Learning Asian languages online in Aotearoa/NZ

Auckland University of Technology

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New Zealand Internet Research Forum (NZRIF) – 5 February 2016
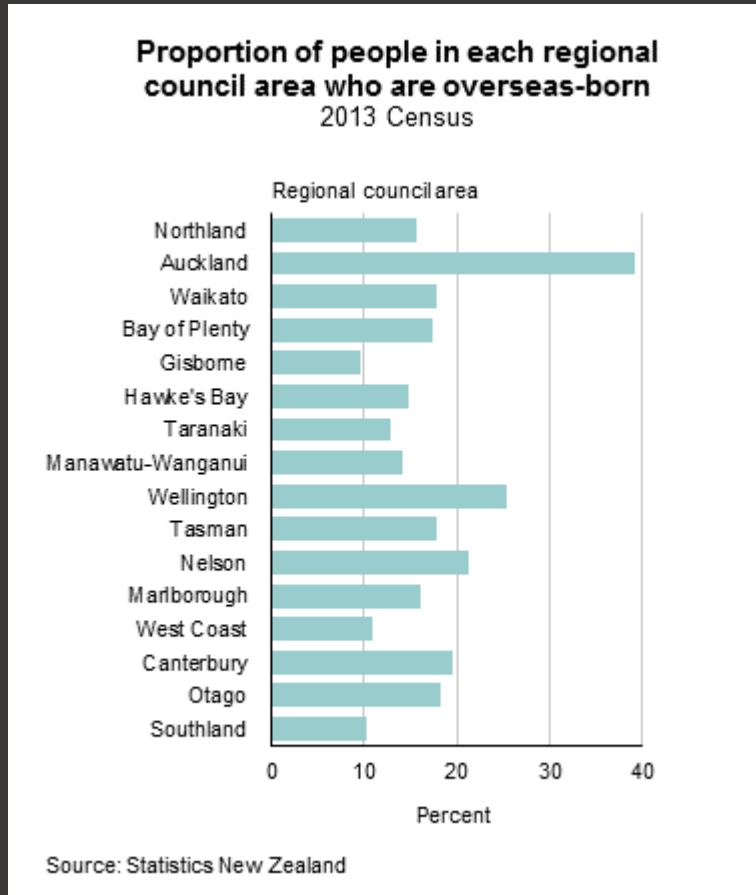
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Outline

- The NZ language context
- The 2007 curriculum and the Languages Learning strand
- Language learning in NZ
- NZ and Asia context
- The ALLiS (Asian Language Learning in Schools) initiative and background
- Online language learning in ALLiS
- Our proposed ALLiS evaluation and research plans

Superdiversity: multi-layered, interwoven and complex

- … a transformative 'diversification of diversity' (Vertovec 2006)

- …globalization has altered the face of social, cultural and linguistic diversity in societies all over the world. Due to the diffuse nature of migration since the early 1990s, the multiculturalism of an earlier era (captured, mostly, in an 'ethnic minorities' paradigm) has been gradually replaced by what Vertovec (2007) calls 'super-diversity' (Blommaert and Rampton 2012).

- … the multiplication of people of different national origins, but also differentiations regarding migration histories, religions, educational backgrounds, legal statuses and socio-economic backgrounds
  - http://www.birmingham.ac.uk/schools/social-policy/departments/applied-social-studies/news-and-events/2014/10/commonplace-diversity-social-relations-in-a-superdiverse-context.aspx 2014

- Also, heightened visibility of indigenous people

- Concern for inequality
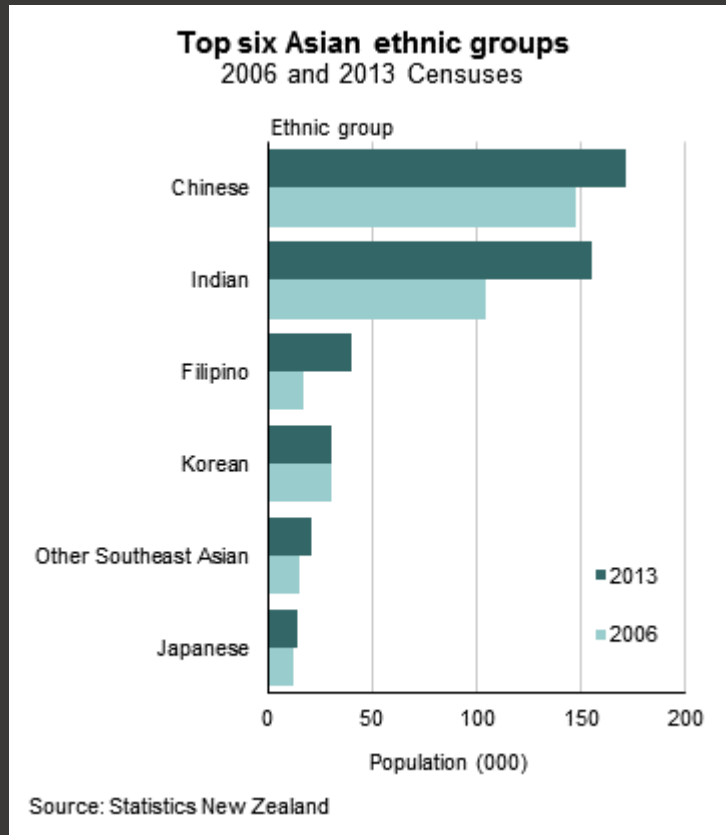
NZ population born overseas

Proportion of people in each regional council area who are overseas-born
2013 Census

Regional council area

Northland
Auckland
Waikato
Bay of Plenty
Gisborne
Hawke's Bay
Taranaki
Manawatu-Wanganui
Wellington
Tasman
Nelson
Marlborough
West Coast
Canterbury
Otago
Southland

