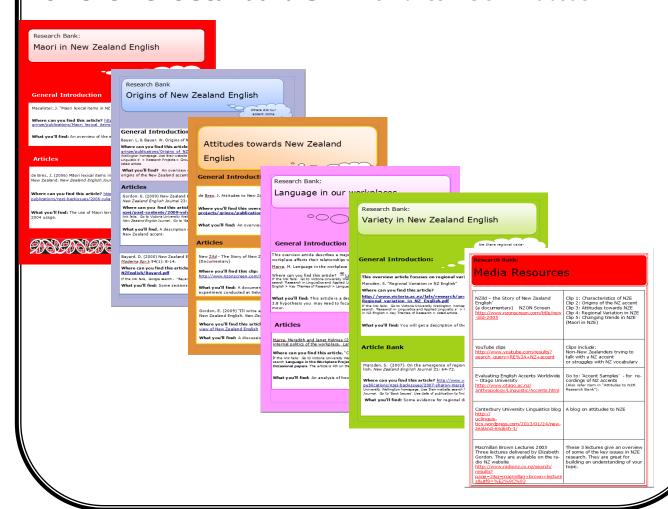
Teachers'

Tips

Achievement Standard 3.8 Let's get critical, critical!

Achievement Standard 3.5 Teaching time

Achievement Standard 3.4 It makes me think about



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Working with research focused Standards Page 3

Unit plan 3.8 'Let's get critical, critical! Pages 4 - 8

Notes on the Research Banks Pages 9 - 16

The study of New Zealand English provides a unique opportunity for Level 3 English teachers.

- It gives students easy access to a bank of high quality research resources.
- It is relevant. It enables students to make connections with their own immediate world. It goes beyond the local to national issues of monolingualism and bilingualism, national identity, social change and workplace relationships.
- It teaches an understanding of the structures and functions of English.

Working with research focused **Achievement Standards**

There are endless possibilities for using this resource with any of the Level 3 English research focused Achievement Standards.

- Achievement Standard 3.8: (91479) Develop an informed understanding of literature and/or language using critical texts. This resource specifically targets the Task: "Let's get critical, critical!"
- Achievement Standard 3.4 (91475) Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas.

Variety in New Zealand English	This Research Bank could be used for students to write: an essay on the functions of 'boobslang' and a short story based on a prison experience.
Origins of New Zealand English	This Research Bank could be used for students to write: an essay on the origins of New Zealand English and a short story about a school inspector's visit to a school.

Achievement Standard 3.5 (91476) Create and deliver a fluent and coherent oral text which develops, sustains, and structures ideas.

3.5 B Task: 'Teaching Time'. Students could use the ideas in any one of the Resource Banks to develop their oral presentations. The Media Resources Bank may be particularly useful.

• Achievement Standard 3.6 (91477) Create a fluent and coherent visual text which develops, sustains, and structures ideas using verbal and visual language. For example, students could produce a visual essay of findings. For example:

Attitudes	towards	New 2	Zea	land	Engl	ish
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This Research Bank could be used in conjunction with media clips from the Media Resource Bank.

	3.8 Let's get critical, critical!
Year level	13
Learner's profile	Students studying NCEA Achievement Standard Level 3 English
School Annual Plan Outcomes	• • •
Learning outcomes	By the end of this unit students will be able to: Use research strategies and methods Think critically and evaluate research articles Use formal writing conventions Have an understanding of New Zealand English – its national and social significance
Curriculum Achievement Objectives	Processes and strategies Integrate sources of information, processes, and strategies purposefully, confidently, and precisely to identify, form, and express increasingly sophisticated ideas. Think critically about texts with understanding and confidence Create a range of increasingly coherent, varied, and complex texts by integrating sources of information and processing strategies Ideas Select, develop, and communicate sustained and insightful ideas on a range of topics. develop, communicate, and sustain sophisticated ideas, information, and understandings Language features Select, integrate and sustain a range of language features appropriately for a variety of effects. Use a wide range of text conventions, including grammatical and spelling conventions, appropriately, effectively, and with accuracy. Structure Organise texts, using a range of appropriate, coherent, and effective structures. Organise and develop ideas and information for a particular purpose or effect, using the characteristics and conventions of a range of text forms with control.
Resources	NCEA Achievement Standard 3.8 'Let's Get critical, critical!' 'No one talks like us' Student Resource 'No one talks like us' Teachers' Tips Internet access

