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# **CENTRE FOR LANGUAGES**

**A stocktake, a review, and recommendations for  
resource provision for Learning Languages in the New  
Zealand Curriculum**

Main Author- Juliet Kennedy

Supported by Morgan Patterson, Belinda Sydenham, & Siliva  
Gaugatau

Future Learning Solutions - Centre for Languages  
Auckland UniServices

**This review of the resources available for language learning in New Zealand was commissioned by the Ministry of Education. It was developed by an independent reviewer and does not necessarily represent the view of the Ministry. The Ministry will consider the findings of the report alongside other evidence and work and Government priorities.**

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## Report summary

### Rationale and guiding questions

The purpose of this report, commissioned by the Ministry of Education (MoE), is to provide a stocktake and review of resources available and currently being used in the Learning Languages (LL) curriculum area, and recommendations for the MoE to improve resource provision.

The stocktake provides the following information:

- a) an overview of the stocktake of LL resources
- b) what languages are covered through the available resources
- c) what year and curriculum levels are covered through the available resources
- d) what media are used in the resources
- e) where the resources are available from, including cost

The stocktake considers the existing resources in relation to their alignment to the New Zealand Curriculum (NZC) and Te Marautanga o Aotearoa (TMOA), year or curriculum levels covered, suitability to target age group, and coverage and representation of the target language's culture.

Analysis of the existing resources, teacher feedback through surveys, face-to-face discussions and emails provide the outcomes of the stocktake. The review is guided by the following questions:

- f) What is working well and why?
- g) Where are the gaps in provision especially languages and curriculum levels?
- h) What are the recommendations for the MoE to improve resource provision?

### Methodology

Data for the stocktake and review were collected through three online surveys, face-to-face and email discussions with language departments and individual teachers, and group discussions at conferences and community events. Representatives from each language group were asked to review the final report for each language before submission of the report to ensure the voice of each language group had been reliably captured. Details for the resource stocktake were researched online if they were not available through survey data. Please refer to pages 10-13 for a more detailed description of participants, data collection and analysis.

### Summary of findings across all languages

Overall, although each language group has its own particular requirements which need individual attention, there are a number of identifiable trends in resource provision across all languages.

## **What is working well and why?**

Language teachers bring passion, experience, and creativity to resourcing in the classroom. Language teachers consider the resources they create themselves as their most useful resources. They appreciate, use, and adapt existing MoE resources such as learning languages kits for beginner learners, NCEA word lists and Pacific language readers.

For many languages there is now a wide range of online material (generally developed outside of New Zealand) available which teachers find useful as students can access these resources both in and out of class time and these resources can be used flexibly. Online resources are used both as pedagogical tools (e.g. for creating quizzes, manipulating audio-visual materials) and as a source of language and cultural input. Although there are many online resources, teachers still value and use a variety of non-digital resources such as books, magazines, audio resources, and other print materials.

Teachers appreciate and find useful the MoE financial resourcing of professional development through organisations such as Future Learning Solutions – Centre for Languages (previously ILEP and TPLT) and the New Zealand Association of Language Teachers (NZALT). These organisations enable access to free and ongoing curriculum support, immersion experiences in the target language and culture, and local and national conferences for language teachers.

## **Where are the gaps in provision especially languages and curriculum levels?**

Across languages, analysis of existing resources and teacher feedback showed:

- a gap in the provision of appropriate, relevant, and culturally responsive resources that align with the NZC, integrate the New Zealand and Pacific context, connect learning languages with Mātauranga Māori and encourage the development of intercultural competence alongside proficiency in an additional language. This gap was particularly salient at Curriculum levels 4 to 8 and Years 1-6 and 11-13;
- a gap in clear and high quality NCEA guidelines and support materials for all languages that are compatible with international assessment standards (NCEA lists of prescribed language at each level, sample assessment tasks and exemplars);
- a gap in equity of provision for resourcing (language learning and NCEA assessment) in NZSL, Pacific languages (especially languages of the New Zealand Realm - Tokelau, Niue and the Cook Islands), and other heritage languages spoken in New Zealand.

## Summary of recommendations across all languages

Based on analysis of existing resource provision and teacher data, we are making the following overarching four recommendations to the MoE to improve resource provision in the Learning Languages curriculum area:

1. Creation of a series of relevant, culturally responsive and appropriate resources for Levels 1 to 8 of the NZC across languages that are aligned to learners and teachers in the New Zealand cultural, historical, geo-political and economic context which apply significant research (Ellis, 2005; Newton et al., 2010; Insley & Thomson, 2008) and policy (Our code our standards, Tapasā). Creation of these resources could include an update and continuation of the existing learning languages series available for many languages with online audio-visual components.
2. Revision, updating of (or creation of for some languages) improved NCEA guidelines and support materials, with the NCEA prescribed lists of language and vocabulary as the priority.
3. Focus on supporting a sustainable approach to NZSL, Pacific and heritage language education through creation of appropriate online, written, signed texts, and support for teachers and initiatives focused on language education in communities.
4. Collaboration with relevant teams within the MoE (Tapasā, NCEA review team) and other stakeholders (language teachers and their students, Future Learning Solutions – Centre for Languages, NZALT, subject associations, existing providers of resources for the NZC such as Lift Education and Education Perfect, foreign embassies, MFAT, MPP) in the creation of the above mentioned resources.

Please refer to pages 81-83 for full detail of recommendations.



## Introduction

This report provides a stocktake and review of resources currently available and being used with the Learning Languages curriculum area of the NZC. Based on the analysis of the stocktake and review, this report serves to inform the MoE on existing resources, outlining what is working well, the gaps in resource provision with a focus on gaps in provision for individual languages and curriculum levels, and recommendations for the MoE to improve resource provision.

We begin this report with a brief discussion of relevant research and policy to offer a nuanced understanding of considerations for effective provision of resourcing in the language education sector. Full details of the methodology used for this report are then described, followed by the presentation of general findings across the Learning Languages curriculum area, the stocktake and review for each language, concluding comments, a reference list, and appendices providing further information for this review.

## Relevant research and policy

The NZC outlines the structure of the Learning Languages learning area as having a core strand of communication, with the two supporting strands being language knowledge and cultural knowledge. The MoE had commissioned two significant pieces of research (Ellis, 2005; Newton, Yates, Shearn, & Nowitski, 2010) to support teachers in the understanding and application of effective language teaching pedagogies across the strands of communication, language and cultural knowledge. These two documents; *Instructed Second Language Acquisition: A Literature Review* (MoE, 2005) and *Intercultural Language Learning: Implications for Effective Teaching and Learning* (MoE, 2010) have been summarised into two guiding sets of principles for teachers to apply to their classroom teaching. Since 2005, MoE funded provision of curriculum support (TPDL and ILEP) has focused on upskilling teachers with both theoretical and practical understanding and application of these principles which are now widely known and understood and applied to varying degrees by New Zealand language teachers.

What have come to be known as the ten Ellis principles of instructed language acquisition (Ellis, 2005, pp.33-42) state that in effective language teaching and learning programmes:

1. Instruction needs to ensure that learners develop both a rich repertoire of formulaic expressions and a rule-based competence.
2. Instruction needs to ensure that learners focus predominantly on meaning.
3. Instruction needs to ensure that learners also focus on form.
4. Instruction needs to be predominantly directed at developing implicit knowledge of the L2 while not neglecting explicit knowledge.
5. Instruction needs to take into account the learner's 'built-in syllabus'.
6. Successful instructed language learning requires extensive L2 input.
7. Successful instructed language learning also requires opportunities for output.

8. The opportunity to interact in the L2 is central to developing L2 proficiency.
9. Instruction needs to take account of individual differences in learners.
10. In assessing learners' L2 proficiency, it is important to examine free as well as controlled production.

The principles supporting the cultural strand of the Learning Languages curriculum area also support development of international capabilities or intercultural competence - “the knowledge, skills, attitudes, dispositions, and values that make up the key competencies that enable people to live, work, and learn across national and cultural boundaries.” (<http://nzcurriculum.tki.org.nz/Curriculum-resources/International-capabilities#>), one of the overarching goals of the NZC. These principles, now commonly referred to by teachers as the Newton principles or the 6 principles of iCLT (intercultural communicative language teaching), state that:

1. iCLT integrates language and culture from the beginning.
2. iCLT engages learners in genuine social interaction.
3. iCLT encourages and develops an exploratory and reflective approach to culture and culture-in-language.
4. iCLT fosters explicit comparisons and connections between languages and cultures.
5. iCLT acknowledges and responds appropriately to diverse learners and learning contexts.
6. iCLT emphasises intercultural communicative competence rather than native-speaker competence.

(Newton et al, 2010, p. 63, direct quotation)

Since the publication of both MoE commissioned reports, much practice and research have developed teacher and researcher understandings of effective pedagogical approaches in language education in New Zealand (East, 2012; East, Tolosa, Biebricher, Howard, & Scott, 2018, Kennedy, forthcoming). These two sets of principles for effective and intercultural language learning and teaching within the NZC are well aligned with international best practice applied research on successful resourcing in language education. International research regarding successful resourcing for language learning states that language resources should be made for learning the language, not teaching it, and that successful resources should focus on helping students to develop ability to use language successfully, providing opportunities for language acquisition and development. Tomlinson's (2008, 2011) research found that many resources do not do this because they focus on linguistic items more than acquisition and development.

Further recent policy and research have implications for future provision of resourcing in Learning Languages. Kennedy (2019) outlines the mention of various educational policies which discuss the valuing of languages, cultures and identities of all students which are recognised as part of the core values and principles guiding implementation of the NZC, (MoE, 2007, pp. 9-10). *The Code of Professional Responsibility and Standards for the Teaching Profession* (Education Council, 2017) requires teachers “to

promote and protect principles of ... sustainability ... social justice” (p.12) and respect all students’ heritage, language, identity and culture (p.10). With respect to Pacific education, Tapasā (MoE, 2019), a framework for teachers and schools to effectively support Pacific learners and communities, makes teacher awareness of Pacific students’ identities, languages and cultures the focus of its first Turu (Competency) (MoE, 2019, p.8). Professional development and teacher education promote in-service and pre-service teachers’ understanding and use of culturally sustaining pedagogies that connect home and school worldviews and knowledges including language and culture (Berryman & Bishop, 2016; Chu, Glasgow, Rimoni, Hodis & Meyer, 2013; Si’ilata et al., 2018).

Evaluation of current provision of resourcing in Learning Languages and considerations for future MoE resource provision in Learning Languages must be informed by and integrate the above-mentioned research and policy.

## **Methodology**

This section outlines the processes undertaken to collect and analyse the data required for the stocktake and review of resource provision in the Learning Languages curriculum area of the NZC.

### **Data collection**

Data for this report was collected through three online surveys, face-to-face, phone, and email discussions with language teaching departments and individual teachers, a focus group discussion at a German teaching conference, research and teaching experience in language education of the authors of the report, and a review process by key teachers from each language group.

### **Online surveys**

#### **Future Learning Solutions – Centre for Languages Survey**

An initial online survey designed by the Business and Innovation team at Future Learning Solutions was sent to language teachers via email and shared on websites used by language teachers asking teachers to: name and evaluate MoE and non-MoE resources they used as well as discussing what worked well, the gaps in resource provision, and recommendations for improved provision of Learning Languages resources. Technical issues with this survey prevented us from using results from the whole survey for this report. However, this survey provided useful qualitative and demographic data from 180 participating teachers which have been analysed for this report. These 180 teacher responses were chosen for analysis because the seven qualitative survey questions used to elicit this data were answered in full (see Appendix 1 for these questions). The Business and Innovation team at Future Learning Solutions has provided an independent analysis from this survey to supplement and

triangulate the findings of this report. This analysis can be found in Appendix 3. A list of schools represented in this survey can be found in Appendix 2.

Participant information for the Future Learning Solutions – Centre for Languages Resource Review Survey

	Chinese Teacher responses (Total: 21)	French teacher responses (Total: 39)	German teacher responses (Total: 5)	Japanese teacher responses (Total: 34)	NZSL teacher responses (Total: 2)	Spanish teacher responses (Total: 39)
Southland	0	1	0	1	0	1
Otago	1	4	0	2	0	3
Canterbury	2	7	2	5	1	9
West Coast	0	0	0	0	0	0
Tasman	0	2	0	1	0	0
Marlborough	0	1	0	0	0	0
Wellington-Wairarapa	3	5	0	4	0	2
Manawatu-Whanganui	1	1	0	2	1	1
Taranaki	0	1	0	0	0	1
Waikato	3	3	0	5	0	5
Hawkes Bay	0	0	0	2	0	1
Bay of Plenty	2	3	0	3	0	6
Gisborne	0	0	0	1	0	0
Auckland	9	11	3	8	0	9
Northland	0	0	0	0	0	1

### Additional surveys

As very little qualitative data evaluating resource provision for Pacific languages were elicited from the initial survey, two additional Pacific Language-only surveys were sent out by a Pacific advisor from Future Learning Solutions – Centre for Languages to teachers of Pacific languages to ensure that we were representing all languages within the NZC. The first of these surveys asked teachers to describe what was working well with resourcing, where they saw the gaps in resource provision and their recommendations for improved resource provision. All participants in this survey were based in the greater Auckland region. The survey was completed by:

- 10 teachers of Gagana Sāmoa
- 5 teachers of lea faka-Tonga
- 2 teachers of Vagahau Niue

The second of these surveys specifically asked Gagana Samoa teachers to name the resources they used to provide this information as part of the stocktake. This was completed by 9 teachers of Gagana Samoa in the Auckland area.

## Focus group discussion

The German teaching community had its Biennial conference in July 2019 and a group discussion about the resourcing of German language education was held in a forum with around 40 German teachers from throughout New Zealand present. After this discussion, teachers were invited to contribute their thoughts about resourcing, using the three guiding questions from the MoE, on large poster-sized pieces of paper which were available for contributions over two further days.

## Face-to-face, phone, and email conversations

Once the initial data from surveys and the focus group discussion had been analysed for emerging trends and patterns, language departments from four schools were contacted and asked to check whether the resource stocktake reflected their experience and knowledge of language teaching resources currently used and to add further comments to trends and patterns coming through teacher feedback in the survey. These conversations were held in person and via email with language departments using departmental meeting time to focus on the resource stocktake review.

In addition, using personal contacts of teachers of languages which had not yet been represented in survey data, individual teachers were contacted and email or phone discussions relating to resource provision took place. Email conversations with experienced editors and publishers of Pacific language educational resources from Lift Education were also included in this data.

Participant information from face-to-face, phone, and email conversations:

- One Language department from Invercargill with teachers of French (1), Spanish (1), Japanese (1), te reo Māori (1)
- One Language department from Dunedin with teachers of Spanish (1), French (1), German (1), te reo Māori (1), Chinese (1)
- One Language department from Wellington with teachers of French (2), German (1), Chinese (1)
- One Language department from a school providing distance learning with teachers of French (1), Chinese (1), Spanish (1), Japanese (1), Gagana Sāmoa (1)
- 2 teachers of Gagana Tokelau
- 1 teacher of Cook Island Māori
- 1 teacher from the Kelston Deaf Education Centre
- 4 representatives from Lift Education

## Research team experience

The research team for this report is made up of four experienced New Zealand-trained teachers and teacher educators of Chinese, ESL, French, Gagana Sāmoa, German, Japanese, who are also speakers of other languages. Included in the stocktake and data collection is their classroom experience of resourcing in the classroom, their

experience of resourcing in the setting of internal and external NCEA assessment, and in resourcing in their current professional roles of facilitating curriculum support to language teachers around New Zealand. Some of the team are researchers in Asian and Pacific language education and work in pre-service teacher education. This experience is also interwoven into the data.

## Final report reviews

Once the data were analysed and a draft report for each language had been written, individual language reports were sent to teachers from each language teaching community for review. The teachers in this review process were asked to check that all resources within their knowledge and experience of the sector had been identified in the stocktake, to add any other resources that had not yet been identified, further comment, and to check that the “voice” of each language teaching community had been captured. Teachers involved in this process came from different towns and cities from both the North and South Islands.

## Data analysis

Qualitative data were stored and analysed using NVIVO 12. The analysis followed an iterative grounded theory approach (Charmaz, 2014), whereby data were analysed, coded and categorised into emerging themes using content analysis. The content analysis process was informed by collective knowledge, experience and understanding of the language education sector.

## Overall findings across languages

### What is working well and why?

Data revealed that language teachers bring to resourcing passion and creativity. Across languages teachers reported that they felt their most useful and valuable resources were themselves and the resources they created themselves. These resources are very broad in scope including experience and knowledge of living or growing up in the target culture, songs, home-made or adapted worksheets, PowerPoints, games, and tasks, visitors to the classroom.

MoE funding of curriculum support in the form of providing ongoing workshops, conferences, inquiry clusters, one-on-one support, and immersion trips to upskill teachers in the target language and culture are very effective forms of support. These come from MoE funding of both Future Learning Solutions - Centre for Languages (formerly, ILEP and TPLT) and NZALT. The resource stocktake provides evidence of effective use of MoE funding of curriculum support with many teachers selecting the *Ellis Principles of Instructed Language Acquisition* and the *Newton principles of intercultural language teaching* as their most useful MoE resources. It is important to note that immersion trips for teachers are available for teachers of Asian and European languages but not for teachers of Pacific languages.

Online resources and apps were also reported as working well across languages. Online resources were discussed as being easily accessed by students and teachers, sometimes free, and good sources of target language and culture. Teachers used online resources for creating pedagogical tools such as quizzes, with Quizlet being one of the most commonly mentioned online tools of this kind, as well as places to store and access resources. Social media platforms such as Facebook were accessed by teachers for pedagogy and content. Education Perfect stood out as a useful and valuable resource across all language groups because of its alignment to the NZC and NCEA, customisable features for specific classes, ability to support the teaching of students at different levels, with a local support team, and it is regularly updated and improved. Education Perfect is accessed via subscription. Some schools subsidised Education Perfect and some require students to pay individually, therefore it is not available for all students and teachers.

Asian and European languages have many resources in the form of textbooks (often with online platforms), materials from government organisations which support additional language learning (e.g. Goethe Institut, Japan Foundation, Confucius Institute) and other online and hard copy resources. These materials are valued and used frequently by teachers for their high quality, excellent presentation and scaffolding of language learning stages. Quality textbooks are expensive and most effectively used if students have individual access to a book and the online package of materials which often accompany the textbook series. For this reason, not all language departments are able to afford quality up-to-date textbooks with well-designed supporting online material. Textbooks and language learning resources are not widely available for Pacific languages.

Five Pacific languages (Cook Islands Māori, Gagana Sāmoa, Gagana Tokelau, lea faka-Tonga, Vagahau Niue) have available:

- a curriculum guideline covering early childhood settings and curriculum levels 1-8 (for example, *Ko e Fakahinohino ki he Lea Faka-Tonga: The Tongan Language Guidelines*);
- a multi-media resource kit for teaching curriculum levels 1-4 to students in years 7-10 that includes lesson plans, worksheets, CDs, and DVDs (for example, *Faufau! An introduction to Tongan*);
- a set of six LLS storybooks published by the MoE for students in Years 7-10 available from Down the Back of the Chair (with online teacher's notes for each storybook on TKI) - NB the Gagana Tokelau books will be published in October, 2019;
- a five-language print plus CD song resource - *Songs to Celebrate: Pasifika Languages and Cultures - Songs and Music to Support the Pasifika Languages Series for Years 7-10*.

Languages are supported by a variety of stakeholders such as families, communities, schools, foreign embassies and organisations within overseas governments, subject associations and government organisations. When these organisations work together to support the learning, using, maintaining and development of languages, there is a wealth of knowledge that can be drawn on in the future development of resources

supporting pedagogy, language acquisition, intercultural competence, curriculum content, and assessment.

### **Where are the gaps in provision (especially languages and curriculum levels)?**

Overall there are several gaps that have been revealed in this stocktake.

With regard to gaps in resource provision of different languages, the stocktake clearly reveals that Pacific languages have significantly fewer resources available to support Pacific language programmes in schools and communities. Although there is a need for further resourcing of all Pacific languages, at all levels of the NZC, this is particularly the case for Realm languages Cook Islands Māori, Gagana Tokelau, and Vagahau Niue and for all Pacific languages at curriculum levels 5-8. Gaps in resource provision for Pacific languages are found in resources aimed at supporting content and language acquisition, resources supporting NCEA assessment, and resources that promote the learning of these languages (for example in connection to events such as Polyfest, or learning across other curriculum areas), all of which play important roles in supporting language learning, maintenance and development. There is a gap in equity in NCEA assessment for Pacific languages with only Gagana Sāmoa having a full NCEA pathway, lea faka-Tonga and Cook Islands Māori being verified NCEA subjects, Vagahau Niue with Unit Standards and Gagana Tokelau with no NCEA status or pathway. Teacher professional development is also not equitable with teachers of other languages. Teachers of Asian and European languages have funded opportunities to spend time immersed in the target languages and cultures they teach. Such opportunities do not exist for teachers of Pacific languages. Lift Education E Tū have provided their own analysis of the gaps in provision of Pacific language education resources based on the findings of this stocktake and their experience and knowledge of publishing Pacific language resources for the New Zealand and wider Pacific audiences. This can be found on page 16 of this report.

Similarly, NZSL an official language of New Zealand, has the following significant gaps in resourcing. Clear guidelines supporting NCEA assessment in NZSL are missing. There are not enough resources supporting further establishment of a culture of awareness and inclusion of NZSL and deaf students in mainstream schools. Future NZSL resources must be centred around increasing NZSL proficiency rather than sign-supported English.

This report has not covered other heritage languages taught and spoken in New Zealand such as Korean (which has provision within NCEA), Hindi, Fijian and many others languages. Heritage language education is not part of school programmes with the NZC. This is a gap within the curriculum and an educational issue that needs addressing in New Zealand as our society rapidly becomes more multicultural and multilingual.

With regard to gaps across other languages, the stocktake clearly reveals that up-to-date, relevant resources for the NZC and New Zealand context are lacking at curriculum levels 4/5-8 with current New Zealand-designed resources also outdated



and needing updating. Whilst there are many textbooks available to teachers and learners of Asian and European languages, the stocktake shows that these resources both need adapting to the NZC and New Zealand context and are very expensive. Pedagogically, textbooks and all the online materials that now come with textbooks are most effectively used when each student has individual access to these materials, which increases costs. This means that relying solely on adapting these overseas materials does not provide equitable access to quality materials across all New Zealand schools.

Lastly, teacher data across all languages clearly demonstrated that NCEA guidelines for content and assessment process are lacking. In particular, teachers described the prescribed vocabulary and language lists as lacking in comprehensive guidelines. Full detail of these gaps is provided for the case of each language in the individual language reports.

### **Pacific languages resourcing - from the perspective of Lift Education E Tū**

This section of the report has been written by publishers Don Long, Peggy Nesbitt, Paul Babbage and Alex Collins from Lift Education E Tū. Using the findings of the stocktake they draw on their knowledge and experience of publishing educational materials in Pacific languages both for the New Zealand and greater Pacific contexts.

The Pacific languages stocktake has uncovered evidence that some teachers of Pacific languages to students in Years 7-10 do not have a clear understanding of what is available from the MoE through TKI and Down the Back of the Chair (see Appendix 6).

Admittedly, the Gagana Tokelau storybooks are only now being published in October 2019 and *Songs to Celebrate* is currently out-of-stock. *Songs to Celebrate* collects songs from five earlier and separate Pacific print plus CD collections, for example *Hiva*, *Ta'anga*, *mo e Himi 'i loto Nu'u Sila: Tongan Songs* - so some schools are using these earlier MoE resources while they wait for *Songs to Celebrate* to be reprinted.

There are some issues with some of these resources:

- not everything that can be digitised has been digitised and put on TKI - for example, the material in the multi-media resource kits
- some of the illustrations in the resource kits are now a bit dated (but could be refreshed)
- some of the storybooks are not fit-for-purpose, because either the Ready-to-Read-like format, the age of the main characters in the illustrations, or the topic covered is not age-appropriate for Year 7-10 students (the target audience)
- some of the resources are currently out-of-stock, such as *Songs to Celebrate*

It would be relatively cost effective to refresh this material, digitise as much of it as possible, keep these resources in print and in stock, and extend this suite of resources by adding further resources, with age-appropriate formats such as the graphic novel

format, which would appeal to Year 7-10 students while still lending itself to Curriculum 1-4 level language.

It is a concern that some teachers are using resources originally published in the now-discontinued Tupu series for children in early childhood centres and junior classes with students in Years 7-10. It should be of equal concern that some teachers are also using the new dual-language books, which were published by the MoE to support bilingual children in junior classes (Years 1-3). It is not appropriate for teachers of Pacific languages to use "baby books" with teenagers. There is a risk that this will be felt to be demeaning and may put Year 7-10 students off learning Pacific languages at school.

Similarly, not every teacher seems to understand what was published in the Tupu series and for what purpose: books, teacher's notes, and CDs were variously published at early childhood through to Year 13 interest levels. That each resource was first written in a Pacific language and then translated into four others is also not well-understood, nor that some of these resources were for use in bilingual classes to resource, for example, the teaching of social studies.

For example, the Tupu resource *Ko e Sipitifaea mei Tonga* is age- and curriculum level-appropriate and is so highly thought of that the Tongan Ministry of Education and Training recently published a dual-language version for Tonga's schools, with permission from the author and the New Zealand Ministry of Education. In contrast, an early childhood picture book like *'O Mele ma le Fofō* is clearly out-of-place in a Year 10 classroom, unless the students are being given an opportunity to read the book to pre-school children.

# Individual language resource stocktakes and reviews

## Chinese

### Tables 1a & 1b - 3.1 (b) Chinese resource stocktake

#### MoE Chinese resources used by Chinese teachers between 2017-2019

Resource	Resource type	Cost and access	Alignment to NZC & TMOA	Yr Levels/ Curriculum levels covered	Suitability to target age group	Coverage and representation of target culture	Other
MoE partially funded immersion opportunities to Beijing	Travel, accommodation, Language and cultural programmes	Apply through FLS (formerly ILEP)	Well aligned	Teachers can adapt their experiences, resources, understanding of pedagogy and intercultural competence to all curriculum levels	Teachers can adapt their experiences, resources, understanding of pedagogy and intercultural competence to students of all ages	Excellent coverage of /exposure to target culture and development of intercultural understandings	
MoE funded workshops, National Language Advisors and resources (ILEP, TPLT, now FLS)	Professional development	Free to teachers	Well aligned	Teachers can adapt their experiences, resources, understanding of pedagogy and intercultural competence to all curriculum levels	Teachers can adapt their experiences, resources, understanding of pedagogy and intercultural competence to students of all ages	Excellent, as advisors and workshop facilitators have a strong understanding of the NZC and principles of intercultural communicative language teaching	
NCEA Level 1 Chinese vocabulary list	PDF document	Free, accessed on NZQA and TKI websites	Average	Curriculum Levels 1-5	NA	Below average	
NCEA Level 2 Chinese vocabulary list	PDF document	Free, accessed on NZQA and TKI websites	Average	Curriculum Levels 7-8	NA	Below average	
NCEA Level 3 Chinese vocabulary list	PDF document	Free, accessed on NZQA and TKI websites	Average	Curriculum Levels 7-8	NA	Below average	
NCEA Chinese sample assessment resources	PDF and word documents	Free, accessed on NZQA and TKI websites	Variable	Curriculum Levels 1-8	Variable	Variable	
Hao: An introduction to Chinese	20 units of 3 lessons each with audio and video support. Print copy and PDF file available, audio and video files available on CD and DVD	Free on TKI	NZC aligned	Year Levels 7-10, Curriculum levels 1-4	Average to good	Good, but requires more intercultural focus	Requires updating and digitalising
ELLIS principles of instructed language acquisition	Research	Free, accessed on TKI website	Strong alignment with NZC	NA	NA	NA	

Intercultural Communicative language teaching: implications for effective teaching and learning	Research	Free, accessed on TKI website	Strong alignment with NZC	NA	NA	Strong	
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### Non-MoE Resources used by Chinese teachers between 2017-2019

Resource	Resource type	Cost and access	Alignment to NZC & TMOA	Yr Levels/ Curriculum levels covered	Suitability to target age group	Coverage and representation of target culture	Other
Jinbù series (Pearson Australia)	Textbook, Student workbook Audio CD	\$53.03 - \$60. - one off order New \$31.21 - one off order \$217.39	No alignment to NZC, aligned to Australian Curriculum	Years 7-11 NZC levels 1-4	Average to good	Strong but no focus on developing intercultural competence within NZ context	The language coverage and pedagogy is strong but there is no link to the NZC/ NZ context
GCSE EDEXCEL	Textbook	\$52.39	No alignment to NZC, aligned to UK Curriculum	Years 11-12/13 NZC levels 5-8	Average to good	Average to good but no focus on developing intercultural competence within NZ context	The language coverage and pedagogy is strong but there is no link to the NZC/ NZ context
Kuai le Hanyu series (Hanban Confucius Institute, People's Education Press)	Textbook - comes with flash cards, audio cassettes	\$21.76-\$23.95	No alignment to NZC	Years 7-11/12	Average	Presents static aspects of Chinese culture such as food and festivals. No intercultural focus	Language very accurately presented
Hanyu series*	Textbook		No alignment to NZC	Year 9 -13	Average	Presents static aspects of Chinese culture such as food and festivals. No intercultural focus	Language very accurately presented
Ni Hao series (Chinasoft)	Textbook	\$50-70	No alignment to NZC	Years 9-13		Presents static aspects of Chinese culture such as food and festivals. No intercultural focus	Language presented accurately and broken down into manageable chunks for motivated learners, needs a lot of adaptation to NZ context
Dong Gan Zhongwen	Textbook	Unknown	No alignment to NZC	Unknown	Unknown	Unknown	Unknown
Qing Song Zhongwen	Textbook	Unknown	No alignment to NZC	Unknown	Unknown	Unknown	Unknown
Learn Chinese with Me (Hanban Confucius Institute, People's Education Press)	Textbook	Around \$55	No alignment to NZC	Years 7-11	Average	Presents static aspects of Chinese culture such as food and festivals. No intercultural focus	Language presented accurately and broken down into manageable chunks for motivated learners, needs

							a lot of adaptation to NZ context
YouTube	Online video platform	Free	NA	NA	NA	NA	
Mandarin Language Assistant (MLA)			Yes, with training and support	All ages			
Education Perfect	Online platform for NZC aligned content, games, activities, exercises, with customisable features for individual classes	School or individual subscription between NZ\$15 - \$30 per student	Well aligned with NZC	Yrs 7-13 Curriculum Levels 1-8	Excellent	Variable but cultural content regularly updated and improved	Most popular online resource in stocktake
Confucius Institute (CI) Chinese in the NZC Framework	Print and online documents, professional development						
Conferences and opportunities to share with colleagues (NZALT, NZCLTA, CI)		Conference cost but resources which are shared are free					
Past external examination papers	Online downloadable PDFs	Free	Aligned with NZC	Level 5-8 (NCEA Levels 1-3)	Good	Varies on examination writing team and focus of exam topics	
Quizlet	Online tool for making quizzes	Sign up for a free account, with possibility of paying for extra features	NA	NA	NA	NA	
Language nut	Online language learning and platform with games, interactive activities	Subscription required, pricing unavailable	NZ company with some alignment to NZC	Yrs 3-8/9	Better suited for primary learners	average	Uses same vocabulary across ALL languages – no cultural differences
Immerseme	Online Virtual Reality resource for language learning	\$40 per student					
Schoology							
HSK vocabulary lists	Prescribed vocabulary lists for internationally recognised Chinese examinations (PDF or book)	Free, available online and available from Chinese Universities	No alignment to NZC	Approximately NCEA Level 1 to advanced University level	Average	This is just a list of vocabulary with no explicit focus on culture	
BBC News Chinese	Online news website	Free with options to sign up for an account	No alignment to NZC	Generally Level 8 and scholarship, variable, could be adapted	Good	Good	
Yoyo Chinese	Online video course with download-able worksheets, in-	One-off subscription between US\$100-300	No alignment to NZC	All levels	Good	Excellent presentation of Chinese culture, but no	

	built App and other features	per course (Currently)				intercultural coverage	
Chinese literature and film	Books, DVDs, CDs, online	Variable	No alignment to NZC	Generally Level 8 and scholarship, variable	Variable	Variable	

\*Resources suggested in addition to the resources elicited through survey data.

The stocktake of these resources was compiled through a teacher survey asking teachers to name their top three resources. In the survey:

33 teachers suggested 1 top resource  
 32 teachers suggested 2 top resources  
 29 teachers suggested 3 top resources (94 suggestions for resources in total)

In addition, four experienced Chinese teachers were consulted via email and asked to name any additional resources being used by Chinese teachers which did not come through in the survey data.

Survey data provided additional information about teacher use of these resources. The following table is a breakdown of the most commonly used and popular resources for Chinese teachers who took part in this survey.

Table 2 - Resources used by Chinese teachers



Own resources\* refers to a wide variety of teacher-created resources for example; texts, games, songs, PowerPoints, workbooks, created and/or adapted by teachers, personal experiences of living in the target culture and language, and visitors

Other (specified)\* refers to resources with only one mention in the survey

The following section responds directly to section 3.2 (deliverables) of the statement of work for this report in reference to the teaching and learning of Chinese within the New Zealand Curriculum. Data were collected through 21 qualitative responses from survey data and additional written communication with four experienced Chinese teachers in Otago, Wellington, and Auckland.

### **What is working well for Chinese teachers with the resources currently available? A summary of findings (3.2.f)**

Part-MoE funded three-week immersion trips for Chinese teachers to the Beijing University of Language and Culture are an invaluable resource to support teachers with their language development, understanding of Chinese culture and capacity to develop culturally engaging and relevant Chinese programmes on return to New Zealand. For Chinese native speaker teachers participating in this programme, it is an invaluable opportunity to work closely alongside non-native speaker teachers to gain a deep understanding of the language-learning process for learners of Chinese as an additional language.

The data showed that Chinese teachers find overseas textbooks, such as the Jinbu series or GCSE EDEXCEL textbook for senior students, work well for planning and presentation of language, especially for non-native speaker Chinese teachers. Many textbooks have workbook and audio components included. The learning of characters and pinyin is presented in a well-scaffolded manner. Some teachers have created flipped classroom videos based on the units in the Jinbu textbook and shared them with the Chinese teaching community.

Teachers also reported that having guiding documents, such as the NCEA Levels 1-3 vocabulary and structures lists, are helpful for supporting students with assessment preparation. These lists are also helpful for developing courses and programmes. Teachers feel they are able to supplement these lists with additional materials such as their own resources and textbooks. Please refer to the next section for detail on the gaps within this resource.

Human resourcing was reported as being invaluable and working well for Chinese teachers. The Mandarin Language Assistant programme (MLA - a programme, supported by the Confucius Institute, that invites Chinese tertiary students to work in New Zealand schools as assistant language teachers for 1-3 years) is extremely helpful for teachers. MLAs bring their own language and cultural expertise and life experience to New Zealand schools; they create a wide variety of resources whilst in schools, from writing and recording authentic texts for students to games and songs. The MLAs also receive training during their stay in New Zealand and take new ideas from their training back to the schools. Similarly, curriculum support (in the form of workshops, practice exams, on-going cluster groups with classroom visits, conferences, one-on-one support) is available for Chinese language teachers. This support is delivered by a number of providers who work together including the New Zealand Association of Chinese Language Teachers (NZACLT), ILEP, TPLT and now Future Learning Solutions – Centre for Languages.

Teachers commented that having a variety of online materials such as YouTube and Education Perfect was useful.

**Teacher voice:**

*I like using the you tube clips I have saved/laminated games supplied by MLA*  
(Chinese Teacher, Waikato)

*MLAs are amazing and the workshops run by Auckland Uni (FLS)*  
(Chinese Teacher, Kapiti)

**Where are the gaps in provision for Chinese resources? A summary of findings (3.2.g)**

The data clearly showed that Chinese teachers saw gaps in three areas of resourcing: availability of resources aligned to the NZC and NCEA, support related to the prescribed vocabulary and language structures for NCEA Levels 1-3 and availability of appropriate listening resources.

The majority of teachers discussed the lack of New Zealand specific resources which are aligned to the NZC and NCEA which integrate te Ao Māori, te reo Māori, Mātauranga Māori and the general New Zealand context. Textbooks come from China, Australia or the United Kingdom and can be adapted and aligned to the NZC. However, teachers commented that adapting resources is very time-consuming and that in the case of non-native speakers of Chinese it can be difficult to check accuracy of teacher-created resources (for example short written texts for practising NCEA listening and reading comprehension). In relation to the *Hao* series published in 2000, teachers found that it contained some useful support material, especially for teachers of Years 6 to 8 who are unfamiliar with Chinese language, but that pedagogy, audio and video content were very out of date.

