

NZQA Assessment Support Material

Unit standard	22751				
Title	Read and process information in English for academic purposes				
Level	4	Credits	6	Version	4

Student guidelines

CONDITIONS OF ASSESSMENT



This is a **closed book assessment** and will take place over a timeframe set by your assessor.

- Answers must be in your own words.
- Your responses may be in a number of different forms including written, oral, a table, concept maps or graphics.

Assessment activity

The **academic purpose** of this task is to examine the settlement experiences of migrants and refugees into New Zealand, and make suggestions about how these can be improved.

Use the checklist below to ensure that you have met all the evidence requirements.

To be awarded credit for this unit standard, you must:	PC
Identify the key information in the text. Analyse the key information and evaluate it to decide on its relevance to your purpose for reading. The key information will include: <ul style="list-style-type: none"> • literal meanings i.e. the exact meaning of what is written • implied meanings i.e. what the author suggests • and/or inferred meanings i.e. what conclusion you can make on the basis of the information given. 	1.1
Process relevant information from the text and apply it in a form that is appropriate for the academic purpose. This must be in your own words and could include: <ul style="list-style-type: none"> • arrangement of the information in a systematic form such as in a table or bullet points • synthesis i.e. combine different ideas/information into a whole • summary i.e. write the main ideas only of what you have heard. 	1.2

Assessment task

Read the following text and answer the questions.

Reading text

Young Migrant Settlement Experiences and Issues in New Zealand: Two Perspectives

This report presents the findings of a study of settlement experiences of young new settlers from non-English speaking backgrounds (NESB) in New Zealand. The findings draw on two perspectives: (a) the reflections of young migrants and refugees on their settlement experiences, and (b) the views of stakeholders who assist young migrants and their families during their initial period of settlement.

The study involved interviews with 80 participants aged between 10 and 14 years; and interviews with, or written responses provided by 77 participants aged between 17 and 21 years.

Differences and commonalities were noted in the responses of participants both within and between the young migrant and stakeholder groups.

Young new settlers

- Amongst the young new settlers, the 10-14 year old participants appeared to be adapting to English language use more easily than the 17-21 year olds. This appeared consistent with Veltman's (2000) contention that those who arrive under the age of 10 years make the most rapid progress in acquiring and using the host society language in the early years of residence (the mean age on arrival was 9.1 for the 10-14 year old participants compared with 14.5 years for the 17-21 year olds).
- Overall the young (10-14) participants assessed themselves as much better in English than the older (17-21) group. In the case of the 10-14 year old participants, 70 per cent or more saw their reading and writing skills in English as being at least the same if not better in their ethnic language, and 55 per cent or more saw their speaking and listening skills in English as being at least the same if not better than in their ethnic language. Those in the 17-21 age group were less confident about their proficiency in English. About 50 per cent saw their reading, writing and listening skills in English as being the same if not better than in their ethnic language and only 44 per cent claimed that their spoken ability in English was as good if not better than in their ethnic language.
- The 10-14 year old participants were less inclined to use their ethnic language with siblings at home or with ethnic friends than the 17-21 year olds. With their ethnic friends at school, less than half of the 10-14 year olds said they used their ethnic language 'only' or 'mostly' while in the case of the older (17-21) participants it was just over half. Outside of their place of study

or work, 44 per cent of the 10-14 year olds who had ethnic friends said they used their ethnic language 'only' or 'mostly' in comparison with 64 per cent of the 17-21 age group.

- In the 10-14 age group, 74 out of 80 (92.5 per cent) reported that they had 'Kiwi' friends. A slightly smaller proportion of the 17-21 age group (69 out of 77, or 89.6 per cent) had 'Kiwi' friends, and they were less likely than the younger (10-14) participants to visit them in their homes, invite them to their homes and mix with them in the evenings.
- The young migrants and refugees generally expressed positive views on their settlement experiences in New Zealand. Although three quarters of them felt very different when they arrived, now 84 per cent felt welcome here. Over 70 per cent agreed that it was easy to fit into New Zealand life, though more than half considered that it was not easy for them to make 'Kiwi' friends. While 85 per cent indicated that they were glad that they came to New Zealand and that their family was happy to be here, only 33 (41.3 per cent) in the 10-14 age group and 40 (51.9 per cent) in the 17-21 age group saw themselves as living and working in New Zealand in the future.
- In response to two open-ended questions which asked them to identify what 'is good' and 'not so good' about life in this country, the positive comments of both groups of young migrants outnumbered the negative comments by a ratio of over 2:1. The 10-14 year olds made 236 comments which can be classified as positive and 97 negative comments. The young new settler participants in both age groups gave highest approval to the New Zealand lifestyle, particularly its stress-free, relaxed nature and the clean, green features of the environment. New Zealand was perceived to be peaceful, safe, and they also had positive views on the educational opportunities available to them, the wide range of social and recreational activities, and the increased possibilities to develop their own interests. They commended New Zealanders for the help and support they had received.
- The weather was the most negative feature of the New Zealand setting. They also reported experiencing problems in adjusting to a different language and culture and making new friends. Some expressed concern at what they saw as discriminatory attitudes and behaviours towards migrants. The older (17-21) participants also criticised the lack of night life and the 'boring' nature of New Zealand city life.

