



Survey of the Situation of International Languages in Teacher Education Institutions in New Zealand 2001 - 2003

Conducted by the Association of Colleges of Education in NZ
and the NZ Association of Language Teachers

Purpose

The purpose of this survey is to collect and collate data on the provision for the training of teachers of international languages in initial teacher education programmes, so as to provide a sound information base for planning and future developments.

With the recent Curriculum Stocktake and decisions being made on the teaching of international languages in NZ schools ACENZ and NZALT believe it is timely to look at the provision of training for the field.

Process

The survey was sent to all the teacher education providers approved by the New Zealand Teachers' Council. Where an institution provides both primary and secondary teacher education, separate surveys were sent. In some cases these were sent to the same person but where it was identified that there were separate heads of primary and secondary training, the survey was addressed to both.

After first deadline reminders were sent to all non-responding institutions and more persistent follow-up to ensure responses were received from major known providers of IL teacher education.

The returns for primary and secondary teacher education have been analysed and reported separately.

Note

Some caution needs to be exercised in drawing conclusions from the data, which has been gathered by use of written questions only, as there may have been variations in interpretation of some questions, especially those relating to the length and delivery of training programmes in institutions.

Secondary Teacher Education

Response to survey

- ✍ Full returns were received from 9 of the 12 approved secondary providers, representing.
 - 4 Universities
 - 4 Colleges of Education
 - 1 Private Training provider

- ✍ A further communication was received from one private training provider to indicate the absence of any specific programme for language teacher trainees in that institution.

- ✍ One of the remaining two institutions returned a completed survey for primary teacher education. As the contact person was the same for secondary, it may be reasonable to assume that there is no programme offered at secondary level in that institution for languages teachers.

- ✍ Knowledge of the sector suggests that the remaining institution is unlikely to offer training in international languages as part of its secondary programme.

Full returns were received by all the major providers of secondary teacher education, including the largest private provider. It is estimated that they cover between 90% and 95% of secondary teacher trainees are likely to provide information about all of the specific training for teachers of international languages provided throughout the country.

Findings

Provision for Training for IL Teaching

All nine of the institutions responding to the survey made provision for specific IL teaching training; six of them on a sustained basis across the three years surveyed, while the other three had more spasmodic programmes with very low numbers and/or no programme in some years.

As stated above, one small private provider indicated that no provision for IL teacher education is made at that institution and such provision is unlikely to be made at the two non-responding institutions.

Institutional knowledge of the sector means it is possible to estimate that 90-95% of secondary teacher trainees have access to specific IL teacher education programmes in some form.

Questions arising:

While the situation regarding access to training appears positive, is this necessarily the case in terms of quality?

Is there a better case to be made for specialisation within some institutions – creating centres of excellence, rather than spreading expertise too thinly?

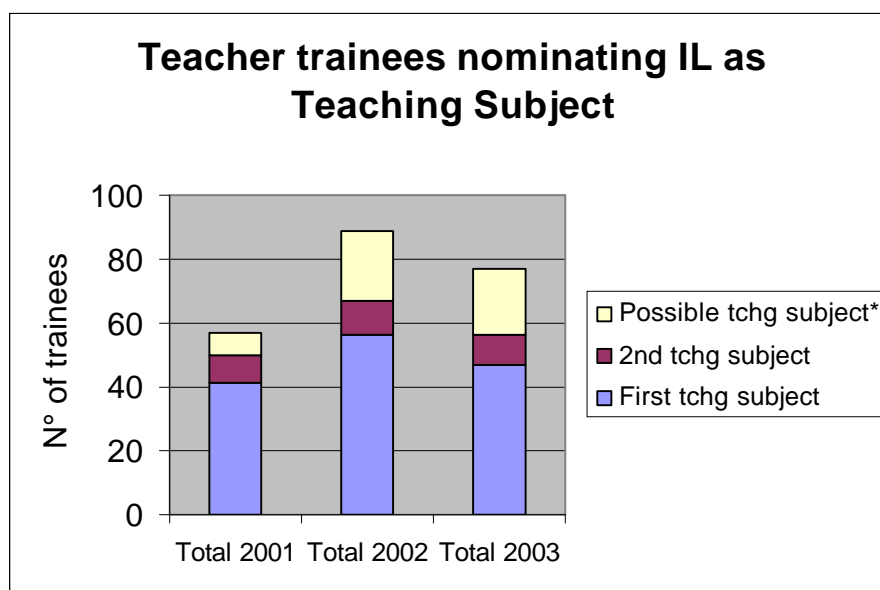
Numbers of trainee teachers

Students engaged in some form of IL teacher education accounted for between 3.6% and 5.7% of all students enrolled in secondary teacher education programmes. Actual numbers can be seen in the table below:

	Total Student Enrolments in Secondary Teacher education Programmes	Total students in receipt of teacher education for International Languages*	IL trainees as % of total enrolments
2001	1088	40	3.6%
2002	1186	64	5.7%
2003	1305	54	4.3%

*These figures may be inflated by the inclusion of some students twice if their first and subsequent teaching subjects are both languages. They also include students enrolled in generic language teaching courses (i.e. not limited to IL teaching trainees)

65% of students undertaking IL teacher education nominated the language as their first teaching subject. 13% nominated it as a second teaching subject and the remaining 22% nominated it as a possible teaching subject. A large proportion of this category is made up of students from one institution undertaking a generic “Principles of Language Teaching” course, which includes not only IL but also ESOL, Samoan and Te Reo.

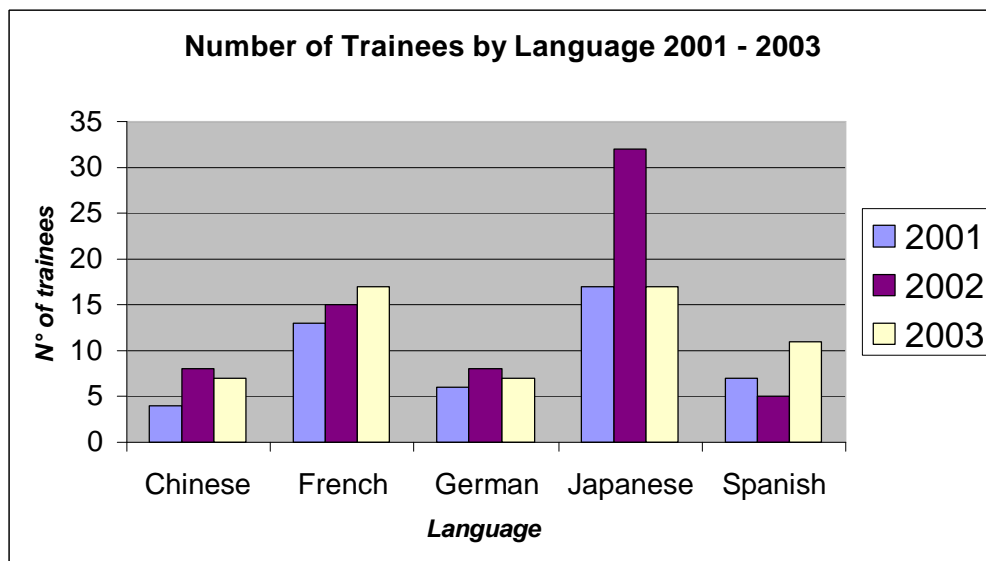


* includes students undertaking a generic “Principles of Language Teaching” course, which includes not only IL but also ESOL, Samoan and Te Reo.