Percent

Source: Statistics New Zealand

- Auckland
  - 39.1% (an increase from 37.0% 2006);

- New Zealand
  - 25.2% in 2013
  - 22.9% in 2006
  - 19.5% in 2001

Statistics New Zealand. (2013). *2013 Census QuickStats about culture and identity*. Retrieved January 29, 2016, from http://www.stats.govt.nz/Census/2013-census/profile-and-summary-reports/quickstats-culture-identity/birthplace.aspx

Growth of diversity in New Zealand

Statistics New Zealand/ NZ Census 2013

Top six Asian ethnic groups
2006 and 2013 Censuses

Ethnic group

Population (000)

Source: Statistics New Zealand

- Ethnic diversity is increasing - there are more ethnicities than countries in the world in NZ
- Five largest ethnic groups are NZ European, Māori, Chinese, Samoan, and Indian
- Biggest increases within the Asian category since the 2006 Census
  - Chinese – up 16%
  - Indian – up 48%
  - Filipino – more than 50%

- Increases in the largest Pacific ethnic groups
  - Samoan – up 10%
  - Cook Island Maori – up 7%
  - Tongan – up almost 20%

Statistics New Zealand. (2013). *New Zealand has more ethnicities than the world has countries.* Retrieved January 29, 2016, from http://www.stats.govt.nz/Census/2013-census/data-tables/totals-by-topic-mr1.aspx

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The Aotearoa / NZ language context

- New Zealand is overwhelmingly monolingual in English
  - (about 80% of population/ 95.9% speak English)
- BUT
- Re-emergent partial bilingualism among Māori (only about 4% of population)

- NZ Sign became an official language – de jure - 2006

- Privately NZers speak more than 160 languages

- Growing multilingualism through migration and immigrant groups

- Some presence of multilingualism through education – viz French and Japanese

Top ten's as at 30 June 2015

Imports & Exports

Country	Exports NZ$(000) fob	Imports NZ$(000) cif	Total Trade NZ$(000)
China	8,266,624	9,332,339	17,598,962
Australia	8,514,421	6,284,802	14,799,223
USA	5,483,251	6,081,365	11,564,616
Japan	2,942,814	3,413,179	6,355,993
Korea	1,683,150	2,120,443	3,803,593
Germany	604,108	2,422,337	3,026,445
UK	1,540,779	1,348,601	2,889.380
Singapore	1,077,797	1,801,102	2,878,899
Malaysia	981,538	1,876,674	2,858,212
Thailand	770,037	1,956,333	2,726,370
Other countries	16,531,644	14,536,400	31,068,044
TOTAL	**48,396,163**	**51,173,575**	**99,569,739**

Visitor arrivals

Country	2013	2014	2015
Australia	1,183,856	1,235,808	1,285,632
China	222,720	240,496	313,376
USA	189,456	211,712	233,344
UK	189,008	194,384	198,080
Japan	74,960	75,520	84,432
Germany	65,040	75,808	81,088
Korea	50,704	53,072	60,608
Canada	46,960	48,432	50,512
Not stated	53,040	56,320	48,432
Singapore	37,696	44,704	47,280
Other countries	512,352	546,368	585,248
TOTAL	**2,625,792**	**2,782,624**	**2,988,032**

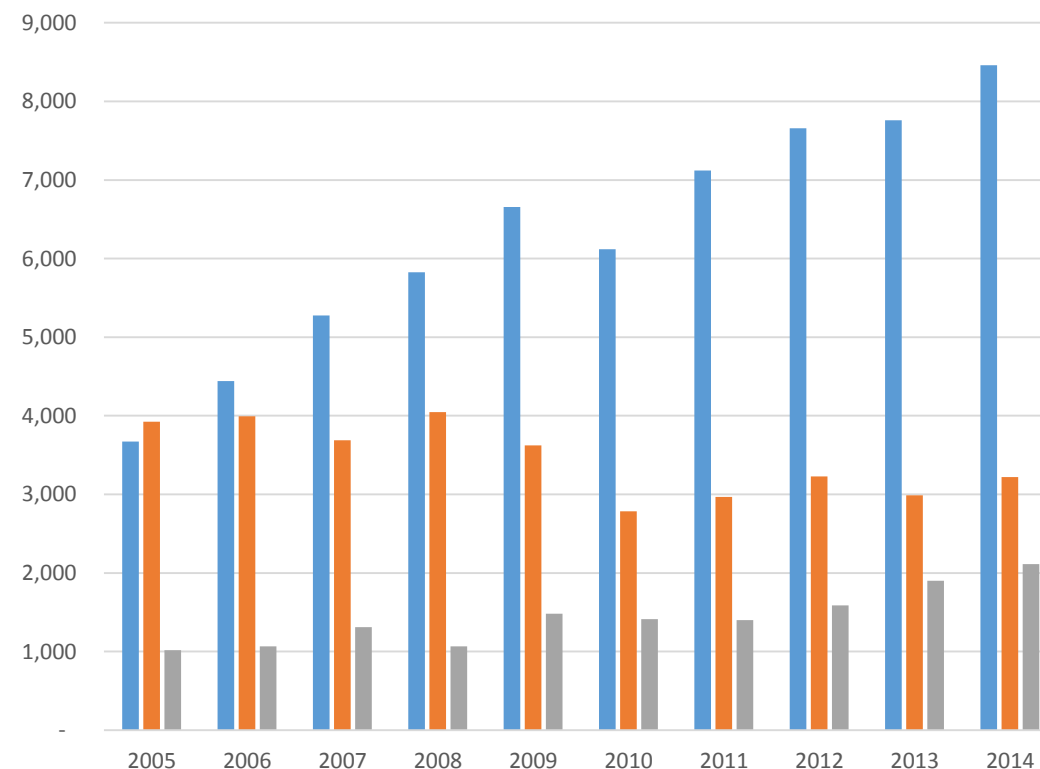# Economic relationships with China, Japan and Korea

