching strategies within the cultural context of the language.

Language maintenance programme: A programme that involves additional, focused, continuing use of the language, spoken naturally within the normal patterning of everyday life as the first language of the speakers of the group and supported within the school context. Bilingual and immersion programmes are examples of language maintenance programmes for many students.

**LOTE:** Languages Other Than English, a term widely used in Australia.

NESB: Non-English-speaking-background. This acronym denotes students who speak a language other than English as their first language within their families and communities. The term is used to describe students from a wide range of ethnic, cultural, social, and linguistic backgrounds, including many who were born and brought up in New Zealand.

School cluster: A number of schools, usually in the same geographical area, that form a group or "cluster" in order to work together and share resources.

Second language: Any language learned after acquiring the first language as a child. The term "second language" may, in fact, encompass a third, fourth, or fifth language as additional languages are learned.

Target language or target culture: The language or culture aspired to in a specific learning and teaching programme.
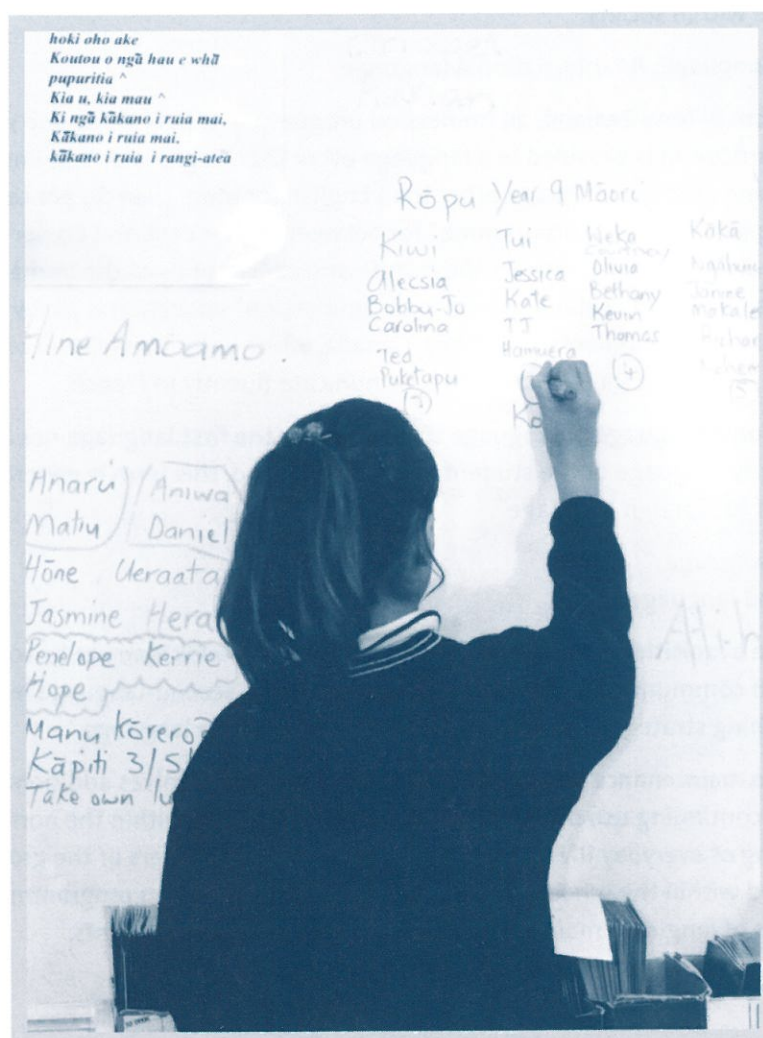
Appendix Two: References and Resources

A range of Ministry of Education publications and professional development opportunities are available to support schools and teachers in language teaching and learning. The Ministry of Education's online resource centre, Te Kete Ipurangi (www.tki.org.nz), supports published materials with up-to-date information, case studies, and audiovisual materials.