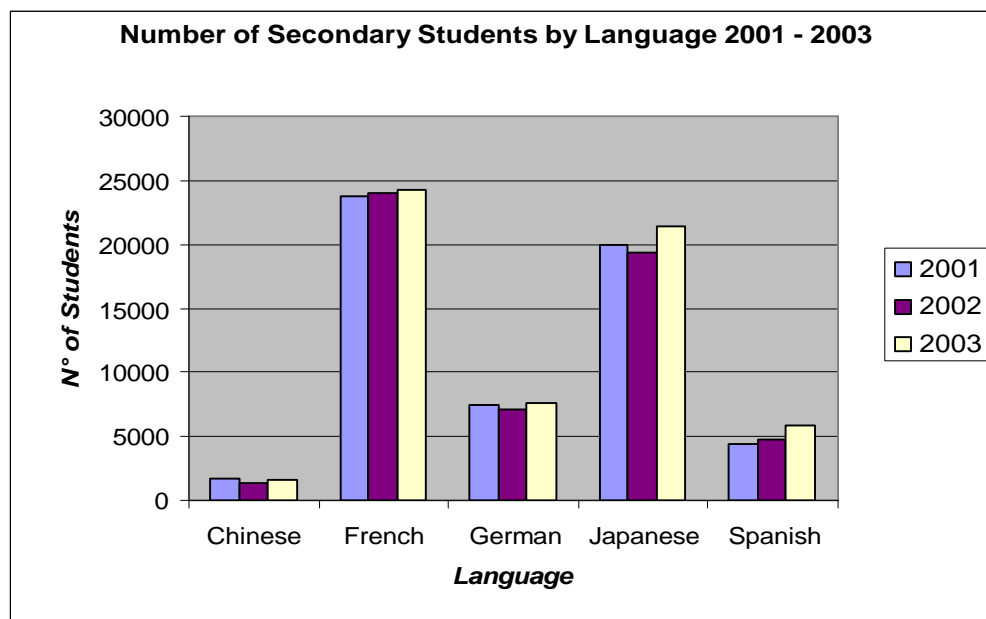
Breakdown of numbers by language

Japanese teaching programmes attracted the highest number of students with a total of 66 across the three years. This figure may be skewed by a particularly large intake for Japanese in 2002 – the survey is not extensive enough to show if this represents an ordinary or extraordinary phenomenon. This larger group of Japanese students also largely accounts for the higher overall trainee numbers noted in the previous table.

Clearly second were French programmes with 45 students followed by Spanish (23), German (21) and Chinese (19). Again the relatively short time span covered by the survey means caution is required in terms of extrapolating patterns but the relatively small changes from year to year suggest numbers of students for these languages may be more typical.



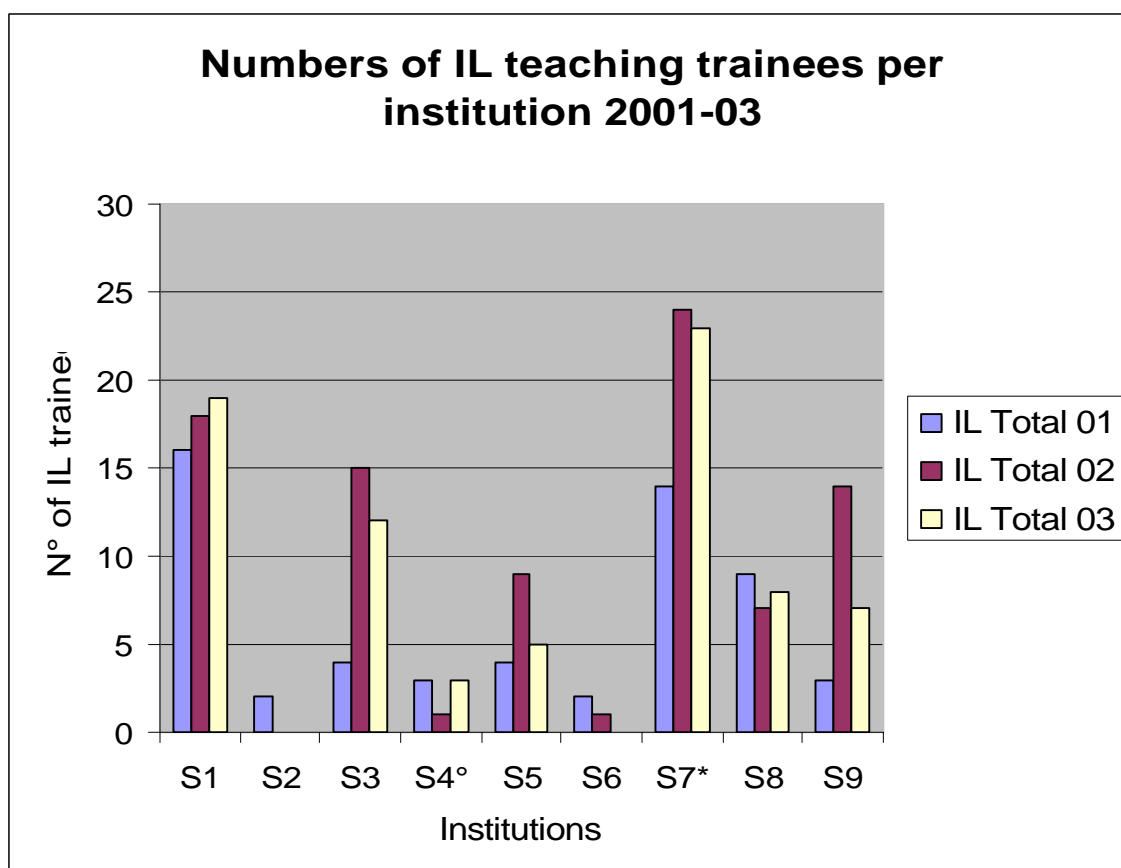
It is interesting to compare this with the number of secondary students studying IL in the same years, where differences between the numbers of students in the languages are more marked.