Statistics New Zealand, 2016
(figures are June-year-end figures, December 2015 figures not yet released (26/01/2016); exports include re-export figures)

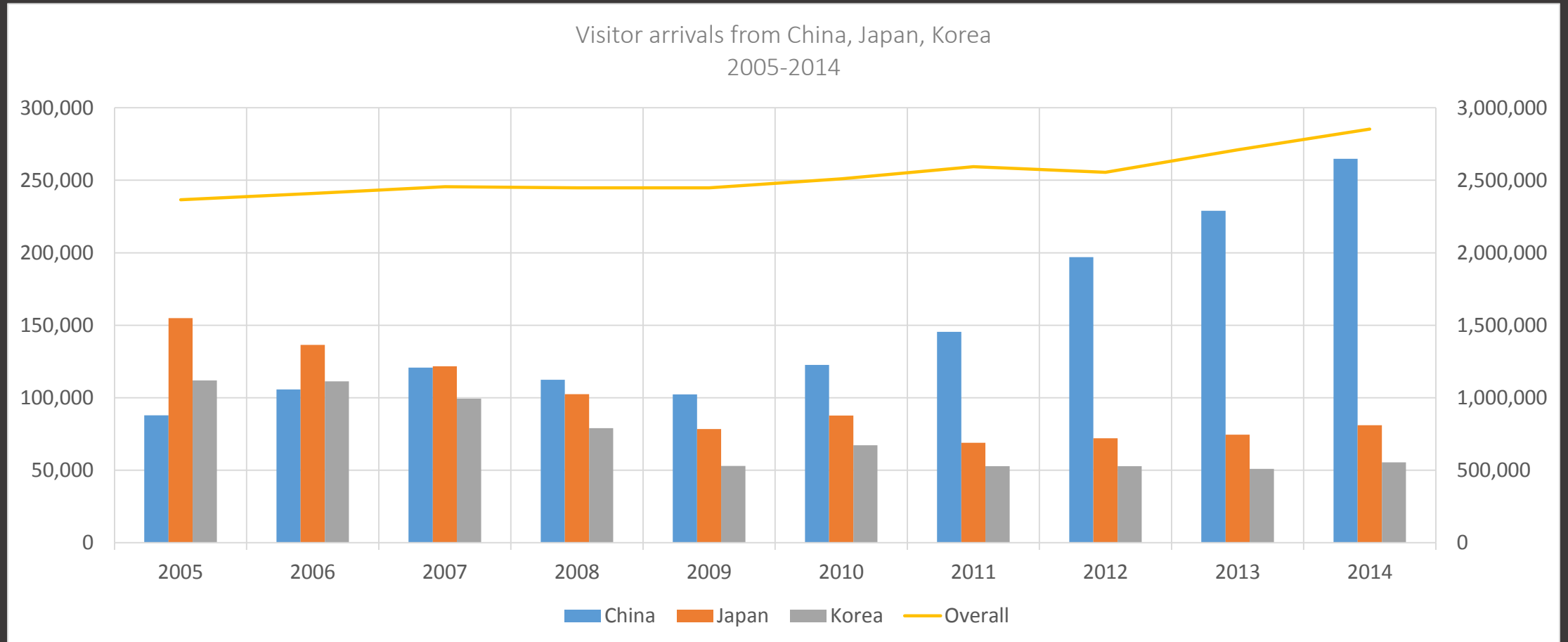Total exports in Mio. NZD to China, Japan & Korea 2005 - 2015
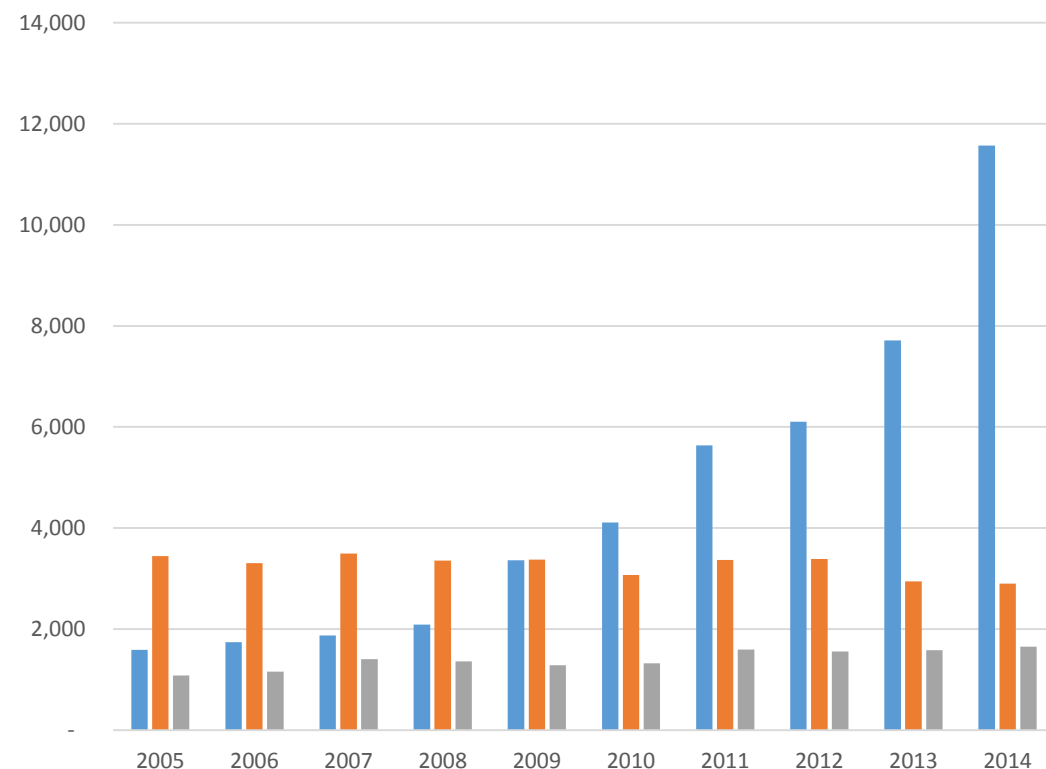
Imports in Mio. NZD from China, Japan & Korea 2005-2015