Another gap in resource provision for Chinese teachers focused on the NCEA Levels 1-3 vocabulary and structures lists. There are several concerns around these lists. Firstly, teachers felt there were not enough clarity and guidelines in how to use this framework and that both a revision of the lists and more support materials were needed. Essential words for New Zealand students, such as Māori, are missing from the lists. On the other hand, there are many formal words or words no longer in common usage that are on the list. Examination writing teams are limited by the words on the prescribed lists for the writing of texts for external examinations. Any words not on the list must be glossed. However, the glossing of too many words is a practice frowned upon and discouraged in examination setting. As Chinese is a language built around compound characters, there are many ambiguities around which language features should be taught as there can be multiple possibilities. There are many errors and inconsistencies within the lists. Please refer to Appendix 4 for an example of the large numbers of typographic errors on the Level 1 Chinese word list and to Appendix 5 for further detail of common problems within the current lists.



Lastly, Chinese teachers commonly expressed that they had difficulty in accessing appropriate materials for students to develop listening comprehension skills for Chinese. The ability to understand spoken Chinese is an essential skill (the most difficult skill for many learners) for developing effective communication. Free materials available online are often pitched at too difficult a level. There are some suitable videos available online which have authentic language modified for learners, for example with *Yoyo Chinese*, however this video based course has one-off costs per person of between US \$100 - \$300.

#### **Teacher voice:**

*NZ based resources. We used to use Australian teaching resources, eg Ni hao, Han yu... etc. They are good resources but they are for Australian children and contents are Australian based. Some of them are out of date*  
(Chinese Teacher, Wellington)

*The only resource from the Ministry, Hao, is very out-dated in all ways. It's not really usable. I occasionally pick out 1 or 2 pages as worksheets ... I would love to be involved in the developing of [new materials]*  
(Chinese Teacher, Auckland)

#### **Recommendations for future MoE resourcing in Chinese (3.2.h)**

There are four recommendations we are making based on analysis of teacher feedback data for resourcing in Chinese.

1. Creation of a series of materials (such as a textbook and/or series of resources with online component and downloadable worksheets, easy readers and videos) supporting the learning and teaching of Chinese across all curriculum levels. This resource should be aligned with the NZC, integrate Mātauranga Māori and the New Zealand context and include an intercultural focus. It could include an updated version of the *Hao: An introduction to Chinese* series for beginner learners, considering the needs of both young primary and young secondary school beginners, and then continue with materials supporting Chinese language learning, including NCEA, from Years 9 to 13. Several teachers indicated they would be prepared to be part of the development of such a resource.
2. A review of the NCEA prescribed vocabulary and language structures for Levels 1-3, done by a team of expert teachers and linguists, focusing on high frequency vocabulary and grammar and language relevant to the New Zealand context. This resource should include clear guidelines on its use in the classroom and for assessment.
3. An update of the TKI Chinese resources for internal assessment in consultation with Chinese teachers as part of this process.

4. Creation of online listening texts and videos in Chinese at the appropriate level for learners in the New Zealand context, made available for teacher use. This recommendation could be part of recommendation number 1.

**Teacher voice:**

*The Level 1 and 2 vocabulary lists need to be reviewed and adapted to suit our students' needs better, All MOE produced resources especially TKI resources need to be updated, Teachers need to be consulted about what their students need especially as numbers of students learning Mandarin are decreasing*

(Chinese Teacher, Auckland)

*Standardise and improve NCEA materials on TKI, Update vocabulary lists so that they are accurate and typo-free, Creation of a NZ-based textbook for NCEA and Junior Chinese*

(Chinese Teacher, Central Otago)

## Cook Islands Māori

### Tables 3a & 3b - 3.1 (b) Cook Islands Māori resource stocktake

#### MoE resources used by Cook Island Māori teachers between 2017-2019

Resource	Resource type	Cost and access	Alignment to NZC & TMOA	Yr Levels/ Curriculum levels covered	Suitability to target age group	Coverage and representation of target culture	Other
Te Kaveinga o te Reo Māori Kūki 'Airani: The Cook Islands Māori Language Guidelines	Curriculum guidelines	Free from Down the Back of the Chair	Strong	Early childhood and Curriculum levels 1-8	Strong	Good	
I-E-Ko-Ko: An introduction to Cook Islands Māori	20 units of 3 lessons each with audio and video support. Print copy and PDF file available, audio and video files available on CD and DVD	Free from Down the Back of the Chair	Strong	Year Levels 7-10, Curriculum levels 1-4	Good for years 7 and 8, not as suitable for Yrs 9 and 10	Good	
The six LLS storybooks	Books with online teacher's notes	Free from Down the Back of the Chair and TKI	Strong	Years 7-10, Curriculum levels 1-4	Years 7-10	Good	Some issues with age-appropriateness
The Cook Islands Māori songs in Songs to Celebrate: Pasifika Languages & Cultures - Songs and Music to Support the Pasifika Learning Languages Series for Years 7-10	Book and CDS	Free from Down the Back of the Chair (but out of stock)	Strong	Years 7-10, Curriculum levels 1-4	Years 7-10	Good	
Cook Islands Māori books in the discontinued Tupu series  (please refer to Appendix 6 for further information about these books)	Books, CDs, and teacher's notes	Free - some of the books are out-of-print and some can still be ordered from Down the Back of the Chair	Varies	Early childhood to Yr 13 interest levels depending on the book (not levelled by Curriculum level)	Early childhood to Yr 13, depending on the book	Some titles were written in Cook Islands Māori, while others are translations from other Pacific languages (and are about other Pacific cultures and communities)	

## Non-MoE Resources used by Cook Island Māori teachers between 2017-2019

Resource	Resource type	Cost and access	Alignment to NZC & TMOA	Yr Levels/ Curriculum levels covered	Suitability to target age group	Coverage and representation of target culture	Other
Past NCEA papers (2017-2018) for Levels 1,2, & 3	Exam papers	Available as PDFs from NZQA website with audio files	yes	Curriculum levels 5-8, Yrs 11-13	Variable	Variable	
Cook Islands Māori Bible	Book		NA	NA	Published for a general audience, not students		
Cook Islands Māori dictionary	Out-of-print book	Available online, glosses are in English	NA	NA	Published for a general audience, not students	Good	
Online video (Introduction to the Cook Islands)							
The Cook Islands Ministry of Education's Puka no te karama							
The Cook Islands newspaper							

The following section responds directly to section 3.2 (deliverables) of the statement of work for this report in reference to the teaching and learning of Cook Islands Māori within the New Zealand Curriculum. Data were collected by discussions with a secondary school Cook Islands Māori teacher and members of the Lift Education E Tū publishing team.

### **What is working well for Cook Islands Māori teachers with the resources currently available? A summary of findings (3.2.f)**

This stocktake has uncovered evidence that some teachers of Cook Islands Māori are not aware of the full extent of the Ministry of Education's resources for teaching Cook Islands Māori. This may be particularly the case for teachers of Yr 7-10 students achieving at Curriculum levels 1-4.

### **Where are the gaps in provision for Cook Island Māori resources? A summary of findings (3.2.g)**

A teacher of Cook Islands Māori comments that, "There are not enough resources written in Cook Islands Māori. Reading for understanding is a greater problem for our students, as Cook Islands Māori has six different dialects. However, most resources are published in the Rarotonga dialect or, they say, the language of the Bible. There are also not that many resources written in Cook Islands Māori for secondary school interest levels. If the students were to carry out a research, they would read the English version and then find it difficult to write their information in Cook Islands Māori."

The New Zealand Ministry of Education's teaching and learning resources are published in the Rarotonga dialect, which (as the curriculum guidelines explain) is the lingua franca dialect.

In the Cook Islands, the Cook Islands Ministry of Education publishes its resources in six separate dialect versions, with the dialects colour-coded on their spines. Many of these are published with the assistance of the New Zealand Ministry of Foreign Affairs and Trade and some are Cook Islands Māori versions of resources originally published by the New Zealand Ministry of Education, reversioned by the Cook Islands MoE with the permission of the NZ MoE (and other copyright owners).

### **Recommendations for future MoE resourcing in Cook Islands Māori (3.2.h)**

A teacher of Cook Islands Māori comments that, "I hope that there will be a writers' workshop to write more books in Cook Islands Māori."

There are five recommendations we are making based on analysis of teacher data and resources currently available for future resourcing in Cook Islands Māori.

1. Creation of a set of Cook Islands Māori resources (e.g. textbooks, online materials) for teaching Cook Islands Māori within the New Zealand Curriculum and New Zealand context across all curriculum levels. This resource set needs to draw on cultural, historical, geographical, and political connections between New Zealand and the Cook Islands and integrate Mātauranga Māori, and the diverse backgrounds of students learning Cook Islands Māori in New Zealand (e.g. Cook Islands-born, New Zealand-born, students of mixed cultural heritage, and non-Cook Islands-heritage students). This resource could include a review and update of *I-E-Ko-Ko: An introduction to Cook Islands Māori* and the MoE's set of Cook Islands Māori storybooks. Such a resource could also work across the curriculum to integrate Cook Islands Performing arts and traditions. Current teachers and students of Cook Islands Māori must be consulted and included in the development of such a resource suite. As with all the material in the LLS multi-media resource kits for all the languages, all the material in *I-E-Ko-Ko: An introduction to Cook Islands Māori* should be digitised, to make it more accessible. In preparation for this, some of the illustrations need to be refreshed and populated with more age-appropriate students. It should be of concern that this material for use with students in Yrs 7-10 currently contains illustrations of considerably younger children learning Cook Islands Māori. For example, see the illustrations on page 98 and compare them to the illustrations on page 294.
2. Review and update the current guiding documents, such as *Te Kaveinga o te Reo Māori Kūki 'Āirani: The Cook Islands Māori Language Guidelines* and NCEA Level 1 prescribed list of vocabulary and language structures. This process must involve developing clearer guidelines for teaching, learning and assessment in Cook Islands Māori.

3. Provision of a centralised platform for Cook Islands Māori teachers throughout New Zealand to share resources, teaching tips and news and opportunities to come together to create resources. Consideration could also be given to gaining permission from the Cook Islands Ministry of Education to upload PDFs of some of its resources on TKI, to make it possible for New Zealand schools to gain access to resources being published in the Cook Islands, for example, Teura Tutai's excellent exploration of the cultural practices involved when an outer-island tere party visits Rarotonga in *Te Akonoanga Kiritianga Maro Tai e te Patai*. These resources would be useful, even though the Cook Islands MoE does not currently use macrons and glottal stops - a policy that is, in any case, being reviewed.
4. We recommend development of further resources to support the learning of Cook Islands Māori, such as relevant and engaging audio-visual and age-appropriate written texts for students at all levels of the NZC, in addition to those currently available from Down the Back of the Chair and TKI. Resources for students in Years 7-10 also need to be in more age-appropriate formats, such as the graphic novel format, and not look like early readers for junior classes. They need to have teenagers in the illustrations, not younger children, and they need to be about topics intermediate and secondary school students might be interested in.
5. As with all the Pacific languages, teachers of Cook Islands Māori clearly need better information about the suite of MoE resources for the teaching and learning of Cook Islands Māori that is already available. This stocktake has identified an information gap. Teachers of students in Yrs 7-10 also need to be encouraged not to use the MoE's dual-language resources, which are published for use with bilingual students in Yrs 1-3 (and with their families). Teenagers do not appreciate being given "baby books" to read. It is demeaning - and risks being a barrier to learning Cook Islands Māori in intermediate and secondary schools.

## French

### Tables 4a & 4b - 3.1 (b) French resource stocktake

#### MoE French resources used by teachers between 2017-2019

Resource	Resource type	Cost and access	Alignment to NZC & TMOA	Yr Levels/ Curriculum levels covered	Suitability to target age group	Coverage and representation of target culture	Other
MoE partially funded immersion opportunities to Nouméa/ Tahiti	Travel, accommodation, Language and cultural programmes	Apply through FLS (formerly ILEP)	Well aligned	Teachers can adapt their experiences, resources, understanding of pedagogy and intercultural competence to all Curriculum levels	Teachers can adapt their experiences, resources, understanding of pedagogy and intercultural competence to students of all ages	Excellent coverage of/ exposure to target culture and development of intercultural understandings	
MoE funded workshops, National Language advisors and resources (ILEP, TPLT, now FLS)	Professional development	Free to teachers	Well aligned	Teachers can adapt their experiences, resources, understanding of pedagogy and intercultural competence to all Curriculum levels	Teachers can adapt their experiences, resources, understanding of pedagogy and intercultural competence to students of all ages	Excellent, as advisors and workshop facilitators have a strong understanding of the NZC and principles of intercultural communicative language teaching	
NCEA Level 1 French vocabulary list	PDF document	Free, accessed on NZQA and TKI websites	Average	Curriculum Levels 1-6	NA	Below average – in need of review	
NCEA Level 2 French vocabulary list	PDF document	Free, accessed on NZQA and TKI websites	Average	Curriculum Level 7	NA	Below average – in need of review	
NCEA Level 3 French vocabulary list	PDF document	Free, accessed on NZQA and TKI websites	Average	Curriculum Level 8	NA	Below average – in need of review	
NCEA French sample assessment resources	PDF and word documents	Free, accessed on NZQA and TKI websites	Variable	Curriculum Levels 1-8	Variable	Variable	
Oui: An introduction to French	Blackline masters, CD and DVD, not available online. Print resources in 2 large folders	Free	Published in 2000, prior to NZC, some aspects of course still align with NZC	Years 5 – 8 Levels 1 – 2	Aligns to NZC but outdated	Needs updating as outdated	
ELLIS principles of instructed language acquisition	PDF research paper available on TKI	Free, TKI website, Learning Languages resources -	Well aligned	Theoretical document therefore applicable to all teaching and learning	Theoretical document therefore applicable to all teaching and learning	Teaching of culture does not feature explicitly in this framework, therefore it needs to be used in conjunction with the iCLT principles framework	
Intercultural Communicative language teaching:	PDF research paper	Free, TKI website, Learning	Well aligned	Theoretical document therefore applicable to	Theoretical document therefore applicable to	Relevant framework for teaching culture and	

implications for effective teaching and learning		Languages resources		all teaching and learning	all teaching and learning	intercultural competence in all languages	
Language Assistants	French native speaker teacher assistants – one-year contracts in NZ	Expensive for schools					

### Non MoE resources used by French Teachers between 2017-2018/9

Resource	Resource type	Cost and access	Alignment to NZC & TMOA	Yr Levels/ Curriculum levels covered	Suitability to target age group	Coverage and representation of target culture	Other
Studio series 1-3 (Pearson Australia)	Textbook	\$35	Aligned to UK Key stages – not aligned to NZC	Years 7 – 10 – curriculum levels 1 - 4	Average	Represents French culture in France	
	Student workbook	\$12					
	Teacher resource	\$180					
Studio AQA GCSE French Higher	Textbook	\$47	Aligned to UK Key stages – not aligned to NZC	Year 11 – levels 5 – 6	Average	Represents French culture in France	
Studio AQA French Grammar and Translation Workbook	Textbook	\$15	Aligned to UK Key stages – not aligned to NZC	Year 11 – levels 5 – 6	Average	Represents French culture in France	
Tapis volant series 1-3 (Pearson Australia)	Textbook	\$70	Aligned to UK key stages – not aligned to NZC	Years 9 - 11	Average	Represents French culture in France	
	Student workbook	\$50					
	Teacher pack with Audio CD	\$234					
French to Go	Textbook	\$17.25	Aligned to UK key stages – not aligned to NZC	Year 9 +	Average	Represents French culture in France	
Edexcel AQA/GCSE	Textbook	\$80					
Expo series	Textbook	\$35	Aligned to UK key stages – not aligned to NZC	Year 9 - 10	Average	Represents French culture in France	
	Workbook	\$10					
	Teacher pack	\$178					
Renash	Textbook						
Ça Alors series	Textbook						
Tricolore	Textbook	\$36	Aligned to UK key stages – not aligned to NZC	Year 9 - 11	Average	Represents French culture in France	
Touché	Textbook	\$44					
Education Perfect	Online platform for NZC aligned content, games, activities, exercises, with customisable features for individual classes	School or individual subscription, between NZ\$15 - \$30 per student	Well aligned with NZC	Yrs 7-13 Curriculum Levels 1-8	Excellent	Variable but cultural content regularly updated and improved	Most popular online resource in stocktake
TES	Online platform based in UK for	Account required, many	No alignment	Variable	Variable	Variable	



	resource and information sharing	resources accessed for free					
YouTube	Online	No cost	Not aligned to NZC				
Languages online	Online platform for practising and learning multiple languages in interactive way (games, quizzes, flash cards, competitions, worksheets) Pre-made activities and customisable tools available	Some parts are free, full access available with annual subscription: £25 per class with up to 35 students	UK based platform, no alignment with NZC but adaptable content	Yrs 5-11/12	Good	Variable, yes but with Eurocentric cultural focus	
Quizlet	Online tool for making quizzes	Sign up for a free account, F with possibility of paying for extra features	NA	NA	NA	NA	Online tool for making quizzes
Quizizz*	Online	No cost – sign up online	Not aligned to NZC				
Sharing with colleagues and conferences (NZALT, NZAFT, French Embassy)		Conference cost but resources are usually no cost	Often aligned to NZC				
Kahoot	Online tool for creating quizzes	Free with option to upgrade with payment	NA - quizzes can be adapted to NZC	NA	NA	Variable - depending on teacher creating resource	Online tool for creating quizzes
TV5monde	On Sky tv, also available through ETV	Subscription services	Not aligned to NZC				
Duolingo	Language learning app with built in features to personalise learning, provide feedback, compete with others	Free but with add-on paid parts to the subscription for more features including school package	No alignment	Variable	Good	No cultural focus	Very popular, effective for beginners, but not suitable for in depth language acquisition
Facebook			Not aligned to NZC				
French films			Not aligned to NZC				
Language nut	Online language learning and platform with games, interactive activities	Subscription required , pricing unavailable	NZ company with some alignment to NZC	Yrs 3-8/9	Better suited for primary learners	Average	Uses same vocabulary across ALL languages – no cultural differences
Past external exam papers	from NZQA website	Free	Aligned to NZC				
IB resources	From IB website	Need to have access – only available to schools teaching IB curriculum	Not aligned to NZC				

Phosphore*	Website – online magazine in French for teenagers				Yrs 12 & 13		
Educandy	Resource sharing website – interactive resources						
Take 5*					Yrs 12 & 13		
Brut nature*	Digital platform for short news videos				Yrs 12 & 13		
Linguascope	Online platform for practising and learning multiple languages in interactive way (games, quizzes, flash cards, competitions, worksheets) Pre-made activities and customisable tools available	Online annual subscription for schools NZ \$599	UK based platform, no alignment with NZC but adaptable content	Yrs 6-11/12	Good to average	Variable, yes but with Eurocentric cultural focus	
Lyrics training*	App – songs with lyrics and karaoke versions, cloze activities						
Memrise	Website – short video clips of native speakers of variety of languages						
French media							
Gimkit	Website to create quizzes – needing strategy and collaboration						
Lightbulb languages	UK curriculum linked resource sharing website						
Kerboodle	Online teaching, learning and assessment service - content provided and customisable - provided by OUP	Pay by sign up subscription, varies by language, for example a one-year subscription to GCSE French book is UK £280	No - Aligned with UK and IB Curriculum	Years 9 to 13 approximately	Good	Variable, yes but with Eurocentric cultural focus	
Français facile	Website with range of tests, grammar activities etc						
Pinterest							
Babel translate	Translation website – babelfish.com						

\*Resources suggested in addition to the resources elicited through survey data.

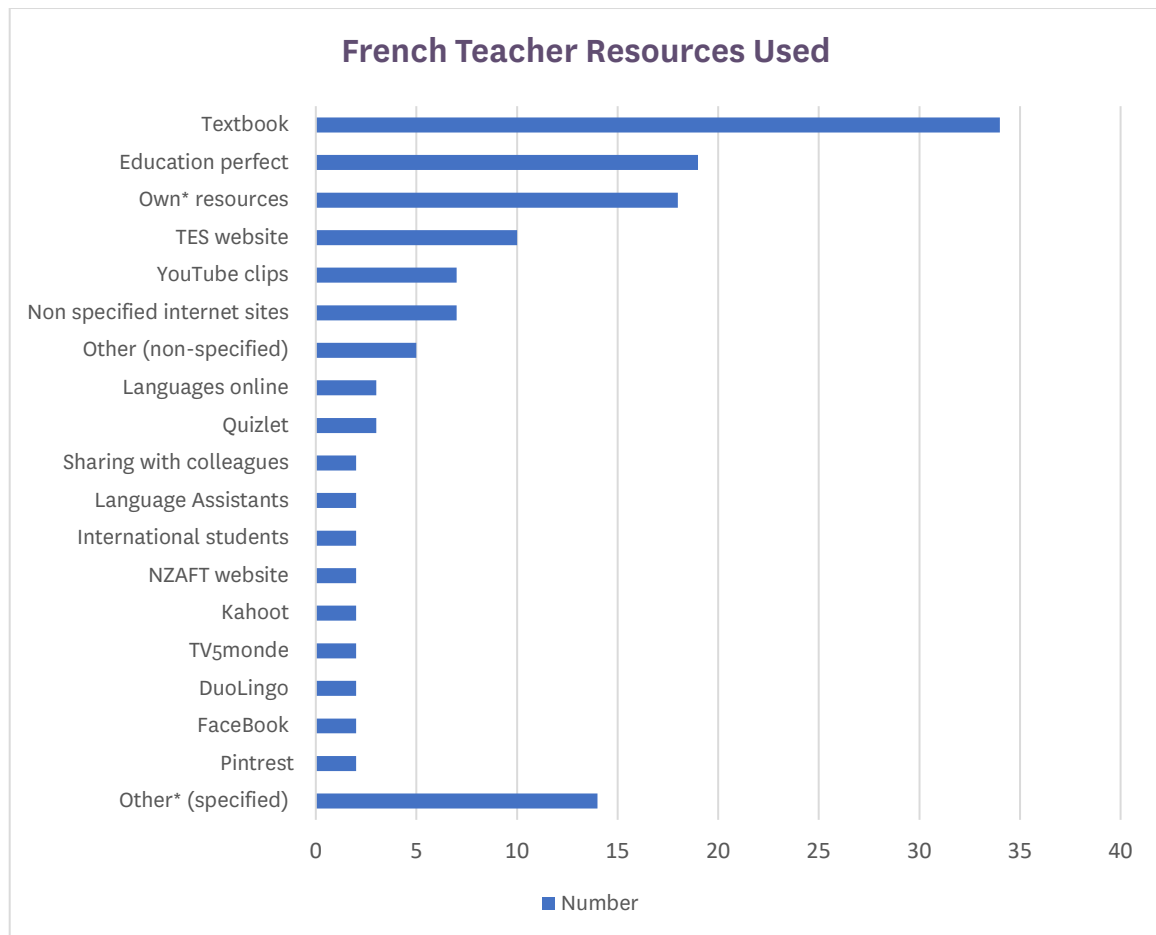
The stocktake of these resources was compiled through a teacher survey asking teachers to name their top three resources. In the survey:

50 teachers suggested 1 top resource  
 45 teachers suggested 2 top resources  
 42 teachers suggested 3 top resources (137 suggestions for resources in total)

In addition, four experienced French teachers were consulted via email and asked to name any additional resources being used by French teachers which did not come through in the survey data.

Survey data provided additional information about teacher use of these resources. The following table is a breakdown of the most commonly used and popular resources for French teachers who took part in the survey.

Table 5 - Most commonly used resources by French teachers



Own resources\* refers to a wide variety of teacher-created resources for example; texts, games, songs, PowerPoints, workbooks, created and/or adapted by teachers, personal experiences of living in the target culture and language, and visitors.

Other (specified)\* refers to resources with only one mention in the survey.

The following section responds directly to section 3.2 (deliverables) of the statement of work for this report in reference to the teaching and learning of French within the New Zealand Curriculum. Data was collected through 39 qualitative responses from survey data and additional written and face-to-face communication with six experienced French teachers in Southland, Otago, and Wellington.

### **What is working well for French teachers with the resources currently available? A summary of findings (3.2.f)**

Data from French teachers clearly revealed that French teachers find the wide variety of apps and online resources available for French useful. These online resources commonly include: Education Perfect, Duolingo, French media and YouTube for language and cultural input and online tools such as Quizlet and Kahoot for creating resources such as online quizzes. Education Perfect was a frequently mentioned resource which teachers valued for its alignment to the NZC, flexible use, ability to differentiate and its analytical tools for data about student effort and progress. According to French teachers, online resources work well as they are popular with and engaging for students, and able to be used flexibly, YouTube clips can be watched with subtitles and provide authentic up-to-date resources.

French teachers commonly found overseas (predominantly UK) textbooks useful resources. Some of these textbooks have audio-visual, extension, workbook, and online components which students can use outside of the classroom. Teachers discussed the structure of the textbook as very useful for course planning and they were able to adapt UK-designed materials. Teachers discussed the *Oui: An introduction to French* series as useful, especially for younger beginner learners who are doing short 'taster' courses. but they use this resource less frequently as the audio-visual component and pedagogy are now out of date.

Teachers saw the NCEA vocabulary and language structures as important and useful as a guideline for teachers, both in their development of courses and as support materials for assessment. Similarly, teachers found the accessibility of the support assessment materials on TKI useful.

French teachers reported finding professional development funded by the MoE through TPLT and ILEP (now Future Learning Solutions – Centre for Languages) useful for developing understanding and the ability to apply effective language teaching pedagogy such as the ELLIS principles of instructed language acquisition and the Newton principles of intercultural communicative language teaching (iCLT). The New Zealand Association of French Teachers (NZAFT) and New Zealand Association of Language Teachers (NZALT), which both receive some funding from the MoE, were also discussed as valuable providers of resources such as conferences, practice examination papers, classroom resources and supportive networks of colleagues.

Part-MoE funded two week immersion trips for French teachers to Nouméa or Tahiti were described as an invaluable resource to support teachers with their language development, understanding of the French-New Zealand context in the Pacific (including connecting with schools in these countries) and capacity to develop

culturally engaging and relevant French programmes on return to New Zealand. Teachers mentioned the AFS immersion awards (for longer durations in a French-speaking country) as very valuable but these programmes no longer run.

Teachers appreciated the free access to MoE and NZQA resources.

#### **Teacher voice:**

*I find Education Perfect continues to improve and it is a great resource to help students learn vocabulary, practice grammar and prepare for their external assessment. I can set different tasks for different students and this helps me to differentiate effectively in the classroom*

(French Teacher, Auckland)

*Online videos of actual interactions in the target language are great - on YouTube, you can often get subtitles, slow the speed etc. Students can watch again and again. Sometimes the comments below the video are also powerful*

(French teacher, Canterbury)

*Vocabulary lists provide guidelines for relevant content areas to explore with students, to prepare them for the type of language that is expected in the external exams*

(French Teacher, Canterbury)

#### **Where are the gaps in provision for French resources? A summary of findings (3.2.g)**

Teachers identified gaps in the following areas: Up-to-date materials aligned with the New Zealand context and NZC, the provision of updated materials available on TKI, quality guidelines for the vocabulary and grammatical structures required for teaching, learning and assessing NCEA French Levels 1-3, up-to-date resources for primary teachers.

Teacher data from both the survey and focus group and email discussions clearly indicated that teachers found the major gap in resourcing for French in the NZC to be materials suited and aligned with the NZC and New Zealand context. Although there is a wide variety of up-to-date textbooks, websites, apps and other resources available to French teachers, there are very few resources pitched at the correct levels which align with New Zealand learners. The *Oui: An introduction to French* series was commonly reported as being useful at times for teachers of very beginner learners, but out of date. This resource was developed and published in the late 1990s/early 2000s and therefore compiled and put together with content and pedagogical approaches from the mid to late 1990s. For example, the course refers to using francs as French currency and has a series of overhead transparencies (OHTs) for photocopying and to be used on the overhead projector and worksheets. These materials can be adapted but adaption of such materials is time-consuming for teachers. Education Perfect has materials which are designed for the New Zealand context and NZC but this digital platform for learning comes at a cost to students (refer to table 4b) and is not accessible for all schools and students as a result. Teachers commented on the lack of

materials that made links with Mātauranga Māori and New Zealand's historical and geographical links with the French-speaking Pacific, which has much potential to be developed. As most resources for learning French come from Europe and France, the Northern European context is dominant and must be adapted. In many New Zealand schools, French teachers teach combined classes with Years 12 and 13 together in the same class. Teachers also commented that there was no existing resourcing to support them with this challenge.

Data showed that French teachers found gaps in resourcing on the TKI website. Teachers reported that exemplar assessment materials and sample assessment materials are out of date and that the site was very hard to navigate. Similarly, teachers found that the NCEA French, Levels 1-3 vocabulary lists were lacking in relevant language to the New Zealand context and clarity of guidelines, especially at Years 12 and 13. The lists do not match with the international standards developed by the Common European Framework of Reference for Languages which supports progressive language learning beginning with high frequency vocabulary and grammar. In the current French NCEA vocabulary lists, for example, certain days of the week, seasons and months are listed while others are not on the prescribed list. This has implications for the writing and setting of external assessments as examiners are only allowed to include words on the prescribed lists and are discouraged from glossing too many words which do not appear on the list. Clarity of expected guidelines and content to teach were reported as particularly problematic for beginning teachers or trained language teachers who had moved from abroad and were teaching in schools with just one language teacher.

Primary school teachers commented on the lack of relevant resources available to junior learners both from a content and pedagogy point of view. In the primary school context, the *Oui: An introduction to French* language learning kit was considered helpful, but limited and running out fast. Primary teachers also discussed the gap in their knowledge of how to apply classroom teaching skills to the language learning context.

#### **Teacher voice:**

*Beginning teachers need the grammar progressions back - too hard to find on TKI. There is a lack of NZ based readings and especially listening texts at each level, especially of interactions and conversations in common topics. We spend ages trawling through Youtube (which does have heaps, but not NZ specific) for useful videos*

(French Teacher, Canterbury)

#### **Recommendations for future MoE resourcing in French (3.2.h)**

There are three recommendations we are making based on analysis of teacher data and resources currently available for future resourcing in French.

1. Creation of a series of resources suitable from Year 1 to Year 13 students for the teaching and learning of French that are aligned to the NZC, Mātauranga Māori,

and the wider New Zealand context. This resource could take the form of an online textbook and/or series of resources, with downloadable, printable activities. The content needs to draw upon and connect with New Zealand's geographical, socio-political and cultural connections with French-speaking parts of the Pacific as well as links with other Francophone countries in Europe, Africa, the Americas and Asia. The pedagogy behind such a resource should reflect an intercultural communicative approach to language education and draw on the Ellis principles of instructed language acquisition. This should include: an equal focus on support resources for teaching listening, reading, writing and speaking (such as videos, texts), support materials for NCEA, consider both the New Zealand primary and secondary school contexts and have built-in capacity for updating content regularly. An update of the *Oui: An introduction to French* could be included as part of the creation of this resource.

2. Updating of TKI exemplars and sample assessment materials with a concrete process developed and in place to regularly review and update these materials. This should include exemplars of external student responses for every external Achievement Standard each year. Teachers would like the TKI site to be more intuitive and user-friendly with clear links to the various relevant sites such as NZQA and NZAFT.
3. Review of existing NCEA vocabulary and grammar lists and creation of a new vocabulary list that aligns with the NZC and the Common European Framework of Reference for Languages. Prescribed language should be based around progressively acquiring high frequency vocabulary and language (e.g. first 100 - 1000 words).

#### **Teacher voice:**

*Enable NZ specific resources to be created by tightening up the curriculum by reintroducing identified grammar AND vocabulary per level of the curriculum. Break down combined curriculum levels into 8 so that there is actually a clear difference in knowledge required between NCEA Level 2 and Level 3 rather than the current farce*  
(French Teacher, Waikato)

*Making all resources align with the NZ curriculum, needs to be relevant to NCEA*  
(French Teacher, Southland)

*Creation of a bank of resources that prepare students better for the world around them. Creation of resources that support building student confidence in readiness for next learning steps. Resources that support investigation and celebration of diversity*  
(French Teacher, Manawatu-Whanganui)

## Gagana Sāmoa

### Tables 6a & 6b - 3.1 (b) Gagana Sāmoa resource stocktake

#### MoE resources used by Gagana Sāmoa teachers between 2017-2019

Resource	Resource type	Cost and access	Alignment to NZC & TMOA	Yr Levels/ Curriculum levels covered	Suitability to target age group	Coverage and representation of target culture	Other
Mua Ō: An introduction to Gagana Sāmoa	20 units of 3 lessons each with audio and video support. Print copy and PDF file available, audio and video files available on CD and DVD	Free	Strong	Years 7-10, Curriculum Levels 1-4	Good for years 7 and 8, not as suitable for Yrs 9 and 10	Good	
Ta'iala mo le Gagana Sāmoa: The Gagana Sāmoa Guidelines	Hard copy booklet or PDF available	Free	Strong	Curriculum Levels 1-8	NA	Average - could provide clearer guidelines for teaching programmes	
Six Samoan storybooks	Books with online teacher's notes	Free - books can be ordered from, Down the Back of the Chair and teacher's notes can be downloaded from TKI	Aligned with the resource Mua ō	Year levels 7-10, Curriculum Levels 1-4	Suitable for students in Years 7-10	Good	Age-appropriateness is an issue in some cases
Gagana Sāmoa dual language books	Books with audio files and teacher and family support material	Free - can be ordered from Down the Back of the Chair	Yes	Curriculum Levels 1-2	Suitable for Yrs 1-3 - not for students in Yrs 7-10	Varies	Not age-appropriate for students in Yrs 7-10
NCEA Lisi o Upu – Samoan Vocabulary and Structures List	PDF document	Free	Average	Curriculum Levels 1-5	NA	Average	Teachers comment that this list has insufficient guidelines for teaching Samoan in secondary schools
Fōlauga	NZ MoE school journal for students	Free		Under review	Some of the content	Strong	Publication is currently suspended while the MoE reviews the purpose of this journal



## Non-MoE Resources used by Gagana Sāmoa teachers between 2017-2019

Resource	Resource type	Cost and access	Alignment to NZC & TMOA	Yr Levels/ Curriculum levels covered	Suitability to target age group	Coverage and representation of target culture	Other
Si Manu o Alii - by Aumua Mata'itusi Simanu-Klutz	Textbook	Order online \$34 from Amazon	Not aligned to NZC (University of Hawaii Textbook for Samoan language courses)	Seniors	Very advanced	Samoan culture in Samoan - not intercultural	Supports the teaching of Curriculum Levels 7 & 8 - now very difficult to access
Samoan Dictionary By GB Milner	Dictionary	Order online \$50 from Amazon	Not aligned to NZC	NA	NA	NA	
NCEA Sampan papers from previous years	Hard copy or downloadable PDF files with audio files available	Free from NZQA Website	Yes	Curriculum levels 5-8	Varies on the exam writing team from year to year	Varies on the exam writing team from year to year	
Samoan media (newspapers - Samoa times)	Information not available						
Su'esu'e Manogi: in search of fragrance: Tui Atua Tupua Tamasese Ta'isi and the Samoan Indigenous reference	Book	SSAB (Bookshops specialising in Samoan texts) Ca \$60-70	No alignment	For Advanced and native speakers of Gagana Samoa	For adult readers	Deep coverage of Samoan Culture in Samoa	
Samoan Bible	Book	Variable	Variable- could be adapted in parts	NA	NA	NA	
A Samoan Dictionary: With A Short Grammar of The Samoan Dialect (English and Samoan Edition) (Samoan) Bilingual Edition	Book	Order online \$50 from Amazon	No Alignment	For university level learners of Gagana Sāmoa	For adult readers	Language focus	
O le ala i le pule o le tautua - Tanuvasa Tavale	Book	Order online \$36 from Amazon	No alignment	For Advanced and native speakers of Gagana Samoa	For adult advanced learners	Deep coverage of Samoan Culture in Samoa	
Fatufatuga: Solo Fa'aSamoa - Tanuvasa Tavale	Book	Precise detail not available	Precise detail not available	Precise detail not available	For adult advanced learners	Deep coverage of Samoan Culture in Samoa	
Fuelavaelave - Tanuvasa Tavale	Book	Precise detail not available	No Alignment	Precise detail not available	For adult advanced learners	Deep coverage of Samoan Culture in Samoa	
Gagana Samoa: A Samoan Language Coursebook - Alfred Leta Hunkin, Galumalemana Afeleti L. Hunkin	Textbook	Order online \$24-\$38 from Amazon	No alignment	For tertiary study	For adult learners	Deep coverage of Samoan Culture in Samoa, from Samoan and NZ perspective	
ESOL English Sāmoan:	Textbook	Precise detail not available	No alignment	Precise detail not available	Precise detail not available	Some relevant coverage	

Learning Langauges Bilingual Book 1 and Book 2 - L.Tavita, S.Aukuso							
NCEA Samoan Vāega Muamua, Lua, Tolu, Fa, Lima - Tofaeono Tanuvasa Tavale	Precise detail not available	Precise detail not available	Possible	Precise detail not available	Precise detail not available	Precise detail not available	
Lau Amata: An applied Sāmoan Grammar Workbook Book 1 & 2: Levi Tavita & Vavao Fetui	Workbook	Precise detail not available	Precise detail not available	Beginner's textbook	Precise detail not available	Precise detail not available	
Anoafale o le Gagana ma le Aganu'u: Tusi Muamua - Pamerika L. Tauilili	Book	Precise detail not available	No alignment	Advanced study	For adult advanced learners	Deep coverage of Samoan Culture in Samoa	
Samoa Nei Galo - Talatu'u ma Tala o le Vavau: Volumes 1-8	Book on Myths and legends	Precise detail not available	No alignment	Precise detail not available	Precise detail not available	Precise detail not available	
Suaga a le Va'atele Fuimaono Feleti	Book hard to access now	Precise detail not available	No alignment	Precise detail not available	For adult advanced learners	Deep coverage of Samoan Culture in Samoa	
Mavaega i le Tai (Lafaisauoaiga)	Book - hard to access now	Precise detail not available	No alignment	Precise detail not available	Precise detail not available	Deep coverage of Samoan Culture in Samoa	
O le Vaofilifili o Samoa (Tuuaopepe AFaumuina et) Aoaο malu manogi o le lolo	Book	Precise detail not available	No alignment	Precise detail not available	Precise detail not available	Deep coverage of Samoan Culture in Samoa	
Ulafala Series by Fiti Leung Wai/translator-Wheelers books Ainslie Cu ling	Book	Precise detail not available	No alignment	Precise detail not available	Precise detail not available	Set in Samoa	
Bilingual resources by Evaleon Resources	Precise detail not available						
The Samoa observer tusitala short stories	Precise detail not available						
English/ Samoan Learning Languages Bilingually-Saili Aukuso	Information tbc	Precise detail not available	No alignment	Precise detail not available	Precise detail not available	Precise detail not available	
Alagaupu Fa'aSamoa-Samoan Proverbial	Book	Precise detail not available	No alignment	Precise detail not available	No info available	Deep coverage of Samoan Culture in Samoa	

Expressions-collected translated and explained by Dr. E. Schultz							
Education Perfect	Online platform for NZC aligned content, games, activities, exercises, with customisable features for individual classes	School or individual subscription, between NZ\$15 - \$30 per student	Well aligned with NZC	Yrs 7-13 Curriculum Levels 1-8	Excellent	Variable but cultural content regularly updated and improved	Most popular online resource in stocktake - however Samoan content is limited compared to other languages

NB - Most Gagana Sāmoa teachers responded that they mainly used their own resources which refer to their own life experiences and knowledge of living in Sāmoa and New Zealand, performing arts, their own developed materials such as PowerPoints and texts, adapted resources from YouTube and other languages, photos and videos taken in Sāmoa and other materials.