Key Competencies	Managing self
	Thinking
	Using language and texts
Differentiated learning	'Gifted and talented' resource "Going Deeper' in Student Guide
_	Step by step guide to support scaffolded learning
Learning task 1	Introduce the topic.
	Explain to the class: "I will play a clip of a North American trying to talk like a kiwi and at the end
	of it I will ask you if they think he has mastered the New Zealand accent? Where does he get it
	right and where he gets it wrong?"
	Play the clip of an American trying to use a kiwi accent. You Tube: "Re: New Zealand Accent"
	http://www.youtube.com/watch?v=9C6arOwzsus
	You Tube: American students attempting a New Zealand accent
	http://www.youtube.com/watch?v=XFiuRhACaQg
	Discuss students' responses. Accent - where do they get it wrong? Lexicon (words, phrases).
	Introduce idea that no one talks like us.
	Introduce the Achievement Standard 3.8: Let's get critical, critical!
	Introduce the Student Resource: 'No one talks like us'
Learning task 2	Step One of the Student Guide
	Explain the structure of the 3.8 Student Guide 'No one talks like us'
	• Part one: The Student Guide - walk students through the various steps in the task
	• Part two The Research Banks - a collection of articles that cover the main research issues in NZE Introduce each Research Bank to give students an idea of the issues.
	Explain the structure of the Research Bank – general Introduction plus articles.
	Use the Teacher's Tips on each research bank to help explain the issues.
Learning task 3	Step Two of the Student Guide
	Explain the difference between a question and a hypothesis. Refer to Support Material
	<u>Differences between questions and hypothesis</u> : a support resource for teachers (not students).
	Students to practise developing questions and hypothesis.
	For students to come up with a hypothesis for their research into NZE, they need some knowledge
	of the research field. Sometimes a hypotheses will be modified as the research progresses.
Learning Task 4	Step Two of the Student Guide
_	
	Explain the structure of an academic article.
	The Introduction/Abstract and Discussion/Conclusion are really useful components for students to work with. The middle section of an article usually explains research design, data collection,
	methodology and an analysis of data.
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	<u>l</u>

Learning Task 5	Step Three of the Student Guide
	NB There is a suggested format for a tracking sheet. It is one of many ways of tracking. You may want to use your own template or system.
Learning Task 6	Step Four of the Student Guide. Remind students that articles may provide support for an hypothesis in one area but not in another area.
Learning Task 7	Step Five of the Student Guide Some timely reminders
Learning Task 8	Step Six of the Student Guide. Students may need support with the language of the formal essay especially in using phrases that link and connect arguments. (Refer student hand-out) Students may need an example of a Bibliography and Footnotes to help them with formatting.
Assessment	Students are assessed using Achievement Standard 3.8.
Unit Evaluation	

Support material - for teachers (not intended for students)

The difference between a research question and an hypothesis

Both are research tools but they have different tasks.

A question is an important starting point for any research. It is often based on observations and it motivates the research.

A hypothesis is a testable statement. It can be proved, disproved, supported or challenged.

3.8 requires a hypothesis because it wants students to use two pieces of research to prove, disprove or support/challenge their hypothesis. Some examples:

Question	Hypothesis
Can chocolate cause headaches?	That chocolate does not cause headaches.
Does recycling help the planet?	That recycling reduces waste.
Where did the NZ accent come from?	That the NZ accent developed from the cockney accent.
Are there any varieties of English within NZE?	That prisoners have their own variety of NZE.
Are there regional variations in NZE?	That there are no regional variations in NZE.
Has NZE been influenced by Te Reo?	That the use of Te Reo in NZE is confined to flora and fauna terms.
Do New Zealanders like their accent?	That New Zealanders attitude to their accent has changed over time.
Is humour useful in the workplace?	That humour shapes relationships in the workplace?

Formal essay writing conventions

Useful phrases for presenting and linking arguments.

Purpose of the research

This essay will /examine/give an account of....

The essay will review recent research into...

The hypothesis that will be tested is that....

The key research question of this study was whether or not....

This essay seeks to....

In this paper I shall describe and analyse some ways in which....

The article offers some important insights into....

The structure of an essay

This essay has been divided into four parts. The first part deals with

The essay has been organised in the following way.

This essay reviews the evidence for....

This essay begins by..... It will then go on to

The first section of this essay will examine....

Summarising and evaluating

This article offers some important insights into....

In addition, it is important to ask....

On the other hand ...

However, this article also has a number of serious drawbacks.

In contrast to

This essay has given an account of

This essay has explained the central importance of X in Y.

