

# Aligned NCEA Standards in 2011

## **Arriba, arriba....**

# Edu-speak 2011

This we know

**No more Latin**  
**No more French**  
**No more sitting**  
**On the old school**  
**bench**

*Traditional rhyme*

This is 2010

**No more encoding**  
**language using**  
**appropriate conventions**  
**No more measurements,**  
**statistics and probability**  
**No more teachers**  
**facilitating our progress.**

*Barbara Rosenberg, in The Listener. 20/2010*

# 10 Principles of Instructed Languages Acquisition

- 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 learners' "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 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**

# 2010 Draft NCEA Matrix

Level 1

Level 2

Level 3

Listen and Respond

1.1  
Demonstrate understanding of a variety of spoken TARGET LANGUAGE texts relating to areas of most immediate relevance.  
5 credits  
External

2.1  
Demonstrate understanding of a variety of spoken TARGET LANGUAGE texts on familiar matters.  
5 credits  
External

3.1  
Demonstrate understanding of a variety of extended spoken TARGET LANGUAGE texts.  
5 credits  
External

Speak, Present

1.2  
Give a spoken presentation in TARGET LANGUAGE that communicates a personal response.  
4 credits  
Internal

2.2  
Give a spoken presentation in TARGET LANGUAGE that communicates information, ideas and opinions.  
4 credits  
Internal

3.2  
Give a clear spoken presentation in TARGET LANGUAGE that communicates a critical response to stimulus material.  
3 credits  
Internal

Interact

1.3  
Interact using spoken TARGET LANGUAGE to communicate personal information, ideas and opinions in different situations.  
5 credits  
Internal

2.3  
Interact using spoken TARGET LANGUAGE to share and justify information, ideas and opinions in different situations.  
5 credits  
Internal

3.3  
Interact clearly using spoken TARGET LANGUAGE to explore and justify varied ideas and perspectives in different situations  
6 credits  
Internal

View and Respond

1.4  
Demonstrate understanding of a variety of written/visual TARGET LANGUAGE texts relating to areas of most immediate relevance.  
5 credits  
External

2.4  
Demonstrate understanding of a variety of written/visual TARGET LANGUAGE texts on familiar matters.  
5 credits  
External

3.4  
Demonstrate understanding of a variety of extended written/visual TARGET LANGUAGE texts.  
5 credits  
External

Write

1.5  
Write a variety of text types in TARGET LANGUAGE on areas of most immediate relevance.  
5 credits  
Internal

2.5  
Write a variety of text types in TARGET LANGUAGE for genuine contexts.  
5 credits  
Internal

3.5  
Write a variety of text types in clear TARGET LANGUAGE to explore and justify varied ideas and perspectives.  
5 credits  
Internal

# 2010 Draft NCEA Matrix

## Level 1

## Level 2

## Level 3

Listen and Respond

*Demonstrate understanding of a variety of spoken TARGET LANGUAGE texts relating to areas of most immediate relevance.*  
5 credits

**1.1**

External

*Demonstrate understanding of a variety of spoken TARGET LANGUAGE texts on familiar matters.*  
5 credits  
External

**2.1**

*Demonstrate understanding of a variety of extended spoken TARGET LANGUAGE texts.*  
5 credits

**3.1**

External

Speak, Present

Give a spoken presentation in TARGET LANGUAGE that communicates a personal response.  
4 credits

**1.2**

Internal

Give a spoken presentation in TARGET LANGUAGE that communicates information, ideas and opinions.  
4 credits  
Internal

**2.2**

Give a clear spoken presentation in TARGET LANGUAGE that communicates a critical response to stimulus material.  
3 credits  
Internal

**3.2**

Interact

**Interact using spoken TARGET LANGUAGE to communicate personal information, ideas and opinions in different situations.**  
**5 credits**

**1.3**

**Internal**

Interact using spoken TARGET LANGUAGE to share and justify information, ideas and opinions in different situations.  
5 credits  
Internal

**2.3**

Interact clearly using spoken TARGET LANGUAGE to explore and justify varied ideas and perspectives in different situations  
6 credits

**3.3**

Internal

View and Respond

*Demonstrate understanding of a variety of written/visual TARGET LANGUAGE texts relating to areas of most immediate relevance.*  
5 credits

**1.4**

External

*Demonstrate understanding of a variety of written/visual TARGET LANGUAGE texts on familiar matters.*  
5 credits  
External

**2.4**

*Demonstrate understanding of a variety of extended written/visual TARGET LANGUAGE texts.*  
5 credits  
External

**3.4**

Write

**Write a variety of text types in TARGET LANGUAGE on areas of most immediate relevance.**  
**5 credits**

**1.5**

**Internal**

Write a variety of text types in TARGET LANGUAGE for genuine contexts.  
5 credits  
Internal