The stocktake of these resources was compiled through a teacher survey asking teachers to name the resources they use in class. Nine Auckland-based Gagana Samoa teachers responded to this survey. Additional data were collected from face-to-face and email discussions with a Samoan language advisor, four Gagana Samoa teachers and three Pālagi teachers in ESL or additional languages who support the learning of Samoan in their schools in Christchurch, Wellington and Porirua.

The following section responds directly to section 3.2 (deliverables) of the statement of work for this report in reference to the teaching and learning of Gagana Sāmoa within the New Zealand Curriculum.

### **What is working well for Gagana Sāmoa teachers with the resources currently available? A summary of findings (3.2.f)**

Data showed that Gagana Sāmoa teachers bring to their classes a wealth of cultural and linguistic knowledge and experience; this includes experiences of growing up in Sāmoa or in New Zealand-based Samoan communities, knowledge of Fa‘a-Sāmoa, Samoan performing arts and traditions and community connections. Although there are limited resources available for the teaching of Samoan language within the NZC, teachers draw on the MoE resources available (*Mua Ō: An introduction to Gagana Sāmoa* and the Samoan language story books) and supplement these resources with their own resources which they have developed and other resources written in Sāmoa or textbooks for university level courses for Samoan language from Samoan, New Zealand and Fiji.

The AFS-MoE funded teacher exchanges to Sāmoa were a very effective resource enabling New Zealand-based Gagana Sāmoa teachers to spend six months or a year teaching in a Samoan school. This immersion opportunity enabled New Zealand-born Gagana Sāmoa teachers to spend time upskilling their language proficiency, and gaining experience teaching in the Samoan school context and developing connections between their exchange school in Sāmoa and school base in New Zealand. This

teacher exchange fostered intercultural understandings between New Zealand and Sāmoa which teachers were able to share with students, schools, and communities in Sāmoa and New Zealand. This experience also hugely boosted New Zealand-born Gagana Sāmoa teachers' confidence in their ability to use and teach Gagana Sāmoa within the New Zealand Curriculum. This opportunity no longer exists for these teachers.

### **Where are the gaps in provision for Gagana Sāmoa resources? A summary of findings (3.2.g)**

Gagana Sāmoa teacher data showed that teachers strongly felt that an NZC aligned textbook written specifically for the New Zealand Context was lacking. Though there is a variety of written materials available for the teaching of Samoan language and culture (as referenced in Table 6b), these resources tend to be written at a high academic level requiring prior in-depth knowledge of life in Sāmoa. Some of these are only written in Gagana Sāmoa which makes the materials less accessible for New Zealand-born teachers of Gagana Sāmoa to adapt or use. There is currently a paucity of resources that make the learning of Gagana Sāmoa accessible to young school-aged New Zealand-born students of Samoan, mixed Pacific or other heritage.

Teachers who regularly use the bilingual Gagana Sāmoa-English books (see Appendix 6) responded that these books are an excellent resource but that students get through them relatively fast, and that there are no similar books to follow both at younger levels of the curriculum and appropriate materials as students get older. It is of concern that some teachers are using these junior class (Years 1-3) resources with Years 7-10 students, who are not the intended target audience. When Samoan-heritage students who are not fluent in the language are already feeling somewhat “musu” about learning the language at school in Years 7-10, use of resources published for use with young children in junior classes risks exacerbating the situation.

Gagana Sāmoa teachers reported that there is not a strong shared understanding amongst teachers throughout New Zealand as to what constitutes a complete or strong Gagana Sāmoa programme across the New Zealand Curriculum. The current guidelines for teaching Gagana Sāmoa within the NZC that come from *Ta'iala mo le Gagana Sāmoa: The Gagana Sāmoa Guidelines* and the NCEA prescribed list of vocabulary for NCEA Samoan Level 1 are insufficient for clearly guiding teachers in how to teach Samoan at senior level for NCEA Levels 1-3. Furthermore, the prescribed vocabulary list only covers NCEA Level 1. This list is currently just a list of words and topics, with no guidance as to how teachers should begin to integrate this into their programmes and how it will be used in the external examination context (please refer to Appendix 7 for a copy of this list). Samoan teachers reported the NCEA Samoan Levels 2 and 3 external examinations as very difficult to prepare students for and also requiring students to have deep knowledge of Samoan language and culture to achieve at Excellence. Teachers discussed the lack of a prescribed vocabulary list and guidelines for NCEA Levels 2 and 3 as part of the issue.

Current NCEA Gagana Sāmoa assessment materials, such as sample tasks, use generic tasks and sample language across all of the languages with the language samples

simply translated. This means that the sample tasks and language for NCEA French are the same or very similar for NCEA Samoan. Current sample NCEA tasks tend to have a Eurocentric perspective with tasks such as ‘love is in the air’ (Giving a presentation at a wedding) (please refer to Appendix 8). Transferring tasks between languages with different sociocultural contexts can be culturally inappropriate. Adapting such generic sample NCEA tasks can be difficult and problematic for teachers. There are limited exemplars of Excellence and Merit student work for the NCEA Samoan external or internal Achievement Standards.

Another gap noted by teachers in the survey and face-to-face conversations is that the MoE resources are not available to teachers in the community. To access *Mua Ō: An introduction to Gagana Samoa* from the MoE, it is necessary to be a registered teacher or have an appropriate contact within the MoE. This is problematic as much language learning happens outside of school within the community and MoE resourcing within the community would help support the community-based learning of Samoan language.

Further gaps in provision reported by Samoan teachers were posters with Samoan language to support the use of everyday Samoan language in the classroom and more audio resources.

Lastly, Samoan teachers commonly discussed that they saw gaps in the availability of resourcing in Samoan in relation to other languages taught at their school.

#### **Teacher voice:**

*Text books. Growing up as a student, I had a wonderful French workbook - we desperately need one for the Samoan language. We also need reference books in both the English and Samoan language so that NZ-born Samoan teachers (like myself) can easily read*

(Gagana Sāmoa Teacher, Auckland)

*We do not have a collective resource for all Samoan teachers to use in classroom. We need to create resources so teachers understand what to teach in Year levels, and we have to follow the same Curriculum scheme of work*

(Gagana Sāmoa Teacher, Auckland)

#### **Recommendations for future MoE resourcing in Gagana Sāmoa (3.2.h)**

There are four recommendations we are making based on analysis of teacher data and resources currently available for future resourcing in Gagana Sāmoa

1. Creation of a set of Gagana Sāmoa resources (e.g. textbook, online materials) for teaching Gagana Sāmoa within the New Zealand Curriculum and New Zealand context across all curriculum levels. This resource needs to draw on cultural, historical, geographical, and political connections between New Zealand and Sāmoa and integrate Mātauranga Māori, and the diverse backgrounds of students learning Gagana Sāmoa in New Zealand (e.g. Samoan

born, New Zealand-born Samoans, students of mixed cultural heritage, and non-Samoan students). This resource could include a review and update of *Mua Ō: An introduction to Gagana Sāmoa*, the MoE's set of Samoan storybooks, and the resumption of the MoE's Samoan-language journal *Fōlauga* (which needs clarity of purpose). Such a resource could also work across the curriculum to integrate Samoan Performing arts and traditions. Current teachers and students of Gagana Sāmoa must be consulted and included in the development of such a resource.

2. Review and update the current guiding documents, such as *Ta'iala mo le Gagana Sāmoa: The Gagana Sāmoa Guidelines* and the NCEA Level 1 prescribed list of vocabulary and language structures. This process must involve developing clearer guidelines for teaching, learning and assessment in Gagana Sāmoa.
3. Provision of a centralised platform for Gagana Sāmoa teachers throughout New Zealand to share resources, teaching tips and news and opportunities to come together to create resources
4. Additional resources to support the learning of Gagana Sāmoa such as relevant and engaging audio-visual and age-appropriate written texts for students at all levels of the NZC, in addition to those already available from Down the Back of the Chair. Resources for students in Years 7-10 need to be in age-appropriate formats, such as the graphic novel format, not look like early readers for junior classes, have teenagers in the illustrations, and be about topics intermediate and secondary school students are interested in.

**Teacher voice:**

*Resources for our NCEA Levels, same Unit Topics across for Samoan Curriculum, Teachers Guide booklet and Students workbook, Scholarship workshops for exams, consistency across Year Level  
(Gagana Sāmoa Teacher, Auckland)*

*I recommend reinforcement and pressure in schools to teach the language and culture instead of running just language and dance competitions for totally different purposes  
(Gagana Sāmoa Teacher, Auckland)*

## Gagana Tokelau

### Tables 7a & 7b - 3.1 (b) Gagana Tokelau resource stocktake

#### MoE resources used by Gagana Tokelau teachers between 2017-2019

Resource	Resource type	Cost and access	Alignment to NZC & TMOA	Yr Levels/ Curriculum levels covered	Suitability to target age group	Coverage and representation of target culture	Other
Muakiga: An introduction to Gagana Tokelau	20 units of 3 lessons each with audio and video support. Print copy and PDF file available, audio and video files available on CD and DVD	Free	Strong	Year Levels 7-10, Curriculum levels 1-4	Good for years 7 and 8, not as suitable for Yrs 9 and 10	Good	
Gagana Tokelau books in the discontinued Tupu series  (please refer to Appendix 6 for further information about these books)	Books	Free - some books are out of print and some can still be ordered from Down the Back of the Chair	Yes	These books are not graded by curriculum level, only interest level	Some are suitable for Yrs 1-4 - and some for mid primary to senior secondary school interest levels	Variable, some are translated and are about other Pacific communities rather than about Tokelau or the NZ Tokelau context	In late October 2019, during Tokelau Language Week, the MoE is replacing these with a set of six LLS Gagana Tokelau storybooks developed for students in Years 7-10 learning at Curriculum Levels 1-4

#### Non-MoE Resources used by Gagana Tokelau teachers between 2017-2019

Resource	Resource type	Cost and access	Alignment to NZC & TMOA	Yr Levels/ Curriculum levels covered	Suitability to target age group	Coverage and representation of target culture	Other
Tokelau school journals published in the 1960s and 1970s	articles and stories	Out-of-print	No	Variable	Variable but generally suited to younger learners	Variable	Many of these resources are dated and/or all are out-of-print
Tokelau Dictionary (1986)	Online or print	No longer in print, online access is free	No alignment	NA	Not published for school students	Alphabetically ordered list of words with their meanings in English	This dictionary is fairly old and the Tokelauan communities are very keen to see an update of this resource

As there are very few resources available for the teaching and learning of Gagana Tokelau, Gagana Tokelau teachers responded that they mainly used their own resources. Own resources refer to the teachers' own life experiences and knowledge of living in Tokelau and New Zealand, Tokelau songs and prayers, performing arts, their

own developed materials such as worksheets, PowerPoints and texts, adapted resources from YouTube and other websites.

The stocktake of these resources was compiled through on-going face-to-face and email discussions with a Tokelau community and two Gagana Tokelau teachers from within the community who teach Gagana Tokelau in primary school and community settings. Additional data come from members of the Lift Education E Tū publishing team, and a research team member's experience and involvement of working within a Tokelau community to support the teaching and learning of Gagana Tokelau at secondary school level, as part of a commitment made through undertaking doctoral research, is included.

It should be noted that while there are very few resources available for the teaching and learning of Gagana Tokelau, the Tokelau Department of Education published 53 new books last year (with audio read-along support) and has 65 more in production for publication later this year. The New Zealand MoE has already obtained permission to make PDFs and MP3 files of many of these resources available to New Zealand schools. While some are designed for use in junior classes, other titles are age-appropriate for students in Years 7-10, such as a resource about the whale shark in Nukunonu's lagoon.

The following section responds directly to section 3.2 (deliverables) of the statement of work for this report in reference to the teaching and learning of Gagana Tokelau within the New Zealand Curriculum.

### **What is working well for Gagana Tokelau teachers with the resources currently available? A summary of findings (3.2.f)**

Gagana Tokelau teachers draw on their own life experience, knowledge of language and culture, and skills developed and adapted from teaching Years 1 to 8 across the curriculum in their teaching of Gagana Tokelau in the community, and on modular courses at Years 7 and 8. Apart from *Muakiga: An introduction to Gagana Tokelau* and the discontinued *Tupu* series there are very few or no material resources explicitly designed for the teaching and learning of Gagana Tokelau within the NZC. This is set to change in October, when the MoE will publish six Gagana Tokelau storybooks designed for students in Years 7-10. The *Muakiga* resource is useful for beginning learners up to Years 7-10 learning at Curriculum levels 1-4. The teacher's notes to support the storybooks are referenced to *Muakiga*.

Outside of MoE developed resources there are posts on Facebook, songs by groups such as Te Vaka, some materials developed for Tokelau Language Week, and community gatherings which can be used as resources for teaching language and culture, and resources being published by the Tokelau Department of Education (access to which is not currently available to New Zealand schools, though the MoE has secured access in principle for much of the material, some of which are MoE resources translated into Gagana Tokelau).



### Teacher voice:

*We find the Muakiga resource valuable and are using sections of it on a regular basis. Our students are younger and most are non-Tokelau speakers which means we start from scratch. Pronunciation, alphabet and then phrases. Role play is probably the most effective tool we use from the kit where students are the most engaged ... A strength of the resource is that it helps non-Tokelau speaking teachers to teach our language*  
(Tokelau Teacher, Porirua)

### Where are the gaps in provision for Gagana Tokelau resources? A summary of findings (3.2.g)

Gagana Tokelau is one of the languages of the Realm of New Zealand but it does not have a clear pathway within the NZC. *Gagana Tokelau: The Tokelau Language Guidelines* within the NZC provide guidelines for learners up to Level 8 of the curriculum. However, unlike the four other most commonly spoken Pacific languages (Gagana Samoa, Lea Faka-Tonga, Cook Island Māori, and Vagahau Niue), Gagana Tokelau has no pathway within NCEA. Gagana Tokelau teachers and members of the community believe that the lack of an NCEA pathway for the language has led to Tokelau language programmes in secondary schools being discontinued in schools where there are high numbers of Tokelauan students (please refer to for MoE statistics of numbers of schools teaching Gagana Tokelau).

Tokelau community members have commented that the discontinued Tupu readers included some titles translated into Gagana Tokelau (not always accurately) and are sometimes about other Pacific contexts.

As there are currently no secondary school-run Gagana Tokelau programmes on record, language programmes are run in the community. Tokelau programmes currently run afterschool and in evenings and rely on volunteering and passion to see the language and culture survive in the future. There are very few appropriate resources for the teaching and learning of Gagana Tokelau for students in Years 7 to 13 which support young New Zealand-born students of Tokelauan heritage to connect with their language and culture within the New Zealand context. This is about to change in October, with the publication by the MoE of six Gagana Tokelau LLS storybooks. The MoE has already laid the groundwork for making some of the resources currently being published by the Tokelau Department of Education available online to New Zealand schools (see the provision in the licensing agreement between the MoE and the DoE that covers many of the books).

### Teacher voice:

*Gaps in the resources - music, review of the video and audio to hear the language spoken correctly. Books targeted for our young people and their interests. Collation of Tokelau videos and books to access for us as teachers e.g. dictionary, Kris Faafai's trip to Tokelau etc. (An) online place where all these resources are gathered*  
(Tokelau Teacher, Porirua)

### Recommendations for future MoE resourcing in Gagana Tokelau (3.2.h)

There are four recommendations we are making based on analysis of teacher data and resources currently available for future resourcing in Gagana Tokelau. These recommendations should be developed in consultation with Tokelauan communities, students, and experienced teachers. Appropriate resourcing and support for Gagana Tokelau have the potential to support sustainability for Gagana Tokelau and culture in the future both in New Zealand and Tokelau.

1. Creation of a clear pathway for Gagana Tokelau within the NZC, this includes an NCEA pathway with full University Entrance status.
2. Creation of further culturally appropriate and responsive resources (textbooks, texts, videos, classroom activities, online platforms etc) for Gagana Tokelau within the NZC and New Zealand context across all curriculum levels (with support for schools, teachers and communities to use these resources). This could include an update of *Muakiga: An introduction to Gagana Tokelau* and development and publication of further LLS storybooks after October 2019. Some of the age-appropriate, but out-of-print Tupu books could be brought back into print, particularly those about tagata Tokelau set in Tokelau community contexts.
3. Development of teacher and student exchanges with Tokelau and New Zealand to support mutual development of language proficiency, shared cultural experiences and development of resources for teaching. This includes following up the groundwork already laid for giving New Zealand schools access to some of the resources currently being published by the Tokelau Department of Education.
4. Financial recognition or partnerships with schools to sustain language teaching currently run on a volunteer basis in community settings.

## German

### Tables 8a & 8b - 3.1 (b) German resource stocktake

#### MoE German resources used by teachers between 2017-2018/9

Resource	Resource type	Cost and access	Alignment to NZC & TMOA	Yr Levels/ Curriculum levels covered	Suitability to target age group	Coverage and representation of target culture	Other
MoE partially funded immersion opportunities to German	Travel, accommodation, Language and cultural programmes	Apply through FLS (formerly ILEP)	Well aligned	Teachers can adapt their experiences, resources, understanding of pedagogy and intercultural competence to all Curriculum levels	Teachers can adapt their experiences, resources, understanding of pedagogy and intercultural competence to students of all ages	Excellent coverage of /exposure to target culture and development of intercultural understandings	
MoE funded workshops, National Language advisors and resources (ILEP, TPLT, now FLS)	Professional development	Free to teachers	Well aligned	Teachers can adapt their experiences, resources, understanding of pedagogy and intercultural competence to all Curriculum levels	Teachers can adapt their experiences, resources, understanding of pedagogy and intercultural competence to students of all ages	Excellent, as advisors and workshop facilitators have a strong understanding of the NZC and principles of intercultural communicative language teaching	
NCEA Level 1 German vocabulary list	PDF document	Free, accessed on NZQA and TKI websites	Average	Curriculum Levels 1-6	NA	Below average – in need of review	
NCEA Level 2 German vocabulary list	PDF document	Free, accessed on NZQA and TKI websites	Average	Curriculum Level 7	NA	Below average – in need of review	
NCEA Level 3 German vocabulary list	PDF document	Free, accessed on NZQA and TKI websites	Average	Curriculum Level 8	NA	Below average – in need of review	
NCEA German sample assessment resources	PDF and word documents	Free, accessed on NZQA and TKI websites	Variable	Curriculum Levels 1-8	Variable	Variable	
Ja: An introduction to German	Blackline masters, CD and DVD, not available online. Print resources in 2 large folders	Free	Published in 2000, prior to NZC, some aspects of course still align with NZC	Years 5 – 8 Levels 1 – 2	Aligns to NZC but outdated	Needs updating as outdated	
ELLIS principles of instructed language acquisition	PDF research paper available on TKI	Free, TKI website, Learning Languages resources -	Well aligned	Theoretical document therefore applicable to all teaching and learning	Theoretical document therefore applicable to all teaching and learning	Teaching of culture does not feature explicitly in this framework, therefore it needs to be used in conjunction with the iCLT principles framework	
Intercultural Communicative language teaching:	PDF research paper	Free, TKI website, Learning	Well aligned	Theoretical document therefore applicable to	Theoretical document therefore applicable to	Relevant framework for teaching culture and	

implications for effective teaching and learning		Languages resources		all teaching and learning	all teaching and learning	intercultural competence in all languages	
Language Assistants	German native speaker teacher assistants – one-year contracts in NZ	Expensive for schools					

### Non MoE resources used by German Teachers between 2017-2018/9

Resource	Resource type	Cost and access	Alignment to NZC & TMOA	Yr Levels/ Curriculum levels covered	Suitability to target age group	Coverage and representation of target culture	Other
Stimmt series (including AQA GCSE series)	Textbook, Online Interactive workbook	Around \$35 per textbook, cost for online subscription TBC	UK designed, can be adapted	Levels 1-8	Good	Good but Eurocentric focus	
Logo series	Textbook, workbook, Teachers guide	Textbook ca \$25 per book, workbook ca \$7, Teacher's book ca \$75	UK designed, can be adapted	Levels 1-6	Good	Good but Eurocentric focus	
Genau	Textbook, package with audio and online extras	Textbook ca \$60, workbook ca \$40, Teacher package \$230	UK designed, can be adapted	Levels 1-7/8	Good	Good but Eurocentric focus	
Na klar	Textbook						
Elementary German: Structures and patterns for beginners	Textbook and workbook	One-off purchase, previously printed, now as a PDF file for teachers to print as needed	Written by a NZ German teacher for use with NZ teachers of German - well aligned but the vocabulary lists are out of date	Yrs 9 - 13 Levels 1-6/7	Good	A grammar focused book not intended to teach/focus on culture	
Sharing with Colleagues /Conferences (GANZ/NZALT)	Conferences, online sharing of resources	Free or low-cost subscription	Strong	All levels	Good	Excellent	
Goethe-Institut resources (Lifeswap, PASCH, Step into German - all regularly updated)							
Deutsch Perfekt	Magazine			Yr 13 & Scholarship			
Deins	Magazine	Subscription					
German media (ARD/DW)	Online	Free	No alignment but adaptable material	Advanced	Variable	Good	
Lyricstraining.com	Online tool with music videos in target language that you can listen to and work on for listening comprehension	Sign up for a free account, with possibility of paying for extra features	Adaptable	All levels	Good	Good	
Quizlet	Online tool for making quizzes	Sign up for a free account, with possibility	NA	NA	NA	NA	

		of paying for extra features					
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Data from German teachers include five qualitative responses to the survey, focus group discussions with the whole conference delegation (40 teachers) held at the GANZ (German in Aotearoa New Zealand) biennial conference for New Zealand teachers of German in Wellington, July 2019, and further follow-up face-to-face and email discussions.

The following section responds directly to section 3.2 (deliverables) of the statement of work for this report in reference to the teaching and learning of German within the New Zealand Curriculum.

**What is working well for German teachers with the resources currently available? A summary of findings (3.2.f)**

With regard to resourcing, German teachers felt well-supported by the Goethe-Institut and its facilitation of conferences, connecting teachers, support people available to teachers, and materials. In particular, teachers commonly mentioned the Lifeswap series (a series of animated videos depicting a young German and a young New Zealander who swap lives and describe their experiences getting to know and understand a different language and culture) developed by the Goethe-Institut as an invaluable and relevant resource to support both intercultural and linguistic learning in German. The GANZ organisation was also reported as a valuable resource for teachers both for general support and as a platform for sharing resources created by teachers, especially practice/derived grade NCEA external exams.

German teacher data also revealed that German teachers felt there was a wide variety of resources for teaching German available. These resources include online resources such as: Education Perfect, Linguascope, Gut, and Mary Glasgow materials (all of which require a subscription). In addition, current German textbooks being used, such as the Stimmt series, are well presented and have audio-visual, online and extension components built into the textbook.

Teachers reported that as they became more experienced they grew in confidence in designing their own materials and collecting and adapting materials they collected from a variety of sources.

Teachers commented that German language assistants, as managed through the National Language Adviser and International Language Assistant contract delivered by Future Learning Solutions – Centre for Languages, are an excellent resource but very expensive to employ. The cost of employing language assistants therefore limits the benefits they bring to one cluster of schools in Auckland per year and occasionally a Wellington based cluster.

### **Where are the gaps in provision for German resources? A summary of findings (3.2.g)**

German teachers felt that major gaps in provision of resourcing for German were: lack of up-to-date, relevant resources aligned with the NZC and New Zealand context, clear provision of expectations for language progressions through the curriculum, and support for SAC students learning languages.

German teachers commonly reported the *Ja: An introduction to German series* as an invaluable and well-developed resource, especially with regard to its audio-visual component and setting in the New Zealand-German context. Many teachers found the pedagogy and language still to be valuable but that the audio-visual component could be updated. This series is only suitable for Curriculum Levels 1 and 2 - beyond these curriculum levels there are no NZC aligned materials. Current materials used by New Zealand German teachers (for Years 9 to 13) are written in the United Kingdom from a Eurocentric perspective, often with a sole focus on Germany. Unless teachers create NZC-aligned materials themselves, there are no language appropriate materials available for teachers to make links with German-speaking communities in New Zealand, and historical and current political and cultural ties with German-speaking countries, the Pacific and the rest of the world.

Teacher data showed that German teachers felt that the current resources available did not cater adequately for teaching NCEA Levels 1 to 3. Teachers specifically mentioned the lack of appropriate listening and reading resources relevant to the NZC and context. Furthermore, teachers strongly agreed that the NCEA German prescribed lists of vocabulary and language structures required updating and review as the words on these lists are used to inform the writing of external examinations and therefore teachers build the learning of vocabulary from these lists into their programmes. Current lists have very imbalanced levels of prescribed language between the three levels with Level 2 covering a great deal more language than Level 3. There are also inconsistencies in some of the language on the list with some low frequency words taking the place of other standard everyday language, for example the words for knife, fork and spoon are missing.

Other gaps in provision identified by German teachers were provision of resources and support materials for differentiation according to individual students' needs and special assessment conditions (SAC) students. Many German teachers are teaching combined classes with Year 12 and 13 together or in some cases Years 11 to 13 all in one class.

### **Recommendations for future MoE resourcing in German (3.2.h)**

There are three recommendations we are making based on the analysis of teacher data and current provision of resources for learning German within the NZC.

1. An update and further development and continuation across all curriculum levels (Levels 1-8) of the *Ja: An introduction to German series*. This resource should involve a task-based and intercultural pedagogical approach to learning

materials which link with Mātauranga Māori, NCEA and the NZC and New Zealand context. Materials should consider differentiation of students' learning requirements and contain an equal balance of relevant resources across the different skills of speaking, listening, reading and writing. The capacity to review and update these materials regularly (e.g. every two years) must be included with this resource.

2. A review and update of the NCEA German prescribed list of vocabulary and language structures with clearer guidelines, focus on prioritising the progressive learning of high frequency language used in everyday settings, consideration of international standards such as the Common European Framework of Reference for Languages.
3. An update of TKI assessment support materials with the latest versions of Achievement Standards clearly labelled and accessed and current exemplars of student work.

## Japanese

### Tables 9a & 9b - 3.1 (b) Japanese resource stocktake

#### MoE Japanese resources used by teachers between 2017-2019

Resource	Resource type	Cost and access	Alignment to NZC & TMOA	Yr Levels/ Curriculum levels covered	Suitability to target age group	Coverage and representation of target culture	Other
Japanese in the NZC (1998)	Syllabus	Free	Published, 1998, prior to NZC (2007)	Full coverage	Strong		Needs updating
MoE partially funded immersion opportunities to Japan	Travel, accommodation Language and cultural programmes Kansai	Apply through FLS (formerly ILEP)	Well aligned	Teachers can adapt their experiences, resources, understanding of pedagogy and intercultural competence to all Curriculum levels	Teachers can adapt their experiences, resources, understanding of pedagogy and intercultural competence to students of all ages	Excellent coverage of /exposure to target culture and development of intercultural understandings	
MoE funded workshops, National Language advisors and resources (ILEP, TPLT, now FLS)	Professional development	Free to teachers	Well aligned	Teachers can adapt their experiences, resources, understanding of pedagogy and intercultural competence to all Curriculum levels	Teachers can adapt their experiences, resources, understanding of pedagogy and intercultural competence to students of all ages	Excellent, as advisors and workshop facilitators have a strong understanding of the NZC and principles of intercultural communicative language teaching	
Getting there in Japanese	Textbook	No longer available	Published prior to NZC (2007)	Years 12 - 13	Strong but outdated	Moderate but somewhat simplified, artefactual rather than iCLT approach	
NCEA Level 1 Japanese vocabulary list	PDF document	Free, accessed on NZQA and TKI websites	Average	Curriculum Level 1 - 6	NA	Below average - in need of review	
NCEA Level 2 Japanese vocabulary list	PDF document	Free, accessed on NZQA and TKI websites	Average	Curriculum Level 7	NA	Below average - in need of review	
NCEA Level 3 Japanese vocabulary list	PDF and word documents	Free, accessed on NZQA and TKI websites	Variable	Curriculum Level 8	Variable	Variable	
NCEA Japanese sample assessment resources	PDF and word documents	Free, accessed on NZQA and TKI websites	Variable	Curriculum Levels 1-8	Variable	Variable	
Hai: An introduction to Japanese (2000)	Blackline masters, CD and DVD, not available online. Print resources in 2 large folders	Free	Published in 2000, prior to NZC, some aspects of course still align with NZC	Years 5 - 8 Levels 1 - 2	Aligns to NZC but outdated	Needs updating as outdated	
ELLIS principles of instructed language acquisition	PDF research paper available on TKI	Free, TKI website, Learning Languages resources -	Well aligned	Theoretical document therefore applicable to all teaching and learning	Theoretical document therefore applicable to all teaching and learning	Teaching of culture does not feature explicitly in this framework, therefore it	



						needs to be used in conjunction with the iCLT principles framework	
Intercultural Communicative language teaching (iCLT): implications for effective teaching and learning	PDF research paper	Free, TKI website, Learning Languages resources	Well aligned	Theoretical document therefore applicable to all teaching and learning	Theoretical document therefore applicable to all teaching and learning	Relevant framework for teaching culture and intercultural competence in all languages	

### Non MoE resources used by Japanese Teachers between 2017-2018/9

Resource	Resource type	Cost and access	Alignment to NZC & TMOA	Yr Levels/ Curriculum levels covered	Suitability to target age group	Coverage and representation of target culture	Other
Bread and Butter Japanese series	Textbook	Difficult to find	Aligned to NZC	1-8			
Marugoto series	Textbook with online and extension component	\$65	Not aligned to NZC	Levels 1 – 6 but more accurately aligned to CEF Book 1 – A1 Book 2 – A2 Book 3 – A2	Suitable – well set out and good range of activities	Excellent – including freely available online support materials	
Renash		\$18		Re-prints old NCEA papers with model answers for levels 1-3 of NCEA			
Kimono	Textbook Australian produced. Published late 1980's – early 1990's	Not available unless second hand	Not aligned to NZC	Years 9 – 11	Well set out, manga (comic) style and fun activities. Tapes for listening. Workbooks for writing	Separated from language – extra at end of each chapter.	
Mirai	Textbook Australian produced. Early 2000s	\$65	Not aligned to NZC	Years 9 – 13	Well set out, workbook as well as text. CDs.	Integrated and linked to each chapter	
iiTomato	Textbook and workbook – originally published in Australia, adapted for NZ with iCLT focus	Differing costs for text, workbooks. Around \$35 - \$45	Aligned to NZC	Years 9 - 11			
Take it easy teaching	Textbook		Not aligned to NZC				
Renash	Textbook		Not aligned to NZC				
Wakatta	Textbook Australian produced – close to NZC	Text \$60 Workbook \$38	Not aligned to NZC	Years 12 - 13			
Year 11 Textbook - Kazue Takeda	Textbook Online resources	Available from Kazue Takeda website	Aligned to NZC	Years 9 – 13			

Kitto Dekiru Nihongo	Textbook	\$30? Not sure if still in print	Aligned to NZC	Years 9 - 11			
Obento and Obento Senior	Textbook Australian produced	\$40 - \$60	Not aligned to NZC	Years 9 - 13			
Maa-Chans	? Not sure what this one is						
YouTube							
Education Perfect	Online platform for NZC aligned content, games, activities, exercises, with customisable features for individual classes	School or individual subscription, between NZ\$15 - \$30 per student	Well aligned with NZC	Yrs 7-13 Curriculum Levels 1-8	Excellent	Variable but cultural content regularly updated and improved	Most popular online resource in stocktake
NZJNET resources	Website went under a year or so ago – under re-construction						
Japan Foundation resources	Online – video, printable pdfs etc		Not aligned to NZC		All levels	Excellent – constantly being added to, updated.	
Quizlet	Online tool for making quizzes	Sign up for a free account, F with possibility of paying for extra features	NA	NA	NA	NA	
Weebly Japanese	Teachers from NZ and Australia have contributed resources to this website for years <a href="http://japaneseteachingideas.weebly.com/">http://japaneseteachingideas.weebly.com/</a>						
NZQA previous exam papers							
Genki Japan.net	Website with many resources for teachers						
Memrise	Website – short video clips of native speakers of variety of languages						
Coscom.co.jp	Japanese learning website						
Ohayou							
Pinterest	Social media platform	Online account					
Facebook	Social media platform	Online account					

The stocktake of these resources was compiled through a teacher survey asking teachers to name their top three resources. In the survey:

37 teachers suggested 1 top resource

34 teachers suggested 2 top resources

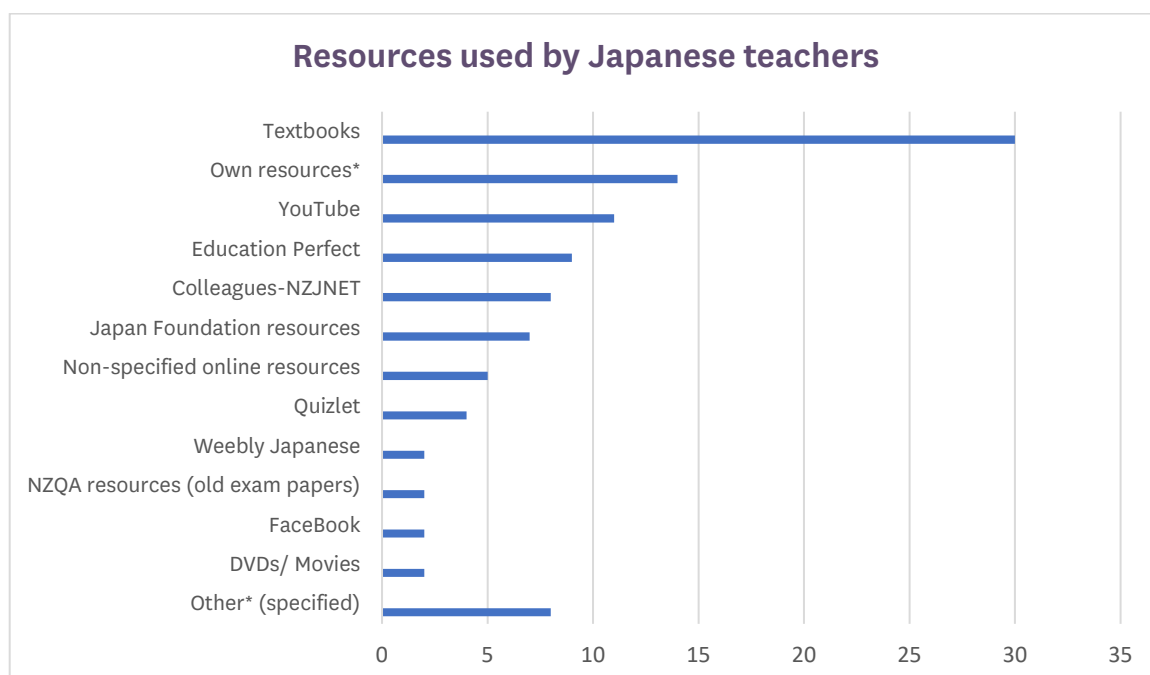
33 teachers suggested 3 top resources

(104 suggestions for resources in total)

In addition, four experienced Japanese teachers were consulted via email and asked to name any additional resources being used by Japanese teachers which did not come through in the survey data. The four teachers consulted felt the survey data had elicited all of the resources currently used by teachers.