Without more information about factors affecting teacher supply (age of current teachers, expected length of service, availability of overseas trained teachers, etc), it is difficult to draw any conclusions about the match between demand for IL teachers and the numbers in training.

Breakdown of numbers by training provider

The table below shows the distribution of IL teacher education over the three-year survey period:



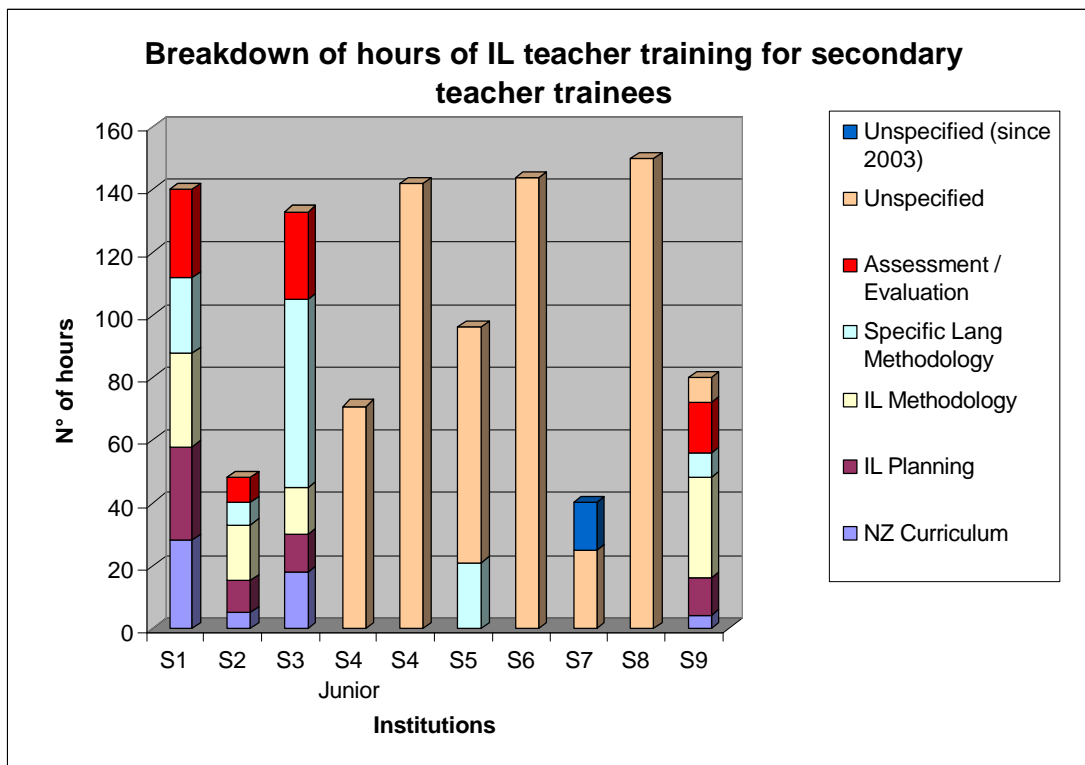
* includes students undertaking a generic “Principles of Language Teaching” course, which includes not only IL but also ESOL, Samoan and Te Reo.

^o numbers spread across two campuses

Length and delivery of programmes

The stated length of teacher education programmes varied in length between 40 hours (previously 25 hours) and 150 hours but care must be taken with the interpretation of these results, which generally include all hours of instruction delivered face-to-face by staff employed by the training institution but may or may not also include:

- ✍ Generic instruction on curriculum, assessment, evaluation
- ✍ Hours spent with teacher mentors
- ✍ Classroom observation visits by tutors
- ✍ On-line learning
- ✍ Self-directed learning, such as assignments and homework exercises
- ✍ School-based tutoring, including practicum



The modes of delivery of IL teacher education are almost as varied and numerous as the number of institutions delivering programmes. They include:

- ✍ In-house tutor, specialist teacher mentors, language maintenance by specialist tertiary language teachers
- ✍ In-house and external tutors, associate teachers
- ✍ Specialist teacher mentors only x 2
- ✍ External tutor, teacher mentors/associate teachers
- ✍ In-house via visiting lecturers, reinforced by associate teachers
- ✍ In-house and teacher mentors, self-directed learning (study guide format)
- ✍ Face-to-face (in-house tutor) and on-line, plus assignments
- ✍ Face-to-face block courses (in-house tutor)

Note:

Variations in the way this section was completed, along with the variety of modes of delivery make interpretation of some of the data challenging. It is therefore difficult to make comparisons and draw conclusions about the composition and delivery of programmes.

