



LinguaVille and the New Zealand Curriculum for Learning Languages

Contents

Contents.....	1
Introduction	1
Communication knowledge	2
Language knowledge	4
Cultural knowledge	5
What is LinguaVille?.....	6

Introduction

Learning a new language provides a means of communicating with people from another culture and exploring one's own personal world.

Languages are inseparably linked to the social and cultural contexts in which they are used. Languages and cultures play a key role in developing our personal, group, national, and human identities. Every language has its own ways of expressing meanings; each has intrinsic value and special significance for its users.

This learning area provides the framework for the teaching and learning of languages that are additional to the language of instruction. **Level 1 of the curriculum is the entry level for students with no prior knowledge of the language being learned, regardless of their school year.**

In the New Zealand Curriculum the achievement objectives are split into 8 levels adapting the *Common European Framework for Languages*, Global Scales Level A1, 2 & B1.

Communication knowledge

With LinguaVille, Students can:

(A1, Levels 1 – 4)

- understand and use familiar expressions and everyday vocabulary
- interact in a simple way in supported situations.
- receive and produce information

- **select and use language, symbols and texts to communicate**
- **produce and respond to questions and requests**

- participate and contribute in communities
- show social awareness when interacting with others.
- in selected linguistic and sociocultural contexts, students will manage her/himself and relate to others

- **understand and produce information and ideas.**
- **express and respond to personal needs and interests.**
- **Participating and contributing in communities**
- **Use cultural knowledge to communicate appropriately.**

- recognise and describe ways in which the target language is organised.
- compare and contrast languages.
- describe aspects of their own background and immediate environment.

- manage self and relate to others
- express and respond to personal needs and interests.
- Participate and contribute in communities

(A2, Levels 5 & 6)

- **understand and produce more complex language.**
- **communicate beyond the immediate context, for example, about past and future events.**
- **understand and produce a variety of text types.**
- **(in selected linguistic and sociocultural context), select and use language, symbols and texts to communicate**
- **communicate information, ideas, and opinions through different text types.**

- **managing self and relating to others**
 - **express and respond to personal ideas and opinions.**
 - **Participate and contribute in communities**
 - **communicate appropriately in different situations.**
-
- understand and produce more complex language.
 - communicate beyond the immediate context, for example, about past and future events.
 - understand and produce a variety of text types
 - select and use language, symbols, and texts to communicate
 - Communicate information, ideas, and opinions through different text types.

(B1, Level 7 & 8)

- **use language variably and effectively to express and justify their own ideas and opinions and support or challenge those of others.**
 - **are able to use and identify the linguistic and cultural forms that guide interpretation and enable them to respond critically to texts.**
 - **communicate information, ideas, and opinions through increasingly complex and varied texts.**
 - **explore the views of others, developing and sharing personal perspectives.**
 - **engage in sustained interaction and produce extended text.**
-
- be able to use and identify the linguistic and cultural forms that guide interpretation and enable them to respond critically to texts.
 - Select and use language, symbols, and texts to communicate
 - communicate information, ideas, and opinions through increasingly complex and varied texts.
 - manage self and relate to others
 - explore the views of others, developing and sharing personal perspectives.
 - Participate and contribute in communities
 - engage in sustained interaction and produce extended text.

From our CLASS ONE to the Advanced Level, LinguaVille's modules structure learning to ensure essential building blocks and sight-words are in place. LinguaVille plays the words, you see the words on screen and you learn about accented characters. Everyday vocabulary is taught and students are taught to develop social skills . LinguaVille uses Reading, Writing, Listening and Speaking criteria within its exercises and encourages learning through our Learn-Try- and Test methodology.

Language knowledge

Students will:

- recognise that the target language is organised in particular ways.
- make connections with their own language(s).
- **recognise that the target culture(s) is (are) organised in particular ways.**
- **make connections with known culture(s).**
- recognise and describe ways in which the target language is organised.
- **compare and contrast languages.**
- understand ways in which the target language is organised for different purposes.
- **analyse ways in which the target language is organised in different texts and for different purposes.**
- **explore how linguistic meaning is conveyed across languages.**
- analyse ways in which the target language is organised in different texts and for different purposes.
- explore how linguistic meaning is conveyed across languages.

LinguaVille's Authoring System enables teachers to create bespoke lessons to address cultural issues, media and current affairs. A teacher can use any (or all, or some of) of our modules to develop key lessons and homework for the student, group of students, class or year.

Cultural knowledge

Students will:

- recognise that the target culture(s) is (are) organised in particular ways.
- make connections with known culture(s).

- **cultural knowledge**
- **recognise and describe ways in which the target culture(s) is (are) organised.**

- compare and contrast cultural practices.
- use cultural knowledge to communicate appropriately.

- **recognise and describe ways in which the target culture(s) is (are) organised.**
- **compare and contrast cultural practices.**

- understand ways in which the target culture(s) is (are) organised for different purposes.

- **analyse how the use of the target language expresses cultural meanings.**

- Analyse ways in which the target culture(s) is (are) organised for different purposes and for different audiences.
- Analyse how the use of the target language expresses cultural meanings.

The requirements of the New Zealand curriculum are easily met within LinguaVille's unique Authoring System. Teachers are able to create bespoke lessons that can deal with any subject from culture to classics. It's entirely up to them what lessons are prepared, who for and when. They can be stored and used in future years too. The Authoring System enables the teacher to adhere to the finer points of the Communication, Language Skills and Culture requirements of the New Zealand Curriculum across Levels 1 – 8.

What is LinguaVille?

LinguaVille consists of five distinct levels that will start by providing the very first 150 words right through to 'college level'. It is a long term, in depth National Curriculum solution to help the teacher develop a distinct but fully flexible learning program, enabling a delivery of a successful teaching year.

After being provided with the first 100 words - LinguaVille builds the words up to over 1,000. We then start putting those words into a true text situation. Using Multiple Choice, Word Order, Fill-in-Words, Cloze Procedure, Verbs, Text Adventure, Dictation and other modules, we start the learning process – whilst still providing you the opportunity to override, merge, combine your own ideas with ours to create the ultimate learning experience.

The words we learn in Multiple Choice turn into sentences in Word Order. We test those sentences in Fill in Words by removing key words. We test the students' knowledge, comprehension and retention by removing those key words in our Cloze Procedure. Our Text Adventure turns those simple sentences of text into passages of text and Dictation checks our grammar, our understanding, our spelling and aural skills.

This is LinguaVille. A fully integrated Reading, Writing, Listening and Speaking computer assisted language learning suite that is fully flexible to the teacher, the language department and the school. Complete with our Authoring System we enable you to totally bespoke the students' learning experience into a 100% accurate curriculum solution.

Our Teacher's Dashboard enables you to assign years, classes, teachers and students to their given areas, and for you then to distribute work to an individual, a small selected group, a class or a year the work you have created in LinguaVille's Authoring System. There you can use our data, your data or merge the two. You can adapt our data to help you. LinguaVille is THAT flexible.