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SPECIFIC RESOURCES

The Ministry of Education's International Language Series, a multimedia package of print, audio, and video materials, is listed below under the relevant language headings. This series presents structured language courses, designed to support teachers who are not themselves proficient in the language and are new to teaching languages. (Such teachers are also supported by specialist professional development programmes and visits. For enquiries and details, consult the Ministry of Education or specialist language advisers.)

Resource Materials for Chinese

Ministry of Education (1995). *Chinese in the New Zealand Curriculum*. Wellington: Learning Media.

Ministry of Education (1997). *Developing Teaching Programmes in Modern Standard Chinese*. Wellington: Learning Media.

Ministry of Education (in development). *Hao! An Introduction to Chinese*. International Language Series.

Resource Materials for French

Ministry of Education (2002). *French in the New Zealand Curriculum*. Wellington: Learning Media.

Ministry of Education (2001). *Oui! An Introduction to French*. International Language Series. Wellington: Copeland Wilson and Associates.

Resource Materials for German

Ministry of Education (2002). *German in the New Zealand Curriculum*. Wellington: Learning Media.

Ministry of Education (2001). *Ja! An Introduction to German*. International Language Series. Wellington: Copeland Wilson and Associates.

Resource Materials for Japanese

Ministry of Education (1998). *Japanese in the New Zealand Curriculum*. Wellington: Learning Media.

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Lilly, A. and R. Clarke, eds (1998). *What a Relief: Relief Lessons for Teachers of Japanese*. Palmerston North: Sasakawa Fellowship Fund for Japanese Language Education and Massey University College of Education.

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Resource Materials for Korean

Ministry of Education (2002). *Korean in the New Zealand Curriculum.* Wellington: Learning Media.

Ministry of Education (1998). *Korean in the New Zealand Curriculum Support Material.* Wellington: Learning Media.

Resource Materials for Latin

For their Latin programmes, schools develop their schemes of work according to customary practice and the prescriptions for national qualifications.

Resource Materials for Pacific Languages

Ministry of Education (1996). *Ta'iala mo le Gagana Sāmoa i Niu Sila.* Wellington: Learning Media.

Ministry of Education (1996). *Sāmoan in the New Zealand Curriculum.* Wellington: Learning Media.

Ministry of Education (2000). *Developing Programmes for Teaching Pacific Islands Languages.* Wellington: Learning Media.

Ministry of Education (2000). *Guidelines for Cook Islands Māori Language Programmes: Planning Guidelines to Accompany* Developing Programmes for Teaching Pacific Islands Languages. Wellington: Learning Media.

Ministry of Education (2000). *Guidelines for Niuean Language Programmes: Planning Guidelines to Accompany* Developing Programmes for Teaching Pacific Islands Languages. Wellington: Learning Media.

Ministry of Education (2000). *Guidelines for Sāmoan Language Programmes: Planning Guidelines to Accompany* Developing Programmes for Teaching Pacific Islands Languages. Wellington: Learning Media.

Ministry of Education (2000). *Guidelines for Tokelauan Language Programmes: Planning Guidelines to Accompany Developing Programmes for Teaching Pacific Islands Languages.* Wellington: Learning Media.

Ministry of Education (2000). *Guidelines for Tongan Language Programmes: Planning Guidelines to Accompany* Developing Programmes for Teaching Pacific Islands Languages. Wellington: Learning Media.

Note: *Cook Islands Māori in the New Zealand Curriculum: Draft* was in preparation at the time of publication for *Learning Languages.*

Resource Materials for Spanish

Ministry of Education (1995). *Spanish in the New Zealand Curriculum.* Wellington: Learning Media.

Ministry of Education (1999). *Sí! An Introduction to Spanish.* International Language Series. Wellington: Copeland Wilson and Associates.

Useful Website Addresses for Language Teachers

www.teacherscouncil.govt.nz – New Zealand Teachers' Council

www.minedu.govt.nz – Ministry of Education

www.tki.govt.nz – Te Kete Ipurangi

www.ncea.govt.nz – Information on the National Certificate of Educational Attainment

www.nzqa.govt.nz – New Zealand Qualifications Authority

www.acenz.ac.nz – The Association of Colleges of Education of New Zealand

Refer to New Zealand Association of Language Teachers (www.nzalt.org.nz) for information about support organisations, conferences, networks, and other sources of advice for language teachers.