Staffing

- ✍ One institution employs a full-time staff member in IL teacher education
- ✍ Two institutions employ a half-time (0.5 FTE) staff member each
- ✍ One institution employs 4 part-time staff (totalling 0.36 FTE)
- ✍ One institution employs one part-time staff member (estimated 0.2 FTE)
- ✍ The remaining four institutions do not have any IL teacher educator on staff.

Question arising :

Are programmes in IL teacher education programmes being delivered by people with appropriate qualifications and experience in teacher education?

Summary: Secondary

90-95% of all secondary teacher trainees have access to IL teacher education within their institutions.

Approximately 158 students (4.5% of total numbers) received some form of IL teacher education in the three years surveyed.

The survey does not provide enough information to determine whether or not there are sufficient numbers of IL teachers in training to meet current or future demand. To determine this would require knowledge of many other variables such as the age of current IL teachers, the length of time IL teachers remain in teaching, the needs of schools with regard to the provision of IL programmes, numbers of overseas trained teachers available to teach IL, etc.

Teacher education programmes appear to vary greatly between providers in terms of:

- ✍ **length:** from 2-week block courses to regular part of two-year programme
- ✍ **number of hours:** 40 hours to 144 hours
- ✍ **modes of delivery:** in-house, in-school, on-line, self-directed components
- ✍ **how they are staffed:** specialised teacher trainers, teacher mentors, associate teachers, external or visiting tutors

Primary Teacher education

Response to survey

- ✍ 11 of the 19 approved primary providers responded to the survey, including:
 - 3 Universities
 - 1 Wananga
 - 2 Colleges of Education
 - 2 Polytechnics/Institutes of Technology
 - 3 Private Training providers

- ✍ The 8 remaining providers of primary teacher education are:
 - 2 Universities
 - 3 Wananga
 - 2 Colleges of Education
 - 1 Private Training provider

Note:

It is unlikely that provision for IL teacher education is being made by the non-responding institutions.

Findings

Provision for IL Teaching Training / Length and delivery of programmes

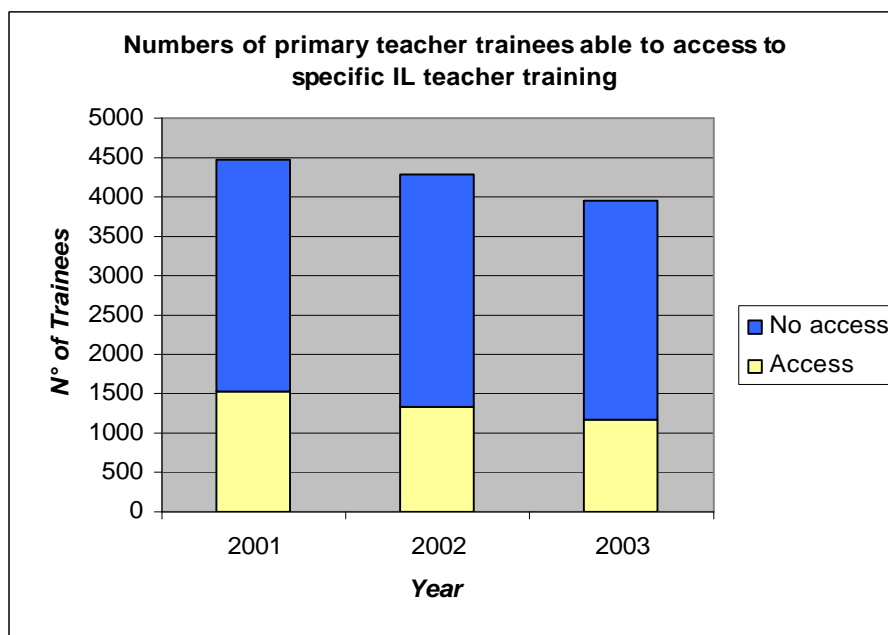
Nine of the twelve responding institutions indicated that they made NO provision for the training of students in the teaching of international languages to those considering teaching at Years 7 and 8 levels.