Tourism – Visitor arrivals from China, Japan and Korea as well as overall visitor numbers

Statistics New Zealand, 2016

Visitor arrivals from China, Japan, Korea
2005-2014

Languages policy in Aotearoa/NZ

- 1992 draft policy presented (Waite, 1992) – abandoned in 1993
- Separate Ministry policies and initiatives followed particularly in Min of Ed
- Curriculum stocktake (2002)
- New national curriculum in 2007 including Learning Languages as a new 'strand'

Background
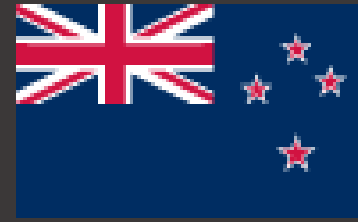
- NZ Government vision: students 'equipped to thrive in an inter-connected world'

- Learning languages: integral to this

- New Curriculum:
  - Language learning extended – now for years 7-10
  - cultural knowledge has equal status with language knowledge

- Both support the core strand of effective communication

- Teachers now need to integrate intercultural competence into language learning and teaching

The New Zealand Curriculum (2007)
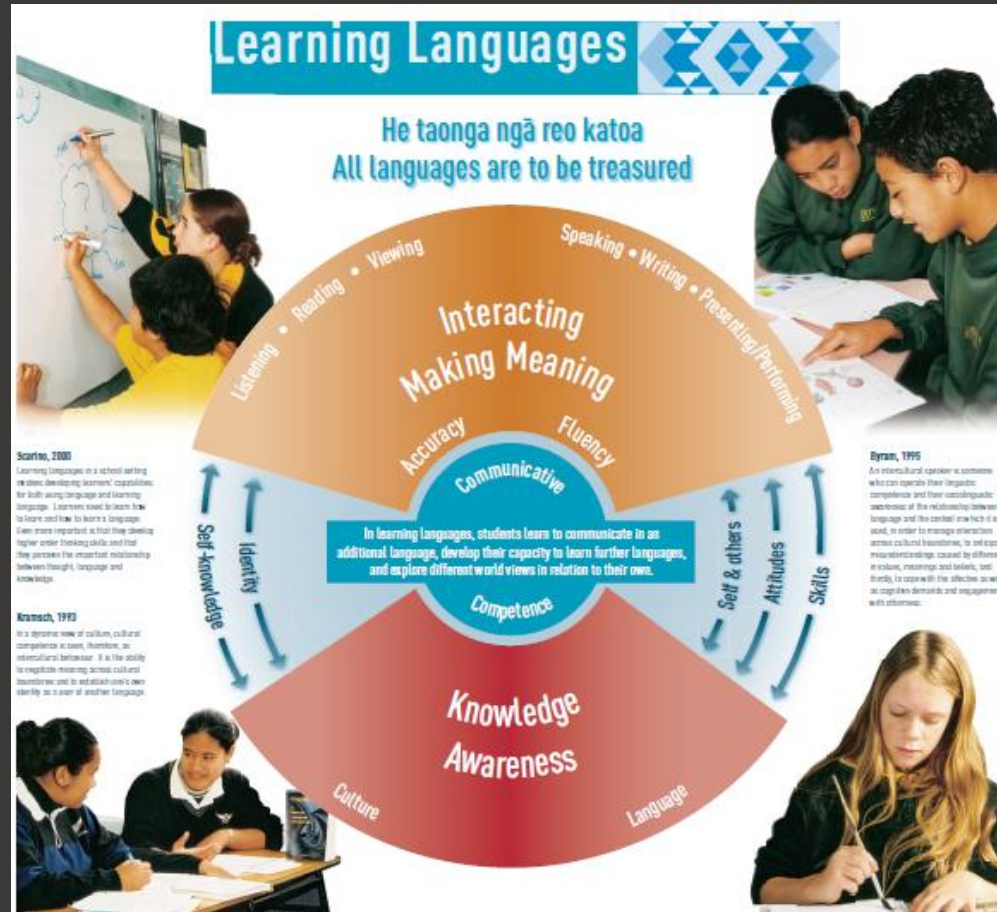
(Ministry of Education, 2007)

The New Zealand Context

- 'Foreign' language learning traditionally offered mostly to high school students

- New Zealand Curriculum 2007: Subject languages given higher status

- Now offered to 11 – 12 year olds

- By 2010: All students years 7-10 to have entitlement to learn an additional language