**2.5**

Write a variety of text types in clear TARGET LANGUAGE to explore and justify varied ideas and perspectives.  
5 credits

**3.5**

Internal

# 1.3 Interact

**Achieved:** Interact using spoken **TARGET LANGUAGE** to communicate personal information, ideas and opinions in different situations

**Merit:** Interact using convincing spoken **TARGET LANGUAGE** to communicate personal information, ideas and opinions in different situations

**Excellence:** Interact using effective spoken **TARGET LANGUAGE** to communicate personal information, ideas and opinions in different situations

# 1.3 Interact

*Achieved:* *Interact* refers to a range of culturally **appropriate** spoken and gestural exchanges in TARGET LANGUAGE. The interactions are to be for a given purpose and could be face to face or technologically facilitated.

Interactions are characterised by:

- a genuine purpose
- negotiating meaning
- initiating and maintaining
- participating and contributing
- natural language
- using different language for different purpose(s)
- use of conventions e.g. cultural, courtesies, gestures.

Not all characteristics may be evident in one interaction.

# 1.3 Interact

*Different situations* include a selection of transactional, social, conversational, formal cultural and routine contexts.

*Communicate personal information, ideas and opinions* means to share information, ideas and opinions that are relevant to the context e.g. conversations about past and future events, incidental social exchanges, short plays and unprepared interactions on areas of most immediate relevance.

Interactions are characterised by:

- a genuine purpose
- negotiating meaning
- participating and contributing
- contextually appropriate language
- use of cultural conventions e.g. courtesies, gestures
- use of simple interactive strategies, such as fillers, questioning, thanking, apologising, pausing, prompting, seeking clarification.

Not all characteristics may be evident in one interaction.

# 1.3 Interact

**Merit:** *Convincing spoken TARGET LANGUAGE* refers to interaction showing:

- use **of a range** of language that is **fit** for the context
- **generally successful selection** from a repertoire of language features and strategies to support the interaction.

*Interaction is not significantly hindered by inconsistencies.*

**Excellence:** *Effective spoken TARGET LANGUAGE* refers to interaction showing:

- **successful use of a range** of language that is consistently fit for the context
- **skilful selection** from a repertoire of language features and strategies to support the interaction.
- *Interaction is not hindered by inconsistencies.*

# What ARE different situations for 1.3?

<p><b>Social chat /interaction</b></p>	<p>face to face about</p> <ul style="list-style-type: none"> <li>• school/hobbies</li> <li>• family/friends</li> <li>• outings/ parties/trips</li> <li>• skype this</li> <li>• phone this</li> </ul>	<p><b>Interview</b></p>	<ul style="list-style-type: none"> <li>•exchange student</li> <li>•famous (fictional) character</li> <li>•questionnaire</li> <li>•opinion poll</li> </ul>
<p><b>Argument</b></p>	<ul style="list-style-type: none"> <li>• debate, both formal and informal</li> <li>• role play</li> <li>• parent/child conflict</li> <li>• teacher/student negotiation</li> </ul>	<p><b>Question time</b></p>	<ul style="list-style-type: none"> <li>• at the finish of an oral presentation</li> <li>• class participation</li> <li>• games</li> <li>• 21 Questions</li> <li>• HatschiPatschi</li> <li>• Alibi</li> <li>• Kim games</li> </ul>
<p><b>Formal interaction</b></p>	<ul style="list-style-type: none"> <li>• with an adult from TL country</li> <li>• role play</li> <li>• shopping</li> <li>• health advise</li> <li>• request for information</li> </ul>	<p><b>Instructions</b></p>	<ul style="list-style-type: none"> <li>• how to get to my place quickest</li> <li>• what to bring on a trip and why</li> <li>• playing a game in TL</li> <li>• explaining how to do something</li> </ul>
<p><b>Making arrangements</b></p>	<p>for</p> <ul style="list-style-type: none"> <li>• weekend activities</li> <li>• shopping trip</li> <li>• sports strategies</li> <li>• transport to and fro</li> </ul>	<p><b>Miscellany</b></p>	<ul style="list-style-type: none"> <li>• skits learnt by heart</li> <li>• formulaic exchanges (greetings/well-being/weather...)</li> </ul>

# 1.5 Write

**Achieved:** Write a variety of text types in **TARGET LANGUAGE** on areas of most immediate relevance

**Merit:** Write a variety of text types in convincing **TARGET LANGUAGE** on areas of most immediate relevance.

**Excellence:** Write a variety of text types in effective **TARGET LANGUAGE** on areas of most immediate relevance.

# 1.5 Write

*Write* refers to organising text in a linguistically and culturally appropriate format and style, and may include:

- drafting
- reworking over a period of time.