Survey data provided additional information about teacher use of these resources. The following table is a breakdown of the most commonly used and popular resources for Japanese teachers who took part in the survey.

Table 10 - Resources commonly used by Japanese teachers



Own resources\* refers to a wide variety of teacher-created resources for example; texts, games, songs, PowerPoints, workbooks, created and/or adapted by teachers, personal experiences of living in the target culture and language, and visitors.

Other (specified)\* refers to resources with only one mention in the survey.

The following section responds directly to section 3.2 (deliverables) of the statement of work for this report in reference to the teaching and learning of Japanese within the New Zealand Curriculum. Data was collected through 34 qualitative responses from survey data and additional written communication with four experienced Japanese teachers in Southland, Otago, Wellington and Auckland.

### **What is working well for Japanese teachers with the resources currently available? A summary of findings (3.2.f)**

Japanese teachers reported that as they became more experienced, they were able to build up a bank of resources and become more able to adapt different resources to the NZC/NCEA context as well as to their students' needs and interests.

With regard to the MoE resources available, Japanese teachers commonly commented on the usefulness of having vocabulary lists as a point of reference and for guidance in their planning. Teachers commented that it is important to have the assessment support materials and NZQA website to support the assessment process and that both TKI and the NZQA website were useful for this purpose.

Japanese teachers discussed overseas textbooks as invaluable resources. Overseas textbooks enable good provision of accurate and detailed language examples and a structure for developing language learning and acquisition. There is a wide variety of overseas textbooks available, with some having an online and extension component for students to practise in and out of class and supporting students at different levels.

Education Perfect is also a useful resource working well in Japanese classes. Education Perfect is seen as a useful resource as it is aligned to the NZC and NCEA. Students can use it flexibly in and out of class and it is customisable. For teachers working in more remote areas, teaching and supporting the learning of multiple languages in one class, it is very helpful.

Teachers discussed how sharing networks with colleagues is a useful means of developing resources which other teachers have made and used, notably the NZAJLT.

In general, teachers found online resources were very helpful as they are often easily accessed, can be authentic, and students can re-visit websites. YouTube offers the option of subtitles sometimes which is helpful in the process of language acquisition. Teachers also use online tools such as quizlet or kahoot to make their own games and activities for students.

The Japan Foundation was viewed as very useful for resourcing as it provides a variety of resources, quality presentation of language and illustrations which are authentic and interesting for their students.

#### **Teacher voice:**

*Renash textbooks are good as they provide structure, Education Perfect, kahoot, quizlet are all very good as students can use them outside of and in class and they can be used flexibly*

(Japanese Teacher, Bay of Plenty)

#### **Where are the gaps in provision for Japanese resources? A summary of findings (3.2.g)**

Teacher data revealed two major gaps in provision for Japanese resources, namely resources that were relevant to the New Zealand context and the NZC, and a clear set of guidelines and progressions with regard to grammar and vocabulary that should be taught at each curriculum/year level.

Teachers commented that currently they use teaching materials and resources that are from abroad, in particular from Australia, and that to teach within the NZC and

expectations in NZ schools, they need to adapt these resources to the New Zealand context. According to Japanese teachers surveyed, there are no suitable Japanese resources available which integrate and embrace te Ao Māori, te reo Māori and Mātauranga Māori and other relevant features of the New Zealand context. Teacher comments also reveal that the New Zealand MoE-designed and written series *Getting There in Japanese* was excellent but now very out of date (1994). Similarly, teachers consider the *Hai: An introduction to Japanese* series, published in 2000, to be useful but now very out of date, with the activities and pedagogy suitable mainly for Year 6, 7, and 8 students.

Japanese teachers also collectively discussed the gap in the provision of clear guidelines and supporting material as to which grammatical, linguistic features and vocabulary should be taught from beginner level right the way through until Year 13 or Level 8 of the curriculum. Teacher data showed that teachers found a clear set of guidelines to be crucial for beginning teachers, having a clear picture of approximately what level teachers should be aiming for at each curriculum level, preparing students adequately for assessments and for writing external assessment standards, derived grade exams and internal assessments. Teachers very commonly commented on using the 1998 Japanese Syllabus as a guiding document as they felt there was not enough explicit guidance in the generic learning languages framework in the NZC (2007). Furthermore, teachers commented that the NCEA vocabulary and structures were out of date, inconsistent and lacking in clarity. Currently the NCEA Levels 1-3 vocabulary lists are the only official guiding documents for Japanese in the NZC. The vocabulary on this list is not aligned with international recommendations for learners of Japanese, which use a high frequency vocabulary approach. In addition, the current list has imbalanced expectations for language to be learned at different levels, for example the NCEA Level 2 Japanese list of vocabulary and structures is more extensive than the Level 3 list. Please refer to Appendix 9 for a more detailed report about the current Japanese vocabulary lists.

Other gaps in provision of Japanese resources included materials for teaching the senior part of the curriculum, relevant and accessible listening and reading materials, and tasks and support for primary school teachers of Japanese.

#### **Teacher voice:**

*We currently have no grammar/structures list and unlike in some other vocab lists our list is just a list of words, there is nothing grammar or structure related in it. Therefore there is no clarity around what structures to teach. And in the old blue book the structures at Level 7 are not only more numerous but it is also considerably more difficult than those in Level 8*

(Japanese Teacher, Wellington)

#### **Recommendations for future MoE resourcing in Japanese (3.2.h)**

There are four recommendations we are making based on analysis of teacher data and resources currently available for future resourcing in Japanese.

1. A Japanese teaching resource written for the New Zealand context, aligned from Levels 1-8 of the NZC and NCEA and which integrate te Ao Māori, te reo Māori and Mātauranga Māori. This could take the form of a textbook and/or a series of resources with online support materials and include updated versions of existing MoE resources such as *Hai: An introduction to Japanese* and *Getting There in Japanese*. Online support materials could include access to relevant and quality listening and reading materials at appropriate levels. Teachers recommend that this resource should be written by a group of experienced New Zealand teachers of Japanese and that an intercultural, task-based approach be used in the design. A number of teachers in the survey and later discussions indicated they would be prepared to be part of developing such a resource.
2. A review and re-writing of the vocabulary and grammatical structures required for students to learn and use at all levels of Japanese but particularly those required for NCEA Levels 1-3. The 1998 Japanese syllabus is a good starting place for a new grammatical framework as teachers are regularly referring to this old document for guidance. Teachers also recommended that New Zealand vocabulary and grammar frameworks should be based on high frequency vocabulary such as those used by international standards such as JLPT (Japanese Language Proficiency Test).
3. An update and review of how TKI is presented and used. Teachers recommended that the vocabulary lists found on TKI should be in Word format rather than PDF format so that they can be edited more easily. The internal assessment support materials also need to be updated. Teachers regularly commented on finding TKI “un-user friendly” and hard to navigate. Some teachers suggested TKI as a platform for an online sharing hub for resources as well as being the official ‘go to’ place for specific MoE resources.
4. A specific review and update of resources for primary school teachers who may not have confident knowledge of Japanese

#### Teacher voice:

*Course books for the three NCEA levels that support the development of all the language skills as well as cultural knowledge and understanding. These would need to be attractive, engaging and well supported by online audio-visual material. I'm happy to help here, Develop online audio-visual support material for all levels of the curriculum. Support for external assessment. An indication of what grammatical structures students will need to be able to understand, and a list of topics that might be included. We would be able to integrate this more effectively with our planning and classroom teaching*

(Japanese Teacher, Waikato)

## Lea Faka-Tonga

### Tables 11a & 11b - 3.1 (b) Lea Faka-Tonga resource stocktake

#### MoE resources used by Lea Faka-Tonga teachers between 2017-2019

Resource	Resource type	Cost and access	Alignment to NZC & TMOA	Yr Levels/ Curriculum levels covered	Suitability to target age group	Coverage and representation of target culture	Other
Faufaua: An introduction to Tongan	20 units of 3 lessons each with audio and video support. Print copy and PDF file available, audio and video files available on CD and DVD	Free	Strong	Year Levels 7-10, Curriculum levels 1-4	Good for years 7 and 8, not as suitable for Yrs 9 and 10	Good	
Ko e Fakahinohino ki he Lea Faka-Tonga: The Tongan Language Guidelines	Hard copy booklet or PDF available	Free	Strong	Curriculum Levels 1-8	NA	Average - could provide clearer guidelines for teaching programmes	
Six LLS Tongan storybooks	Books with audio files and teacher support material	Free - can be ordered from Down the Back of the Chair and teacher support material can be downloaded from TKI	Aligned with the resource Faufaua	Years levels 7-10, Curriculum Levels 1-4	Yes	Good	Some age-appropriateness issues with some titles
Tupu series	Books with audio files and teacher's notes	Free - some of this discontinued series can still be ordered from Down the Back of the Chair	Yes	Curriculum Levels 1-8	Depending on the book, suitable for Yrs 1-13	Only some of these books are set within Tongan contexts	

#### Non-MoE Resources used by Lea Faka-Tonga teachers between 2017-2019

Resource	Resource type	Cost and access	Alignment to NZC & TMOA	Yr Levels/ Curriculum levels covered	Suitability to target age group	Coverage and representation of target culture	Other
NCEA Tongan papers from previous years	Hard copy or downloadable PDF files with audio files available	Free from NZQA Website	Yes	Curriculum levels 5-8	Varies on the exam writing team from year to year	Varies on the exam writing team from year to year	
Education Perfect	Online platform for NZC aligned content, games, activities, exercises, with customisable features for individual classes	School or individual subscription, between NZ\$15 - \$30 per student	Well aligned with NZC - but with limited lea faka-Tonga content	Yrs 7-13 Curriculum Levels 1-8	Excellent	Variable but cultural content regularly updated and improved	Most popular online resource in stocktake

Tongan literature	Precise details not available						
Tongan media (newspapers)	Precise details not available						
Tongan Bible	Precise details not available						
Tongan dictionaries	Precise details not available						
Tongan educational texts printed by the Tongan MoE	Precise details not available						

Most teachers responded that they mainly used their own resources, which refer to their own life experiences and knowledge of living in Tonga and New Zealand, performing arts, their own developed materials such as PowerPoints and texts, adapted resources from YouTube and other languages, photos and videos taken in Tonga and other materials.

The stocktake of these resources was compiled through a teacher survey asking teachers to name the resources they use in class. Five Auckland-based Tongan teachers responded to this survey. Additional data were collected from face-to-face and email discussions with two Tongan teachers and three pakeha teachers of ESL or additional languages who support the learning of Tongan in their schools in Christchurch, Wellington and the Hutt Valley. Experience of working together with lea faka-Tonga teachers on NCEA contracts and on projects supported by the New Zealand Association of Language Teachers (NZALT) is also included.

The following section responds directly to section 3.2 (deliverables) of the statement of work for this report in reference to the teaching and learning of lea faka-Tonga within the New Zealand Curriculum.

### **What is working well for Tongan teachers with the resources currently available? A summary of findings (3.2.f)**

Data showed that Lea faka-Tonga teachers bring to their classes a wealth of cultural and linguistic knowledge and experience; this includes experiences of growing up in Tonga or in New Zealand-based Tongan communities, knowledge of Tongan performing arts and traditions and community connections. Although there are limited resources available for the teaching of Tongan language within the NZC, teachers draw on the MoE resources available (*Faufau: An introduction to lea faka-Tonga*, the LLS Tongan-language story books, Tupu books, and the MoE’s Tongan Songbooks and CD) and supplement these resources with their own resources and other resources written in Tonga.

The lea faka-Tonga teaching community in Auckland works as a tightly knit group, sharing and discussing resources and supporting teachers in other areas of New Zealand teaching or facilitating the learning of lea faka-Tonga in secondary schools.



### Where are the gaps in provision for Tongan resources? A summary of findings (3.2.g)

Teacher data revealed that Tongan teachers felt there were large gaps in resources to support the development of students' reading and writing proficiency in lea faka-Tonga, especially from Year 9 to Year 13. Whilst the discontinued *Tupu* series provides some suitable reading materials for younger learners, there are very few texts and audio-visual resources that are designed specifically to support mid primary to senior secondary student learners of lea faka-Tonga in the New Zealand context. This group of learners comes to school with mixed language proficiency; some students are able to speak, read, write, and listen in lea faka-Tonga with relative ease, however, many come with some or little passive understanding of lea faka-Tonga and requiring support with the development of listening and reading comprehension as well as productive spoken and written lea faka-Tonga.

It is important to note that lea faka-Tonga has no official NCEA prescribed list of vocabulary or language structures required for learning at each level, which makes the setting of, teaching, learning and preparation for NCEA external standards more difficult (especially for new teachers or facilitating teachers of lea faka-Tonga who do not speak the language but support student learning and assessment) to know what language should be covered at each curriculum level. The TKI sample assessment materials are also generically written across languages, which means that the lea faka-Tonga tasks, and language samples are the same as European and Asian language samples materials. This also renders the design of writing culturally appropriate and responsive NCEA lea faka-Tonga tasks more difficult for new teachers.

Lea faka-Tonga teachers also discussed the lack of student access to computers in the classroom as a gap in the provision of resources.

#### Teacher voice:

*The gaps are designing the resources. We need some people to design the resources. We are also lack in technology to use such as computers in the classroom to use by students*

(lea faka-Tonga Teacher, Auckland)

*Workbooks for different topics suitable for year 9 and 10. Resource bks of articles about different topics suitable for Yr 11, 12 and 13*

(lea faka-Tonga Teacher, Auckland)

### Recommendations for future MoE resourcing in lea faka-Tonga (3.2.h)

There are four recommendations we are making based on analysis of teacher data and resources currently available for future resourcing in lea faka-Tonga.

1. Creation of a set of lea faka-Tonga resources (e.g. textbook, online materials) for teaching lea faka-Tonga within the New Zealand Curriculum and New Zealand context across all curriculum levels. These resources need to draw on

cultural, historical, geographical, and political connections between New Zealand and Tonga and integrate Mātauranga Māori, and the diverse backgrounds of students learning lea faka-Tonga in New Zealand (e.g. Tongan-born, New Zealand-born Tongans, and students of mixed cultural heritage). This resource could include a review and update of *Faufau: An introduction to lea faka-Tonga*. Such a resource could also work across the curriculum to integrate Tongan Performing arts and traditions. Current teachers and students of lea faka-Tonga must be consulted and included in the development of such a resource.

2. Review and update the current guiding documents, such as *Ko e Fakahinohino ki he Lea Faka-Tonga: The Tongan Language Guidelines* and creation of a lea faka-Tonga NCEA prescribed list of vocabulary and language structures.
3. Consideration of how future resourcing can ensure students, teachers and schools can have equal access to computers and technology to support learning.
4. Development of teacher and student exchanges with Tonga and New Zealand to support mutual development of language proficiency, shared cultural experiences and development of resources for teaching

**Teacher voice:**

*We need to develop resources and also have computers in our classroom to help in our teaching*

*Reprinting of materials from Tonga that are no longer being printed, produce new resources for reading and writing*

*Students of Lea Faka-Tongan can contribute to the resources e.g. writing a story and using it to make a reading booklet. Encourage cultural week at school so that every ethnic group has a chance to take part*

*Need some electronic materials for teachers to use e.g. cameras, ipads, laptops etc.*

*We would like to create workbooks for classes for each Term, source articles from different sources and bind them together as Reading Resources, we would like to create resources for language learning, e.g. vocabulary, source videos, etc.*

## New Zealand Sign Language

### Tables 12a & 12b - 3.1 (b) NZSL resource stocktake

#### MoE NZSL resources used by teachers between 2017-2019

Resource	Resource type	Cost and access	Alignment to NZC & TMOA	Yr Levels/ Curriculum levels covered	Suitability to target age group	Coverage and representation of target culture	Other
New Zealand Sign Language in the New Zealand Curriculum	Curriculum guidelines	Free	Yes	Full coverage	Strong		
Thumbs Up! An Introduction to New Zealand Sign Language	Online resource kit	Free	Yes	Years 7-10, Curriculum levels 1-4	Strong	Strong	
MoE funded workshops, National Moderator for Languages Best Practice Workshops		Free					
NCEA Level 1 vocabulary list	Printed list available in PDF form on TKI and NZQA website	Free		Level 6 NZSL Curriculum	Year 11	DECs	
NCEA Level 2 vocabulary list	Printed list available in PDF form on TKI and NZQA website	Free		Level 7 NZSL Curriculum	Year 11-12	DECs	
NCEA Level 3 vocabulary list	Printed list available in PDF form on TKI and NZQA website	Free		Level 8 NZSL Curriculum	Year 12-13	DECs	
NCEA NZSL sample assessment resources	TKI and NZQA	Free	NZC Level 6, 7		Year 10-13		
NZSL Curriculum L1-6	Lesson plans	Free			Year 0-6	KDEC	
L1-4	Power-points				Year 0-4 Open		
Cognition videos VIMEO NZSL	Google	Free	NZC 6,7	Year 10-13	Age 14-20	Deaf and hearing target culture NCEA NZSL examples	
BSL poetry and storytelling	Google	Free		Year 11-13	Age 15-20	Deaf students	

#### Non MoE resources used by NZSL Teachers between 2017-2018/9

Resource	Resource type	Cost and access	Alignment to NZC & TMOA	Yr Levels/ Curriculum levels covered	Suitability to target age group	Coverage and representation of target culture	Other
TeachSign	PPTs and PDFs	NZSLTA membership Units 1-3, 4 and above for		Broad (mostly focused on adults)	All curriculum levels. L1-8		

		registered members. Cost \$30 per year for members				
Signing Naturally Curriculum	Textbooks	Library at KDEC or Purchase from DawnPress		Broad (mostly focused on adults)		Great breakaways used for classroom teaching USA style
Learn NZSL	On-line	Free			Year 7 up	
Turi TV	On-line	Free		NZC Level 1-3	All ages	
NZSL dictionary	On-line	Free	NZC		All ages	

The stocktake for these resources was compiled through a teacher survey asking teachers to name their top three resources. Further data were collected via email and phone conversations with teachers from the Kelston Deaf Education Centre and with Don Long, a former Deaf education teacher and now an editor and publisher from Lift Education.

The following section responds directly to section 3.2 (deliverables) of the statement of work for this report in reference to the teaching and learning of NZSL within the New Zealand Curriculum.

### **What is working well for NZSL teachers with the resources currently available? A summary of findings (3.2.f)**

NZSL teachers bring passion and creativity to resourcing in NZSL education. Both the Kelston Deaf Education Centre and the Van Asch Deaf Education Centre have resource teams which create resources to support the needs of their students and share with students and teachers around New Zealand. There are supportive teams of NZSL researchers in New Zealand Universities and networks of NZSL teachers who share ideas for resourcing. Resources accessed online were also reported as very useful.

### **Where are the gaps in provision for NZSL resources? A summary of findings (3.2.g)**

Teacher data revealed the following gaps in resource provision for NZSL.

Clear guidelines for NCEA assessment in NZSL are lacking. For example, in NZSL assessment there is no shared understanding as to whether teachers should be signing instructions in assessments to their students or whether there should be standardised videoed signed instructions. Currently both practices are used. Further guidelines are required about how many times students are able to have the instructions in assessment situations signed; currently there are no clear guidelines of this kind. As there are regional variations of NZSL, support is needed.

NZSL teachers reported the funding of sign-supported English assistance as an unhelpful resource for deaf students. Sign-supported English has a different syntax to NZSL and can cause confusion in understanding. Instead teachers felt that resourcing

would be more helpful and effective if it were focused on NZSL and standardisation of NZSL in educational resources.

Teacher data discussed the gap in provision of Māori Deaf NZSL resources and age-appropriate resourcing available for students at Levels 1-4 of the NZC and students in Years 9 and 10. Teachers would like more materials to support the learning and understanding of NZSL grammar.

Teachers in both mainstream schools teaching NZSL and the Deaf Education Centres discussed the need for more support in collaboration between mainstream schools with NZSL programmes or who are wanting to teach NZSL, Deaf Education Centres and partner schools working with students from the Deaf Education Centres. At present there is an organisation (NZSL@school) which can provide NZSL tutors to go into mainstream schools to support students and teachers to learn NZSL. However, this organisation is not well resourced. The tutors are not trained teachers and need more support with appropriate pedagogies and infrastructure to help administer more regular contact time in mainstream schools.

NZSL teachers see a gap in resources that help raise awareness of NZSL, are understanding of the needs of Deaf students, and the practice and understanding of inclusive behaviours and attitudes in mainstream schools.

### **Recommendations for future MoE resourcing in NZSL (3.2.h)**

There are four recommendations we are making based on analysis of teacher data and resources currently available for future resourcing in NZSL.

1. Creation of more age-appropriate and culturally relevant resources across all curriculum levels but with a focus on developing younger and middle learners of NZSL and include resources that support Māori Deaf NZSL.
2. Provision of clear guidelines and expectations for NCEA assessment in NZSL (e.g. clear guidelines surrounding the administering of instructions via a teacher or video, and support materials using NZSL rather than sign-supported English).
3. Resourcing and promotion of existing and future collaborative projects between Deaf Education Centres and mainstream schools.
4. Resourcing to increase awareness of NZSL and understanding inclusive practices and behaviours in schools.

## Spanish

### Tables 13a & 13b - 3.1 (b) Spanish resource stocktake

#### MoE Spanish resources used by teachers between 2017-2018/9

Resource	Resource type	Cost and access	Alignment to NZC & TMOA	Yr Levels/ Curriculum levels covered	Suitability to target age group	Coverage and representation of target culture	Other
MoE partially funded immersion opportunities to Spain	Immersion trips	Heavily funded by MoE and Spanish Embassy to make accessible for teachers	Well aligned	All	NA	Excellent	
MoE funded workshops, National Language advisors and resources (ILEP, TPLT, now FLS)	Human resourcing, workshops	Free to teachers	Well aligned	All	NA	Variable depending on workshop	
NCEA Level 1 Spanish vocabulary list	PDF document	Free, accessed on TKI and NCEA websites	NZC aligned	Curriculum levels 1-5	Average	Variable	Requires updating and improving
NCEA Level 2 Spanish vocabulary list	PDF document	Free, accessed on TKI and NCEA websites	NZC aligned	Curriculum levels 6 -7	Average	Variable	Requires updating and improving
NCEA Level 3 Spanish vocabulary list	PDF document	Free, accessed on TKI and NCEA websites	NZC aligned	Curriculum levels 7 -8	Average	Variable	Requires updating and improving
NCEA Spanish sample assessment resources		Free, accessed on TKI and NCEA websites	NZC aligned	Curriculum levels 1-8	Average	Variable	Requires updating and improving
Si: An introduction to Spanish	20 units of 3 lessons each with audio and video support. Print copy and PDF file available, audio and video files available on CD and DVD	Free on TKI	NZC aligned	Year Levels 7-10, Curriculum levels 1-4	Average to good	Good, but requires more intercultural focus	Requires updating and digitalising
ELLIS principles of instructed language acquisition	research	Free, accessed on TKI website	Strong alignment with NZC	NA	NA	NA	
Intercultural Communicative language teaching: implications for effective teaching and learning	research	Free, accessed on TKI website	Strong alignment with NZC	NA	NA	Strong	

## Non MoE resources used by Spanish Teachers between 2017-2018/9

Resource	Resource type	Cost and access	Alignment to NZC & TMOA	Yr Levels/ Curriculum levels covered	Suitability to target age group	Coverage and representation of target culture	Other
Viva series	Textbook, workbook, online interactive activities and audio	Ordered through book seller: £22 per book, whole package £309	No NZC alignment but adaptable	Curriculum Levels 1-6/7	Good	Variable, not set in NZ context	
Viva AQA GCSE	Textbook, workbook, online interactive activities and audio	Ordered through book seller: £22 per book, whole package £309	No NZC alignment but adaptable	Curriculum Levels 5-8	Good	Variable, not set in NZ context	
Mira	Textbook and workbook	Ordered through book seller: £35 per textbook and workbook ordered together	No NZC alignment but adaptable	Curriculum Levels 1 - 7	Good	Variable	
Listos	Textbook with workbooks	Ordered through book seller: NZ\$43 per book NZ\$8.50 per workbook	No NZC alignment but adaptable	Curriculum Levels 1 - 7/8	Good	Variable	
Education Perfect	Online platform for NZC aligned content, games, activities, exercises, with customisable features for individual classes	School or individual subscription, between NZ\$15 - \$30 per student	Well aligned with NZC	Yrs 7-13 Curriculum Levels 1-8	Excellent	Variable but cultural content regularly updated and improved	Most popular online resource in stocktake
TES	Online platform based in UK for resource and information sharing	Account required, many resources accessed for free	No alignment	Variable	Variable	Variable	
STANZA resources	Various resources designed by teachers in NZ	Access through STANZA membership	Variable but usually well aligned as resources are created by NZ teachers	Curriculum Levels 1-8	Good	Good	
Mary Glasgow	Magazines, online videos and activities with appropriate language level for Spanish learners	Access through subscription: \$NZ23 per student	No alignment but resources adaptable	Excellent	Strong		
Spanish media	Various (books, films, magazines)	Variable	No alignment but some resources adaptable	Variable	Variable		
Language nut	Online language learning and platform with games,	Subscription required, pricing unavailable	NZ company with some alignment to NZC	Yrs 3-8/9	Better suited for primary learners	Average	

	interactive activities						
Rockalingua	Online collection of games, worksheets, videos for kids, designed to make learning Spanish fun	Some content accessed for free but most access requires an annual subscription: US\$45-199	US developed, no alignment with NZC but adaptable content	Yrs 5 - 10	Good	Variable	
Señor Woolly	Fun videos created for Spanish learners with comprehensible input at different levels	Online annual subscription US \$ 45-85	US developed, no alignment with NZC but adaptable content	Yrs 9 - 13	Good	Good but not focused on NZ context	
Teachit UK languages	Website with resources for teaching languages	Online registration, free access for some materials with payment option for access to more resources	UK- developed, no alignment with NZC but adaptable content	Yrs 7 - 12	Good	Variable, Eurocentric cultural focus	
Videoele	Website with videos to support learning of Spanish, comes with downloadable transcripts	Free website	No Alignment with NZC but aligned with European Framework of Reference and therefore adaptable	Yrs 9-13 Curriculum levels 1 to 8	Good	Good but with Eurocentric cultural focus	
Mi Vida Loca BBC TV series	Online immersive video mystery set in Spain for Spanish learners, made by BBC	No longer easily accessed online but sometimes available on YouTube	UK- developed, no alignment with NZC but adaptable content	Yrs 9-12	Good	Variable, but with Eurocentric cultural focus	
Duolingo	Language learning app with built in features to personalise learning, provide feedback, compete with others	Free but with add-on paid parts to the subscription for more features including school package	No alignment	Variable	Good	No cultural focus	Very popular, effective for beginners, but not suitable for in depth language acquisition
Languages online	Online platform for practising and learning multiple languages in interactive way (games, quizzes, flash cards, competitions, worksheets) Pre-made activities and customisable tools available	Some parts are free, full access available with annual subscription: £25 per class with up to 35 students	UK based platform, no alignment with NZC but adaptable content	Yrs 5-11/12	Good	Variable, yes but with Eurocentric cultural focus	
Linguascope	Online platform for practising and learning multiple languages in interactive way (games,	Online annual subscription for schools NZ \$599	UK based platform, no alignment with NZC but adaptable content	Yrs 6-11/12	Good to average	Variable, yes but with Eurocentric cultural focus	



	quizzes, flash cards, competitions, worksheets) Pre-made activities and customisable tools available						
Buena Gente	Online learn Spanish video series in slow Spanish	Online - free for the main part, though subscription available	No alignment	Yrs 8-11/12	Good	Good but not tailored to NZ context	
Lingo Spanish playing cards	Playing Cards with cues to use Spanish language while playing	Available from online or certain suppliers of educational materials NZ\$15-17 per pack	No alignment but can be adapted according to cards	Variable	Good	Variable	
Studystack.com	App for creating flashcards with Spanish option	Free with options to upgrade with payment	No alignment but can be adapted depending on quiz/ flash cards	NA	NA	Variable	
Kerboodle	Online teaching, learning and assessment service - content provided and customisable - provided by OUP	Pay by sign up subscription, varies by language, for example a one-year subscription to GCSE Spanish book is UK £280	No - Aligned with UK and IB Curriculum	Years 9 to 13 approximately	Good	Variable, yes but with Eurocentric cultural focus	
Kahoot	Online tool for creating quizzes	Free with option to upgrade with payment	NA - quizzes can be adapted to NZC	NA	NA	Variable - depending on teacher creating resource	

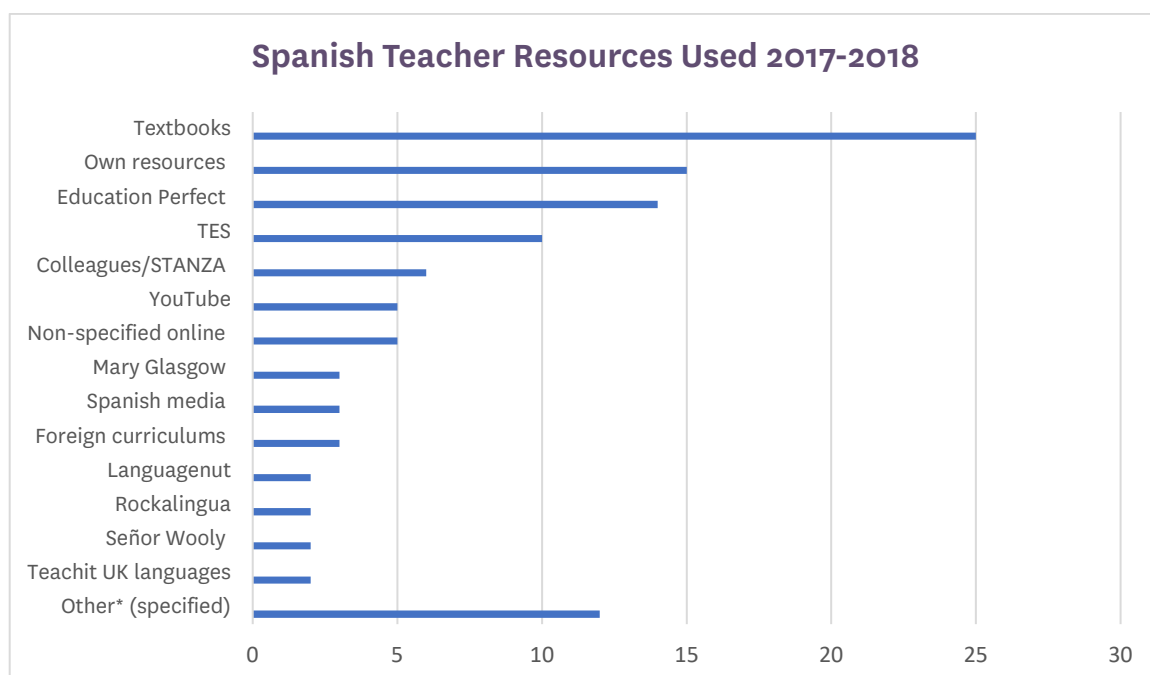
The stocktake of these resources was compiled through a teacher survey asking teachers to name their top three resources. In the survey:

39 teachers suggested 1 top resource  
39 teachers suggested 2 top resources  
31 teachers suggested 3 top resources (109 resources suggested in total)

In addition, four Spanish teachers were consulted via email and asked to identify any additional resources being used by Spanish teachers which did not come through in the survey data.

Survey data provided additional information about teacher use of these resources. The following table is a breakdown of the most commonly used and popular resources for Spanish teachers who took part in the survey.

Table 14 - Resources commonly used by Spanish teachers



Own resources\* refers to a wide variety of teacher-created resources for example; texts, games, songs, PowerPoints, workbooks, created and/or adapted by teachers, personal experiences of living in the target culture and language, and visitors.

Other (specified)\* refers to resources with only one mention in the survey

The following section responds directly to section 3.2 (deliverables) of the statement of work for this report in reference to the teaching and learning of Spanish within the New Zealand Curriculum. Data from 40 qualitative responses from survey data and additional written communication with four experienced Spanish teachers in Southland, Otago, Wellington and Auckland were collected and analysed.

### **What is working well for Spanish teachers with the resources currently available? A summary of findings (3.2.f)**

Spanish teachers reported that a wide variety of different resources for teaching Spanish is available and that with experience they developed confidence in collecting and adapting appropriate resources for their different contexts. Most Spanish resources being used are produced in the UK or are authentic resources from Spanish speaking countries. Online resources commonly mentioned by Spanish teachers were Education Perfect and TES and textbooks such as the Viva and Mira series (published in the UK). All the above-mentioned resources were successful due to their richness in content and in the case of Education Perfect, its alignment to the NZC and NCEA and the flexible nature of how Education Perfect can be accessed and used by students during and outside of class. Many other Apps and online language learning platforms were mentioned by teachers as being useful.

Spanish teacher data clearly showed that collegial networks such as STANZA/ ELENZA (Spanish Teachers' Association of New Zealand) were excellent resources for sharing resources, professional development opportunities such as conferences, and overall support.

NCEA lists of prescribed vocabulary and language structures, past NCEA external assessment papers available from the NZQA website, and sample assessment materials on TKI were discussed as being useful resources for planning courses and understanding content needing to be taught.

The *Si: An introduction to Spanish* series was also mentioned as a useful resource for beginner learners that needed updating.

### Teacher voice:

*I am grateful there are still vocabulary lists at NCEA Levels, Education Perfect is very useful - great way for students to learn vocabulary and I have started using the Languages in Action more this year - it is good they have relevant topics with listening, reading, writing and speaking activities that fit in with the NZ curriculum. I like the Viva course for Years 9 and 10 - it is attractively presented, the online resources with videos for each unit featuring young people introducing aspects of their life in Spain are engaging for the students, many audio files, relevant topics although too much focus on Spain, games - engaging online activities for the students. However, Viva 3 is too easy for NCEA L1. STANZA website is invaluable for external practice exams that are made every year for NCEA 1, 2 and 3 Spanish. The Hai: An introduction to Japanese and Si: An introduction to Spanish have been useful for Yr 7 and 8 classes*  
(Spanish and Japanese Teacher, Auckland)

### Where are the gaps in provision for Spanish resources? A summary of findings (3.2.g)

Teacher data revealed three major gaps in provision for Spanish resources: insufficient resources relevant to the New Zealand context and the NZC across all curriculum levels, a clear set of guidelines and progressions with regard to grammar and vocabulary that should be taught at each curriculum/year level, and the current focus in resourcing tending to be around assessment guidelines rather than a focus on content, language and the intercultural aspects of learning Spanish.