Appendix Three: Planning Templates

The School Language Learning Programme

Refer to www.tki.org.nz (languages kete) for examples of how the planning template on pages 60–62 might be used.

Fakaalofa lahi atu.

OUR SITUATION		OUR VISION	
		Our situation now *Be as specific as you can*	**Evidence (indicators)**
Students in the language-learning programme	• Achievement data • Outcomes • Perceptions and attitudes • Learning opportunities		
School support for the language-learning programme	• Teachers involved • Support from school management • Involvement of parents and school community		
Resources in the language-learning programme	• Funding • Staff experience, knowledge, and skills • Teaching and learning materials • Professional development • Networks for support and advice		

Aspirations

OUR ACTION PLAN							
Goals		**Actions**					
		Who?	**What?**		**Why?**	**When?**	**How?**
Student learning in the language-learning programme							
School support for the language-learning programme							
Resourcing in the language-learning programme							

OUR REVIEW TOOL

Goals for:	Indicators of our progress *What evidence will you look for to see how things have changed?*	Evaluation *Have you achieved what was expected to date. Why, or why not?*	Our next steps *What will you do now?* *What will you change?*
Student learning in the language-learning programme			
School support for the language-learning programme			
Resourcing in the language-learning programme			

Instrument 5

WHAT THE RESEARCH[5] SAYS ABOUT SUSTAINABLE LOTE PROGRAMMES

- The most sustainable programmes in LOTE are those with a clear rationale, purpose and clearly defined outcomes. The rationale, purpose and outcomes are well understood and able to be clearly communicated by both the school administration and LOTE teachers in the school. The rationale, purpose and outcomes are obvious to all stakeholders including students and their parents.

- Sustainable LOTE programmes are sufficiently resourced. There is a commitment to adequate and equitable distribution of resources for LOTE. Where the majority of funding for the LOTE programme comes from external agencies, chances of the LOTE programme being sustainable are low.

- Sustainability is enhanced by continuity. This includes continuity from primary school to secondary school in a specific language. It also includes clear articulation of teaching methods and strategies suitable for each level of schooling. Where tasks are not appropriate for various levels, students' enthusiasm and interest is diminished.

- Long-term, sustainable LOTE programmes are incorporated and not just integrated. Incorporation means that the LOTE permeates the life of a school and its community, and that there is pride and ownership of the programme by that school's community. Incorporation of LOTE into a school is far more powerful than the integration of LOTE into other learning areas. Evidence shows that where LOTE is incorporated, LOTE is strong.

- LOTE programmes have far more chance of sustainability when the LOTE teacher feels that he or she is a real and valued member of the staff of a school, and that the LOTE programme has the same status and profile as other learning areas. Where teachers feel 'marginalised', the potential for sustainability is diminished. Marginalisation can occur, for example, when the primary school teacher of LOTE is an 'extra' to the staffing allocation and feels that their major function is to provide non-contact time for 'regular' primary teachers. Marginalisation can also occur in secondary contexts. When a secondary school LOTE teacher provides a 'drop in' programme in a primary school, LOTE is also likely to be marginalised and will be seen as being 'divorced' from normal school activities. Where LOTE is treated as an 'option' the perception of staff and students can have the effect of marginalizing the LOTE programme within a school.

- Quality teaching is critical for the sustainability of LOTE programmes. According to research, the concept of quality teaching includes having a teacher who:
  - is committed to the school and its programme
  - speaks the language confidently
  - is able to teach and engage learners
  - is comfortable with students and is able to give them a sense of comfort

- A disturbing finding of the research was, however, that in many instances, particularly in primary schools, LOTE teachers seemed to have to give 110% to ensure sustainability.

