

New and Innovative Approaches in Learning Languages

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Learning & Using Languages for Real Purposes - Especially Learning Curriculum Content in other Subject Areas. Promoting Bi- /Multi-lingualism

- Content based Instruction (CBI) USA / or Content & Language Integrated Learning (CLIL) Europe. Usually CBI/CLIL now
 1. Students take a language learning class where the language is taught as a subject (Can be an ESOL English Course) AND
 2. Have at least one of their Curriculum subjects /areas taught through the medium of that language also .Usually 1 or 2 could be more. E.g. Usually begins with non technical subjects Social Studies, Music Art , Maths PE History, Literacy...Moves on to Maths and Sciences later as student ability increases.

This can be optional or required.

Outcomes

1. Students language abilities in all areas are significantly higher as each curriculum area learned through the language is added. e.g. Dick Johnstone Scotland primary Schools English/ Gaelic + French or German + 1-2 Curriculum areas. Increased Motivation Engagement
2. Students Curriculum Knowledge is as good as students learning through the traditional language of instruction of the country
3. Can run at Primary, Intermediate or Secondary. Older students do as well as younger, often better.
4. Traditional Language Teaching where taught grammatically as in Ireland, Turns many student off Learning Languages

Is currently usually using an International Language but Heritage/Minority Languages are also now in Trial Use

- Address the only 1 in 20 to 25 in International languages Learning who ever become fluent through current approaches
- Students maintain and develop their own Heritage Language and become more successful at school. Can also be doing another Language (2nd or 3rd) as well in the same type of programmes
- e.g.. Scottish Gaelic, English /Basque/ Spanish in Spain ...
- Blurring the Traditional boundaries and silos between Learning Languages as a separate subject and Bilingual Education because it works and is more effective than traditional approaches
- Becoming the dominant International Languages approach in Europe/ USA and now in Middle East and Asia.-Not yet in NZ.

So We Now have a Wider Range of Options for Language Learning & Language/s Maintenance & Rejuvenation

- That can be used from primary to tertiary levels
- That has a proven international research record of success
- That addresses the low up take in Learning Languages in NZ
- That promotes greater student interest and engagement
- That produces more fluent outcomes in speaking reading and writing
- That could be the follow-on programmes from Primary Bilingual Education in Secondary Schools
- Can be used for Te Reo Maori for all NZers especially

NZ Born	% Speakers Under 15 yrs	% Speakers of Child bearing ages	Intergenerationally Extinct
Cook Is	3%	8%	2013 X
Niue	5%	10%	2013 X
Tokelau	12%	26%	2013 X
Samoan	35%	53%	Survival possible
Tongan	35%	52%	Survival possible
NZ will save	a lizard; but	not help save	NZ Pasifika languages

Current Medium Programmes.

- **Maori Medium Education**

- Immersion 100% in ECE Kohanga Reo /Puna Reo Kura kaupapa Maori or Can be 80% 20% English 50%-50% State Maori Medium Education

- **Pacific Medium Education**

- Immersion or Dual language ECE .Mostly Samoan Tongan
- 25 NZ wide Primary Programmes and 1 or 2 secondary Mostly 50% - 50% Go from Yr 1-yr8
- **2 French Immersion Programmes- 80-20 & 60-40.**

The value to Language Minority students of using their languages for Real Purposes in Education is well Researched with Stunning Outcomes

- **Best Readings**

- Colin Baker (2011) ***Foundations of Bilingual Education and Bilingualism (5th ed)*** Multilingual Matters
- ***Journal of Immersion and Content-Based Language Education***
Publisher: John Benjamins Publishing Company
- Colin Baker(**2014**) ***A Parents and Teachers Guide to Bilingualism*** (4th ed) Multilingual Matters .
- Ofelia Garcia(2009) ***Bilingual Education in the 21st Century : A Global Perspective*** . Wiley-Blackwell