Of the three institutions making provision for training of students in the teaching of international languages:

- ✍ one made provision “only where there is a personal interest and local schools require some teaching”, ran no actual courses and left any delivery to tutors/associate teachers in schools (0 students in 2001-03)

- ✍ one offered an optional 150 hour paper within their 4-year conjoint degree, provided by “a combination of in-house and external tutors, and associate teachers”. Numbers opting for this paper suggest that it is also provided in response to stated student preference. (3 students in 2001-03)

- ✍ one offered an optional 36-hour, two-point paper (extra for some students, chosen as one of several options by others) for those with minimum language level of UEB (or native speaker) with delivery through in-house lectures, tutorials and observation visits to schools (19 students in 2001-03)



In 2001 34% of primary teacher trainees were enrolled in institutions making provision for training in IL teaching. In 2002 the percentage had dropped to 31% and in 2003 to 29.5%.

Given that the non-responding institutions are unlikely to offer IL teacher education, the percentages shown in the graph above are probably generous in terms of depicting the overall situation.

Numbers of trainee teachers

	Total Student Enrolments in Primary Teacher education Programmes	Total students in receipt of teacher education for International Languages	IL students as % of total enrolments
2001	4476	9	0.2%
2002	4283	7	0.16%
2003	3958	6	0.15%

Ministry of Education statistics

Numbers of primary students in IL programmes

	(1997)	2001	2002	2003
N° of students	(28 121)	52 120	65 257	78 885

Ministry of Education statistics

The rise in numbers of students of International Languages can be seen as a result of a series of Ministry of Education initiatives to support the teaching of languages in Years 7-10, including the development of teaching materials, advisory support for teachers and a Second Language Learning (contestable) Funding Pool.

Summary: Primary

- ✍ Over the period of the survey, the number of teacher trainees being trained in IL teaching dropped from 9 to 6, while the number of students in primary IL programmes grew from 52 120 to 78 885.
- ✍ Fewer than one third of all primary teacher trainees have access to IL teacher education through their training providers and that level is dropping.
- ✍ Fewer than 2 in every 1000 primary teacher trainees receive any training in the teaching of International Languages, a total of 22 trainees nation-wide over the three year period of the survey.
- ✍ One institution offers primary trainees IL teacher education on a par with secondary provision in this area but up-take is very limited with only three students in three years opting for this course.
- ✍ 19 of the 22 students of IL teacher education took place in one institution, offering a 36-hour programme of specific training in teaching IL. This is the only institution which provided a programme of training for teachers of international languages in each of the three years covered by the survey.
- ✍ No data was gathered about the specific languages primary trainees were training to teach.

Conclusions

1. As anticipated, the survey results show a clear distinction between teacher education provisions for the primary and secondary sectors. The results have, therefore, been treated as two distinct surveys.

2. Primary

- ✍ At primary level, numbers of students learning international languages in Years 7 and 8 are steadily rising (28 121 in 1997 to 78 885 in 2003).
- ✍ By 2008, with the implementation of the Curriculum Stocktake recommendations all schools will be expected to make Learning Languages programmes available to their Year 7-10 students and numbers of existing primary teachers having received formal training in teaching languages are low, yet less than one third of students in teacher education programmes at this level have access to any IL teacher education.
- ✍ The level of access to IL teacher education for primary teacher trainees dropped over the survey period
- ✍ The number of primary trainees receiving any training in the teaching of international languages remains in single figures for each of the years surveyed.
- ✍ 19 of the 22 students in receipt of IL teacher education undertook a course of just 36 hours in duration.

3. Secondary

- ✍ At secondary level, the situation is almost the reverse with an estimated 90-95% of all secondary trainees having access to training in the teaching of international languages.
- ✍ Approximately two FTE staff are employed by teacher education providers in New Zealand to deliver the IL component of teacher education programmes.
- ✍ Answers to sections 2.2.4 and 2.2.6 of the survey show that large amounts of training in language teaching methodology, including almost all the specific methodology of teaching a particular language are being provided by classroom teachers rather than specialist teacher educators.
- ✍ A significant percentage of IL teacher trainees receive a minimal amount of specific IL teacher education. The IL-specific portion of some programmes may amount to as little as 40 - 44 hours in length, whereas the survey figures themselves suggest an acceptable benchmark of around 140 hours (see graph page 6).

Key questions to be addressed

Are teacher education providers ensuring a supply of appropriately trained and qualified teachers able to deliver quality teaching and learning programmes in international languages?