# 1.5 Write

Write *on areas of most immediate relevance* refers to using language, related to basic personal information and past/present/future experiences, in order to express personal information, ideas and opinions in culturally appropriate written TARGET LANGUAGE.

Communication is achieved overall, despite inconsistencies, **such as:**

- format
- spelling
- lexical choice
- level of formality
- language conventions
- language features.

# 1.5 Write

- *Convincing* means that there is **development** of the information, ideas and opinions, which is generally **credible and connected**. The writer **selects** and uses a range of language and language features that are fit for purpose and audience.

*Communication is not significantly hindered by inconsistencies.*

- *Effective* means that there is development of the information, ideas and opinions, which is **controlled and integrated**. The writer **capably selects** and **successfully** uses language and language features that are fit for purpose and audience.

*Communication is not hindered by inconsistencies.*

# What ARE different text types for 1.5?

<p>Description</p>	<p>of my</p> <ul style="list-style-type: none"> <li>• school</li> <li>• friends</li> <li>• hobbies</li> <li>• family</li> <li>• travel brochure</li> <li>• biography</li> </ul>	<p>Narration</p>	<ul style="list-style-type: none"> <li>• news article</li> <li>• short story</li> <li>• anecdote</li> <li>• journal entry</li> <li>• tweets</li> <li>• blog entry</li> <li>• biography</li> </ul>
<p>Argument</p>	<ul style="list-style-type: none"> <li>• letter to editor</li> <li>• prioritising for a trip</li> <li>• proposal to change something e.g.</li> <li>• at school</li> </ul>	<p>Written interaction</p>	<ul style="list-style-type: none"> <li>• email/letter exchanges</li> <li>• social network postings</li> <li>• blog exchanges</li> </ul>
<p>Graphics</p>	<ul style="list-style-type: none"> <li>• poster</li> <li>• maps</li> <li>• advertisement</li> <li>• explanatory charts</li> <li>• cartoons</li> <li>• captions for photos/pictures</li> </ul>	<p>Instructions</p>	<ul style="list-style-type: none"> <li>• how to get to my place quickest</li> <li>• what to bring on a trip and why</li> <li>• explaining how to play a game</li> <li>• forum messages</li> </ul>
<p>Analysis</p>	<ul style="list-style-type: none"> <li>• review of a movie</li> <li>• book</li> <li>• play</li> <li>• game</li> <li>• interpreting customs</li> </ul>	<p>Miscellany</p>	<ul style="list-style-type: none"> <li>• lists</li> <li>• family trees</li> <li>• greeting cards</li> <li>• itineraries</li> <li>• menus</li> </ul>

# What is acceptable evidence?

- A minimum of three pieces of interaction in different situations/writing in different text types must be presented.
- mp3 or similar email attachments will not be accepted, but links to blogs, Mahara, similar school servers etc will be.\* CDs (as per usual) will still be ok.
- Scripted role-plays are not encouraged, definitely not if that is the only kind of evidence. (*Because then the initiate, maintain and respond part will be next to impossible to demonstrate!*)
- Language has to be appropriate to the situation, i.e. only language naturally to the task needs to be demonstrated by the student.\*\* (*OF COURSE students wanting to show off their capabilities will go beyond the bare minimum needed to communicate, and need to be encouraged to extend the interaction by using great vocab, connected sentences/ideas, show how well they can maintain interaction....*)
- A total of 3 to 5 minutes spoken by the candidate, I don't yet know the word count.

One teacher led interaction is recommended, but does NOT need to be part of the submitted portfolio. In the same vein, one piece of writing could be under teacher eyes to provide a good benchmark to compare to.

# How do we organise the gathering of evidence?

There are a number of possibilities open to you. Choose one, or mix and match as you think best for your school's situation.

E.g:

- directive approaches
- choice board approaches
- log book to manage evidence

# directive approaches

- Set up around four to five tasks, which the students complete.
- The tasks could be dependent on each other: for example, an ongoing set of contacts with a sister school to organise an exchange will yield a good number of occasions for writing as well as oral interaction.

OR:

- The tasks are situated within teaching topics.
- Students who only manage to complete three of the five tasks will have to submit those for marking.