- LOTE programmes will only be sustainable if they can maintain an ongoing client base. For students generally, the relevance of the language, the ability to use the language, and evidence of progress in the language are key elements in continuing with the LOTE and are therefore key elements with regard to programme sustainability.

Exon School had originally been quite tentative about having LOTE integrated with the curriculum content of other learning areas, but proceeded to do so with middle and upper primary students. Because of the impact of the integrated program, 2 years later, early childhood students in the school were also included in a programme of integrated LOTE learning. The success of the programme was able to be measured through parental support, student learning outcomes and their obvious enjoyment of the program, and also, the classroom teachers' willingness to be LOTE learners themselves.

[5] Taken from Education Department of Western Australia and National Asian Languages and Studies in Australian Schools (NALSAS) Taskforce, (1998) *Factors influencing the uptake of Modern Standard Chinese, Korean, Modern Greek and German at Primary and Secondary Level*. Perth: Education Department of Western Australia, Chapter 8.

Instrument 6

WHAT THE RESEARCH[6] SAYS ABOUT DEVELOPING PROFICIENCY

- Proficiency is not just about continuous LOTE study from primary through to secondary education. What is necessary is cumulative learning.

- Proficiency can be better enhanced through interventions that are able to be applied at different phases of learning and that have the effect of speeding and enriching the process of language acquisition. Examples of such interventions are:

  - Improved access to, and use of, information technology to provide second language learners with opportunities to interact with text (particularly viewing text) and with real target language users in overseas target language speaking communities

  - The use of multiple target language speakers within single formal learning contexts, particularly large class contexts, in order to enhance interactional opportunities and resources

  - In-country experiences that target older learners and that require actual language learning together with the application of previously learned language rather than sight-seeing

- In order for programmes to support proficiency, the programme needs to be embedded within the life of the school. Embedment is a result of three factors, the context in which the LOTE programme is operating, the language inputs to which learners are exposed, and the learning processes that take place to convert language input into intake. This suggests that:

  - If the context within which a LOTE programme is situated does not totally support that programme and its students then the potential for proficiency is seriously inhibited

  - For proficiency to be a potential outcome, listening, reading and viewing text, reflecting a broad range of text types or genres, needs to be made available to learners

  - The potential for proficiency is enhanced where teachers and learners are able to know, understand and utilise language learning strategies. Where teachers and learners are able to talk about, and effectively engage with, the processes associated with language teaching and language learning there are better outcomes

- In order to maximise proficiency, programmes need to have a deployment orientation. This means learners are able to bring the language into effective use. This is evidenced through the following outputs or proficiency potential elements:

  - Ability to use language modes

  - Sociolinguistic competence

  - Sociocultural knowledge

  - Knowledge about the system of the target language and the ability to apply that knowledge

  - Attitudinal characteristics that facilitate the attainment and use of the elements listed above

  - A context which supports all the other elements

- Programmes that support learner autonomy and self-directedness have greater potential to produce proficient language learners. The research suggests that learner autonomy does not necessarily correlate with age and cognitive maturity but rather, with classroom expectations and practices, learner attitudinal characteristics and learners being taught how to learn a language.

- Proficiency is enhanced where there is extensive target language use in the classroom, where collaborative learning strategies are employed and where self-access and self-directed learning are an integral part of the teaching and learning environment.

- There will only be potential for proficiency if learners find their language learning experiences to be meaningful, if they are able to relate to what they are doing and if they can build on what they have already done. Learners want to be able to communicate with people of similar age and interests both in Australia and overseas and this expectation impacts on programme proficiency potential.

[6] Taken from National Asian Languages and Studies in Australian Schools (NALSAS) Taskforce, (1999) *Pathways for Australian School Students to Achieve Higher Levels of Proficiency in Asian Languages.* Sydney: New South Wales Department of Education and Training, Executive Summary.
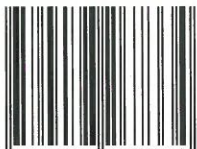
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bene

merci,

すみません

안녕하세요?

Mālō e lelei

Estoy bien,

gracias

谢 谢 你。