Should primary teacher education providers be looking to specifically recruit students with languages qualifications and/or expertise, and provide them with suitable IL teacher education programmes?

Within IL teacher education programmes, is enough emphasis placed on and time devoted to dealing with the specifics of teaching languages and within that, to the specifics of teaching any particular language?






Are teacher education providers “geared up” or even “gearing up” to enable schools to implement the recommendations of the Curriculum Stocktake with regard to the eighth learning area: Learning Languages, including the requirement that all schools with Year 7 and 8 students make available a Learning Languages programme?

How can international language teaching methodology and language maintenance and/or development best be included as a recognised part of the pre-service training of primary and intermediate teachers? Could programmes for other specialist areas such as art and music provide suitable models?

Given the current number and range of teacher education providers, can – or indeed should – all providers attempt to make provision for IL teacher education?

What steps need to be taken to make the best provision for high quality language teacher education?

Appendices

-  **Letter sent to Teacher education Providers**
-  **Information about Survey for Participating Institutions**
-  **Survey form: Secondary Teacher education**
-  **Survey form: Primary Teacher education**
-  **List of Accredited Teacher Education Providers**



Date

Name
Title
Institution
Address
City/ Town

Dear

**RE: SURVEY OF PROVIDERS OF INITIAL TEACHER PROGRAMMES
FOR
TEACHERS OF INTERNATIONAL LANGUAGES**

The Association of Colleges of Education in New Zealand (ACENZ) and the New Zealand Association of Language Teachers (NZALT) are undertaking a survey on the provision for the training of teachers of international languages in initial teacher education programmes in New Zealand. The purpose of this survey is to collect and collate data on the provision for the training of teachers of international languages in initial teacher education programmes so as to provide a sound information base for planning and future developments.

ACENZ manages the national advisers in international languages and the professional support programmes for teachers of international languages under contract from the Ministry of Education.

NZALT is the national body representing teachers of international languages in New Zealand schools.

With the recent Curriculum Stocktake and decisions being made on the teaching of international languages in NZ schools ACENZ and NZALT believe it is timely to look at the provision of training for the field.

We assure you that information gathered in the survey will be treated confidentially. Institutions will not be identified by name in the results of the survey with all participating institutions receiving a copy of the results of the survey.

We would appreciate if the attached survey could be completed and returned in the enclosed envelope by May 30 2003 to:

Kathy Livingstone
Executive Officer: Administration
ACENZ
PO Box 10 298
WELLINGTON

If your institution has more than one campus, where conditions vary between campuses, please copy the survey and complete one form for EACH campus.

If you wish to discuss matters raised in the survey please contact:

Either: Catherine Hannagan, Manager: ACENZ International Languages and
Teacher Support

Email: languages@acenz.ac.nz

Or: Jan Robertson, President: NZALT

Email: janrobertson@xtra.co.nz

Thank you for your help in collecting this data and information for the survey, the results of which we look forward to sharing with you.

Yours sincerely

Graeme Oldershaw
Director: ACENZ

Jan Robertson
President: NZALT

ASSOCIATION OF COLLEGES OF EDUCATION IN NEW ZEALAND

and

NEW ZEALAND ASSOCIATION OF LANGUAGE TEACHERS

**SURVEY OF PROVIDERS OF INITIAL TEACHER PROGRAMMES
FOR
TEACHERS OF INTERNATIONAL LANGUAGES**

SECTION 1 INTRODUCTION

Purpose of the Survey

The purpose of this survey is to collect and collate data on the provision for the training of teachers of international languages in initial teacher education programmes so as to provide a sound information base for planning and future developments.

Confidentiality

Information gathered in the survey will be treated confidentially. Institutions will not be identified by name in the results of the survey. All participating institutions will receive a copy of the results of the survey.

Definitions

? **ACENZ** the Association of Colleges of Education in New Zealand manages the national advisers in international languages and the professional support programmes for teachers of international languages under contract from the Ministry of Education;

? **NZALT** the New Zealand Association of Language Teachers is the national body representing teachers of international languages in New Zealand schools;

? **International languages**, for the purpose of this survey, are those taught in schools throughout New Zealand and supported by ACENZ advisers: Chinese, French, German, Japanese and Spanish.

Institutions with more than one campus

Institutions offering teacher education on more than one campus, where conditions vary between campuses, are requested to copy the survey form and complete one copy for each campus.