Spanish teachers commonly discussed the issue of most Spanish resources coming from the UK and therefore presenting a Eurocentric worldview which heavily focused on Spain as the focus for all connections with Spanish. With the exception of self-created resources, teachers across all curriculum levels found it difficult or impossible to access appropriate resources which incorporated the whole Spanish-speaking world, New Zealand's social, cultural, and political link with the Spanish-speaking world and integration of Mātauranga Māori into the Spanish learning context. Teachers appreciated the *Si: An introduction to Spanish* resource but strongly stated that it needed to be updated and that it is only suitable for very beginner learners.

Spanish teacher data clearly indicated that the current resourcing of Spanish within the NZC was concentrated on assessment materials with little provision of quality resourcing for language and cultural content. Although teachers found the assessment support materials (sample NCEA internal assessment tasks, exemplars of student work, and vocabulary lists) useful, many teachers expressed the need for these documents to be updated and reviewed.

Teachers felt that clear guidelines for teaching Spanish across curriculum levels were lacking, that the current curriculum is too broad and open to different interpretations.

### Teacher voice:

*We have no real guidelines to help our students, the subject is so open and so broad despite some resources that it is difficult to target students towards exam preparation.*

*While I don't want a textbook I have to teach from, some topics and more specific guidelines for each year level would be really valuable. The old curriculum document at least gave you some guidelines to work from the new one does not. I feel like my students - being from the Eastern Bay of Plenty and having different social contexts*  
(Spanish Teacher, Bay of Plenty)

*Purchasable resources that are tailored to the NZ curriculum, LISTENING materials, the vocab list URGENTLY needs updating, more choices for assessment tasks*  
(Spanish Teacher, Waikato)

*Lack of clear direction due to inability of New Zealand Languages curriculum to define properly 8 different levels for languages. even the four levels do not clearly indicate the grammar structures or topics that equate to each level. Completely lacking in academic rigour = other subjects have clear topics of content/ knowledge to cover in NZ hence ability for textbooks to be produced. Languages? NO! NO NZ Spanish textbook because impossible for anyone to say the curriculum content [is] so vague you can interpret it anyway you like*  
(Spanish Teacher, Waikato)

### Recommendations for future MoE resourcing in Spanish (3.2.h)

There are three recommendations we are making based on analysis of teacher data and resources currently available for future resourcing in Spanish.

1. Create a Spanish resource which works across all Curriculum Levels in the NZC which draws on and integrates Mātauranga Māori and the New Zealand context in relation to learning Spanish. This could include an update of the *Si: An introduction to Spanish* course, involve online access to videos, audio files, texts and activities and have potential for teachers to add, access and share resources that they have created that are aligned with the NZC and NCEA.
2. Review and update current NCEA Spanish prescribed vocabulary and language structures with clearer guidelines around grammatical progressions and a focus on progressively learning high frequency vocabulary and structures

required for everyday communication, which match international standards such as the Common European Framework of Reference for Languages.

3. Update TKI to provide more current resources to support assessment both in terms of guidelines and exemplars but all with more language and cultural content. Improve the layout of this site to make it more “user-friendly”.

### **Teacher Voice:**

*A textbook/programme that reflects the NZ context. Most textbooks available here are UK-centric and do not follow the NZ Curriculum, I am currently part of the Languagenut trial. The app has a lot of potential, but needs a lot of tweaking for the NZ context. A bank of activities - reading and listening comprehensions, puzzles, games, worksheets, songs, film studies, writing scaffolds etc. to allow teachers to pick and choose from (editable), to pad out and enrich their programmes (especially for teachers in small departments)*  
(Spanish teacher, Bay of Plenty)

*Enable NZ specific resources to be created by tightening up the curriculum by reintroducing identified grammar AND vocabulary per level of the curriculum, break down combined curriculum levels into 8 so that there is actually a clear difference in knowledge required between NCEA Level 2 and Level 3 rather than the current farce*  
(Spanish teacher, Waikato)

*Resource content needs to be updated yearly at least. For example, TKI level 1,2,3 internal assessment tasks are very dated. There might be slight wording change, but the content has not changed since 8 years ago, Employ teachers who are currently teaching and who understood how to use the resource ministry made to create resources*  
(Spanish Teacher, Auckland)

## Vagahau Niue

### Tables 15a & 15b - 3.1 (b) Vagahau Niue resource stocktake

#### MoE resources used by Vagahau Niue teachers between 2017-2019

Resource	Resource type	Cost and access	Alignment to NZC & TMOA	Yr Levels/ Curriculum levels covered	Suitability to target age group	Coverage and representation of target culture	Other
Haia: An introduction to Vagahau Niue	20 units of 3 lessons each with audio and video support. Print copy and PDF file available, audio and video files available on CD and DVD	Free	Strong	Year Levels 7-10, Curriculum levels 1-4	Good for years 7 and 8, not as suitable for Yrs 9 and 10	Good	
Six storybooks developed to support Haia: An introduction to Vagahau Niue	Books with online teacher support material	Free, books can be ordered from Down the Back of the Chair	Strong	Curriculum Levels 1-4	Good for years 7 and 8, not as suitable for Yrs 9 and 10	Good	Some issues with age-appropriateness
Vagahau Niue books in the discontinued Tupu series  (please refer to appendix 6 for further information about these books)	Books, audio, and teacher's notes	Free - Some books are out of print but some can still be ordered from Down the Back of the Chair	Yes	These books are not graded with curriculum levels, but are graded by interest level	Depending on the book, suitable for Yrs 1-13	Variable, some about Niue and the NZ Niue community context, while others are translations of books about other Pacific cultures	

#### Non-MoE Resources used by Vagahau Niue teachers between 2017-2019

Resource	Resource type	Cost and access	Alignment to NZC & TMOA	Yr Levels/ Curriculum levels covered	Suitability to target age group	Coverage and representation of target culture	Other
Niuean contemporary and traditional music and performing arts	Mixed	Information not available	Not specifically designed for NZC	Variable	Variable	Strong	
Knowledge of Elders	Oral history and knowledge	Community	Not specifically could be adapted to NZC context	NA - could be adapted to NZC context	NA- could be adapted to NZC context	Strong	
Niuean Bible	Book	Information not available	could be adapted to NZC context	could be adapted to NZC context	could be adapted to NZC context	Strong	
Niue school journals published in the 1960s and 1970s	Articles and stories	Variable	No	Variable	Variable but generally suited to younger learners	Variable	These resources are dated and are out-of-print

NB - As there are very few resources available for the teaching and learning of Vagahau Niue, these teachers responded that they mainly used their own resources. Own resources refer to the teachers' own life experiences and knowledge of living in Niue

and New Zealand, Niuean songs and prayers, performing arts, their own developed materials such as worksheets, PowerPoints and texts, adapted resources from YouTube and other websites.

The stocktake of these resources was compiled through responses to two surveys, face-to-face and email discussions with four schoolteachers of Vagahau Niue in Auckland and one community teacher of Vagahau Niue in Wellington. Additional data come from the Lift Education E Tū team. Experience of working with the Vagahau Niue teaching community to develop sample assessment materials for the new NCEA Vagahau Unit Standards is also included.

The following section responds directly to section 3.2 (deliverables) of the statement of work for this report in reference to the teaching and learning of Vagahau Niue within the New Zealand Curriculum.

### **What is working well for Vagahau Niue teachers with the resources currently available? A summary of findings (3.2.f)**

Vagahau Niue teachers draw on their own life experience, knowledge of language and culture, and teaching skills developed and adapted from teaching in other learning areas. Apart from *Haia: An introduction to Vagahau Niue*, the six storybooks written to support *Haia* and the discontinued *Tupu* series, there are very few or no material resources explicitly designed for the teaching and learning of Vagahau Niue within the NZC. NZQA Assessment Support materials (sample tasks, texts for listening and reading comprehension, and language samples) for the new Vagahau Niue Unit Standards, which are aligned with the current Learning Languages Achievement Standards, are currently being developed and will be published on the NZQA website by the end of 2019.

Outside of MoE developed resources there are posts on Facebook, music produced by Niue musicians such as Malcolm Lakatani, some materials developed for Niue Language Week, and community gatherings which can be used as resources for teaching language and culture. The Niue Department of Education has recently published a dual-language series, but it is not currently available to New Zealand schools, whereas its dictionary is (from the University of Hawai'i Press).

### **Where are the gaps in provision for Vagahau Niue resources? A summary of findings (3.2.g)**

Vagahau Niue is one of the languages of the Realm of New Zealand but it has a limited pathway within the NZC. Currently, students of Vagahau Niue are able to gain NCEA credits through Unit Standards which means the learning of Vagahau Niue cannot count for the University Entrance qualification. This can be a deterrent for schools to offer Vagahau Niue as a subject option and for students to choose to study Vagahau Niue.

Niuean teachers commented that many of the Tupu readers were translated into Vagahau Niue and were not about Niue contexts. Only some of the Tupu books were written in Vagahau Niue by Niue writers.

The exercise of writing NCEA sample assessment materials clearly identified a huge gap in the availability of suitable texts and audio-visual material for young school-aged people, especially from Years 9 to 13, that were age and content appropriate for the contexts of both Niue people living in New Zealand and in Niue. Materials in English which could be adapted and translated were difficult to find but occasionally available in school journals and the <http://www.livingheritage.org.nz/> website. Texts written or recorded at appropriate levels for additional language learners of Vagahau Niue were not available.

A community teacher of Vagahau Niue initiating a community based Vagahau Niue course for young people also commented that gaining access to *Haia: An introduction to Vagahau Niue* was not possible for her when she inquired at the MoE as she was not a registered or trained teacher. In order for her to obtain a copy, she had to ask a friend who was a teacher to get a copy of this resource.

For both school teachers and community-based teachers wanting to teach Vagahau Niue courses there is a shortage of all types of resources across all levels.

### **Recommendations for future MoE resourcing in Vagahau Niue (3.2.h)**

There are four recommendations we are making based on analysis of teacher data and resources currently available for future resourcing in Vagahau Niue. These recommendations should be developed in consultation with Niue communities, students, and experienced teachers. Appropriate resourcing and support for Vagahau Niue have the potential to support sustainability for Vagahau Niue and culture in the future both in New Zealand and Niue.

1. Creation of a clear pathway for Vagahau Niue within the NZC; this includes an NCEA pathway with full University Entrance status with support for schools, communities and teachers wanting to implement Vagahau Niue programmes.
2. Creation of further culturally appropriate and responsive resources (textbooks, texts, videos, classroom activities, online platforms etc) for Vagahau Niue within the NZC and New Zealand context across all curriculum levels (with support for schools, teachers and communities to use these resources). This could include an update of *Haia: An introduction to Vagahau Niue* and development of further Vagahau Niue LLS storybooks.
3. Development of teacher and student exchanges with Niue and New Zealand to support mutual development of language proficiency, shared cultural experiences and development of resources for teaching.



4. Development of materials (apps, texts, courses) available to parents and community members to upskill their Niue language proficiency for language learning in families and communities.

## Recommendations for the MoE to improve resource provision - Deliverable 3.2 (h)

Based on analysis of existing resource provision and teacher data we are making the following four recommendations to the MoE to improve resource provision in the Learning Languages curriculum area:

1. Creation of a series of relevant, culturally responsive and appropriate resources for Levels 1 to 8 of the NZC across languages that are aligned to learners and teachers in the New Zealand cultural, historical, geo-political and economic context, which apply principles from significant research (Berryman & Bishop, 2016; Ellis, 2005; Newton et al., 2010; Insley & Thomson, 2008) and policy (*The Code of Professional Responsibility and Standards for the Teaching Profession* and *Tapasā*). Creation of these resources could include an update and continuation up to Curriculum Level 8 of the existing learning languages series available for many languages with apps, engaging websites, interactive games, audio-visual components. Such resources could also consider how Learning Languages could be integrated across all Learning Areas with the NZC.

This recommendation is important across all languages. Although some languages have a multitude of resources available, these resources are generally aligned with UK, Australian, or American contexts and curriculum. In addition, these resources are expensive and therefore not accessible to all schools and students. For languages with fewer resources, creation of such a resource series is essential to provide a base resource for teachers to use, adapt, and develop ensuring quality, consistent, and sustainable provisions of language and cultural programmes within the NZC and New Zealand school system.

Furthermore, creation of quality, relevant, and up-to-date resources would address the current lack of equity across Learning Areas. Learning Languages is one of eight essential Learning Areas of the NZC; however, the NZC clearly states that Learning Languages is only highly recommended to schools for years 7-10. These expectations are not compatible with international standards and recommendations for language education for global citizenship.

Specifically, in updating existing Pacific language resources, we make the following recommendations:

Some of the six-book storybook sets for each of the five Pacific languages, available from *Down the Back of the Chair* (with supporting teachers' notes on TKI), are not fit-for-purpose. They are (in various ways) age-inappropriate. Though they are intended for use by students learning Pacific languages in Yrs 7-10, too often the format and point size echoes books for very young children in junior classes (Yrs 1-3). In some cases, the main characters are simply too young and don't reflect the ages of the target audience. Consideration should now be given to developing further sets of resources for students in Yrs 7-10 achieving at Curriculum levels 1-4, but this time

utilising age-appropriate formats, such as the graphic novel. There is an urgent need to create Learning Language Series (LLS) resources that are more engaging for and attractive to teenagers.

2. Revision and updating of (or creation of for some languages) improved NCEA guidelines and support materials.

Review and improvements to the NCEA prescribed lists of language and vocabulary should be the first priority with this recommendation. These lists need to: include clearer guidance about language and grammatical structures that need to be taught at each curriculum level, be based on the progressive development of acquiring high frequency language and vocabulary, refer to the context of New Zealand students, and be accurate. These lists must exist for all languages and at all curriculum levels.

In addition, review and updates of assessment support materials available on the NZQA and NCEA websites need to ensure that:

- sample tasks and materials for internal assessment are culturally appropriate and not generic tasks across languages;
  - exemplars of student responses from external achievement standards are available for each year;
  - materials are easily accessed and found.
3. Focus on supporting a sustainable and equitable approach to NZSL, Pacific and heritage language education through creation of appropriate online, written, signed texts, and support for teachers and initiatives focused on language education in communities.

These resources should include:

- development of equity in NCEA pathways: an NCEA pathway for Gagana Tokelau, equity in NCEA status across all Pacific languages so that all have UE pathways, development of community/heritage language and culture pathways in NCEA;
  - resources to promote awareness and value of learning, using, and developing these languages available in schools and communities;
  - resources to encourage exchange with and connection to Pacific nations virtually and physically (teacher and student exchanges) - for example students in schools in Niue and Tokelau are using laptops and online digital resources in connected classrooms - these could be linked to New Zealand students;
  - resources that acknowledge diverse backgrounds and learners;
  - resource to connect NZLS school communities and mainstream schools;
  - establishment of NZSL and Pacific National Language Advisors for schools;
  - resourcing to provide ongoing opportunities for access to language and culture learning opportunities such as immersion weekends and language courses.
4. Collaboration with relevant teams within the MoE (Tapasā, NCEA review team) and other stakeholders in the creation of the above mentioned resources

(language teachers and their students, Future Learning Solutions – Centre for Languages, NZALT, subject associations, existing providers of resources for the NZC such as Lift Education and Education Perfect, foreign embassies, MFAT, MPP).

Teachers and stakeholders believe that an in-house MoE advisor for Learning Languages with extensive experience and knowledge of the sector would be helpful in further developing and establishing partnerships and relationships to support improved resource provision and overall development of the Learning Area within the NZC.

## Limitations of this report

The research undertaken for this report has several limitations. Though some data were collected regarding the teaching of te reo Māori, due to time constraints this has not been included or analysed as part of this report as te reo Māori has a different status to additional languages within the NZC. We do however acknowledge that Learning Languages as a curriculum area is directly connected to te reo Māori, Mātauranga Māori, and Te Ao Māori, and future resourcing must consider these connections. Consideration of Korean language resourcing and resourcing of other heritage languages were also not included as part of this stocktake and review. We feel this is an important area to address in future reviews and considerations across the MoE.

Although great care was taken to capture the voices of the teaching community and other stakeholders of Learning Languages, the report could have included more teachers from each language group, particularly primary school teachers teaching languages. Nonetheless, we feel the stocktake has adequately captured a representative picture of the New Zealand school system, taking into account city and rural schools, decile range, and school and language department size.

## Concluding comments

This stocktake and review captures:

- a) an overview of the stocktake of LL resources
- b) coverage of languages through the available resources
- c) coverage of the year and curriculum levels which are covered through the available resources
- d) media used in the resources
- e) information about resources available and their cost
- f) evaluation of what is working well and why
- g) the gaps in provision (especially languages and curriculum levels)
- h) recommendations for the MoE to improve resource provision

With the current changes such as the NZC and NCEA review, it is an ideal time to review current resource provision, and to consider and implement recommendations for improved resource provision for the Learning Languages curriculum area. We, the wider language teaching community, look forward to working with the MoE in the future to ensure quality and equity in Learning Languages resource provision.

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## **Appendix 1 - Questions from the Future Learning Solutions – Centre for Languages Survey used in the data collection and analysis for this report**

- What school do you teach at?
- What language(s) and curriculum levels do you teach?
- What are your top three MoE resources? (drop down menu with resources to select from)
- What are your top three non-MoE resources?
- Thinking of all of the resources that you use as a language teacher, what is working well about the resources that are currently available to you?
- Thinking about all of the resources that you use as a language teacher, where do you feel the gaps are in resources that are currently available to you?
- What are your top 3 recommendations to improve resource allocation?



## Appendix 2 - Participating schools in the Future Learning Solutions – Centre for Languages Survey

Albany Senior High School	KingsWay School
Ashburton College	Kristin School
Auckland Girls' Grammar School	Lincoln High School
Auckland Grammar School	Liston College
Auckland Normal Intermediate School	Longburn Primary School
Avondale College	Lynfield College
Awatapu College	Lytton High School
Awatapu College	Mahurangi College
Bethlehem College	Mangere College
Birkenhead College	Mercury Bay Area School
Botany Downs Secondary College	Morrinsville College
Brunswick School	Mosston School
Burnside High School	Motueka High School
Cambridge High School	Mount Aspiring College
Cambridge Middle School	Mountainview High School
Carmel College	Murrays Bay Intermediate
Cashmere High School	Napier Girls' High School
Christchurch Boys' High School	Nelson College for Girls
Christ's College	New Plymouth Girls' High School
Darfield High School	Newlands College
Diocesan School for Girls	Onerahi Primary School
Diocesan School for Girls - Junior School	One School Global NZ
Dunstan High School	Otago Girls' High School
Epsom Girls' Grammar School	Papatoetoe High School
Forest View High School	Paremata School
Freyberg High School	Port Chalmers School
Glendowie College	Prebbleton School
Hagley Community College	Queen Margaret College
Hamilton Boys' High School	Rangiora New Life School
Hamilton Girls' High School	Raumati Beach School
Hampden Street School	Riccarton High School
Havelock North High School	Roncalli College
Heretaunga College	Roto-o-Rangi School
Hillcrest High School	Rotorua Boys High School
Hillmorton High School	Rotorua Intermediate School
Hilltop School	Rotorua Lakes High School
Hutt valley High School	Saint Kentigern College
Iona College	Sancta Maria College, Auckland
James Hargest College	Southland Girls High School
Kaharua School	St Cuthbert's College
Kaipara College	St Hilda's Collegiate
Kaitao Intermediate School	St Margaret's College
Kerikeri High School	St Mary's College Wellington
King's High School, Dunedin	St Mary's College, Auckland
	St Peter's School

St Thomas of Canterbury College  
St. John's College, Hamilton  
Tauhara College  
Tauhoa School  
Tauranga Boys' College  
Te Aho o Te Kura Pounamu  
The Gardens School  
Trident High School  
Upper Hutt College  
van Asch Deaf Education Centre  
VLN  
Wa Ora Montessori School  
Waihi College  
Wairakei Primary School  
Wairarapa College  
Waitakere College  
Waitakere College  
Wakatipu High School  
Ward School  
Waikato Diocesan School for Girls  
Wellington College  
Wellington East Girls' College  
Wellington High School  
Western Heights High School  
Western Springs College  
Westlake Boys High School  
Whakatane intermediate school  
Whanganui High School

## Appendix 3 - Independent Analysis of FLS survey by Business and Innovation Team

**FUTURE  
LEARNING  
SOLUTIONS**

*He Puāwaitanga Anamata*



**CENTRE  
FOR  
LANGUAGES**

**RESOURCE REVIEW**

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# PURPOSE

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- › This report was commissioned by the Ministry of Education (Ministry) to gain insight into the types of language resources being used in schools, and the effectiveness and usability of these resources.

The insights will be used to identify whether the correct support is in place and to establish what resources need to be developed to support language learning in schools.

- › Data used in this report was gathered through an online survey developed by Future Learning Solutions and distributed via email distribution lists and by shared links on websites targeted to New Zealand language teachers. The survey was live for two weeks, and generated a total sample size of (n=219).
- › Due to time constraints and sample size, there are some limitations within the findings of this report. Given that this survey only had two weeks in-field, we were unable to reach our ideal sample size of at least (n=500), as well as the desired regional reach.

Responses were predominantly from teachers in the North Island, therefore we advise that ~~se~~ results should be interpreted with caution as this report offers a ‘snapshot’ of the current language resources being used in New Zealand.

- › The following report summarises the overall results from all respondents, however, attached is an appendix, containing access to a Power BI file which allows the reader to review the results in ~~more~~ greater detail.
    - › To view the Power BI file you will need to install the PowerBI app (note this is only available on Windows computers). To do so, open the file and follow the prompts. You do not need a Power BI account to view the file.
    - › Once the file is open, the reader will be able to interact with the charts by filtering responses by language or resource type for each question provided. For any questions or issues please contact [kimy.tra@auckland.ac.nz](mailto:kimy.tra@auckland.ac.nz).
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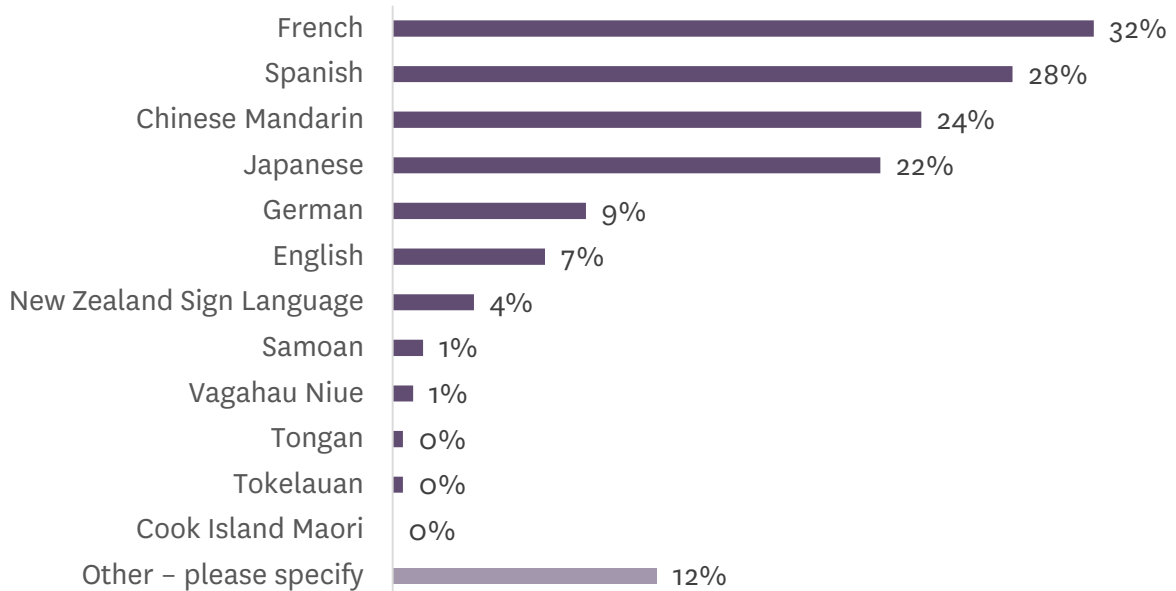
## DEMOGRAPHICS

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# LANGUAGES CURRENTLY TAUGHT

Q. What language(s) do you currently teach?



(n=219)

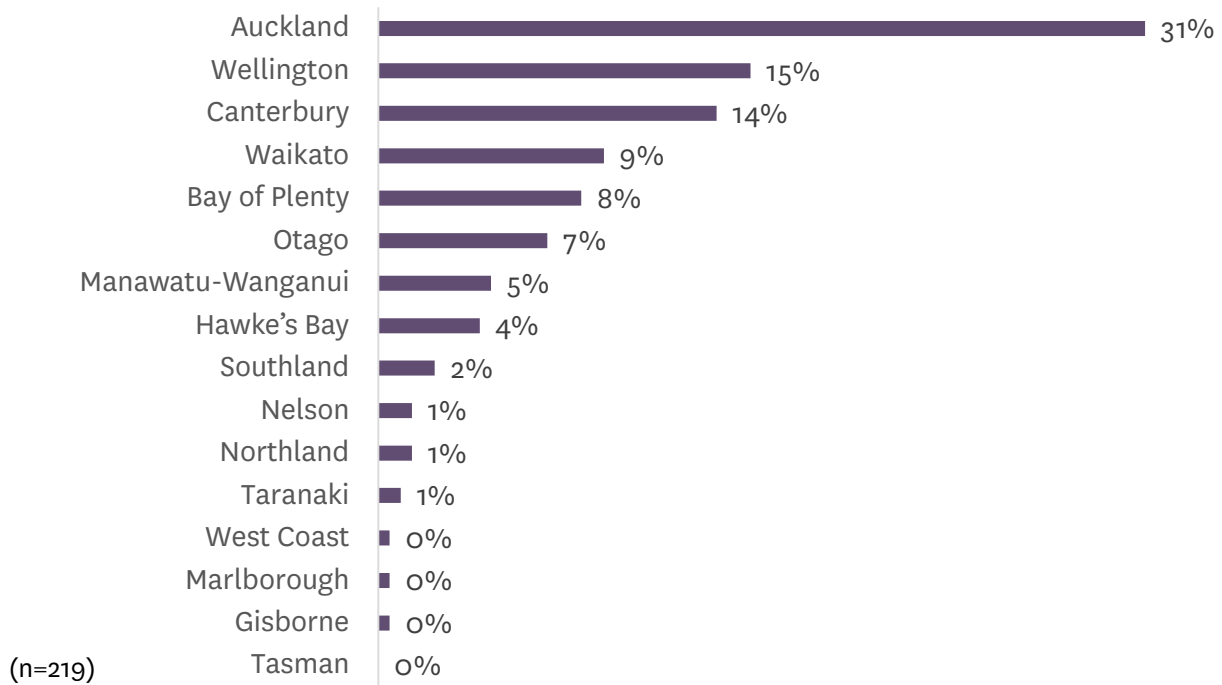
- › The most common language currently taught by respondents is French (32%), followed by Spanish (28%) and Chinese Mandarin (24%).
- › One quarter of respondents currently teach more than one language (n=54), though the average number of languages currently taught by a respondent is 1.
- › The maximum number of languages currently taught by a respondent is 8.
- › ‘Other’ responses include: Te Reo Māori (17), ESOL (3), Latin (2), Indonesian (1) and Italian (1)



# REGION

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Q. Which region do you currently teach in?



- › The majority of respondents are language teachers in the Auckland region (31%), followed by Wellington (15%), and Canterbury (14%).
- › Our responses are North Island heavy, with less than a quarter of responses coming from the South Island.

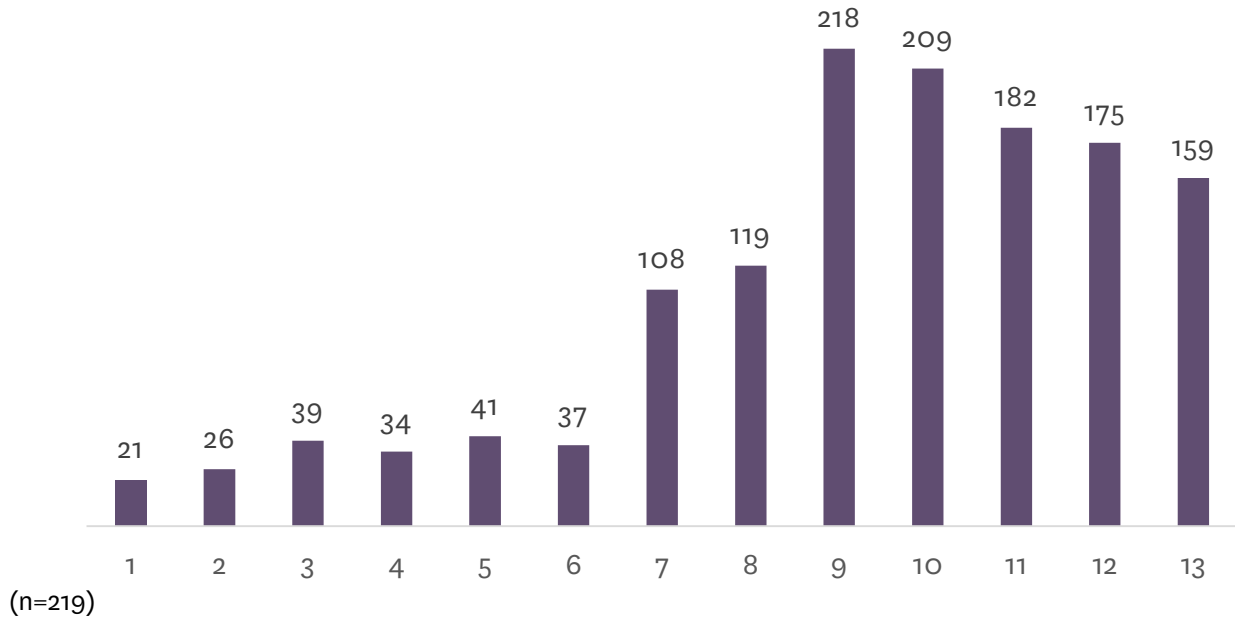




# YEAR LEVELS TAUGHT

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Q. What year level(s) do you currently teach? (Select all that apply)



- › Almost all respondents teach more than one year level (94%), with the most common year levels ranging from years 9-13 (secondary school) at 218, 209, 182, 175, and 159, respectively.
- › The average number of year levels taught per respondent is 4, with the maximum being 13.

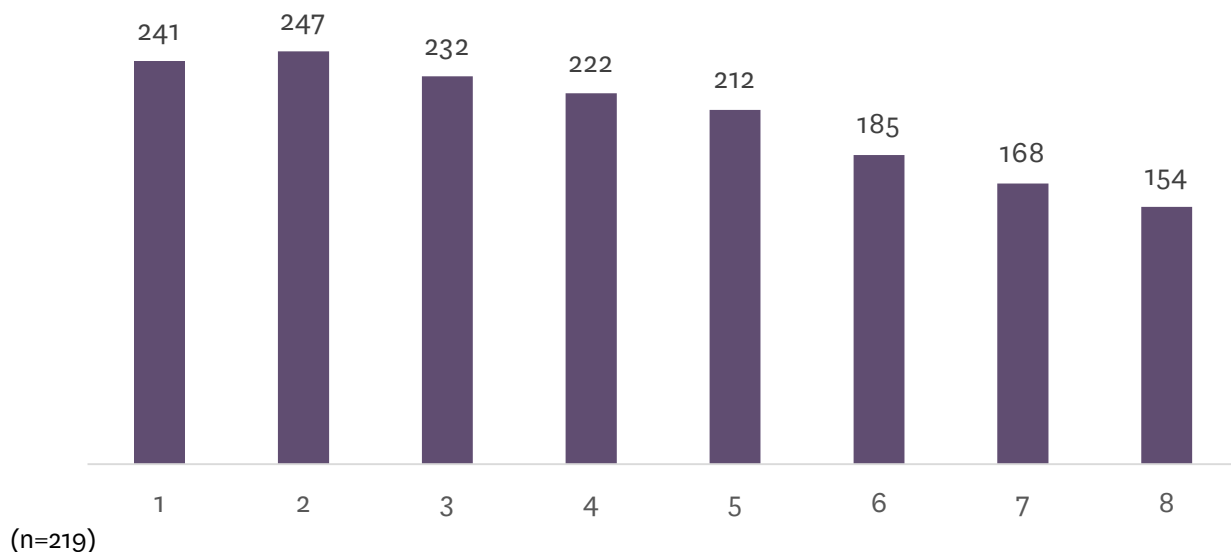


# CURRICULUM LEVELS TAUGHT

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Q. What curriculum level(s) do you currently teach?

(Select all that apply)



- › There is a fairly even spread for curriculum levels taught amongst respondents.
- › The majority of our respondents currently teach more than one curriculum level (89%), with the average number of curriculum levels taught per respondent being 5, and the maximum being 8.
- › The most common curriculum levels taught are 2 (n=247), 1 (n=241), and 3 (n=232) respectively, with a steady reduction from level 5 onwards.



