

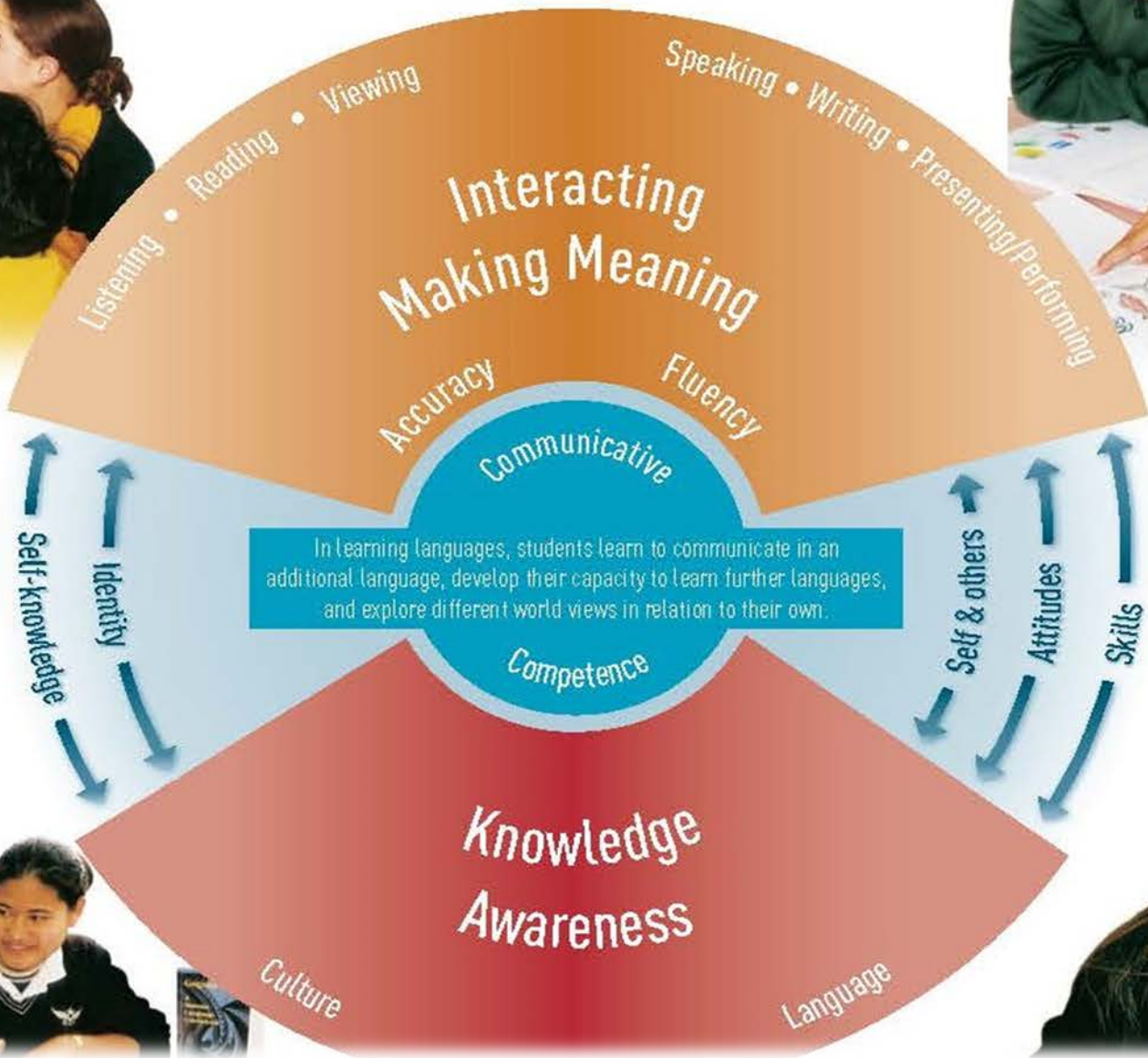
# He taonga ngā reo katoa All languages are to be treasured



Scarino, 2000  
Learning languages in a school setting involves developing learners' capabilities for both using language and learning language. Learners need to learn how to learn and how to learn a language. Even more important is that they develop higher order thinking skills and that they perceive the important relationship between thought, language and knowledge.

Kramsch, 1993  
In a dynamic view of culture, cultural competence is seen, therefore, as intercultural behaviour. It is the ability to negotiate meaning across cultural boundaries and to establish one's own identity as a user of another language.

Byram, 1995  
An intercultural speaker is someone who can operate their linguistic competence and their sociolinguistic awareness of the relationship between language and the context in which it is used, in order to manage interaction across cultural boundaries, to anticipate misunderstandings caused by differences in values, meanings and beliefs, and thirdly, to cope with the affective as well as cognitive demands and engagement with otherness.



Ko tōu reo, ko tōku reo, te tuakiri tangata. Tīhei uriuri, tīhei nakonako.

*Your voice and my voice are expressions of identity. May our descendants live on and our hopes be fulfilled.*

*Whakataukī for the Learning Languages area (Ministry of Education, 2007, p.24)*

## Key messages

- Development of the NZC was one of the most comprehensive consultation processes undertaken by the MoE with more than 15,000 New Zealanders involved and more than 10,000 submissions received on the 2005 draft.
- The NZC (2007) provides more opportunities for students in the primary school years to learn a language.



- In *Learning Languages* there is a shift in the focus from linguistic proficiency as the primary goal, towards the interrelationship between language and culture, and developing students' intercultural capability.
- This integration of language and culture recognises that **“a language is a part of a culture, and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture”**

## Consider the opportunities!

- *Learning Languages* will help students to appreciate and value their own culture and uniqueness, and to interrelate with others meaningfully and successfully (Liddicoat, 2005).
- The Key Competencies of the NZC namely, **thinking; relating to others; using language symbols and text; managing self; and participating in communities** readily relate to the languages learning and teaching context.
- Language learning can help develop students' international capabilities (Ministry of Education, 2014) such as global competence, international-mindedness and cross-cultural competence.



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