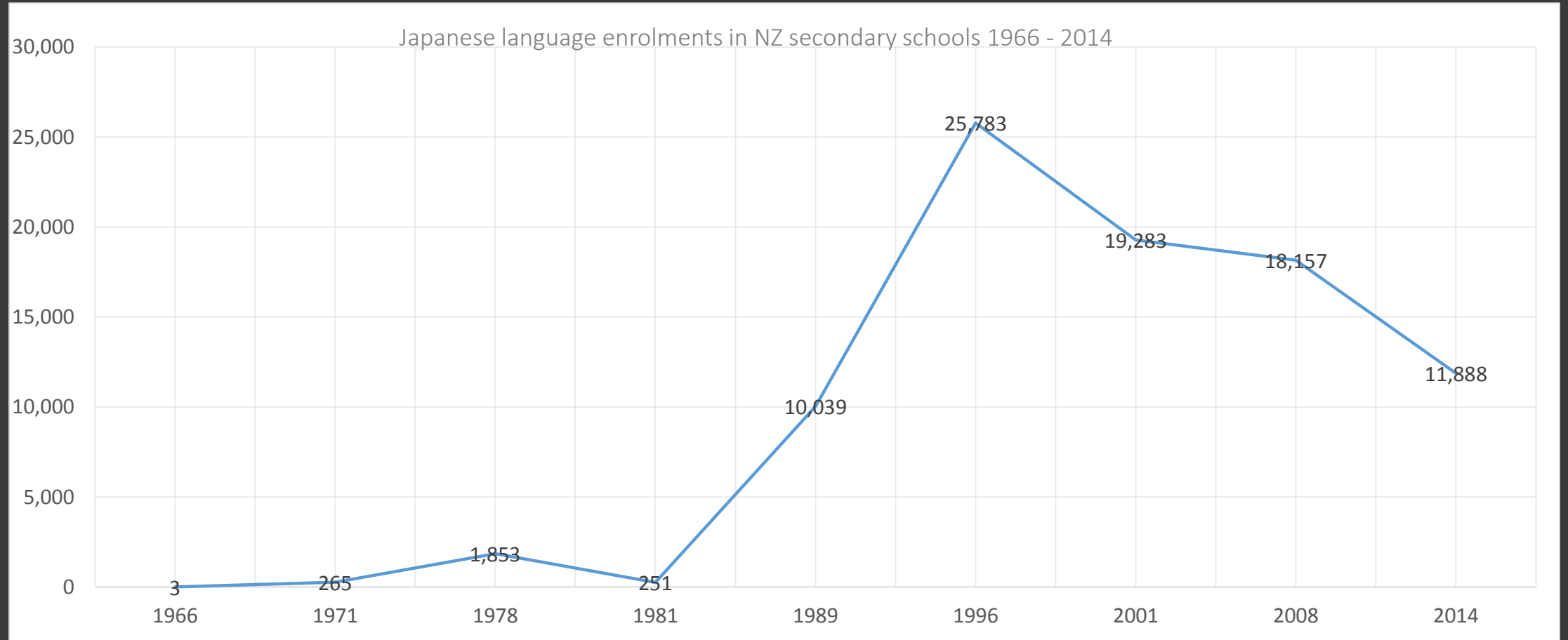- Language teacher shortage and other issues have ensued

Changes in numbers of students learning 'additional' languages in NZ secondary schools

Numbers of students learning language in Years 9-13	2008	2009	2010	2011	2012	2013	2014	2015	Changes 2008 -2015
French	28,245	21,197	23,856	23,234	22,379	21,570	20,478	19,027	-9,218
Te Reo Māori	26,339	25,261	22,884	23,543	22,813	23,361	22,729	21,977	-4,362
Japanese	18,157	17,304	14,506	14,482	12,473	12,044	11,888	10,843	-7,314
Spanish	10,900	11,167	10,970	11,309	11,680	11,680	11,573	11,464	564
German	6,251	6,085	5,554	5,200	4,663	4,477	4,185	3,837	-2,414
Latin	2,339	1,895	1,785	1,689	1,557	1,501	1,533	1,299	-1,040
Samoan	2,311	2,161	2,047	2,181	2,257	2,391	2,422	2,192	-119
Chinese	1,891	2,077	2,119	2,632	2,849	3,277	4,218	4,313	2,422
Other languages	1,174	561	387	421	430	453	388	451	-723
Tongan	220	340	376	414	515	540	577	593	373
Cook Island Māori	117	342	375	378	335	269	267	230	113
Niuean	80	65	59	71	114	46	62	40	-40
Korean	45	76	75	64	0	77	49	48	3
Tokelauan	0	61	29	47	38	24	36	12	12
Russian	0	0	0	0	0	2	0	0	0
Indonesian	0	0	0	27	0	0	0	0	0
Total	98,069	88,592	85,022	85,692	82,103	81,712	80,405	76,326	-21,743

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Japanese language enrolments in NZ secondary schools 1966 – 2014

Department of Education (1971, 1978, 1981, 1985) & Ministry of Education (2015)

Japanese language enrolments in NZ secondary schools 1966 - 2014

New Zealand Government. (2014). *$10m to increase Asian languages in schools*. Retrieved January, 26, 2016 from http://www.beehive.govt.nz/release/10m-increase-asian-languages-schools

Asian Language Learning in Schools programme (ALLiS)

- Contestable fund, to support the teaching of Asian languages in state and state-integrated schools
- ALLiS will support schools by setting up new, or strengthening existing, Asian language learning programmes
- Funding is available for schools or groups of schools, with particular emphasis on those that establish language learning pathways from primary through to secondary
- The fund will encourage greater collaboration amongst schools in partnership with external Asian language and cultural organisations
  - Programmes must be self-sustaining once funding ends
- [Round 1 schools start to implement the programme this year (2016)](#)

Ministry of Education. (2015). *Successful schools Round One, Asian Language Learning in Schools*. Retrieved January 26, 2016, from http://www.education.govt.nz/ministry-of-education/specific-initiatives/asian-language-learning-in-schools-programme/successful-schools-round-one-asian-language-learning-in-schools/