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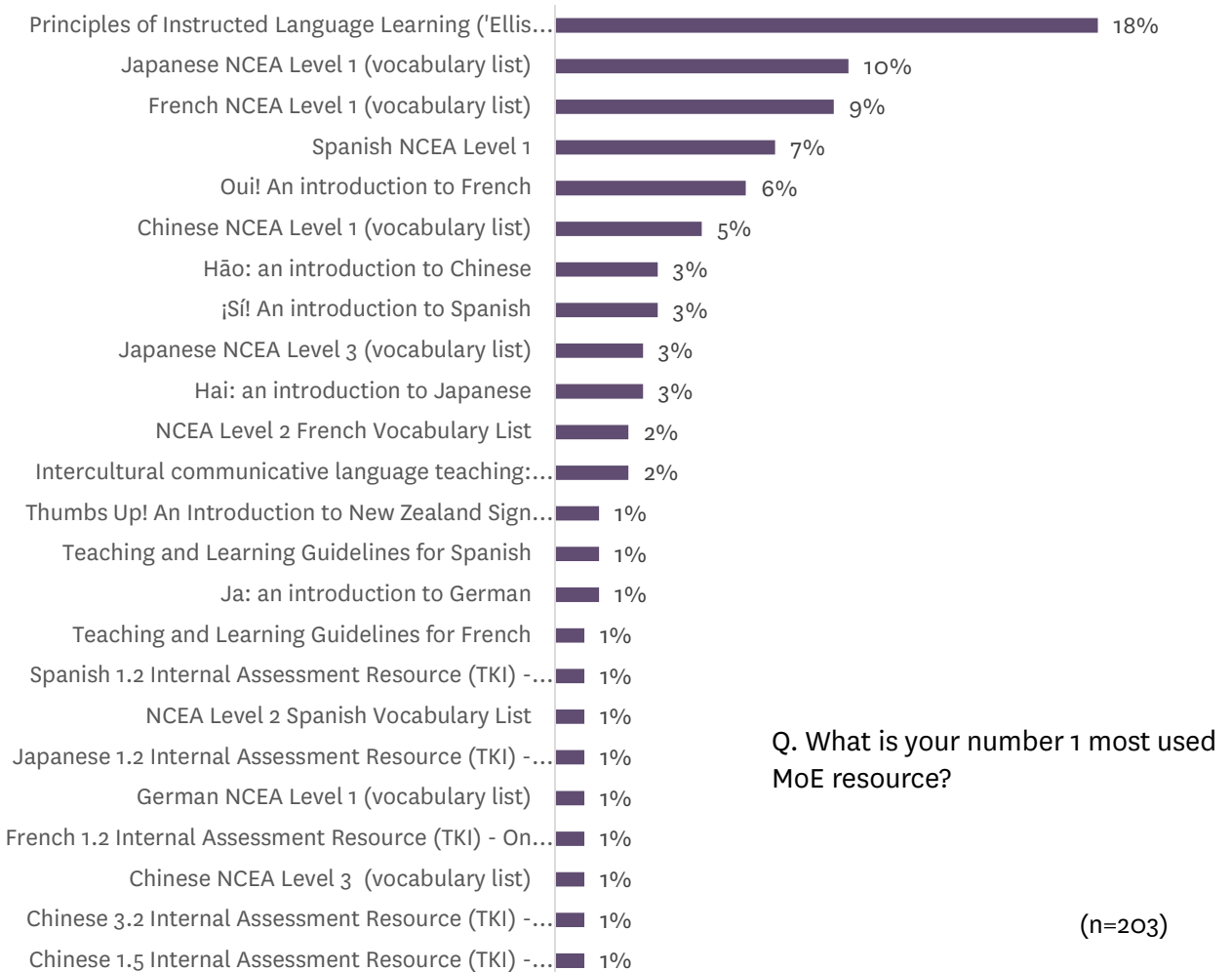
## RESULTS

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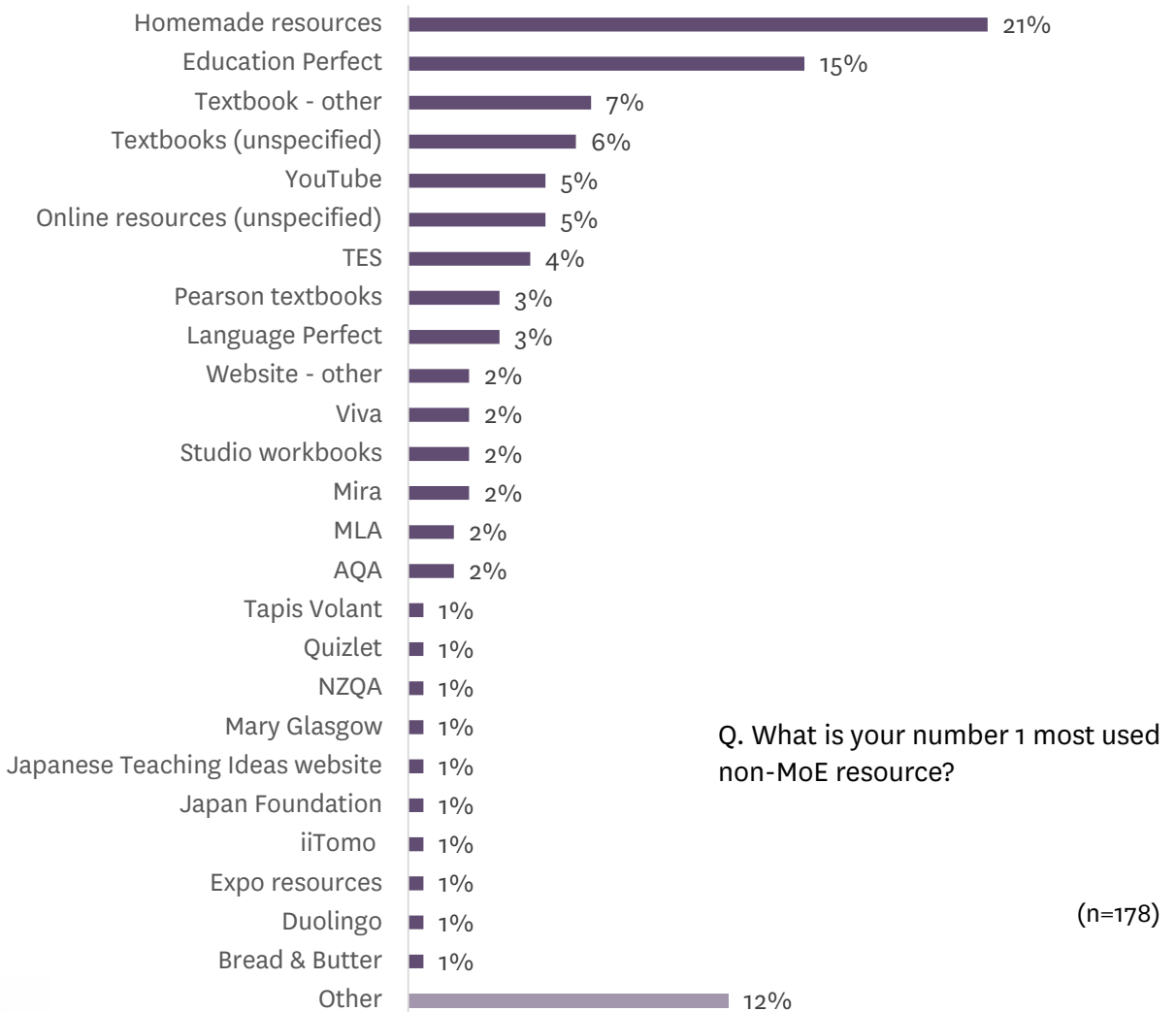
# TOP MINISTRY RESOURCES

- › ‘Principles of Instructed Language Learning’ ranked number one as the most used Ministry resource (18%), as well as ranking number one in the overall top resources (9%).
- › The overall results for Ministry resources reveal the most used resources are language vocabulary lists (predominantly French and Japanese).
- › Respondents are more likely to use the language vocabulary list, rather than the Te Kete Ipurangi (TKI) internal assessment resource when it comes to Ministry resources.



# TOP NON-MINISTRY RESOURCES

- › Respondents say homemade resources are their number one most used non-Ministry resource (21%).
- › With regard to respondents' top 3 non-Ministry resources, the most used resources are as follows:
  - › Homemade resources (16%)
  - › Education Perfect (8%)
  - › YouTube (8%)



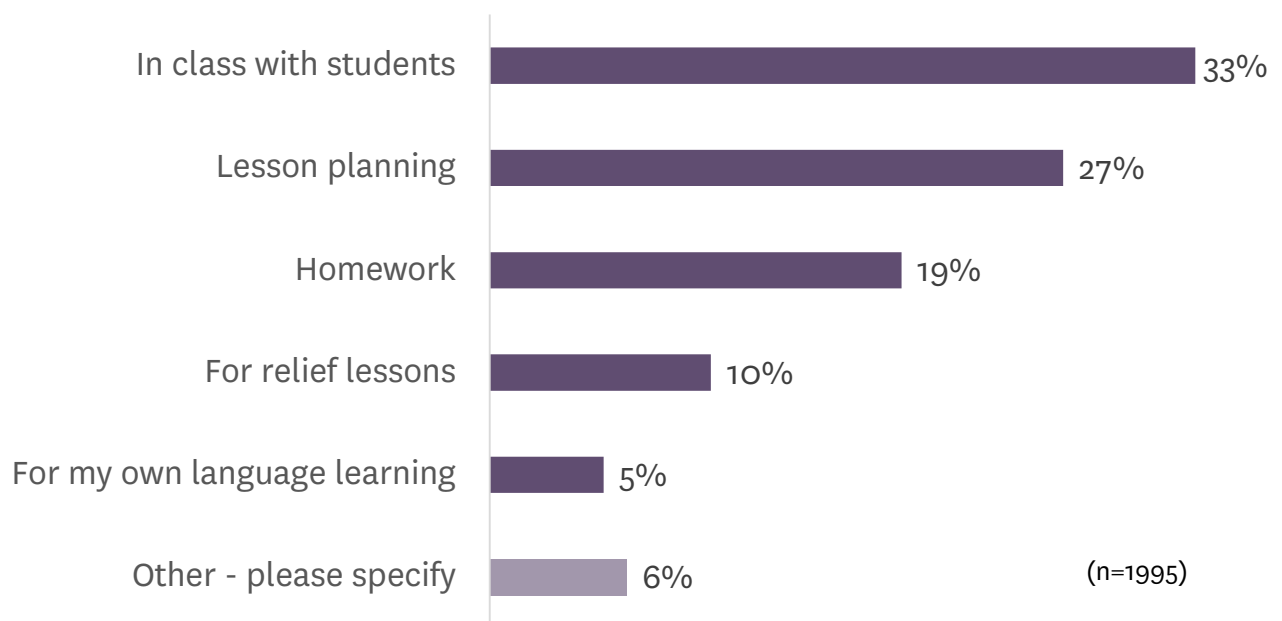
# RESOURCE USE

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- › Overall, respondents use their top resources predominantly in class with students (33%), closely followed by lesson planning (27%).
- › Ministry resources follow a similar pattern to the overall results, with respondents using the resource in class with students, lesson plans, and homework, however respondents say they use Ministry resources more for ‘other’ reasons (10%) and less for relief lessons (3%). ‘Other’ reasons included preparation for assessments and exams.
- › When cut by language, Chinese Mandarin resources are mostly used for lesson planning (33%) and in class (31%), while French, Japanese, Spanish, and non-Ministry resources align with the overall results.

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## Q. How do you use the resource? (Select all that apply)

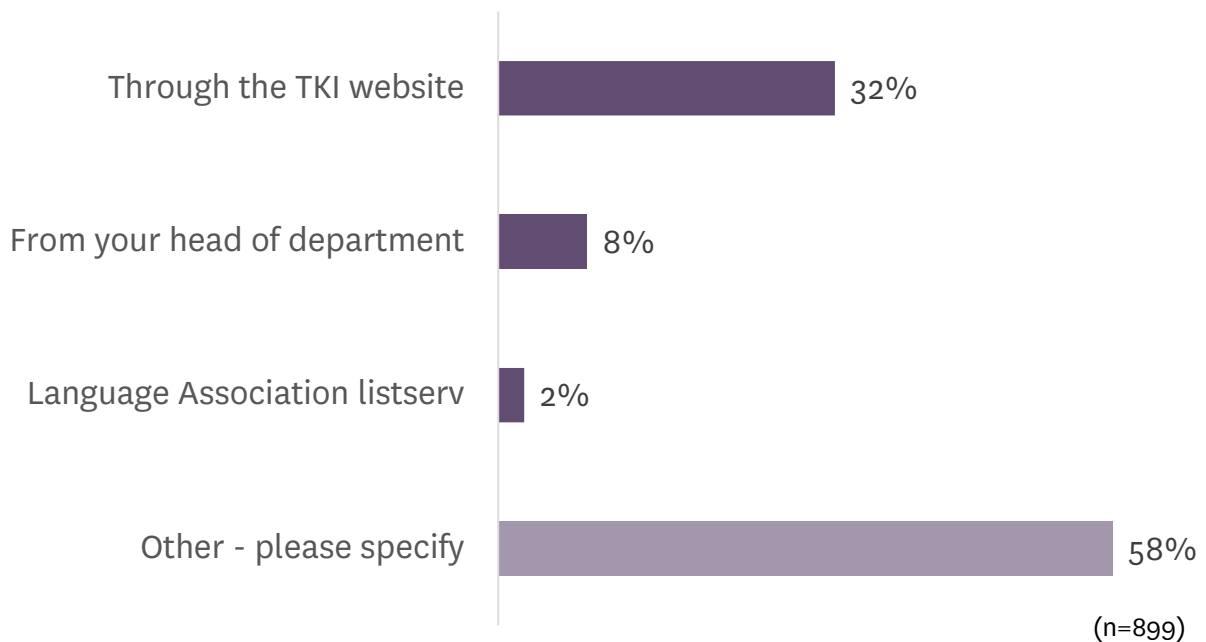


# ACCESS

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- › A majority of respondents access their top resources through ‘other’ channels including various online sources (YouTube, other language specific educational websites), or are non-Ministry resources they have made themselves.
  - › ListServ is consistently the least accessed channel with less than 5% across the board.
  - › Over half of Ministry resources are accessed through the TKI website (58%), and almost one third are accessed through ‘other’ channels.
  - › The majority of non-Ministry resources are accessed through ‘other’ sources (85%), followed by their head of department (10%).
  - › French and Japanese resources follow the same pattern as overall resources. Chinese Mandarin resources are similar, with a slightly higher access through head of department (14%) and slightly lower TKI access (25%). Japanese resources show an almost even split between ‘other’ access (51%) and TKI access (46%).
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## Q. How do you access the resource? (Select all that apply)



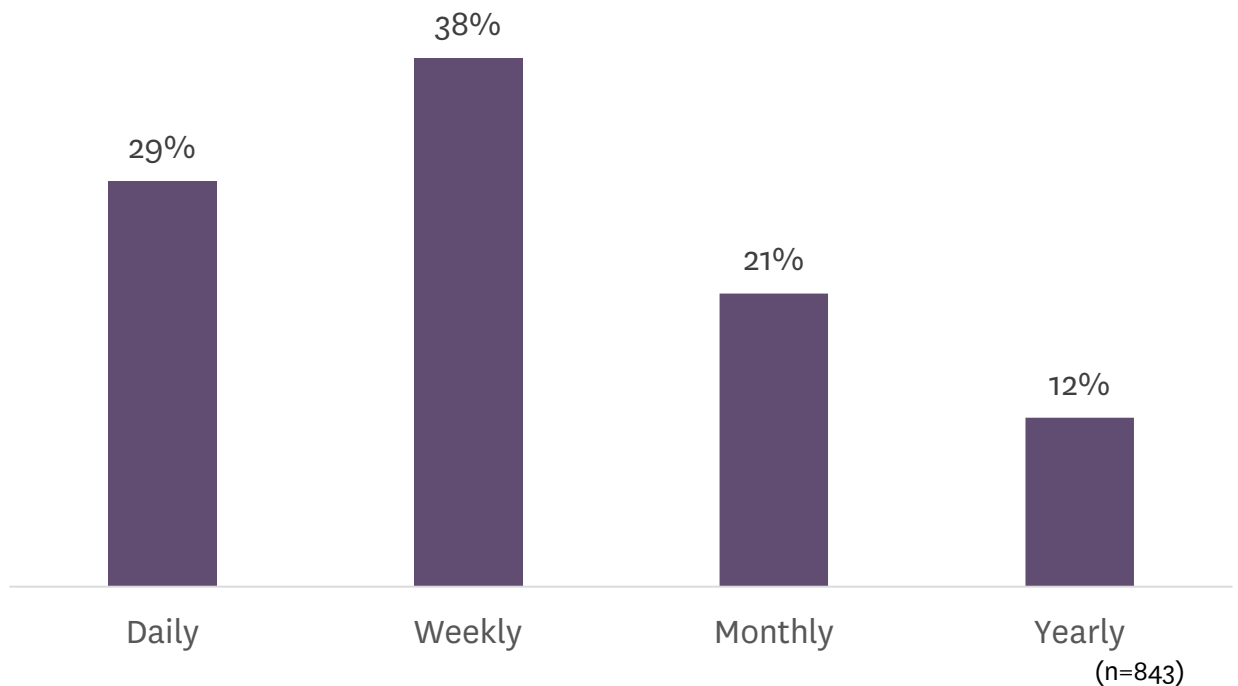
# FREQUENCY

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- › Respondents stated that they predominantly use their top resources on a weekly basis (38%), followed by daily (29%), monthly (21%), and yearly (12%).
- › Regardless of language(s) taught, the results remain consistent with weekly use being the most common, followed by daily, monthly, yearly.
- › However, when filtered by resource type, responses show non-Ministry resources to be more commonly used on a daily basis, with significantly less (n=12) being used yearly.

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## Q. How often do you use the resource?



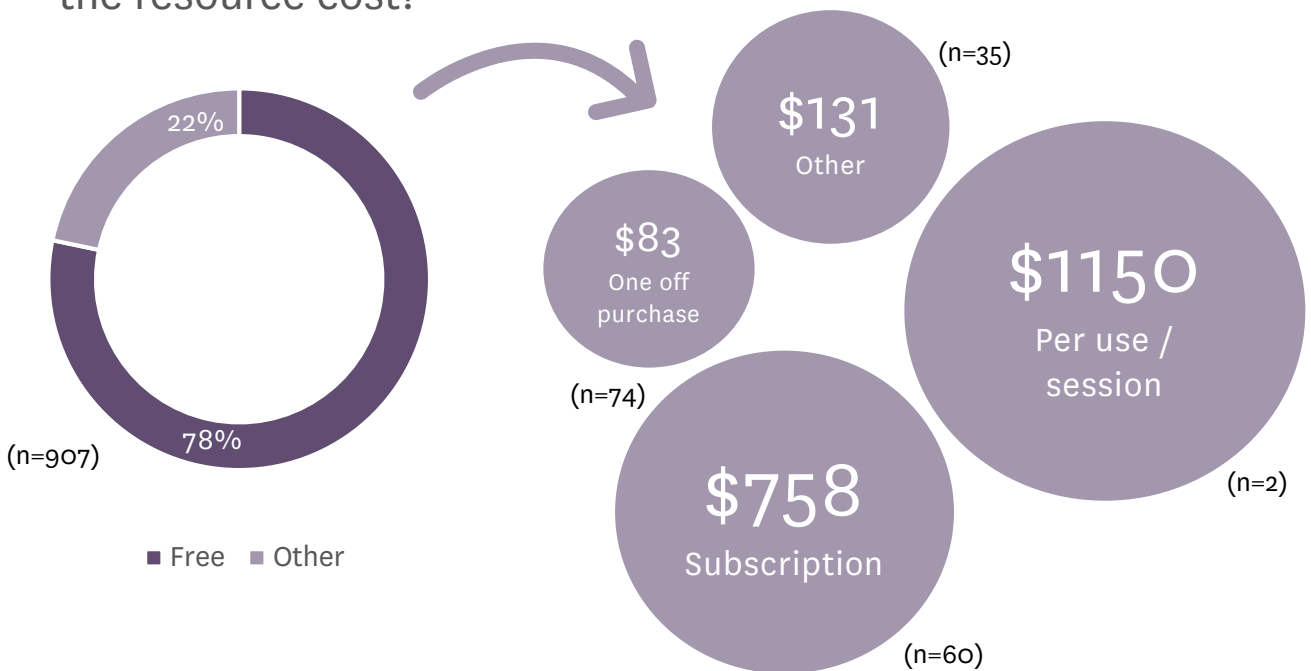


# COST

- › Just over three-quarters of respondents say their top resources are free to use (78%), with 22% saying they pay for their top resources.
- › Almost all respondents say their top 3 Ministry resources are free (99%), while the remainder say they pay a subscription fee.
- › More than half of respondents' top 3 non-Ministry resources are free to use (60%), while 40% are paid for.

Q. How much does the resource cost?

Average cost per payment method



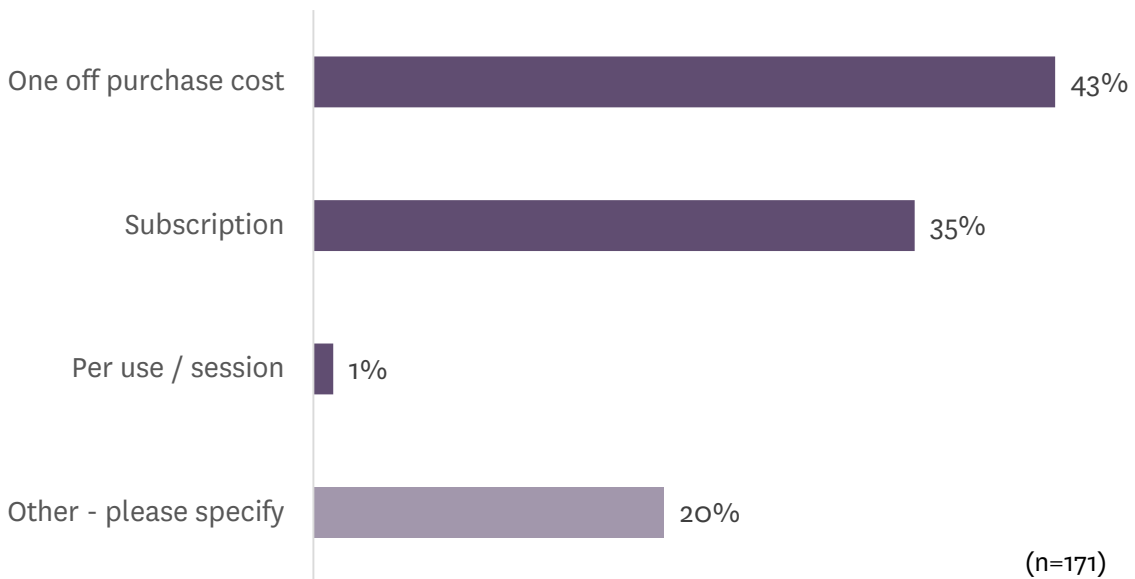
# PAYMENT METHOD

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- › Of those who pay for their top resources, almost half are paid for through a one-off purchase (43%), followed by just over one-third utilising subscription methods (35%).
- › Per use / session payments are the least common with only 1% of respondents saying they pay for resources this way.
- › ‘Other’ comments primarily include payment by the school or the students.

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## Q. How do you pay for the resource?



# EDUCATIONAL VALUE

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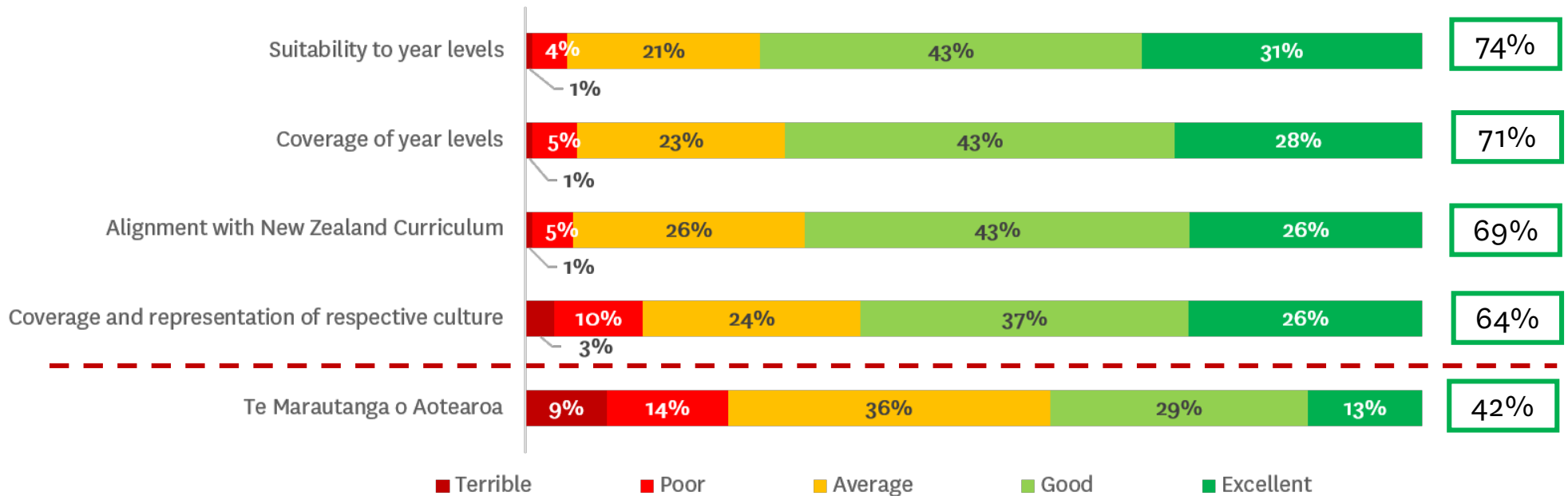
- › Overall, when considering the educational value of their most used resources, respondents rate suitability to year levels the highest at **74%** total positivity.
  - › Te Marautanga o Aotearoa (TMOA) is rated the least valuable, with **less than half** of respondents (42%) rating positively.
  - › **Non-Ministry resources** rate significantly higher for suitability to year levels (**87%**) compared to Ministry resources (59%).
  - › Non- Ministry resources **also rate higher** for coverage and representation of culture (**79%**) with the majority of remaining responses falling under “average”.
  - › Respondents rated **Ministry resources** lower for coverage and representation of culture in MoE resources (**46%**) than the **overall total positivity level**, with 18% rating ‘poor’.
  - › With regard to coverage of year levels, non- Ministry resources received an **85% total positivity score**, with the remaining responses ‘average’, while **Ministry resources** received a **58%** total positivity score, with one-third at ‘average’.
  - › TMOA and New Zealand Curriculum (NZC) result patterns **remained the same**, regardless of resource type.
  - › **Chinese Mandarin** resources generally follow the overall pattern of results, despite ranking higher in total positivity level (**57%**) with a 39% ‘good’ rating.
  - › **French and Spanish** resources also follow the overall pattern, while Japanese resources only follow TMOA ratings and have lower overall positivity levels for the remaining factors (**59%** total suitability to year levels, **47%** coverage of year levels, with one-third rating ‘average’ for coverage of year levels and alignment with NZC).
  - › **22%** of **Japanese** resources were rated ‘poor’ or ‘terrible’ for coverage and representation of culture.
- 



# EDUCATIONAL VALUE

Total Positivity Level  
(Good + Excellent)

Q. How would you rate level of educational value the resource holds in terms of the following?



(n=819)



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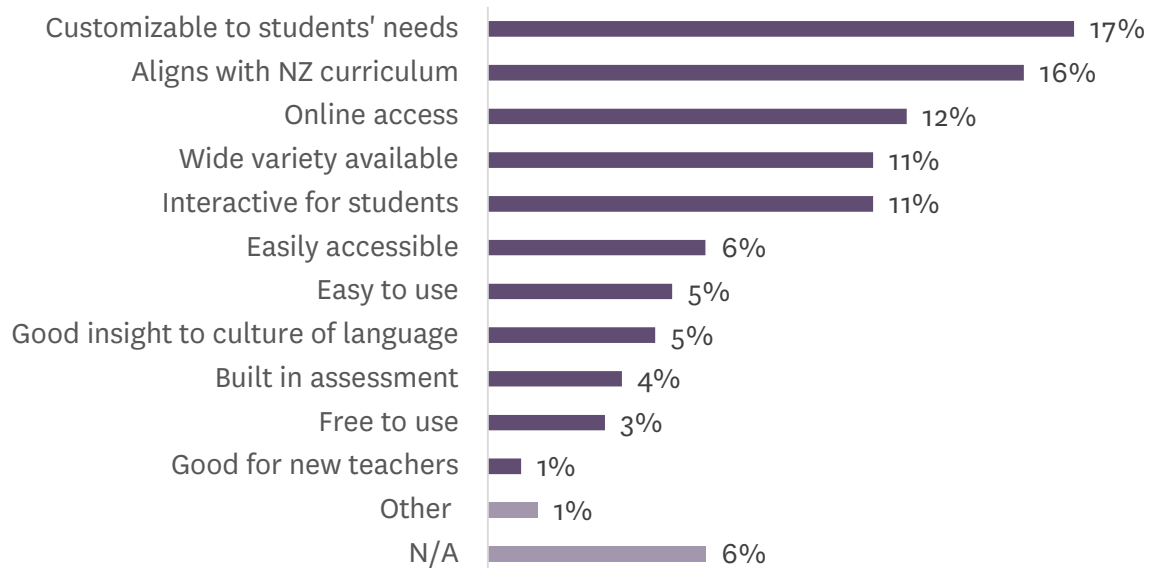
## QUALITATIVE ANALYSIS

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# WHAT IS WORKING WELL?

Q. Thinking about all of the resources that you use as a language teacher, what is working well about the resources that are currently available to you?



(n=142)

“They are **personalised for my classes** and can be **changed and updated easily**. I write them based on the **current curriculum** so I don't have to gloss words they don't know or have separate vocab lists for the textbook and the curriculum. It follows a progression which revises material they have covered and provides extension for able students.”

“They are **adaptable**, students can **access them easily**.”

“They are **easily adaptable** for the range of students that I have in front of me. I use them with a range of different resources to keep things current and up to date.”

“Ability to adapt to suit needs of my students”

“Cover all sentence structures in curriculum and use vocabulary from curriculum in questions. That means **they follow curriculum** and the student can learn curriculum sentence structures and vocabulary efficiently.”

“As a BYOD and NCEA school it is **important that we have access** to a rich supply of **online materials** that transition our students related to our NZC and NCEA requirements. British texts seem to match our requirements best. They include self-regulation and reflective strategies and practices, **up-to-date material** of interest to students, and teach **intercultural understanding** through integrated cultural knowledge.”









# KEY FINDINGS

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- › Of the total sample size (n=219) French is the most common language taught by respondents (32%) followed by Spanish (28%), Chinese Mandarin (24%), and Japanese (22%). The sample size is North Island heavy with almost one-third coming from the Auckland region (31%) and less than a quarter of responses received from the South Island.
  - › Respondents ranked Ellis’ Principles of Instructed Language Learning as their top Ministry resource (18%) as well as their top resource overall (9%). Vocabulary lists are the next most used Ministry resource, as respondents favour these over TKI internal assessment resources, while homemade resources are the most used non-Ministry resources (21%) followed by Education Perfect (15%). Overall, respondents use their top resources predominantly in class with students (33%).
  - › When asked to rate the level of educational value of their top resources ‘Alignment with New Zealand Curriculum’ (69%), ‘Coverage and representation of culture’ (64%), and ‘Te Marautanga o Aotearoa’ (42%) ranked lowest by respondents.
  - › Qualitative analysis reveals that respondents feel the current New Zealand Curriculum is vague, and that Ministry resources are outdated and lacking in cultural authenticity.
  - › When asked what works well about their current top resources, ‘Customizable to students’ needs’ was voted the most common aspect by respondents (17%), followed by ‘Aligns with New Zealand Curriculum’ (16%), and ‘online access’ (12%).
  - › It is evident that resource alignment with the New Zealand Curriculum is an important factor for New Zealand language teachers as it is a highly mentioned factor amongst top resources, in addition to being the most in-demand improvement required by respondents. There is also a call for more interactive resources that are easily accessible – preferably online – that are both engaging and affordable.
- 



THANK YOU

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**FUTURE  
LEARNING  
SOLUTIONS**  
*He Puāwaitanga Anamata*



## Appendix 4 - NCEA Chinese Level 1 Vocabulary list with corrections

Corrected

## Chinese NCEA Level 1

### Appendix for external assessment

The appendix indicates language Words and expressions) which students need to be able to recognise for Level 1 Chinese examinations:

1.1 Demonstrate understanding of a variety of spoken Chinese texts on areas of most immediate relevance

1.4 Demonstrate understanding of a variety of Chinese texts on areas of most immediate relevance

The texts will reflect the communication achievement objectives levels 5 and 6 for learning languages:

- Communicate information, ideas, and opinions through different text types.
- Respond to personal ideas and opinions.
- Communicate appropriately in different situations.

Students are expected to understand more complex language which goes beyond the immediate context e.g. past and future events. Students are expected to understand a variety of text types.

This will involve sentences and frequently used expressions related to basic personal information in areas of most immediate relevance. The texts will reflect the relationship between language and culture and be adapted as appropriate.

Note: The language which students use to communicate in **internal** assessment activities will reflect the Chinese teaching and learning in each individual classroom.

#### **NOTES TO TEACHER:**

Students are expected to be able to recognise:

1. Obvious cognates and loan words;
2. Numbers, days of the week and months of the year; and
3. All characters may be used with other characters in this list to form new vocabulary items. The compounds given in the list are examples to show how this can be done.

我是从新西兰来的中学生。我的学校大概有一千三百个学生和一百多个老师。我们每天八点五十分开始上课。我家离学校不太远，所以我每天走路上学。我很喜欢我的学校因为我的同学和老师都很友好。但是我不喜欢我们的校服因为太难看了。我觉得你们的校服比我们的好看多了。

No	Pinyin	Characters	English	Compounds/ Examples
1	ǎi	矮	short	我姐姐比我矮 My sister is shorter than me.
2	ài	爱	love,	可爱 lovable, cute
3	ba	吧	used at the end of a sentence to indicate consultation, suggestion, request or recommendation.	走吧! Let's go!
4	bā	八	eight	八百 eight hundred
5	bà	爸	dad, father	他爸爸 his dad, father
6	bái	白	white	白天 daylight
7	bǎi	百	hundred	百万 million
8	bān	班	class, team, shift,	中文班 a Chinese class; 上班 to go to work 下班 to finish work
9	bàn	半	half	半天 half a day; 一点半 1:30
10	bāng	帮	help, assist	帮助 help
11	bāo	包	bag, bundle,	书包 school bag 红包 red pocket 面包 bread
12	běi	北	North	北边 northern part/regions; 北京 Beijing
13	bèi	备	to prepare, get ready	准备 to prepare, get ready
14	běn	本	Mw for book(s)	五本书 five books (or copies)
15	bǐ	比	compare	她比我高. She is taller than me.
16	bǐ	笔	pen	毛笔 brush pen
17	biān	边	side, edge	东边 east; 海边 beach
18	pián biàn	便		便宜(piányi) cheap 方便 convenient
19	biǎo	表	form, table,	←手表(wrist) watch;
20	bié	别	other, don't	别的 other/s 别客气 not at all
21	bìng	病	sick, ill	生病 be ill, get sick

No	Pinyin	Characters	English	Compounds/ Examples
22	bù	不	no, not	不是 is not 不好 is not good
23	bù	步	step	进步 make progress, 跑步 running
24	cài	菜	vegetable	中国菜 Chinese food 炒菜 to stir-fry vegetable
25	cháng	长	long	长头发 long hair 长城 The Great Wall
26	cháng	常	often	常常 often, frequently
27	chǎng	场	place, site	市场 market 飞机场 airport 运动场 sports ground
28	chàng	唱	to sing	唱歌 to sing a song
29	chǎo	炒	to stir fry	炒饭 fried rice
30	chē	车	vehicle	公共汽车 bus 车站 bus stop 火车站 train station
31	chéng	城	city, town	城市 city; 城里 downtown
32	chī	吃	eat	吃饭 to have a meal; 吃药 to take medicine
33	chū	出	go or come out	出去 to go out, to get out; 出生 to be born 出来 to come out
34	chù	处	place	到处 every where;
35	chuān	穿	wear, put on	穿衣服 to wear clothes, put on clothes
36	chuáng	床	bed	起床 to get up, to get out of bed
37	chūn	春	Spring	春天 Spring 春节 the Spring Festival
38	cì	次	order, sequence; time	两次 twice
39	cóng	从	from	从...到... from...to...
40	cuò	错	wrong	你错了。 You are wrong. 不错 not bad

No	Pinyin	Characters	English	Compounds/ Examples
41	dá	答	to reply	回答 answer
42	dǎ	打	to strike, hit	打球 to play ball; 打电话 to make a phone call; 打开 to open;
43	dà	大	big, large	大家 everybody; 大学 university;
44	dài	带	to take, bring	我带你去. I'll take you (there)
45	dāng	当	to work as, become	当老师 to work as a teacher
46	dàn	但	but	但是 but, yet
47	dào	道	way, path, road	知道 to know
48	dào	到	arrive, to go	到家 arrive home 走到学校 walk to school
49	dǎo	岛	island	北岛 north island
50	dè	的	particle; possessive particle	大的 big 新的 new; 我的 my, mine; 我们的 ours
51	dé	得	degree of achievement (participle)	我妈妈做菜做得很好. My mum cooks well.
52	dēng	灯	lamp, lantern	电灯 electric light
53	děng	等	wait	等一下 wait a minute
54	dì	地	earth, land, soil;	地方 place;
55	dì	第	indicate ordinal number	第一 first, 第二 second
56	dì	弟	younger brother	弟弟 younger brother 小弟 little brother
57	diǎn	点	o'clock, drop, dot	一点(儿) a little bit; 五点钟 5 o'clock 点心 snack
58	diàn	店	shop	商店 store, shop 书店 book store 饭店 hotel, high class restaurant
59	diàn	电	electricity	电脑 computer; 电视 TV

No	Pinyin	Characters	English	Compounds/ Examples
				电影 movie 电车 trolley bus
60	dìng*	定	surely, definitely	一定 certainly
61	dōng	东	east	东西 thing 东京 Tokyo
62	dōng	冬	Winter	冬天 winter
63	dǒng	懂	understand	懂不懂? (do you) understand?
64	dòng	动	move	活动 activity 动物 animal 运动 sports
65	dōu	都	all, (inclusive)	我们都去了。 We all went.
66	duì	对	correct, opposite sorry	对面 opposite 对不起 sorry
67	duō	多	more, how	很多 many, a lot; 多谢 many thanks; 多少 how much; 多大 how old;
68	è	饿	hungry, starve	我饿了。 I am hungry.
69	ér	儿		儿子 son 女儿 daughter 一会儿 a while 这儿 here 那儿 there
70	ér	而		不但...而且... not only... but also
71	èr	二	two	二十块 twenty dollars
72	fā	发	hair;	头发 hair;
73	fàn	饭	cooked rice, meal, food	吃饭 have a meal; 做饭 to cook 米饭 boiled/cooked rice; 饭馆 restaurant
74	fāng	方	square	地方 place
75	fàng	放	to put, place	放学 finish school
76	fēi	非		非常 extremely
77	fēi	飞	to fly	飞机 airplane



No	Pinyin	Characters	English	Compounds/ Examples
				飞机场 airport
78	fēn	分	minute; cent (money)	五分钟 five minutes 两毛五分钱 25 cents
79	fēng	风	wind	大风 strong wind
80	fù fú	服	clothes	衣服 clothes 校服 school uniform
81	fù	父	father	父亲 father 父母 parents
82	gāi	该	should	应该 ought, should
83	gàn	干	do, work	你在干什么? What are you doing?
84	gāo	高	tall, high	高兴 happy
85	gào	告	to tell	告诉我 tell me
86	gē	歌	a song	唱歌 sing a song
87	gē	哥	older brother	哥哥 older brother
88	gěi	给	give to	谁给你的? Who gave it to you?
89	gōng	工	work	工人 worker 工作 work, job
90	gōng	功	good result achievement	功课 homework
91	gōng	公	public	公共汽车 bus 公园 park
92	gòng	共	total	一共 altogether
93	gǒu	狗	dog	小狗 puppy
94	guān	关	shut	没关系 never mind 关门 to close the door
95	guǎn	馆	certain service	饭馆 restaurant 图书馆 library
96	guì	贵	expensive	很贵 very expensive 您贵姓 What is your surname?
97	guó	国	country	国家 nation, country 中国 China
98	guǒ	果	fruit	果汁 Juice 如果 if 水果 fruit

No	Pinyin	Characters	English	Compounds/ Examples
99	hái	还	still, also, return thing	还可以 so so; 还有 furthermore, also;
100	hái	孩	child	孩子 child/children
101	hǎi	海	sea	上海 Shanghai 海边 beach; 大海 the sea
102	hàn	汉	the largest ethnic group indigenous to China	汉语 Chinese language; 汉字 Chinese characters
103	hǎo <i>hào</i> <i>爱好</i>	好	good, fine, easy to	好看 good looking; 好玩(儿) fun; 好吃 delicious; <u>好学 easy to learn</u> ? <i>study hard?</i>
104	hào	号	number, date	上海路十八号 No 18, Shanghai Road.
105	hē	喝	drink	喝可乐 drink coke 喝水 drink water 喝茶 drink tea
106	hé	和	and; with	你和我 you and I/me
107	hěn	很	very	很好 very good
108	hóng	红	red	红色 red 红苹果 red apple
109	hòu	后	behind	后面 behind 后天 day after tomorrow 后来 later 以后 after
110	hòu	候		有时候 sometimes ....的时候 when..... 什么时候? when?
111	huā	花	flower;	花园 garden
112	huà	话	speech, language	说话 speak 中国话 Chinese language
113	huà	画	draw, picture	画画 to draw a picture
114	huān	欢	happy	喜欢 like 欢迎 welcome
115	huí	回	return	回答 answer

No	Pinyin	Characters	English	Compounds/ Examples
				回去go back 回家go home
116	huì	会	meeting can; able to; be likely to	开会to have a meeting 晚会 party; 舞会ball 我会开车。I can drive. 一会儿a little while
117	huǒ	火	fire	火车train 火山volcano
118	jī	机	machine	飞机场airplane 手机cell phone 飞机airplane
119	jí	极	extreme	好极了!Extremely good! Wonderful!
120	jǐ	几	how many, several	几点?what time? 几个?how many? 几岁?how old? (used in asking children's age 10 years or younger)
121	jǐ	己	self, oneself	自己oneself
122	jiā	家	home, family,	家人 family members 国家nation
123	jiàn	见	see	再见good bye
124	jiào	叫	be called	他叫He is called....
125	jué jiào	觉	feel, sleep	觉得feel, think 睡觉 sleep
126	jiān	间	room, mw Gaps or duration in time or space	中间Mmiddle 时间time 期间 period of time
127	jiào jiāo	教	to teach	教中文teaching Chinese 教师teacher 教室classroom
128	jié	节	festival, holiday	春节the Spring Festival; 节日festival; 季节season;

No	Pinyin	Characters	English	Compounds/ Examples
129	jiē	接	to receive, catch	接我回家pick me up for home
130	jiě	姐	older sister	姐姐older sister; 小姐Miss, Ms.
131	jīn	今	present	今天today; 今年this year
132	jìn	进	enter	进来come in; 进去go in; 请进Please come in
133	jìn	近	near	很近very close
134	jīng	京	capital	北京Beijing; 南京Nanjing; 东京Tokyo
135	jiǔ	九	nine	九个人去中国 Nine people are going to China
136	jiǔ	酒	wine, liquor	红酒Red wine 白酒 white wine 喝酒 drink wine
137	kāi	开	open	开水boiled water 开始 begin 开车drive a vehicle 开心happy 商店几点开门When will the shop open?
138	kàn	看	look at; read	看书 read a book; 好看 good looking
139	kě	可	may, can	可以 can, may; 可是 but; 可乐 coke 可爱 lovely
140	kè	课	class; lesson	中文课 Chinese class 课文 text; 课本textbook; 上课attend class/class begins. 下课 finish the class/ class is over.

