

## Summaries and Discussion Points from Each Video

### Video 1: Introduction

You will notice that many of the exercises Rae uses with the teachers in these videos are in a Pasifika language. While it is not expected that teachers learn to speak Pasifika languages in this project, Rae is intentionally putting English speaking teachers 'in the shoes' of a young child who may have little or no English language, to illustrate the difficulty of the tasks. This is intended to help teachers understand the cognitive load and the linguistic demands placed on students when they do similar tasks in English.

- New Zealand Pasifika connections to islands of origin
- Knowing your Pasifika learner's unique heritage
- Pasifika succeeding as who they are
- Meaning-focused communicative task to learn language
- Developing metacognitive awareness and strategies
- Recognising that students have linguistic and cultural resources
- Cultural capital and the disconnect between home and school knowledge
- Dual language books as gateways to the child's world
- Schema development: Comparing family values and interaction patterns

## Video 2: Bilingual and Biliterate

It is important for teachers doing these exercises, to understand the theory of *teaching for transfer* because although they are engaged in *communicative tasks* that are using a text in a Pasifika language, they are negotiating their understanding of what they are doing in English – hence the *common underlying proficiency principle* being enacted in practice. (These italicized ideas and new concepts will become more familiar as you work your way through the modules).

- Learning the language and literacy of school by connecting with home language and interaction patterns
- Home language maintenance supports English language acquisition
- Encouraging families to use the rich language of the home with their children
- Additive rather than subtractive educational settings on the first language resource

### **Video 3: Dual language resources**

- Families telling and connecting their own stories with the story in the book
- Principles and practices to support bilingualism and teaching for transfer
- Individual language support material
- Teaching vocabulary in lexical chunks
- Scaffolding oracy - literacy links
- Making connections with existing practice
- Reciprocal partnerships: Two-way sharing of valued knowledge and practice
- Utilizing Pasifika language and literacy practices at school
- Benefits of bilingualism

Available at: [Language Enhancing the Achievement of Pasifika \(LEAP\) - Being bilingual](#)

## **Video 4: Teacher support material**

- “Pasifika” is an overarching label
- Using digital tools multilingually
- Making connections and story around the text

### **Student Outcomes**

- Pasifika children will develop greater confidence in utilising their linguistic, family and cultural resources at school.
  - Pasifika children will make stronger connections between the world of books and their own lives and experiences.
  - Pasifika children will use their total language and literacy resources to listen, view, read, speak, write and present (integrating receptive and productive modes).
  - Pasifika children will develop greater awareness of their own language and literacy knowledge.
- Teaching for transfer and translanguaging

Students can learn both language and content in one language and transfer that knowledge to the other language, in other words, the two language proficiencies are not separate. They are part of one central ‘think tank’ (Cummins 2008).

When students are supported to use their ‘total language resource’ through accessing their common underlying proficiency and concepts in both the K1 and the L2, their bilingualism, biliteracy and academic development can develop simultaneously (at the same time) rather than sequentially (one after the other) (Baker, 2011; Garcia, 2009).

## **Video 5: Shared reading a text, as an activity with teachers**

- Schema: Organising new knowledge into existing knowledge frameworks
- Supporting meaning-making with visual support
- Relating schema in the books to schema in the child's existing knowledge
- Repetition in multiple ways to practice and learn target vocabulary
- Making meaning by connecting with existing knowledge encoded in your stronger language
- Developing metalinguistic awareness through teaching for transfer
- Discovering cultural patterns through discussion of home and book schema

## **Video 6      Connecting schema – theory and TSM materials**

- Picture sequencing to elicit target vocabulary and retelling of the story
- When beginning to teach higher order thinking, start with familiar stories or explanations that enable children to make inferences
- Common underlying proficiency- iceberg analogy
- Using the common underlying proficiency to make meaning in your stronger language
- Exploring the deeper features of culture
- Expanding schema to include total language resource
- Sociolinguistic competence: Awareness of audience and purpose, and resulting appropriate output
- Spaced repetition for effective vocabulary learning (Nation)

## **Video 7: Sharing cultural resource**

- The importance of literacy interactions.

## **Video 8: Making Connections between oracy and literacy by interacting with texts.**

- Concentrate on the language for learning – the academic language of the curriculum
- Developing a vocabulary of meaningful chunks (6 seconds)
- Deliberate acts of language learning
- Collocations

While the set of resources and materials on this website have been designed for Pasifika languages, the second language acquisition principles modelled in the PLD videos can be used for teaching children from **any** language. Teachers, parents and students can utilise the strengths and resources of communities from different cultures to create their own translated material in a variety of ways in classroom settings, but use the basic ESOL strategies in the videos to teach English language and literacy.