ALLiS and evaluation timeline

August 2014
Launch of ALLiS by the New Zealand government

→

September 2015
Publication of successful Round 1 ALLiS schools

→

Late 2015
Application Round 2 ALLiS opens

→

November 2015
Request for Proposal (RFP) for evaluation of ALLiS

→

December 2015
Deadline Response to RFP

↓

2016
Round 1 ALLiS schools start Asian language programmes

←

Term 1, 2016
Notification of successful Round 2 ALLiS schools

←

June – September 2016
Questionnaire 1 and analysis

←

August – December 2016
Probe Studies P1 and P2

←

March – August 2017
Probe Studies P3 to P5

↓

September – December 2017
Probe studies analysis
Write and submit publication

→

May 2018
Questionnaire 2 and analysis

→

2018
ALLiS funding finishes

→

March 2019
Submission of final report

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ALLiS schools locations
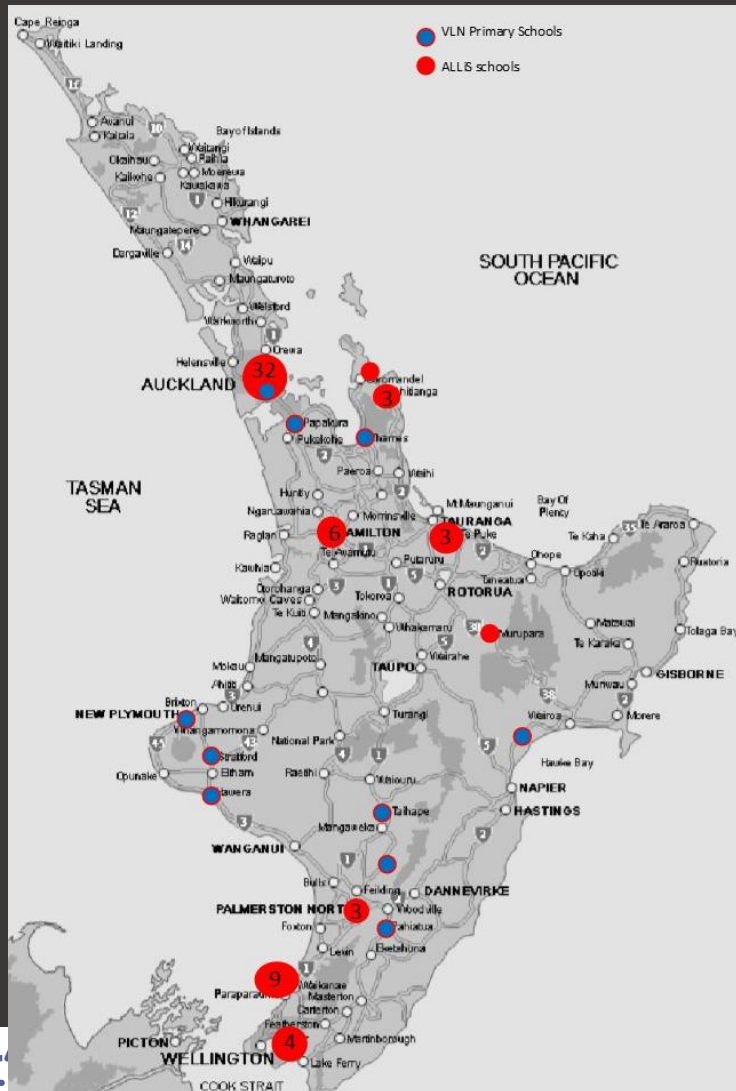
Ministry of Education. (2015). *Successful schools Round One, Asian Language Learning in Schools*. Retrieved January 26, 2016, from http://www.education.govt.nz/ministry-of-education/specific-initiatives/asian-language-learning-in-schools-programme/successful-schools-round-one-asian-language-learning-in-schools/

Backpack New Zealand. (n.d.). About New Zealand North Island Road Map. Retrieved January 22, 2016, from http://www.backpack-newzealand.com/mapofnorthisland.html

Backpack New Zealand. (n.d.). About New Zealand South Island Road Map. Retrieved January 22, 2016, from http://www.backpack-newzealand.com/mapofsouthisland.html

Virtual Learning Network (VLN)

- An interactive resource provided by the Ministry of Education for all New Zealand educators

- Purpose: provide a brokerage service for New Zealand Kura/Schools, Tertiary Organisations, 3rd Part Educational Organisations and Communities to be able to connect and network with each other through online programmes using asynchronous and synchronous technologies for curriculum support

- Variety of different groups under the umbrella of the Virtual Learning Network

Virtual Learning Network. (n.d.). *Welcome to the virtual learning network.* Retrieved January 25, 2016 from http://www.vln.school.nz/