No	Pinyin	Characters	English	Compounds/ Examples
141	kè	客	guest,	客人 guest, <i>quarter</i>
142	kè	刻	quarter of a hour	三点一刻 a <i>quarder</i> past three (three fifteen)
143	kōng	空	unoccupied	有空 have free time
144	kǒu	口	Mw for people, mouth	我家有五口人 There are 5 people in my family 人口 population
145	kuài	快	fast;	跑得快 run fast 快乐 happy
146	kuài	块	dollar;	一块钱 one dollar;
147	lái	来	come; arrive	你来不来? Are you coming?
148	lán	兰	orchid	兰花 orchid; 新西兰 New Zealand
149	lǎo	老	old	老人 old people; 老朋友 old friend; 老师 teacher
150	lèi	累	tired	我很累 I'm tired
151	lěng	冷	cold	外面很冷 It's cold outside.
152	lí	离	leave, from	离开 leave, depart 离...很远 from; far from....
153	lǐ	里	inside, in	这里 here 里面 <i>inside</i> 公园里 in the park
154	lǐ	李	surname	行李 luggage
155	liǎn	脸	face	洗脸 to wash one's face
156	liàn	练	to practise	练习 to practise
157	liǎng	两	two, a couple	两个人 two people
158	liù	六	six	六只狗 six dogs
159	lù	路	road	过马路 cross the road 路人? <i>stranger</i> <i>passers-by</i>
160	mā	妈	mother	妈妈 mother
161	mǎ	马	horse	马上 immediately
162	ma	吗	question particle	你去吗? Are you going?
163	mǎi	买	to buy	买东西 go shopping

No	Pinyin	Characters	English	Compounds/ Examples
164	mài	卖	to sell	卖完了 All sold out
165	màn	慢	slow	他开车开得很慢。 He drives very slowly.
166	máng	忙	busy	我很忙 I'm busy.
167	māo	猫	cat	小猫 kitten
168	máo	毛	hair, except for human head hair; wool; ten cents unit	毛笔 brush pen 羊毛 wool; 毛衣 woollen jumper 四毛钱 40cents
169	me	么	used as suffix	什么 what? 那么 in that manner; then; so 怎么样 how about it?
170	méi	没	have not	没有 do not have 没空 have no time
171	měi	每	each, every	每天 every day
172	měi	美	beautiful	美丽 beautiful
173	mèi	妹	younger sister	妹妹 younger sister 小妹 little sister, little girl
174	mén	门	door, gate	门口 entrance 大门口 gate
175	mén	们	plural suffix for people	我们 we, us 人们 people
176	mǐ	米	rice	米饭 cooked rice
177	mí	迷	fan of.. lost	球迷 ball game fan 迷路 lost way
178	miàn	面	side, flour, noodles	前面 front 面包 bread 面条 noodles
179	míng	名	name	有名 famous 名字 name
180	míng	明	bright	明年 next year 明天 tomorrow 明白 understand
181	mǔ	母	mother	母亲 mother 父母 parents
182	mù	木	wood	木头 wood

No	Pinyin	Characters	English	Compounds/ Examples
183	nǎ nèi	哪	which	哪个学生which student 哪里/儿where
184	ná	拿	hold, take	拿东西carry/take things
185	nà nèi	那	that	那里over there
186	nǎi	奶	milk	牛奶milk 奶奶grandmother
187	nán	男	male	男人male, man 男(学)生male student 男朋友 boyfriend 男校 boys school
188	nán	南	South	南方Southern region; 南京Nanjin 南岛 <u>nan dao</u> 南岛
189	nán	难	difficult, hard	难看ugly 难学difficult to learn
190	ne	呢	question particle	你呢? what about you?
191	nǐ	你	you	你好吗? How are you?
192	nián	年	year	新年New year 明年next year 去年last year 年级 year level
193	nín	您	you (polite form)	您贵姓? What is your surname (polite form)
194	niú	牛	cattle, ox	牛奶Milk
195	nǚ	女	female	女儿daughter 女朋友girl friend / <u>girlfriend</u> 女(学)生female student 女校 girls school
196	nuǎn	暖	warm	暖和 warm
197	pà	怕	be afraid, fear	不怕not afraid 我怕狗I am afraid of dogs
198	páng	旁	side	旁边beside
199	pàng	胖	fat, plump (for people)	他很胖He is plump ✓
200	pǎo	跑	run	跑步jogging
201	péng	朋	friend	朋友friend

No	Pinyin	Characters	English	Compounds/ Examples
				老朋友 old friend 好朋友 good friend 小朋友 little friend
202	piāo	漂	to float	漂亮 pretty
203	piào	票	ticket	买票 buy a ticket 门票 door ticket 车票 bus/train ticket
204	píng	平	common, usual	平常 usual, generally 平时 usually
205	qī	七	seven	七月 July 七天后 seven days later
206	qī	期	period of time	星期 week 星期一 Monday
207	qǐ	起	to get up, rise	起床 get up, get out of bed 一起 together
208	qì	气	air	生气 get angry 天气 weather
209	qì	汽	steam	汽车 petrol engined vehicle, car etc
210	qián	钱	cash, money	多少钱 how much?
211	qián	前	front, forward	前面 in front of 以前 before, formerly 前天 the day before yesterday
212	qiě	且	and also, but also	不但 --- 而且 not only... but also
213	qīn*	亲	dear/intimate	母亲 mother 亲爱的 dear
214	qǐng	请	please, invite, request	请问 May I ask...? 他请我去他家 He invited me to his home.
215	qiū	秋	autumn	秋天 Autumn 中秋节 the Mid-autumn Festival (moon festival)
216	qiú	球	a ball	足球 soccer 板球 cricket
217	qiān	千	thousand	两千块钱 two thousand dollars
218	qù	去	go	去学校 to go to school 去年 last year
219	quán	全	whole, complete	全班 the whole class



No	Pinyin	Characters	English	Compounds/ Examples
				全家the whole family
220	rán	然		然后then, after that, afterwards
221	ràng	让	to make/let someone (do something)	医生让他多喝水The doctor told him to drink more water 不让Not allowed, to forbid
222	rè	热	hot	热水hot water 热狗hot dog
223	rén	人	person, people	人口population
224	rèn	认	to recognize, to identify	认识to recognise, to know
225	rì	日	the Sun, day	日子day 日期date
226	róng	容		容易easy, easily
227	rú	如		如果for example
228	sān	三	three	三天后 three days later
229	sè	色	colour	红色red 绿色green
230	shān	山	mountain, hill	上山 go up the mountain 下山 go down the mountain 山上 on the hill/mountain 山下 at the bottom of the hill/mountain
231	shāng	商	business, commerce	商店shop, store 商人businessman
232	shàng	上	up, top, above	上个月last month 上个星期last week 上学attend school 上班at work/ go to work 早上early morning 上午late morning
233	shǎo	少	little, few	多少how much?
234	shéi/ shuí	谁	who	你是谁?Who are you?
235	shēn	身	body/health	身体body
236	shén	什		什么what 为什么 why
237	shēng	生	be born, give birth to	生日birthday

No	Pinyin	Characters	English	Compounds/ Examples
				出生be born 生气be angry 学生student 先生Mr / husband
238	shē shī	师	teacher, master	老师teacher 厨师 chef
239	shí	十	ten	十月后 after October
240	shí	时	time	什么时候when 时间 <del>Time</del> time
241	shì*	识	to know, knowledge	认识to know
242	shì	是	to be	这是this is
243	shì	视	vision	电视television
244	shì	事	affair, matter	有事have things to do 没事(儿) it's nothing
245	shì	市	market, city	菜市场food market 城市city
246	shì	室	room	教室classroom
247	shǒu	手	hand	手机cell phone
248	shū	书	book	书包schoolbag 图书馆library
249	shù	树	tree	大树 a big tree
250	shuǐ	水	water	水果fruit 热水hot water
251	shuì	睡	to sleep	睡觉to sleep
252	shuō	说	speak	说话talk 说说 / 说一说: to talk about
253	sī	思	to think	意思meaning 有意思interesting 不好意思embarrassed ✓ sorry to trouble you
254	sǐ	死	die, dead; express strong degree of something	我的狗死了my dog died 热死了it's extremely hot ? 饿死了extremely hungry 高兴死了extremely happy
255	sì	四	four	四月四日 4th April
256	sòng	送	to send	送我上学 send me to school

No	Pinyin	Characters	English	Compounds/ Examples
257	suī	虽	though, although	虽然although
258	sui	岁	year of age	两岁two years old
259	suǒ	所	place	厕所toilet 因为...所以because (so....) 所以therefore;
260	tā	他	he	他的妈妈 his mum
261	tā	她	she	她是我的姐姐 She is my sister
262	tā	它	It	它是黑色的It is black. <i>It</i>
263	tài	太	over... Mrs.	太贵了!too expensive! <i>Too</i> 太太wife, Mrs
264	tī	踢	to kick	踢足球play soccer
265	tí	题	topic	问题problem, question
266	tǐ	体	body	身体body 体育PE
267	tiān	天	sky	每天/天天everyday
268	tīng	听	listen	听说 listen and <del>speaking</del> <i>heard</i> <i>in format</i> 听写dictation <i>said</i>
269	tíng	停	stop	停车 stop the car 停车场car park
270	tóng	同	the same	同学fellow students 同班 the same class 同意agree 同时at the same time
271	tóu	头	head	头发hair
272	tú	图	picture	图书馆library 地图map
273	wài	外	outside	外面outside 外国foreign country 外语 <del>foreign</del> language
274	wán	完	end, be over, finish	做完功课finished homework
275	wán	玩	to Play, <i>play</i> to have fun	玩儿to play, 好玩儿 fun
276	wǎn	晚	late in time	晚上Evening <i>evening</i> 晚了to be late 晚会an evening party

No	Pinyin	Characters	English	Compounds/ Examples
277	wàn	万	ten thousand	三万 30,000 百万 Million
278	wáng	王	king (surname)	王小姐 Miss Wang 国王 the King
279	wǎng	往	in the direction of towards	往左拐 turn left 往前走 go forward
280	wàng	忘	forget	我忘了 I forgot
281	wèi	为	for	因为 because 为什么 why
282	wén	文	written language	中文 Chinese language 文化 culture;
283	wèn	问	ask	问好 to send regards 问老师 to ask the teacher; 问题 problem/question
284	wǒ	我	I, me	我是学生 I am a student
285	wǔ	五	five	我家有五个人 I have five people in my family.
286	wǔ	午	noon	中午 midday; 午饭 lunch; 下午 afternoon
287	xī	西	west	在西边 to the western side
288	xi	息	rest	休息 to rest
289	xí	习	practice	学习 to study, to learn
290	xǐ	喜	happy, joyful	喜欢 like
291	xià	下	take off, next, later, finish, down, under, fall(of rain, snow etc.)	下车 get off a vehicle 下星期 next week; 下雨 to rain, raining 下雪 snowing 下个月 next month; 下课 finish class; 下面 below, under; 一下 a little
292	xiān	先	first	先...然后 first...then; 王先生 Mr. Wang
293	xiàn	现	present	现在 now
294	xiǎng	想	to think	想一想 think it over, think about it

No	Pinyin	Characters	English	Compounds/ Examples
			would like to	你想去哪儿? Where would you like to go?
295	xiǎo	小	small, young	小学 primary school 小孩 child
296	xiào	校	school <i>smile</i>	学校 school 校服 school uniform 校车 school bus
297	xiào	笑	Smile, laugh	笑话 joke
298	xiē <i>xiē</i>	些	some, plural particle	一些 several; 这些 these 那些 those
299	xiě	写	write	写字 to write character 写信 to write a letter
300	xīn	新	new	新衣服 new clothes 新西兰 NZ
301	xīn	心	heart	开心 happy
302	xìn	信	letter	写信 write a letter
303	xīng	星	star	星期 week;
304	xíng	行	Okay	行不行? Is that OK?
305	xìng	姓	surname, family name	你姓什么? What is your surname? 您贵姓?
306	xìng	兴		高兴 happy
307	xiū	休	rest	休息 take a rest
308	xǔ	许	permit;	许多 Many <i>many</i> 不许说话 Don't talk!
309	xué	学	to study, to learn	学生 student 学习 to learn, to study
310	xuě	雪	show	下雪 snowing
311	yáng	羊	sheep	羊毛 wool
312	yàng	样		一样 the same; 怎么样? how about it? how is...?
313	yào	要	want,	不要 don't / don't want
314	yé	爷	grandfather	爷爷 paternal grandfather
315	yě	也	also, too	我也是学生. I'm also a student.
316	yī	衣	clothes	衣服 clothes,

No	Pinyin	Characters	English	Compounds/ Examples
				上衣 coat, jacket 游泳衣 swimming <del>to</del> <i>Tag</i> 睡衣 night gown
317	yī	一	one	一点儿 a little bit; 一共 altogether; 一样 the same; 一起 altogether; 一会儿 a little while; 一...就...as soon as;
318	yì	宜		便宜 cheap
319	yǐ	已	already	已经 already
320	yǐ	以		以后 after, later 一个月以后 a month later
321	yì	易	easy	容易 easy
322	yì	意	meaning, idea	意思 meaning 有意思 interesting 同意 to agree
323	yì	亿	unit of numbers	<del>hundred</del> <del>hundred</del> 100 millions
324	yīn	因	cause	因为 because, for
325	yīn	音	sound	音乐 music
326	yīng	应	should	应该 ought, should
327	yīng	英		英语 English
328	yíng	迎		欢迎 welcome
329	yòng	用	to use, with	有用 useful 用笔写字 to write with a pen
330	yǒu	有	have, there is(are)	有名 be famous; <i>famous</i> 有意思 interesting, 有的...有的...some...some
331	yǒu	友	friend	朋友 friend; 友好 friendly
332	yòu	又	list several conditions	又...又...both... and
333	yòu	右	right	右边 the right side
334	yǔ	雨	rain	下雨 raining 雨衣 rain coat 下雨天 a rainy day

No	Pinyin	Characters	English	Compounds/ Examples
335	yǔ	语	language, word	汉语 Chinese language 语言 language
336	yuán	元	unit of currency Chinese (dollar)	一元 one Chinese Yen
337	yuán	园	park	公园 a park 花园 a garden
338	yuǎn	远	far; distant	不远 not far
339	yuè/lè	乐	music; happy	音乐 music; 快乐 happy;
340	yuè	月	mouth; moon	五月 May
341	yùn	运	motion, movement;	运动 sports;
342	zài	再	again	再见 goodbye
343	zài	在	in, at	在学校 at school 现在 now
344	zǎo	早	early	早上 early morning 早饭 breakfast;
345	zěn	怎	(why, what, how)	怎么 how; 怎么样? how about it?
346	zhàn	站	bus stop;	车站 station, stop, depot
347	zhāng	张	surname	张小姐 Miss Zhang
348	zháo	着		着急 worry
349	zhǎo	找	look for; give change	找工作 look for a job 找您五块钱。 Here is the \$5 change
350	zhè <del>zhèr</del>	这	this	这几天 recently 这些 these
351	zhēn	真	really	真好 really good
352	zhèng	正	in the process of doing	正在打电话... is on the phone.
353	zhī	知	know	知道 know, realise
354	zhī	只	only	只有 only have; 只会 can only 只喜欢 only like 他只写了一个字。 He only wrote one character;
355	zhōng	钟	time, o'clock	三点钟 three o'clock
356	zhōng	中	middle	中间 middle 中午 midday

No	Pinyin	Characters	English	Compounds/ Examples
		重 住 准 桌 子 字 自 走 足 最 昨 左 做 坐		中学college, middle school 中文Chinese 中国China
357	zhòng	重	heavy	重要important
358	zhù	住	live, reside	我住在北京I live in Beijing
359	zhǔn	准	approve, allow, permit	准备 prepare, get ready
360	zhuō	桌	table, desk	桌子 table, desk
361	zǐ	子	son, child	儿子 son 孩子child
362	zì	字	character, word	写字write characters;
363	zì	自	oneself	自行车 bicycle; 我自己myself; 你自己yourself
364	zǒu	走	walk; go; be off, leave	走出去walk outside 走了has left, has gone
365	zú	足	foot	足球football
366	zuì	最	most	最近 recently 最后 last/lastly ? 你最好... you'd better...
367	zuó	昨	yesterday	昨天 yesterday
368	zuǒ	左	left	左边/面left side
369	zuò	做	make, do	做饭do the cooking, prepare a meal; 做 功课do home work ?
370	zuò	坐	sit	坐车 take a bus, by bus; 请坐 please sit down

### Measure words

No	Pinyin	Characters	English	Examples
1	gè	个	General measure word	两个人, two people
2	kǒu	口	Mouth or counter for people	你家有几口人? How many people in your family?
3	zhī	只	Measure word for	我有三只鸟。 I have three birds.



			certain animals	
4	tiáo	条	Measure word for long and flexible animals	我买了两条鱼。 I bought two fish.
5	pǐ	匹	Counter for horses	五匹马。 Five horses.
6	běn	本	Counter for books	三本书。 Three books
7	zhāng	张	Counter for sheets	四张纸。 Four pieces of paper.
8	píng	瓶	Counter for bottles of liquid	十瓶酒。 Ten bottles of wine.
9	bēi	杯	Counter for cups of liquid	六杯水。 Six cups of water.
10	gōngjīn	公斤	kilogram	一公斤大米。 One kilogram of rice.
11	kuài	块	Piece or counter for currency unit	一块蛋糕。 One piece of cake. 一块钱。 One dollar.
12	bāo	包	pack	三包糖。 Three packs of candy.
13	jiàn	件	Counter for clothes	两件衣服。 Two pieces of clothes.

## Expressions

<b>Daily greetings</b>	nǐhǎo/zǎo	你好/早!
	nǐhǎoma ?	你好吗?
	wǒhěnhǎo,xièxie	我很好, 谢谢。
	lǎoyéye,nínhǎo !	老爷爷, 您好!
<b>Goodbye</b>	zàijiàn	再见!
	míngtiān jiàn !	明天见!
<b>Chinese New Year and birthday greetings</b>	gōngxǐfácaí !	恭喜发财!
	xīnnián kuàilè !	新年快乐!
	Shēngrì kuàilè !	生日快乐!

	zhùnnǐmen xìngfú.	祝你们幸福。
<b>Thanks and apologies</b>	duìbùqǐ	对不起。
	méi guānxi	没关系。
	xièxiè nǐ	谢谢你。
	búyòng xiè	不用谢。
	duō xiè	多谢。
	búyòng kèqì	不用客气。
	bié kèqì	别客气。
	zhēn bàoqiàn	真抱歉。
	méi shénme	没什么。
	<b>After a compliment</b>	nǎli,nǎli
bùxíng,búxíng		不行，不行。
<b>Classroom instructions</b>	gāi shuí(shéi) le?	该谁了？
	gāi nǐ le!/gāi tā lē!	该你了！/该他了！
	duì búduì? duì./búduì.	对不对？/对/不对。
	hénhǎo/fēicháng hǎo.	很好。/非常好。
	qǐlǐ ! / qǐngzuò !	起立！/请坐。
	qǐng jìn.	请进。
	qǐng ānjìng!	请安静！
	dà shēng diǎn.	大声点。
	zài shuō yí cì.	再说一次。

<b>Introducing themselves and others</b>	Pronoun + shi 是+name .	我是小明。	I am Xiao ming
	Pronouns:	你、我、他、她、它、你们、我们、他们、这(些)、那(些)	
<b>Asking for and giving personal details:</b>	姓	你姓什么？	What is your family name?
	名字	你叫什么名字？	What is your name?
<b>Asking</b>	Pronoun/noun/	-你几岁(了)？	How old are you?

about age	name + interrogative/number	-我…岁(了)。	I am …
		小明多大?	How old is Xiao ming?
		爷爷多大年纪?	
		你属什么?	What zodiac sign are you?
Asking about nationality	Pronoun + shi 是 + n哪 + country 国 + ren人?		
	Pronoun + shi 是 + country 国 + ren人。		
Asking where someone lives	Pronoun + zhu 住 + zai 在 + nar/nail 哪儿/哪里?		
	Pronoun + zhu 住 + zai 在 + place/city。		
Asking about occupation	Subject + zuo做 + shenme 什么?		
	Pronoun + shi 是 + occupation。		
	Subject + shi 是 + occupation + ma 吗? 我是/不是。		
Asking about family	你家(里)有几口人?	How many family members do you have?	
	我家有……口人。	My famili has ……?	
	你家有什么人?	What family members do you have?	
	我家有爸爸、妈妈和一个弟弟。	Father、mother and one little brother.	
Identifying people, things	Zhe /na /ta + shi +interrogative/ noun	这/那是/谁/什么?	Who/what is this/that?
		这是我爷爷。	This is my grandfather.
		他是谁?	Who is he?
		他是我爸爸	He is my father.
Using numbers	我会数零到一百。	I can count 0 to one hundred	
Time expressions	几点了?	What is the time?	
	什么时候?	When?	
	点、一刻、半、四十五分	O'clock/a quarter/half/ three quarters	
Weekdays	今天星期几?	What is the day today?	
	今天星期一、星期六	Today is Monday /Saturday	
	今天星期日/星期天	Today is Sunday.	
Dates	年、月、日	Year / month/ date	
	今天几月几号?	What is the date today?	
	你的生日是几月几号?	When is your birthday?	
money	钱、分、毛、块	Money/cent/dollar	
	Subject +多少钱一(个)	热狗多少钱一个?	How much is a hotdog?
		两块三毛五	2.35 ¥
Shopping	有+noun+吗? 有/没有		

	这 +measure word +noun+多少钱?	这件毛衣多少钱? 这件毛衣一百块钱。	How much is this sweater? This sweater is \$100.
<b>Telephone expressions</b>	喂、请问、等一下、电话号码、多少号、打错了、对不起、没关系、yāo = yī 一		Hello // May I ask? Wait for a moment // telephone number// What number // wrong number // sorry // it doesn't matter.
	Person wanted +zai 在+place 吗?		请问, 王老师在 家吗? Excuse me, is Miss Wang at home?
<b>Possessions</b>	Pronoun/name +de 的	这是谁的书?	Whose book is this?
	我的、你的、他的、她的、它的、你们的、我们的、他们的		My /your/his/her/its//your/our/their
<b>Describing people</b>	Subject + hěn很+ adjective	他很高。	He is tall.
	Subject +bù 不 +adjective	她不高。	She is not tall.
	Subject +you有 measure word + adjective + noun	他有一个大头。	He has a big head.
<b>Describing places</b>	这是什么地方?		Where is this?
	这是我(的)家。		This is my house.
	Subject +you有 +measure word +noun	我家有个一客厅。	My house has a living room.
<b>Describing things and animals</b>	我家有一只黑色的狗。		My family has a black dog.
	我的书包很漂亮。		My schoolbag is pretty.
<b>Asking where</b>	Zhe shi这是 +place + 吗?	这是你家吗?	Is this your house?
	nar 哪儿?	这是哪儿?	Where is this?
	Person /Place /thing +在哪儿?		
	Zai在+place + (里)		
<b>Talking about weather</b>	Time noun +tianqi 天气+hén很 +adjective	今天天气很好/很冷/很热---	Today the weather is fine /cold /hot---
	Time noun + verb phrase.		今天下雨/下雪/刮风。 It rained/snowed/ is windy today
<b>Location /position expressions</b>	Person +verb +zai nar 在哪儿?	他住在哪儿?	Where does he live?
	Subject + verb + zai 在+place	他住在北京	He lives in Beijing .
	Subject + zai nar 在哪儿?	我的书包在哪儿?	Where is my schoolbag?
	zai 在+ place +	在桌子上。	On the table.

	location word		
	Subject + zai nar 在哪儿+ verb phrase	你们在哪儿吃饭?	Where do you eat?
	Subject + zai 在+noun+verb	我们在家吃饭。	We eat at home.
<b>Some position words</b>	Zai 在、 shang 上、 xia 下、 qianmian/bian 前面 / 边、 hougou/bian后面/边、 zuo左面/边、 you右面/边、 dui对面、 pangbian旁边、 dong东边/面、 xi西边/面、 nan南面/边、 bei北边/面		In/on/under /front /back/left/right/ opposite/ nearby/east /west/south/east
<b>Simple directions</b>	Place + zai nar 在哪儿?	办公室在哪儿?	Where is the office?
	place+ zai 在+ (place)+ position word	办公室在图书馆旁边	The office is beside the library.
	Wang往+ position word +verb	往前走/往左拐/往右拐	Go ahead/turn left/ turn right
<b>Feelings and opinions</b>	Subject + zenmele怎么了?	他怎么了?	What's wrong with him?
	Subject+ adjective + le了	他饿了。	He is hungry.
	Subject+ hen很 Subject +	她很饿。	She is very hungry.
	Subject + zenmeyang怎么样?	这本书怎么样?	How do you think about this book?
		很有意思。	Very interesting.
	Subject + (bu) xihuan/ai (不)喜欢/爱 +verb/noun	我(不)喜欢看电视	I (don't) like watching TV.
	Subject + hui/neng/keyi/会/能/可以 +verb	我会/能/可以唱歌	I can sing.
	Subject+verb+ de得+adverb	他打得一般 / 为什么?	He plays no well. / Why?
	因为他跑得不快	Because he can not run fast.	
	我弹琴弹得很好	I play piano very well	

*He is average at playing...*

<b>Comparing and contrasting</b>	Subject A +bi比 + Subject B +adjective	我比兰兰高。	I am taller than Lanlan
	Subject A + meiyou没有+ Subject B + adjective	我没有兰兰胖。	I am not as fat as Lanlan
	Subject A +he和+ Subject B +yiyang一样 +adjective	兰兰和我一样大。	Lanlan is the same age as me.
	Subject plural +doushi都是+ noun phrase.	我们都是十二岁。	All of us are 12 years old.
	Subject + xihuan喜欢 +object A + haishi 还是 (+喜欢) +object B	你喜欢裤子还是 (喜欢) 裙子。	Which do you like, trousers or skirt?
<b>Expressing opinions with reasons</b>	Subject + weishenme为什么 + verb phrase/adjective phrase	为什么不去看电影?	Why didn't you go to see a movie?
		大伟为什么没去上学?	Why didn't Dawei go to school?
	yinwei 因为 + verb phrase/adjective phrase	因为我要做功课。	Because I have homework to do.
		因为他病了, 所以他没去。	He is sick, so he didn't go to school.
<b>Intentions and future plans</b>	Subject+ verb + noun +ma 吗?	你想/要吃炒面吗?	Do you want fried noodles?
	Subject + xiang想+time word + verb	你想什么时候去中国?	When do you want to go to China?
		我想明年去。	I want to go next year.
	Subject /time word+ verb phrase+zenmeyang 怎么样 /haoma好吗?	我们明天去公园, 好吗?	How about going to the park tomorrow?
<b>Agreement and disagreement</b>	好主意!		Good idea!
	我同意!		I agree.
	我不同意!		I don't agree.
<b>Question formation</b>	Some interrogative words Shenme什么 ji几 jisui几岁 jikou几口 shui/shei谁 duoda多大 na哪 nar哪儿 zainar在哪儿 nali哪里 jidian几点 xingqiji星期几 jiyue几月 jihao几号 na'nian		

	哪年 zenmele怎么了 jici几次 zenmeyang怎么样 duoshao多少 shenmeshihou 什么时候 weishenme为什么 zenmezheme怎么这么 zenmename怎么那么		
	Use of ma吗		Subject+ verb+ ma吗?
	Use of ni ne你呢		Statement + ni ne你呢?
<b>Some time words and sequence expressions</b>	Mingtian明天 houtian后天 jintian今天 zuotian昨天 qiantian前天 shangxingqi上星期 xiaxingqi下星期 meitian每天 pingchang平常 zaoshang早上 shangwu上午 zhongwu中午 xiawu下午 wanshang晚上 yiqian以前 yihou以后 qu'nian去年 shanggeyue上个月 gangcai刚才 xianzai现在 zuijin最近 xian...ranhou先……然后 yijing已经 congqian从前 conglai 从来		
<b>Events in the present (use zai在 to express continuous present)</b>	Subject +zai在+ verb +shenme 什么	你在干什么?	What are you doing?
	Subject +zai在+ verb phrase	我在听音乐。	I am listening to music.
	Subject +time words + verb phrase	你每天去上学吗?	Do you go to school every day?
<b>Events in the past (using time words and guo过/le了)</b>	Time word + subject + verb +guo过+ noun phrase	以前我看过这本书。	I read this book before.
	Time word + subject + verb +le了 +verb object	昨天我看了电视。	Yesterday I watched TV.
	Zai nar在哪儿 shenmeshihou什么时候 zenme 怎么 jici几次		Where /When/how/how often
	Subject +interrogative + verb phrase Subject +place/position word + verb phrase Subject +time words + verb phrase. Subject +time word+ verb +number +ci次+noun.		
<b>Other usage of question words</b>	Shenme dou 什么都dao chu doushi到处都是 shenme shihou dou什么时候都 zenmezheme怎么这么 zenmename怎么那么		
	Subject + question word +dou都 + verb phrase	他什么都知道。	He knows everything.
	Subject + question word +dou都 + noun	到处都是灰尘	Everywhere is dust.
	Subject +	他们怎么这么	How could you be so slow!

	question word + adjective	慢!	
<b>Asking someone to do something</b>	Ba 把+noun + verb phrase	把菜带回家	Take
	Subject +bang 帮 +someone +verb	我帮妈妈洗衣服	I help my mother <del>doing</del> washing. <i>do</i>
	Bang 帮 + someone+ Ba 把+noun + verb (-phrase)	你可以帮我把菜带回家	May you help me take the vegetable to my home?
<b>How things are done or used</b>	Yong 用+noun + verb phrase	我用刀切菜	I use knife to cut vegetable.
<b>Negatives</b>	Bu不 meiyou没有 bushi不是		
	mei没 +verb +guo过 (for past tense) 他没有去过中国。		He hasn't been to China.
	Verb +bu不+verb, 她不吃肉。  adjective+bu不 + adjective (for questions) 今天冷不冷?		She doesn't eat meat.  Is it cold today?



## Appendix 5 - Further detail surrounding problems with the current NCEA Chinese prescribed language

Chinese teacher, Otago

There are a large number of compounds listed that students feel like they have to learn but are not used by Chinese in everyday situations because they are too formal or they are just uncommon.

There are many English translations of the Chinese words which indicate just one meaning of the word but may have multiple meanings or uses. For example, 习惯 which is listed as habit, a noun, but is also a verb meaning: to be used to. This may mislead students and non-native teachers. Of course the list can't be exhaustive but it could be more explicit.

只要 is a structure with 只要...就... but isn't in the list but has been used in exams. (L3)

Da gai 大概, is in L3 list, but also in the sample reading of L1, which might be confusing for teachers to gloss 大概 or not when they use it.

Chinese teacher, Auckland

The vocabs need to be updated! L1 list, only limited words for colours, seasons and clothes!

Some words are not really used and need to be taken out, like ancient people, some words relevant to technologies need to be added. The current lists were issued nearly 10 years ago, really need to be updated.