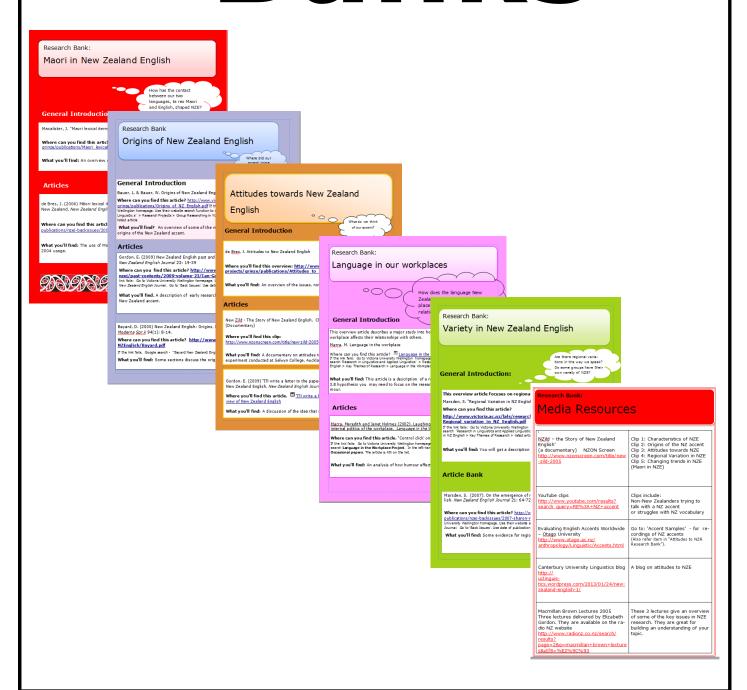
This essay has investigated....

Restatement of aims (research)

Returning to the hypothesis posed at the beginning of this study, it is now possible to state that....

Part two

Research Banks



Research Banks explained

Each research bank focuses on one of the main areas of research into New Zealand English.

There are two ways to find the research articles:

1. Use the links in the banks.

or

2 ■ Use the Victoria University web site > Research Projects, School of Linguistics > Resource Bank NCEA Level 3

The Research Banks have two parts.

General Introduction

The introductory article gives an overview of the topic.

Articles

This section consists of several articles which present research findings on the topic.

The following pages provide notes each Research Bank.

Research Bank Notes:

Maori in New Zealand English

Approximately 6 in every 1,000 words in New Zealand English are of Māori origin.

English has a huge capacity for borrowing words from indigenous languages.

One of the unique characteristics of NZE is its use of Maori words (lexical items)

This research explores what happens when two languages are spoken in one country.

Research areas

Change over time

Research has tracked change in the types of Maori words used in NZE. Initially Maori words used in NZE referred to flora, fauna and place names. More recently there has been an increase in the usage of Maori words referring to social and cultural elements.

Resource bank articles: Macalister (1999), de Bres (2006)

Usage by different sectors

This research explored how different sectors of society use Maori in NZE. Usage by older speakers, secondary school students and children has been researched.

Resource Bank articles: Macalister (2007) Daly (2007)

The Wellington Corpora consist of two data banks of extracts of NZE:

The Wellington Corpus of Written New Zealand English

The Wellington Corpus of Spoken New Zealand English

It has been be used to track the occurrence of Maori lexical items in mainstream NZE





Origins of New Zealand English

Origins of New Zealand English

Where did our accent come from and why did New Zealand develop a different accent to Australia, South Africa and USA or other British colonies? Numerous theories have emerged to explain the origins of the NZ accent. Not many have been systematically researched.

Research area

What are the origins of the New Zealand accent?

Linguists working in 1890's (Samuel McBurney and Arnold Wall) suggested a strong Cockney tendency in NZE. Their evidence is mainly anecdotal.

The main theory supported by evidence is a 'mixing bowl' theory based on immigration patterns and Australian influences. Canterbury University linguists have a research project ONZE on the Origins of New Zealand English. They work with a unique resource; recordings of early New Zealanders collected in the 1940s by the Mobile Disc Recording Unit of the National Broadcasting Service. These recordings had been kept in the Radio New Zealand Sound Archives in Timaru, and in 1989 Canterbury University was given a research grant to acquire a copy of the recordings. Some recordings are of New Zealanders born in the 1850s and 60s. It has enabled researchers to track the emergence of the New Zealand accent. Gordon (2009) and the NZON documentary (2005).

Trudgill (2001) considers the influence of Scottish and Irish immigrants on first and second stage NZE accents.