Virtual Learning Network. (n.d.). *About.* Retrieved January 25, 2016, from http://www.vln.school.nz/about
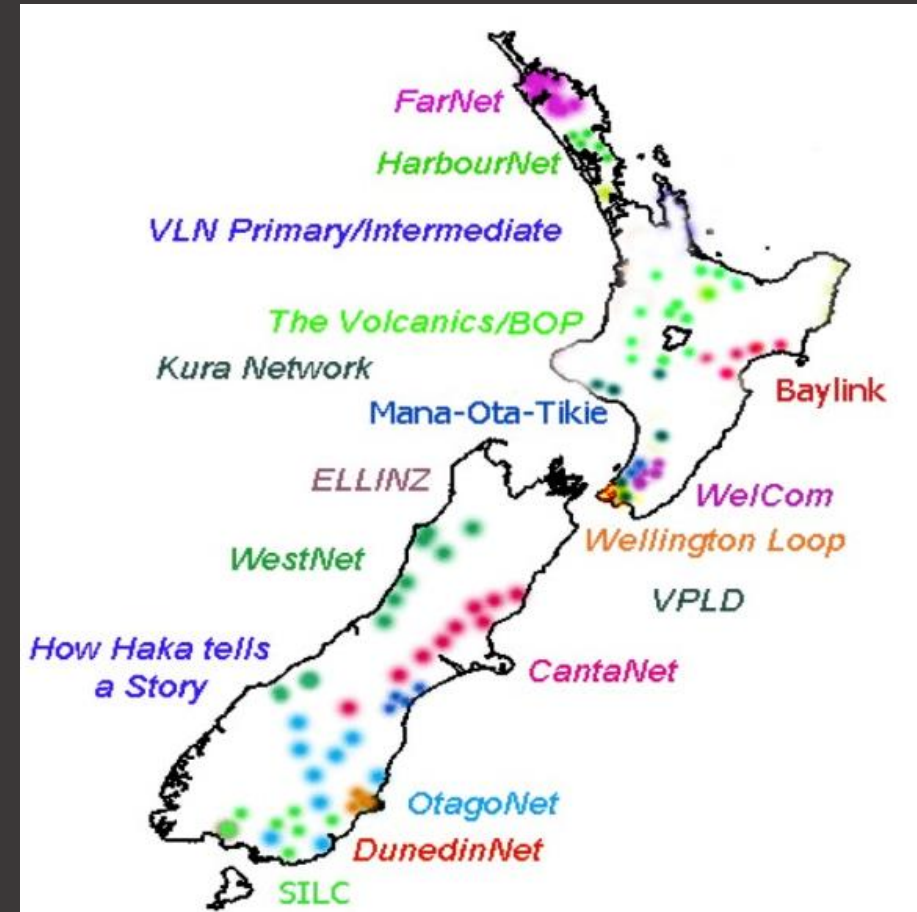
VLN Primary School

- The VLN Primary School values cultural diversity, seeks to develop and engage the support of a variety of ethnic communities to reflect New Zealand's cultural diversity, and develops programmes that support and promote the language and culture of a rich variety of communities

- Since 2009, the VLN Primary has been running online language programmes, including Mandarin in partnership with the Confucius Institute, Auckland and Japanese

Asian Language learning in schools (ALLiS) programme VLN Primary School - General Information. Retrieved January 27, 2016, from https://docs.google.com/document/d/1ZzE4z5l7WZ0mIMdxjuS2AV95_UBApVOk59p80jbbod4/edit?pref=2&pli=1

VLN Primary ALLiS Implementation Plan 2015/2017. Retrieved January 27, 2016, from https://docs.google.com/document/d/1VfGKksAvKu5fmkXhvUjC4xD2mxvV4xVJXooWU2RZZf8/edit?pref=2&pli=1

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Asian Language Learning in Schools (ALLiS) Programme
VLN Primary School - General Information

- Our programme is for language programmes in Mandarin Chinese, Korean, Japanese and Bahasa Indonesian. We are aiming to extend and improve on our current online learning languages programmes.

- This Programme aims to:
  - provide access to Asian Language learning opportunities for students;
  - be inclusive of professional learning for teachers;
  - improve access to quality, relevant digital resources;
  - develop opportunities for global collaborations;
  - have scope for regional face to face learning opportunities such as cultural immersion days;
  - promote, support and extend Asian language pathways from primary through to secondary;
  - be inclusive of a growing number of schools requiring virtual learning support for their programmes.

Asian Language learning in schools (ALLiS) programme VLN Primary School - General Information. Retrieved January 27, 2016, from https://docs.google.com/document/d/1ZzE4z5l7WZ0mIMdxjuS2AV95_UBApVOk59p80jbbod4/edit?pref=2&pli=1

ALLiS schools within the VLN Primary network

Apiti School
Halfmoon Bay School
Makuri School
Mangere Central School
Marco School
Matapu School
Moanataiari School
Oakura School
Paparimu School
Putorino School
Rangiwaea School

Virtual Learning Network. (n.d.) *VLN Primary School*. Retrieved January 27, 2016, from http://www.vln.school.nz/groupcms/view/32433/our-schools

Ministry of Education. (2015). *Successful schools Round One, Asian Language Learning in Schools*. Retrieved January 26, 2016, from http://www.education.govt.nz/ministry-of-education/specific-initiatives/asian-language-learning-in-schools-programme/successful-schools-round-one-asian-language-learning-in-schools/

Innovative ways to deliver curriculum

One Teacher — kids in many locations

Two Teachers — Kids in ONE location

Big kids — Teaching LITTLE kids!

Asian Language learning in schools (ALLiS) programme VLN Primary School - General Information. Retrieved January 27, 2016, from https://docs.google.com/document/d/1ZzE4z5 l7WZ0mIMdxjuS2AV95_UBApVOk59p80jbbod 4/edit?pref=2&pli=1

Utilise collaboration between schools in order to enhance each other's language programmes

- The ALLiS project will be adapted from the existing model of collaboration that has been developed through the VLN Primary School. Collaboration is based on the principle of "reciprocity" which requires that all participating schools will contribute, to enable the sustainability of learning opportunities for all students. This means that:

- Teachers are shared across schools, either teachers from the participating schools themselves, or expert teachers or tutors brought in to the cluster.

- Relationships are built between expert teachers and classroom teachers across schools in the development of language programmes and support of the students who are learning in those classes.

- Programmes are developed, reviewed and improved collaboratively through lead teachers and expert teachers and are available for all schools.

- All resources created or curated are open and accessible to all, including to schools who aren't part of the cluster.