# choice board approaches

- A choice board approach necessitates the analysis of your current teaching programme for tasks that can translate into a more student-directed approach to providing suitable evidence.
- Here is an example:

<p>Listen to/watch this clip about two friends discussing weekend plans, then answer questions in TL or L1.</p>	<p>Read a TL “What’s on?” page and transform the information into colloquial English. Be as precise as you can, but also as inventive with the metaphors as possible...</p>	<p>Write up the “What’s on?” page of your dreams for a newspaper/webpage/blog. There will be a class judging of the most interesting page with the best TL usage.</p>
<p><b>Write a post to a friend, informing her/him about something you want to do with him/her next weekend.*</b></p>	<p><b>Discuss with your friend the cheapest/ most interesting/most laid back way to spend a weekend. Decide what you want to do together... *</b></p>	<p>Create an event announcement. Make it web-based, attractive and informative, because the event with the most hits will win a prize.</p>
<p>Watch this You Tube clip and report back in writing or orally (mp3 file, please) about what you saw. For added impact, write up a review for the class blog!</p>	<p>For an exchange student at your school, write a list of do’s and don’ts for a great evening out on the town. Give reason why s/he should do that. Most useful and precise list will be published.</p>	<p>Read the text about XYZ’s plans for a weekend outing with friends. Summarise the text in TL and write up some questions in English for others to answer. Use the questions at quiz time!</p>

# log book approaches

- A logbook is one of many possible management tool for the students to keep track of their progress towards three brilliant pieces of evidence over the year...

<b>Situation: Interact...</b>	<b>Opportunities for Evidence</b>	Recorded? Length Partner's name? Date of interaction? Stored where?	<b>My reflection:</b> 1. In the interaction, I show evidence of ... (see <i>assessment schedule for guidance</i> ); <b>this interaction could be used for assessment purposes</b>  1. I need to improve on this before I use it for assessment purposes	<b>Teacher's comments</b>
<b>while giving and following instructions (Set of instructions )</b>	<b>How do I get to your house for the party?</b> <i>Approximately week 4, Term 1</i> Interact on a phone (imaginary or real) with a friend and describe how s/he gets to your house. Both of you may use a map to guide you. Be sure to be precise, react when asked for clarification. <b>Language for this task:</b> Imperative structures / Directions / Landmarks / Traffic signs / Numbers/distances / Conversational cues / TL fillers			
	<b>Explain to a friend how to make ....</b> Using visual aids, explain how you make xyz, what you need as preparation, and why you do it this way. Be prepared to respond to questions... <b>Language for this task:</b> Imperative structures / Materials or Ingredients / Numbers/ / Sequencing words / Conversational cues / TL fillers			
	<b>Free task:</b>			
while discussing things you like (or not), or that you have done, experiences and feelings you have or had and elaborate with opinions	<b>Your friend's parents don't want him/her to go to a party.</b> <i>Approx. week 9, Term 2</i>  Find out why, and give support to your friend.  You could give examples of how you dealt with similar situations when you experienced them. <b>Language for this task: ....</b>			

# Holistic marking of three pieces of evidence (for 1.3)

- Make sure the evidence is from different situations.
- Make sure the evidence is audible.
- Approach the evidence as a whole: e.g. is there evidence **overall** that students
  - 'consciously and reasonably consistently' use language equivalent to CL 5&6 (rather than 'accidental and occasionally')
  - can maintain a conversation/interaction, using appropriate strategies (using chunks such as: Tell me about that! Pardon?),
  - can both initiate interaction and react appropriately,
  - can use TL fillers/formulaic phrases appropriately.
- Each different interaction could highlight a particular strength.

**Holistic marking of three pieces of evidence (for 1.3), a suggested marking schedule:**

<b>Skill</b>	<b>What situations? What language?</b>	<b>Was there selection? e.g.: 'consciously and reasonably consistently'</b>	<b>Initiate, maintain, and respond during interaction</b>	<b>How understandable was interaction?</b>	<b>Student 1</b> <i>with examples for the best fit band</i>
<b>interacts</b>	range of ... appropriate spoken ... exchanges in TL; share info, ideas and opinions ... relevant to ... context			Interaction may be hindered in some places by inconsistencies	
<b>convincingly</b>	range of language fit for context	generally successful selection from a repertoire of language features ...	. ... generally successful strategies to support the interaction	Interaction is not significantly hindered by inconsistencies	
<b>effectively</b>	successful use of a range of language that is consistently fit for the context	skilful selection from a repertoire of language features ...	. ... skilful strategies to support the interaction	Interaction is not hindered by inconsistencies	

## Holistic marking of three pieces of evidence (for 1.5), a suggested marking schedule:

<b>Skill:</b>	<b>What?</b>	<b>How? e.g.: 'consciously and reasonably consistently'</b>	<b>Was there selection? How?</b>	<b>How understandabl e was the writing?</b>	<b>Student 1</b> <i>with examples for the best fit band</i>
<b>write</b>	Write on areas of most immediate relevance ...related to basic personal information and past... experiences ...in culturally appropriate written TL.			Communication is achieved overall, despite inconsistencies	
<b>convincingly</b>	development of the information, ideas and opinions...	generally credible and connected	selects and uses a range of language and language features that are fit for purpose and audience	Communication is not significantly hindered by inconsistencies	
<b>effectively</b>	development ...	controlled and integrated	capably selects and successfully uses	Interaction is not hindered by inconsistencies	