Lectures by Assoc. Professor Elizabeth Gordon , a lead person on the ONZE project, can be found at Macmillan Brown Lectures 2005 (Media Research Bank)





Research Bank notes:

Attitudes to New Zealand English

Unfortunately some articles which research 'Attitudes to NZ English' are not easily accessible to secondary students. The articles are either book chapters or on licenced websites. E.g. the articles discussed in the 'Introduction' by Nielsen and Hay (2005) and Boyce (2005).

Research areas

Changing attitudes

The tendency to see the NZ accent as something lazy, slovenly and in need of correction is well documented in the articles. Dr Arnold Wall a school inspector was particularly active in trying to ensure New Zealanders speak 'properly'.

What assumptions do we make about NZE speakers?

Is there a variety of NZE that is considered prestigious. The NZON documentary Clip 3 developed an experiment on this issue.

The 'Evaluating Accents Worldwide' project investigated University students opinions of NZ speakers on measures of: status, power, solidarity and competence.

Is 'proper English' a useful concept?





Research Bank Notes:

Language in the workplace

Language in the workplace

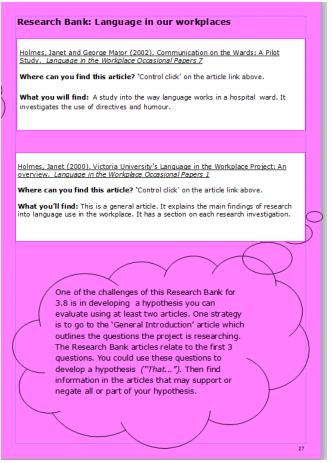
This research area is more unified than the other research areas. The researchers are all working on the same project. Achievement Standard 3.8 requires articles from two different perspectives so students may need help in teasing out different perspectives.

Students could consider the function of humour in the workplace. They could look at how humour is used by nurses (Major and Holmes, 2002). They could also consider how humour is used by companies and organisations, (Marra and Holmes, 2002).

Research areas

- How is humour used in the workplace?
- The use of directives (the way people get things done) in the workplace. This can range from simple imperatives to more complex negotiations.
- The place of small talk (or social talk) in the workplace.
- How does social status and gender affect interactions in the workplace?





Research Bank Notes

Variety in New Zealand English

NZE is a rich and dynamic variety of English. The main question is whether any regional or group varieties of English are emerging within NZE.

Research areas

Regional variations

Marsden (2007) and Bauer & Bauer (2000) are two articles which focus on whether or not regional varieties of NZE are emerging.

Whilst there is currently not a lot of evidence to support regional variations, Marsden (2007) has suggested that in terms of the stages in development of varieties of English, NZE is at a stage where regional variation may well start to occur. Bauer & Bauer (2000) consider whether children in playgrounds are showing any signs of a regional variety of NZE.

N.B The Rhotic speech of Southland speakers refers to the pronunciation of the 'r' whenever it appears. It is a characteristic of American and Scottish accents.

Group variations

The resource bank focuses on two groups. Bardsley (2001) looks at how rural speakers use joining and compounding of words to create lexical items.

Looser (1999) x2 focuses on the development of a variety of NZE used in prisons. She categorizes the areas where' boob slang' is most frequent.







Research Bank:

Media Resources to support all Research Banks

`NZild – the Story of New Zealand	Clip 1: Characteristics of NZE
English'	Clip 2: Origins of the NZ accent
(a documentary) NZON Screen	Clip 3: Attitudes towards NZE
http://www.nzonscreen.com/title/new-	Clip 4: Regional Variation in NZE
<u>zild-2005</u>	Clip 5: Changing trends in NZE (Maori in NZE
YouTube clips	Clips include:
<pre>http://www.youtube.com/results? search query=RE%3A+NZ+accent</pre>	Non-New Zealanders trying to talk with a NZ accent
	or struggles with NZ vocabulary
Evaluating English Accents Worldwide – Otago University http://www.otago.ac.nz/anthropology/	Go to: 'Accent Samples' to hear recordings of NZ accents (Also refer item in "Attitudes to NZR Re-
<u>Linguistic/Accents.html</u>	search Bank").
Canterbury University Linguistics blog http://	A blog on attitudes to NZE
<u>uclinguis-</u>	
tics.wordpress.com/2013/01/24/new-	
zealand-english-1/ Macmillan Brown Lectures 2005	Those 2 lectures give an everyion
	These 3 lectures give an overview of some of the key issues in NZE
Three lectures delivered by Elizabeth Gordon. They are available on the radio	research. They are great for
NZ website	building an understanding of your
http://www.radionz.co.nz/search/	topic.
results?	
<u>page=2&q=macmillan+brown+lectures</u> <u>&utf8=%E2%9C%93</u>	