  - *Asian Language learning in schools (ALLiS) programme VLN Primary School - General Information,* p.2. Retrieved January 27, 2016, from https://docs.google.com/document/d/1ZzE4z5l7WZ0mIMdxjuS2AV95_UBApVOk59p80jbbod4/edit?pref=2&pli=1

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Supports or extends a pathway for language learning from primary through to secondary schools

- The VLN Primary School works closely with it's secondary partner NetNZ to ensure that there are clear linkages and progressions in our online language learning programmes so that children who begin to learn their language of choice at Primary level (either face to face or online) can continue on their learning pathways seamlessly as they change schools.

  - *Asian Language learning in schools (ALLiS) programme VLN Primary School - General Information,* p.2. Retrieved January 27, 2016, from https://docs.google.com/document/d/1ZzE4z5l7WZ0mIMdxjuS2AV95_UBApVOk59p80jbbod4/edit?pref=2&pli=1

NetNZ

- NetNZ is a a co-operative enterprise, established by the former CantaNet and OtagoNet schools in 2013

- Operates through a limited liability company, NetNZ Limited, owned by the NetNZ Charitable Trust

- NetNZ will enable sustained innovation and development of quality online learning experiences to anyone, anywhere across New Zealand and beyond

Virtual Learning Network. (n.d.). *NetNZ.* Retrieved January 25, 2016, from http://pol.vln.school.nz/cluster/view/21/NetNZ

NetNZ. (2014). *About NetNZ.* Retrieved January 25, 2016, from http://netnz.org/

NetNZ Schools

NetNZ latest update February 2015; all NetNZ Schools are also part of ALLiS

Akaroa Area School,
Amuri Area School,
Ashburton College,
Blue Mountain College,
Catholic Cathedral College,
The Catlins Area School,
Central Southland College,
Cheviot Area School,
Cromwell College,
Darfield High School,
Dunstan High School,
East Otago High School,
Fiordland College,
Hurunui College,
Kaikorai Valley College,
Kaikoura High School,

Lawrence Area School,
Logan Park High School,
Mackenzie College,
Maniototo Area School,
Marian College,
Menzies College,
Mt Hutt College,
Mt Aspiring College,
Northern Southland College,
Opihi College,
Oxford Area School,
Rangiora New Life School,
Roxburgh Area School,
Southland Boys HS,
Southland Girls HS,

South Otago High School,
St Thomas of Canterbury College,
Taieri College,
Timaru Boys High School,
Tokomairiro High School,
Twizel Area School,
Waiau Area School,
Waimate High School,
Waitaki Girls High School,
Wakatipu High School

TOTAL: 42

NetNZ. (2015). *Members of NetNZ. Retrieved January 26, 2015, from* http://netnz.org/about-netnz/members-of-netnz/

Online learning

Selected academic journals on online learning
- Decision Sciences Journal of Innovative Education
- International Journal of Distance Education technologies
- Journal of Virtual Worlds Research
- Journal of Online Learning
- Language Learning & Technology
- Learning, Media & Technology

Selected research articles & books

- Barcena, E., Read, T. & Arus, J. (2014). *Languages for specific purpose in the digital era.* Retrieved from http://www.springer.com/gp/book/9783319022215#otherversion=9783319022222

- Chen. Y. (2013). The impact of integrating technology and social experience in the college foreign language classroom. *The Turkish Online Journal of Educational Technology, 12*(3), 169-179.

- Childs, M. & Peachy, A. (2013). *Understanding learning in virtual worlds [EBL version].* Retrieved from http://link.springer.com.ezproxy.aut.ac.nz/book/10.1007%2F978-1-4471-5370-2

- Choi, D.H., Estes, J.S. & Dailey-Hebert, A. (2016). *Emerging Tools and Applications of Virtual Reality in Education.* doi:10.4018/978-1-4666-9837-6

- Chung, L.Y. (2015). Exploring the effectiveness of self-regulated learning in massive open online courses on non-native English speakers. *International Journal of Distance Education Technologies, 13*(3), 61-73.

- Godwin-Jones, R. (2012). Emerging Technologies – Challenging hegemonies in online learning. *Language Learning & Technology, 16*(2), 4-13.

- Mackness, J., Mak, S.F. & Williams R. (2010). The Ideals and reality of participating in a MOOC. *Proceedings of the 7th International Conference on Networked Learning 2010,* 266-275. Retrieved from http://eprints.port.ac.uk/5605/

- Macleod, H. Haywood, J., Woodgate, A. & Alkhatnai, M. (2015). Emerging patterns in MOOCs: Learners, course designs and directions. *A*

- Martin, F. & Parker, M.A. (2014). Use of Synchronous Virtual Classrooms: Why, Who, and How?. *Journal of Online Learning*, *10*(2), 192-210.

- Messina Dahlberg, G. & Bagga-Gupta, S. (2014). Understanding glocal learning spaces. An empirical study of languaging and transmigrant positions in the virtual classroom. *Learning, Media & Technology*, *39*(4), 468-487.

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ALLiS evaluation process and methodology (AUT)

- Developing **2 questionnaires (Q1 & Q2)**;
  - Recording qualitative and quantitative data
  - Will capture data on ALLiS across the country and across schools in different contexts and at different points in time
  - Q1 in June 2016 with data analysis in September 2016 and Q2 in May 2018 with data analysis in June 2018

- Conduct **5 Probe Studies (P1-P5)** over the next 3 years
  - P1: Impact of engagement with professional and cultural organisations
  - P2: How Mandarin Language Assistants (MLAs) are used to support ALLiS
  - P3: Utilisation of language learning resources and materials
  - P4 Role of VLN and the use of digital learning opportunities
  - P5: Comparison of student language learning pathways in individual schools vs clusters

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