For institutions providing SECONDARY Teacher Education Programmes

SECTION 2: SURVEY TO BE COMPLETED BY THE INSTITUTION

2.1 Background Information

2.1.1 Name of Institution (and campus, where appropriate) :

2.1.2 Person Completing the Survey

Name:

Position:

2.1.3 Length of Time the Institution has been delivering Secondary Initial Teacher Education Programmes

Years:

2.2 Specific Programme Information

2.2.1 Number of Enrolments in Secondary Teacher Education Programmes (include all sites and modes of delivery)

2001 2002 2003

≈ in one year graduate programme

≈ in other programmes
 Specify

2.2.2 Number of Students who Nominate Teaching of International Languages as a Teaching Subject in each intake.

2001 2002 2003

≈ first teaching subject

≈ second teaching subject

≈ possible teaching subject

2.2.3 International Language Specialisation (if students study more than one language, please include in figures for each language).

2001 2002 2003

✍ Chinese

✍ French

✍ German

✍ Japanese

✍ Spanish

2.2.4 Describe how the following components of the programme are delivered (in house, on-line, external tutors, teacher mentors, etc).

✍ New Zealand Curriculum Requirements

✍ Planning for teaching international languages

✍ Methodology of teaching international languages.

✍ Methodology of teaching of a specific language

✍ Assessment and evaluation

2.2.5 Hours Dedicated to Specific Training in the Teaching of International Languages

- ≈ New Zealand Curriculum Requirements

- ≈ Planning for teaching international languages

- ≈ Methodology of teaching international languages.

- ≈ Methodology of teaching of a specific language

- ≈ Assessment and evaluation

2.2.6 Staffing for the Training of Teachers of International languages

- ≈ Does the institution employ staff specifically for the training of students of international languages?

Yes No

- If **yes**, how many staff are employed?

FTE

- If **no**, what staffing provision does the institution make for the training of students for the teaching of international languages?

2.2.7 Other Information

Please add any other comments you consider relevant to this survey

For institutions providing PRIMARY Teacher Education Programmes

SECTION 2: SURVEY TO BE COMPLETED BY THE INSTITUTION

2.1 Background Information

2.1.2 Name of Institution (and campus, where appropriate) :

2.1.2 Person Completing the Survey

Name:

Position:

2.1.3 Length of Time the Institution has been Delivering Primary Initial Teacher Education Programmes

Years:

2.3 Specific programme information

2.3.1 Number of Enrolments in Primary Teacher Education Programmes (include all sites and modes of delivery)

2001	2002	2003
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≈ in one year graduate programme

≈ in three/four year degree/diploma programme

≈ in other programmes
Specify

2.3.2 Does the institution make provision for training students in the teaching of international languages to those who are considering teaching at Year 7 and 8 levels.

Yes

No

2.3.3 If **yes**, describe the provision the institution makes for the delivery of training in the teaching of international languages. (e.g. compulsory, optional courses)

2.3.4 How is what you have described in 2.3.1 delivered? (in house, on-line, external tutors, teacher mentors, etc).

2.3.5 How many hours are dedicated to this provision?

2.3.6 If your institution does provide this opportunity, how many students opted for it?

2001	2002	2003
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2.3.7 Other Information

Please add any other comments you consider relevant to this survey

Accredited providers of Teacher Education

Primary Teacher Education

Northland Polytechnic Te Waoku

Te Wananga Takiura o Nga Kura
Kaupapa Maori o Aotearoa

University of Auckland

Auckland College of Education

Auckland University of Technology

Masters Institute
Auckland

UNITEC Institute of Technology
Auckland

Te Whare Wananga o Awanuiarangi
Whakatane

Anamata Private Training
Establishment
Whakatane

Bethlehem Institute of Education
Tauranga

Waikato University School of
Education

Massey University College of
Education
Palmerston North

Te Wananga O Raukawa
Otaki

Wellington College of Education

Christchurch College of Education

New Zealand Graduate School of
Education
Christchurch

Dunedin College of Education

University of Otago

Te Wananga o Aotearoa
Te Awamutu

Secondary Teacher Education

University of Auckland

Auckland College of Education

Auckland University of Technology

Bethlehem Institute of Education
Tauranga

Waikato University School of
Education

Massey University College of
Education

Wellington College of Education

Whitireia Polytechnic
Porirua

Christchurch College of Education

New Zealand Graduate School of
Education
Christchurch

Dunedin College of Education

University of Otago