## Appendix 6 - Pacific language books available, list provided by Lift Education E Tū

### Pasifika dual language texts (123)

#### Gagana Sāmoa (25)

- Tā Ō / Let's Go
- 'O le Tū'uga / The Race
- Lavalava / 'O Lavalava
- Fe'ausi / Swimming
- 'O La'u Pusi / My Cat
- Sāuni mo le Ā'oga / Ready for School
- Loka i Fafo / Locked Out
- E Mafai ona 'Ou Tusitusi / I Can Write
- 'O le Su'ega o Tinā / Finding Mum
- Talanoaga 'iā Nana / Talking to Nana
- 'O le Gāluega Fou a Tinā / Mum's New Job
- 'O se Ata Vali-i-lima mō Papa / A Finger-painting for Grandpa
- E Fiafia 'Afa e Faitau Tusi / 'Afa Loves to Read
- Savali 'i le 'Āiga i le Timu / Walking Home in the Rain
- 'O le Fe'e a Tinā / Mum's Octopus
- 'O le Taimi o le Palolo / Palolo Time
- 'O Lo'u Uso / My Sister
- 'O le Ma'umaga Talo a Tono / Tono's Talo Garden
- 'O Lo'u Igoa 'o Laloifi / My Name Is Laloifi
- Lu'au o le Aso Fānau / Birthday Lu'au
- 'O le Meaalofa mo Aunty Lise / A Present for Aunty Lise
- 'O se Pō Māninoa / A Quiet Night
- 'O Tinā Mānea / Tinā Mānea
- E Moe Fo'i Ata Ia / Shadow Sleeps
- 'O Pepe Pulepule / Spotted Butterflies

#### Gagana Tokelau (25)

- Tā Olo / Let's Go
- Ko to Tūkuga / The Race
- Ko te Nofoaga Haogalēmū / The Safe Place
- Kakau / Swimming
- Ko Taku Puhi / My Cat
- Ko te Tokotoko o Toku Tupuna / Papa's Tokotoko
- Maloka ki Fafo / Locked Out
- E Kō Mafaia oi Tuhituhi / I Can Write
- Hakiliga ō Mami / Finding Mum
- Talanoaga ma Nena / Talking to Nena
- Gālulega Fou ā Mami / Mum's New Job
- Valigā Magō / Painting Sharks
- Ko Ako e Fiafia Lele Faitau Tuhi / Ako Loves to Read
- Havalī Fakaua ki te Fale / Walking Home in the Rain
- Pasifika dual language series: titles 2
- Te Feke ā Mami / Mum's Octopus
- Fano ki te Kāiga / Going Home
- Ko Toku Taina / My Sister
- Ko te Māumaga Talo ā Tono / Tono's Talo Garden
- Ko te Aho Mālie o Filipino / Filipino's Fun Day
- He Meaalofa mō Aunty Lihe / A Present for Aunty Lihe
- He Pō Filēmū / A Quiet Night
- Nena Mānea / Nena Mānea
- E Moe te Ataata / Shadow Sleeps
- Pepe Togitogi / Spotted Butterflies
- Ko te Pehe / The Song

## Lea Faka-Tonga (27)

- Ta 'Alu / Let's Go
- Ko e Lova / The Race
- Ko Hoku Hingoa' ko Melepaea / My Name Is Melepaea
- Ko 'Eku Kato Ako' / My Backpack
- Ko 'Eku Pusi' / My Cat
- 'I he Mala 'e Vakapuna' / At the Airport
- Loka 'i 'i Tu 'a / Locked Out
- 'Oku Ou Lava 'o Tohi / I Can Write
- Kumi 'a Mami / Finding Mum
- Ko e 'Eku Talanoa mo 'Eku Kui Fefine' / Talking to Nena
- Ko e Ngāue Fo 'ou 'Eku Fa 'ee' / Mum's New Job
- 'I he Hili 'a e Āfaa' / After the Storm
- Ako Loves to Read / 'Oku Manako 'a Ako 'i he Lautohi'
- Ko e 'Alu ki 'Api 'i he 'Uha' / Walking Home in the Rain

- Ko e Feke 'a Mami' / Mum's Octopus
- 'Oku Tokoni 'a Simi / Simi Helps
- Ko Hoku Tokoua' / My Sister
- Ko e Ngoue Talo 'a Tono' / Tono's Talo Garden
- Tā Valivali ke 'Oange ma 'a 'Eku Kui' / A Finger-painting for Grandpa
- 'Oku Ō ki Fē 'a e Fanga Ki'i Fonu Pēpee' / Where Do Baby Turtles Go?
- Ko e Ofo 'a Lose Kakala / A Surprise for Lose Kakala
- Ko ha Me 'a ofa ma 'a 'Aniti Lise / A Present for Aunty Lise
- Pō Malū / A Quiet Night
- Ko e Tokonaki Mahu'inga / Big Saturday
- Kuleni Mānea / Kuleni Mānea
- Mohe 'a e 'Ata / Shadow Sleeps
- Pepe Lanu-pulepule / Spotted Butterflies

## Te reo Māori Kōwhiri Āirani (23)

- Kā 'Aere Tāua / Let's Go
- Te Tā'imo'imo'anga / The Race
- Kā Moe te Ata / Shadow Sleeps
- Pasifika dual language series: titles 3
- Te Moe'anga 'ā 'Angakara Timi / Uncle Timi's Sleep
- 'E 'Inangaro ana 'a Ako 'i te Tatau / 'Ako Loves to Read
- Te Pa'i Taro 'ā Tono / Tono's Taro Patch
- Te 'Eke 'ā Māmā / Mum's Octopus
- Kua Kitea 'a Māmā / Finding Mum
- Te 'Anga'anga 'Ōu 'ā Māmā / Mum's New Job
- Komakoma'anga atu kia Māmā / Mere Talking to Māmā Mere
- Kā Kite Au 'i te Tātā / I Can Write
- Tāku Kiore Ngīāo / My Cat

- Rokā'ia kī Va'o / Locked Out
- Te 'Okī'anga ki te Kāinga nā roto 'i te Ua / Walking Home in the Rain
- 'E Tīvaevae nō 'Angakara Rōpati / A Tīvaevae for Uncle Rōpati
- Te Tāmaru 'ō Māmā Roimata / Māmā Roimata's Umbrella
- Tōku Teina / My Sister
- 'E 'Ōrama nā Māmā Rū'au / Granny's Wish
- Rūkau nō te Rā 'Ānau'anga / Birthday Rūkau
- Pō Marū / A Quiet Night
- Māmā Mānea / Māmā Mānea
- Tāku Kete / My Backpack
- Te au Pepe Tōpatapata / Spotted Butterflies

## Vagahau Niue (23)

- Hau ke Ō / Let's Go
- Ko e Poitufi / The Race
- Ko e Supo Hahave / Flying Fish Soup
- Tau Kukukuku ha Ako / Ako's Hugs

- Fiafia Lahi a Ako ke Totou / 'Ako Loves to Read
- Ko e Maala Talo ha Tono / Tono's Talo Garden

- Ko e Feke ha Mami / Mum's Octopus
- Ko e Aho Faiumu Lahi / Big Saturday
- Kumi i a Mami / Finding Mum
- Gahua Fooou ha Mami / Mum's New Job
- Tūtala ki a Nena / Talking to Nena
- Maeke Au ke Tohi / I Can Write
- Ko e Pusi Haaku / My Cat
- Loka ki Fafo / Locked Out
- Ō ki Kaina he Uha / Walking Home in the Rain

- Lavalava / Lavalava
- Kia Eketaha! / That's the Way!
- Ko e Tehina Haaku / My Sister
- Tau Pepe Pulepule / Spotted Butterflies
- Ko e Lologo / The Song
- Ko e Pō Milino / A Quiet Night
- Kulani Mitaki / Kulani Mitaki
- Mohe e Ata / Shadow Sleeps

## Appendix 7 - Gagana Sāmoa NCEA prescribed list of vocabulary

## LISI O UPU – SAMOAN VOCABULARY AND STRUCTURES LIST

O le pepa fa 'aopoopo lenei,ua aofia uma ai upu mai le vaega 1 –5 o le *Ta 'iala o le Gagana Samoa i Niu Sila* faatasi ai ma upu mana 'omia ina ia mafai e tamaiti ona ausia sini fa 'ata 'atia o lo 'o ta 'ua i lenei fa 'amatalaga.

[This appendix includes all the vocabulary in Levels 1 –5 of *Samoa in the New Zealand Curriculum* plus additional vocabulary needed to allow students to meet the objectives set out in the level one achievement standards.]

### SI 'OSI 'OMAGA - Aiga/Aganuu/Lotu/A 'oga/Taalogaa/Galuega/Tofi

#### Aiga

tamä, tinä, pepe, tama, teine, tuafafine, tuagane, uso, tinä matua, tamä matua, lo 'omatua, toea 'ina, tei, sole, suga, tausoga, tuagane o lou tinä, tuafafine o lou tamä, uso o lou tinä, uso o lou tamä, tinä o lou tinä, tamä o lou tamä, tinä o lou tamä, tua 'ä, mätua o mätua, fanau, fanau a fanau, avä a le tuagane, tane, to 'alua, atali 'i, afafine, tama fai, uso matua, uso la 'itiiti, mäsaga, ulumatua, ui 'i, tamavavae, tamatausi, tamatama, tamateine, matai, tautua, va fealoa 'i, taligämälö, tala 'aga, faigä 'ai, taumafataga, taule 'ale 'a, papa, mama, fafine, tamäloa, ali 'i, tama 'ita 'i, uö, uö tama, uö teine, faletua, tausi.

#### Fale

fale, potumoe, potu 'ai, potumälölö, faletä 'ele, faletusi, faletalimälö, falefono, falea 'oga, faleuila, fale 'ese, falela 'itiiti, fale aiga, faletupe, falepovi, falefalaoa, falefaigaluega, fale 'oloa, falei 'a, faleoti, faleta'avale.

#### Taumafa

pisupo, pata, falaoa, ti, kofe, sipuni, kapisi, 'apu, moli, fai, kukama, talo, ta 'amü, ufi, umala, pateta, aniani, käloti, aniani Saina, lialia, sapasui, 'ulo, tipoti, 'ogäumu, pusa 'aisa, asu, susu, siamu, sisi, sösisi, suafa 'i, kokoalaise, koko Samoa, köpai, pani, panikeke, tonati, pinati, masi Saina, masikeke, masi Samoa, falaoavine, asikulimi, kulimi, kale, suai 'a, sosi.

#### Faletä 'ele

pulumu fuluipu, pulumu fulunifo, pulumu salufale, salu, masini tämea, pauta tämea, fasimoli, pulu tä 'ele, solotä 'ele, solomata, sololima, solovae, tipoti, pesini.

#### Umukuka

naifi, tui, sipuniti, 'o 'e, nofoa, laulau, nofoa 'ai, sefe, 'apafafano.

#### Potumoe

ki, tapë, moega, 'iemoega, 'ie 'afu, 'iesolosolo, puletasi, 'ie 'ie, 'iefaitaga, lavalava, ofutino, 'ietoga, 'ofumoe, 'ofutä 'ele, 'ofula 'itiiti, 'ofuveloto.

#### Fale

mitiafu, fusiua, totini, se 'evae, se 'evae tosotoso, vali, valilaugutu, sapelu, nofoa fa 'alue, letiö, televise, to 'i.

**Mea 'ai**

tamato, pi, laumoli, kapisivai, lakisi, letusi, taga, tagalapisi, niu, mago, otaota, vai, vaiinu.

**Vailä 'au ma Mea 'ai**

vailä 'au, vaimili, vaiauli, vai 'aisa, vaisuamalie, 'eleni, pilitati, samani, 'apapī, kemupai, masima, suka, pepa, fa 'amanogi mea 'ai (spices), 'apamoa.

**Lagona**

fiafia, 'ata 'ata, fa 'anoanoa, alofa, ita, fa 'a 'ü 'ü, fa 'asiasia, fa 'avauvau, 'oli 'oli, osooso (fa 'amaualuga), to 'atäma 'i, fefe, mafatia, o 'otia, se 'etia, mata 'ü, mata 'u, matamuli, fiasili, fiapoto, mimita, matamuamua, fiatagata, fiamauualuga, taufa 'aleaga.

**Tu ma Amioga**

fa 'aaloalo, lë migao, fa 'amaualuga, lotomauualalo, ulavale, filëmü, tausa 'afia, fiatagata, fiata 'uta 'ua, fiamalosi, fa 'ateteine, fa 'amänaia, fiapälagi, fiailoa, fiatamaleaga, fiatama 'autü, fiapule, paië, tö 'aga, filigä, tauivi, sogasogä , tautalaitiiti.

**Galuega**

faiva, tiute, galue, faigaluega, ofisa, foma 'i, faiao 'ga, leoleo, polöfesa, 'avepasi, tamaitia 'oga, inisia, palama, tufuga, kamuta, samala, teine foma 'i, fa 'inifo, foma 'itipitipi, foma 'imanu, lomitusi, pailate, kapeteni, auva 'a, aufaigaluega 'aveva 'alele, kuka, fa 'atau 'oloa, talitupe (cashier)su 'etusi, okika (auditor)ali 'i pule, tama 'ita 'i pule, fa 'atonusili, fa 'amasino, löia, peilifi (bailiff), 'aveta 'avale, 'avenofoaafi (train driver)tautai, tusiata, pu 'eata, palemia, faipule, minisitä, failautusi, ta 'ita 'ifono, tusitala, tagata fa 'asalalau (announcer), talitelefoni, pätele, faife 'au, fesoasoani, taupousä, felela, faipese, tamapese, ta 'ita 'ifa 'aili, fa 'aili, teinepese, ta 'ita 'ipese, fuataimi, täla 'au, tä 'okeni, fatutala, tusitala, fatusolo, fa 'amatala 'upu, fa 'aliliu 'upu, 'otulu, teine tausima 'i, tama tausima 'i, foma 'imata, fa 'atösaga, tauläsea, failauga, tätatau, se 'epapa, falelalaga, faitino ta 'avale, pamu penisini.

**Veape (Verbs)**

alu, sau, su 'isu 'i, nofo, tu, savali, tautala, ave, tago, 'aumai, tuu, ligi, söia, 'aua, fai, ki, faitau, tä 'ele, solo, fa 'amamä, teu, fulufulu, fa 'avai, fa 'avela, fisi, tipitipi, sa 'eu, fa 'asuka, fa 'amasima, seti, tofotofo, tapena, avatu, avane, salu, fu 'e, 'oti 'oti, gaugau, 'äuli, tatä, fa 'amamä, fa 'atautau, totolo, tu, fa 'atulou, ma, mafaufau, manatu, lagona, fesili, fa 'aali, talanoa, tali, fasi, po, to 'otuli, tu 'i, soli, popö, usu, pese, lamu, gali, folo, mole, laoa, fogi, sogisogi, fa 'alogo, moe, tuai, tamo 'e, tu 'itu 'i, ta 'agulu, töë, 'ata 'ata, pisa, leotele, tagi, fa 'ataiö, leoleoä, misa, fusu, tali 'upu, pi 'i, kiki, tusitusi, va 'ai, ta 'afili, milimili, ta 'avalevale, fofö, fusi, tului, 'e 'ë, pa 'ö, fa 'alue, osooso, luelue, tatü, futi, momono, tapuni, tatala, ufiufi, susu 'e, susü.

**Soäveape (Adverbs)**

fa 'agesegese, vave, luma, tua, luga, lalo, totonu, fafo, sesë, sa 'o, leotele, leomalie, auë, matagä, malie, lelei, fa 'ano 'uno 'u, televave, telegese, nei, loa,

filēmü, lēmü, fa 'avave, fa 'aaloalo, malie, mälü, tumu, 'afa, fa 'ala 'iitiiti, fa 'atele, mäe 'a, natinati, mamä, fa 'apato, mago, fa 'amanifi, tigäina, fa 'amafolafola, fa 'apepe, saosaoa, loloto, mamao, 'autü, alofa, fa 'atauva 'a, vaivai, fa 'anoanoa, fiafia, fa 'avauvau, maotua, faigatä, faigofie, fou, tuai, manino, toto 'a, samasamanoa, fa 'ali 'i, mo 'amo 'a, mamafa, leaga, pala, seu, po, atoa, lè mafaufau, leoleoä, na 'uä, so 'o, lotulotu.

### Soänauna (Adjectives)

masoa, matuitui, täua, fa 'anoanoa, tigä, moni, lanu 'ese 'ese, loloto, papa 'u, mäfiafia, mänifinifi, talatala, patupatu, ma 'ai, manogi, 'aulelei, 'auleaga, puta, mänaia, läpo 'a, umi, maualalo, maualuga, silika, pu 'pu 'u, felesi, fou, toto 'a, manino, popole, fa 'amaualuga.

### Upu Fa 'asino (Prepositions)

luga, lalo, luma, tua, tafatafa, fafo, ifo, a 'e, totonu, va, talaane, ia, 'ia, 'iä (to), aga 'i (towards), ai, ane, mai, atu.

### So 'ofuai 'upu (Conjunctions)

*Because:* auä, ina ua, leaga, ona o

*But:* 'ae, a

*Nevertheless:* 'ae peita 'i

*If:* pe 'ä, pe 'afai, pe 'ana

*While:* 'a 'o

*When:* ina ua

*However:* vaganä, 'ae peita 'i

*Until:* se 'iloga, se 'i vaganä

*Despite:* e ui lava, e ui ina

*As well as:* i le ma lea.

### Veape (Verbs)

taumafa/tausami, töfä, fa 'amälü, susü, afio, maliu, maleifua, saunoa, fetalai, silasila, fa 'afofoga, alaala, tatafi, laulelei, gäsese, soisoi, tutulu, tu 'umälö, usufono, masoe.

### Nauna (Nouns)

susuga, afioga, töfä, faletua, tausi, nofoaalo, feagaiga, töfäga, ava, maota, laoa, malu, malumalu, ala, gasegase, maliu, tama 'ita 'i, ali 'i, tatau, malu, 'aumaga, sa 'oao, potutöfä, tunoa, 'o 'e, ao, fofoga, 'a 'ao, laualo, lauao, oloa, fogifogi, meaituä 'olö, ta 'apaepae, manufata, i 'amaimoana, filiga, ta 'ifau, gose, iole, tä 'aifä, fuäuli, lili, soesä, mau, solo, maketi fou, kolosë, laufala, lau 'ie.

### UPU O FAIÁ (POSSESSIVE PRONOUNS)

**For singular nouns**

**For plural nouns**

#### 1. Definite

**Singular Possessive Pronoun**

lo 'u, la 'u

my

o 'u, a 'u



lou,lau	your	ou,au
lona,lana	his/hers/its	ona,ana

### Dual Possessive Pronoun

lo tä,la tä	our (2)	o tä,a tä
lo mä,la mä	our (2)	o mä,a mä
lo lua,la lua	your (2)	o lua,a lua
lo lä,la lä	their (2)	o lä,a lä

### Plural Possessive Pronoun

lo tätou,la tätou	our	o tätou,a tätou
lo mätou,la mätou	our	o mätou,a mätou
lo tou,la tou	your	o tou,a tou,o outou
lo lätou,la lätou	their	o lätou,a lätou

## 2.Indefinite

### Singular Possessive Pronoun

so 'u,sa 'u	my	ni o 'u,ni a 'u
sou,sau	your	ni ou,ni au
sona,sana	his/hers/its	ni ona,ni ana.

### Dual Possessive Pronoun

so tä ,sa tä	our (2)	ni o tä ,ni a tä
si a ta	our (2)	si a tatou
si a mä	our (2)	si a matou
so mä ,sa mä	our (2)	ni o mä ,ni a mä
so lua,sa lua	your (2)	ni o lua,ni a lua
so lä ,sa lä	their (2)	ni o lä ,ni a lä

### Plural Possessive Pronoun

so tätou,sa tätou	our	ni o tätou,ni a tätou
so mätou,sa mätou	our	ni o mätou,ni a mätou
so tou,sa tou	your	ni o tou,ni a tou
		ni o outou,ni a outou
so lätou,sa lätou	their	ni o lätou,ni a lätou

## List of Grammatical Structures

- One verb sentence  
**Sa alu le tama,i le lotu.**  
tm verb subject object
- One verb sentence  
**O le tama sa alu i le lotu.**  
tp ia subject tm verb object
- Two verb sentence  
**Sa alu le tama i le lotu ina ua ta le logo.**  
tm verb da subject pr da object conjunction verb object

- One verb sentence and adjective (vs+ad)  
**Ua sau le pasi mümü.**  
tm verb da subject adjective
- One verb +subject +adjective +object  
**Ua sau le pasi samasama mai le taulaga.**  
tm verb subject adjective prep ' da object
- One verb +adverb +subject +object  
**E ita tele le toea'ina i le pisa.**  
tm verb adv da subject pr da object
- Two Verbs +subject +object  
**O lo o alu le teine e faatau se falaoa.**  
tm verb da subject tm verb ia object

**Appendix 8 & Appendix 8a - Gagana Sāmoa NCEA assessment support material sample and French NCEA assessment support material**



National Certificate of Educational Achievement  
TAUMATA MĀTAURANGA Ā-MOTU KUA TĀEA

## Internal Assessment Resource

### Languages Level 2

This resource supports assessment against:

Achievement Standard 91145 version 2

Give a spoken presentation in Samoan that communicates information, ideas and opinions

**Resource title: Love is in the air**

4 credits

This resource:

- Clarifies the requirements of the standard
- Supports good assessment practice
- Should be subjected to the school's usual assessment quality assurance process
- Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic

Date version published  
by Ministry of Education

March 2017 Version 4

To support internal assessment from 2017

Quality assurance status

These materials have been quality assured by NZQA.

NZQA Approved number: AA-03-2017-91145-04-5823

Authenticity of evidence

Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.

Using this assessment resource without modification may mean that students' work is not authentic. The teacher may need to change figures, measurements or

data sources or set a different context or topic to be investigated or a different text to read or perform.

## Internal Assessment Resource

**Achievement Standard Languages 91145:** Give a spoken presentation in Samoan that communicates information, ideas and opinions

**Resource reference:** Languages 2.2A v4 Samoan

**Resource title:** Love is in the air

**Credits:** 4

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### Teacher guidelines

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The following guidelines are designed to ensure that teachers can carry out valid and consistent assessment using this internal assessment resource. The resource may be adapted to suit the teaching and learning context where it is to be used.

Teachers need to be very familiar with the outcome being assessed by Achievement Standard Languages 91145. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

### Context/setting

The context for this activity is that students will be attending a friend's wedding in Samoa, where they have been asked to give a 2 minute presentation in Samoan.

### Conditions

Presentations will be recorded for assessment purposes. They should be about 2 minutes in length, but quality is more important than quantity.

Students may work alone, in pairs, or in a group. Where two or more students construct and perform a presentation together, each must have a significant role in both the creation and presentation so that there is sufficient evidence for assessment of individual performance.

When delivering their presentations, students may have prepared notes, cue cards, props, other supporting material, or a copy of the text with them, but they may not read directly from their notes. To do so will mean they have not met the standard.

### Resource requirements

Recording equipment (audio/video).

### Additional information

None.

## Internal Assessment Resource

**Achievement Standard Languages 91145:** Give a spoken presentation in Samoan that communicates information, ideas and opinions

**Resource reference:** Languages 2.2A v4 Samoan

**Resource title:** Love is in the air

**Credits:** 4

Achievement	Achievement with Merit	Achievement with Excellence
Give a spoken presentation in Samoan that communicates information, ideas, and opinions.	Give a convincing spoken presentation in Samoan that communicates information, ideas, and opinions.	Give an effective spoken presentation in Samoan that communicates information, ideas, and opinions.

### Student instructions

#### Introduction

You are attending a friend's wedding in Samoa and have been asked to give a spoken presentation at the event. This assessment task requires you to prepare and deliver your presentation. In it, you need to communicate information, and express and justify ideas and opinions in culturally appropriate spoken Samoan.

Teacher note: The context for this activity can be easily adapted. For example: a speech at an 18<sup>th</sup> birthday party, a graduation ceremony or farewelling a friend.

You need to record your presentation for assessment and moderation purposes. It should be about 2 minutes in length, but quality is more important than quantity.

It will be assessed on how convincing and effective it is.

All work must be your own.

Teacher note: Students could be given the choice of working alone, in pairs, or in a group. If so, modify the above sentence and make it clear that where two or more students construct and perform a presentation together, each must have a significant role in both the creation and presentation so that there is sufficient evidence for assessment of individual performance.

You may not use the language samples from the assessment schedule in your own work without substantial modification.

When delivering your presentation you may have prepared notes, cue cards, props, other supporting material, or a copy of the text with you, but you may not read directly from your notes. To do so will mean you have not met the standard.

You have [*specify number*] periods in class to prepare your presentation.

Teacher note: Confirm how much class time your students will have to prepare their presentations.

## Task

Prepare a spoken presentation for the wedding context described above.

In your presentation, you could include, for example:

- a description of your friend and his/her qualities
- at least one story related to your friendship
- your hopes for your friend's future
- your opinion of the couple's relationship
- differences you have noticed between weddings in Samoa and New Zealand.

For more guidance, see Resource A.



## **Resource A: Characteristics of quality communication and presentation**

### Quality communication

- effectively communicates and justifies opinion(s) and/or information and/or ideas that are relevant to the tasks
- uses language and cultural knowledge appropriate for the task and the intended audience
- uses language appropriate to the text type
- uses appropriate formats and styles
- develops and connects the opinions, information, and ideas to produce an integrated whole
- gives examples and makes comparisons to illustrate points
- gives convincing reasons and explanations
- has a clear sequence in the content of the writing
- uses connecting words.

Remember to use gestures and body language as appropriate in Samoan culture.

A quality presentation will:

- give information that is interesting and appropriate to the audience
- have a clear sequence
- express your information, ideas, and opinions clearly
- develop and link your information, ideas, and opinions
- give examples, comparisons, and points of view to illustrate what you are saying
- use Samoan to communicate successfully, avoiding inconsistencies which could hinder communication (for example, inconsistencies in choice and use of vocabulary, expressions, sentence structure, pronunciation, intonation, rhythm patterns, speed, audibility, inflection, tone, stress, and pausing).

## Assessment schedule: Languages 91145 Samoan - Love is in the air

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>Samoan is used in a spoken presentation to express and justify information, ideas and opinions, in order to inform and entertain guests at a wedding.</p> <p>Communication is achieved overall, although there may be inconsistencies in choice and use of language features.</p> <p>Cultural conventions are used if appropriate.</p> <p>The length of the presentation is about two minutes.</p> <p>Example</p> <p><i>Talofa lava, o lo'u igoa o Sina ma o a'u o le uo lelei o Susana. O Susana e loto alofa toe agalelei i so'o se isi. Ou te manatua lava le taimi fa'atoa ma feiloa'i ai...</i></p>	<p>Samoan is used in a convincing spoken presentation to express and justify information, ideas and opinions. There is development of the information, ideas, and opinions, which is generally expressed in a credible and connected way.</p> <p>A range of language and language features are selected and used in a way that fits the specific purpose, using cultural conventions if appropriate.</p> <p>Communication is not significantly hindered by inconsistencies in choice and use of language and language features.</p> <p>The length of the presentation is about two minutes.</p> <p>Example</p> <p><i>Malo le soifua maua ma le lagi e mama i le paia ma le mamalu o Samoa ua aofia potopoto. O a'u nei o Sina ma ua ou tula'i atu ma le fa'aaloalo e fai sina tala pu'upu'u i le ma mafutaga ma le uso lea. Sa ma ao'oga faatasi ma Susana i le aoga tulaga lua ma o inā fo'i sa amata ai le ma faigauō...</i></p>	<p>Samoan is used in an effective spoken presentation to express and justify information, ideas and opinions. There is development of the information, ideas, and opinions, which is generally expressed in a controlled and integrated way.</p> <p>A range of language and language features are capably selected and successfully used in a way that fits the specific purpose, using cultural conventions if appropriate.</p> <p>Communication is not hindered by inconsistencies in choice and use of language and language features.</p> <p>The length of the presentation is about two minutes.</p> <p>Example</p> <p><i>E muamua lava ona ou fa'atalofa atu i le paia ma le mamalu o Samoa ua aofia potopoto mai i lenei aso matagofie aua le fa'amanatuina o le atoaga o le 21 o Susana. Malo le soifua ma le lagi e mama. Fa'afetai ua tatou feiloa'i i luma o nu'u ae le o tua o nu'u. Fa'afetai tele mo le avanoa ua tu'uina mai e fai ai sina molimau pu'upu'u...</i></p>

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.



National Certificate of Educational Achievement  
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

## Languages Level 2

This resource supports assessment against:

Achievement Standard 91120 version 2

Give a spoken presentation in French that communicates information, ideas and opinions

**Resource title: Love is in the air**

4 credits

This resource:

- Clarifies the requirements of the standard
- Supports good assessment practice
- Should be subjected to the school's usual assessment quality assurance process
- Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic

Date version published by Ministry of Education	February 2017 Version 4 To support internal assessment from 2017
Quality assurance status	These materials have been quality assured by NZQA. NZQA Approved number AA-02-2017-91120-04-5788
Authenticity of evidence	Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.  Using this assessment resource without modification may mean that students' work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform.

## Internal Assessment Resource

**Achievement Standard Languages 91120:** Give a spoken presentation in French that communicates information, ideas and opinions

**Resource reference:** Languages 2.2A v4 French

**Resource title:** Love is in the air

**Credits:** 4

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### Teacher guidelines

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The following guidelines are designed to ensure that teachers can carry out valid and consistent assessment using this internal assessment resource. The resource may be adapted to suit the teaching and learning context where it is to be used.

Teachers need to be very familiar with the outcome being assessed by Achievement Standard Languages 91120. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

#### Context/setting

The context for this activity is that students will be attending a friend's wedding in France, where they have been asked to give a 2 minute presentation in French.

#### Conditions

Presentations will be recorded for assessment purposes. They should be about 2 minutes in length, but quality is more important than quantity.

Students may work alone, in pairs, or in a group. Where two or more students construct and perform a presentation together, each must have a significant role in both the creation and presentation so that there is sufficient evidence for assessment of individual performance.

When delivering their presentations, students may have prepared notes, cue cards, props, other supporting material, or a copy of the text with them, but they may not read directly from their notes. To do so will mean they have not met the standard.

#### Resource requirements

Recording equipment (audio/video).

#### Additional information

None.

## Internal Assessment Resource

**Achievement Standard Languages 91120:** Give a spoken presentation in French that communicates information, ideas and opinions

**Resource reference:** Languages 2.2A v4 French

**Resource title:** Love is in the air

**Credits:** 4

Achievement	Achievement with Merit	Achievement with Excellence
Give a spoken presentation in French that communicates information, ideas, and opinions.	Give a convincing spoken presentation in French that communicates information, ideas, and opinions.	Give an effective spoken presentation in French that communicates information, ideas, and opinions.

### Student instructions

#### Introduction

You are attending a friend's wedding in France and have been asked to give a spoken presentation at the event. This assessment task requires you to prepare and deliver your presentation. In it, you need to communicate information, and express and justify ideas and opinions in culturally appropriate spoken French.

Teacher note: The context for this activity can be easily adapted. For example: a speech at an 18<sup>th</sup> birthday party, a graduation ceremony or farewelling a friend.

You need to record your presentation for assessment and moderation purposes. It should be about 2 minutes in length, but quality is more important than quantity.

It will be assessed on how convincing and effective it is.

All work must be your own.

Teacher note: Students could be given the choice of working alone, in pairs, or in a group. If so, modify the above sentence and make it clear that where two or more students construct and perform a presentation together, each must have a significant role in both the creation and presentation so that there is sufficient evidence for assessment of individual performance.

You may not use the language samples from the assessment schedule in your own work without substantial modification.

When delivering your presentation you may have prepared notes, cue cards, props, other supporting material, or a copy of the text with you, but you may not read directly from your notes. To do so will mean you have not met the standard.

You have [*specify number*] periods in class to prepare your presentation.

Teacher note: Confirm how much class time your students will have to prepare their presentations.

## **Task**

Prepare a spoken presentation for the wedding context described above.

In your presentation, you could include, for example:

- a description of your friend and his/her qualities
- at least one story related to your friendship
- your hopes for your friend's future
- your opinion of the couple's relationship
- differences you have noticed between weddings in France and New Zealand.

For more guidance, see Resource A.

## **Resource A:**

### **Characteristics of quality communication and presentation**

#### Quality communication

- effectively communicates and justifies opinion(s) and/or information and/or ideas that are relevant to the tasks
- uses language and cultural knowledge appropriate for the task and the intended audience
- uses language appropriate to the text type
- uses appropriate formats and styles
- develops and connects the opinions, information, and ideas to produce an integrated whole
- gives examples and makes comparisons to illustrate points
- gives convincing reasons and explanations
- has a clear sequence in the content of the writing
- uses connecting words.

Remember to use gestures and body language as appropriate in French culture.

A quality presentation will:

- give information that is interesting and appropriate to the audience
- have a clear sequence
- express your information, ideas, and opinions clearly
- develop and link your information, ideas, and opinions
- give examples, comparisons, and points of view to illustrate what you are saying
- use French to communicate successfully, avoiding inconsistencies which could hinder communication (for example, inconsistencies in choice and use of vocabulary, expressions, sentence structure, pronunciation, intonation, rhythm patterns, speed, audibility, inflection, tone, stress, and pausing).

## Assessment schedule: Languages 91120 French - Love is in the air

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>French is used in a spoken presentation to express and justify information, ideas and opinions, in order to inform and entertain guests at a wedding.</p> <p>Communication is achieved overall, although there may be inconsistencies in choice and use of language features.</p> <p>Cultural conventions are used if appropriate.</p> <p>The length of the presentation is about two minutes.</p> <p>Example  <i>Ça fait dix ans que je connais Sylvie. Grâce à elle j'ai commencé à vraiment aimer le français. J'espère qu'elle sera contente avec son nouveau mari Marc.</i></p>	<p>French is used in a convincing spoken presentation to express and justify information, ideas and opinions. There is development of the information, ideas, and opinions, which is generally expressed in a credible and connected way.</p> <p>A range of language and language features are selected and used in a way that fits the specific purpose, using cultural conventions if appropriate.</p> <p>Communication is not significantly hindered by inconsistencies in choice and use of language and language features.</p> <p>The length of the presentation is about two minutes.</p> <p>Example  <i>Je suis très content/e d'être ici aujourd'hui ! Je connais la belle Sylvie, ma meilleure amie depuis l'âge de quinze ans. Je n'oublierai jamais l'année qu'on a passée ensemble en Nouvelle-Zélande. En parlant avec elle j'ai compris pourquoi j'adorais la langue française.</i></p>	<p>French is used in an effective spoken presentation to express and justify information, ideas and opinions. There is development of the information, ideas, and opinions, which is generally expressed in a controlled and integrated way.</p> <p>A range of language and language features are capably selected and successfully used in a way that fits the specific purpose, using cultural conventions if appropriate.</p> <p>Communication is not hindered by inconsistencies in choice and use of language and language features.</p> <p>The length of the presentation is about two minutes.</p> <p>Example  <i>Après avoir rencontré Sylvie il y a dix ans j'ai commencé à vraiment apprécier mes cours de français parce qu'elle et moi, on ne parlait que français ensemble. J'ai progressé hyper rapidement comme vous pouvez voir! Sylvie, je n'oublierai jamais l'année qu'on a passée ensemble en Nouvelle-Zélande – surtout la plage en été. Sylvie et Marc je sais que vous aurez une vie pleine de joie. Félicitations!</i></p>

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.



## Appendix 9 - Detailed report about the gaps in the NCEA Japanese vocabulary lists

The vocab list does have a lot of inconsistencies with vocab at the wrong level or words just not being there. There are a bunch of not very useful words such as to mow the lawn, to wipe, preparatory school for university (which isn't really a thing anymore in Japan), postcard, slope etc. But the biggest issues are words at the wrong level and missing words.

The word for scary こわい is a Level 3 vocab word and yet almost everyone teaches it in Year 9.

The humble words (used to talk about your own family) for aunt and uncle are in the vocab list, but not the ones for grandmother and grandfather, just the formal ones used to talk about other people's families.

The kanji for teach 教 is a Level 2 kanji as in the words textbook 教科書 and church 教会 but the Verb to teach 教える is not in any vocab list at any level.

The kanji pair for few 少 and many 多 are Level 2 kanji, but vocab wise the word for few 少し is Level 2 and the word for many 多い is Level 3 and that is the only word in the vocab lists at any level that uses that kanji.

Some basic words that reflect the nature of the curriculum are not in the vocab list. The most notable one is ちがい for difference and it's verb ちがう to be different. So the only way you can say x is different in Japan is to say x is not the same. And we know that cultural difference is the key aspect of the curriculum at Levels 7 and 8.

We teach considerably less kanji than Australia, Britain and the US. And the kanji we have are sometimes in at the wrong level as they don't match well with the vocabulary taught at that level. And there are some big misses. For example:

We teach the kanji for new 新 but not old 古 despite in being an easy kanji to draw, and yet paper 紙 and boat 船 are required kanji at level 3 despite them not being used very often

The kanji for river 川 and mountain 山 are taught in Level 2, and should really be taught in level 1 All of the school related kanji to write words such as primary school and middle school and university are taught in Level 1. However the kanji for tall, high, expensive 高 which is needed to write high school, a word that students often write, is a Level 2 kanji, and its opposite, cheap 安, is a Level 3 kanji.

Weather is only really taught in Level 1, but the kanji for weather is in Level 3