Stakeholders

- At meetings with a) a group of home tutors who are mainly involved in providing voluntary support for families who want to develop their English language skills and b) a group of

teachers which included those providing more English instruction in primary, secondary and tertiary institutions, issues relating to the situation of young new settlers were discussed. While the home tutors brought to these discussions insights into the situations of families, the teachers added views based on classroom experiences.

- In general, the stakeholders gave a more negative view of the settlement of young migrants and refugees. They identified problems involved in fitting in with New Zealand's youth culture; conflicts between peer group pressures and parental expectations; feeling different and / or isolated; conflicts between traditional beliefs and practices and New Zealand norms of behaviour; adjusting to a different educational system; developing competence in English; and difficulties related to gaining employment.
- The stakeholders also suggested responses and solutions to the problems and issues they had identified. These suggestions included: assisting young new arrivals to meet other young people in the community; providing targeted assistance for migrant and refugee families with special needs; assisting parents to pass on their culture and language to their children; arranging on-going support for NESB students in educational institutions; organising pre-employment courses for young NESB new settlers; and increasing public understanding and acceptance of diversity.

A possible explanation for the dissonance between the young migrants' and the stakeholders' views is that the young new settlers were reflecting on their lived experiences, whereas the ESOL tutors and teachers drew on their knowledge of structures, programmes and their professional experiences in assisting NESB children and adults. In addition, the young migrants were likely to feel inhibited in expressing their personal feelings and making negative comments about their reception in New Zealand, particularly to interviewers who were older and host society members. The stakeholders, on the other hand, had no such restraints and used the opportunity to articulate professional concerns and to critique what they saw as a lack of official recognition and support for the programmes they were involved in. The study does provide evidence that in investigating immigrant and refugee settlement issues it is important to gain different perspectives. Rather than being seen as contradicting each other, these perspectives should be regarded as being complementary and extending our overall understanding of young migrant settlement issues.

Limitations of the survey

It is acknowledged that the survey described in this report does have limitations. It involves only 157 young immigrants and refugees who were contacted through the Home Tutor ESOL schemes. This may mean that the participants were more likely to come from families with less

experience in English than other settler groups. At the same time the participants were a group who had succeeded in accessing English language programmes and associated support in New Zealand. The stakeholders who were consulted in this study came from a particular interest group – those involved in ESOL instruction. Naturally enough, their major concern was with English language development, although they also share an understanding of the social, cultural, and work-related concerns of new settlers, as English language proficiency intersects with many other issues related to settlement.

The combined results and recommendations

The combined results suggest that while many of the young migrant participants were making considerable efforts to fit into life in this country, New Zealand could do more to facilitate their settlement by providing them with the opportunities to develop and use their skills, knowledge and talents that meet Baubock's criteria for full social participation in a civil society (Baubock, 2000). It is suggested that:

- a) a partnership approach be adopted in assisting young new settlers – that is, an approach involving the young people themselves, their families, the ethnic communities to which the young migrants and refugees belong, host society members and local and central government organisations;
- b) encouragement be given to young migrants and refugees to seek out and use opportunities to develop English language proficiency and an understanding of 'Kiwi' society;
- c) migrant and refugee families be provided with up-to-date information, effective counseling and support, when required, to assist them in adjusting to the new environment;
- d) ethnic communities be given financial and other assistance to help them to provide language and cultural maintenance programmes;
- e) members of the host society be made more aware of the needs of young NESB migrants and refugees and be encouraged to be more accepting and supportive of them;
- f) institutions, particularly educational and training institutions, should cater for the social, cultural and linguistic needs of young new settlers by designing and implementing special programmes for those with particular educational concerns (e.g. students who have had little or no experience of schooling in their countries of origin), as well as by creating and maintaining a supportive environment in which young new settlers feel welcome and valued;
- g) local and central government should contribute more to the settlement of young NESB migrants and refugees through initiatives such as developing partnerships between government and community services and the training and recruitment of dedicated migrant youth workers; and
- h) in recognition of the strategic importance of facilitating the incorporation of young new settlers

into the New Zealand society, an overall policy framework be developed at the government level to guide and coordinate developments designed to assist NESB migrants and refugees and help them to fulfill their social, cultural and economic potential.

1,741 words

Adapted from:

Watts, N., White, C., & Trlin, A. (2002). *Young migrant settlement experiences and issues in New Zealand: Two perspectives*. Palmerston North, N.Z: Massey University.

Assessment task

Name: _____ Date: _____

Academic Purpose

The academic purpose of this task is to examine the settlement experiences of migrants and refugees into New Zealand, and make suggestions about how these can be improved.

Read the text and answer the questions below.

Part A - Finding key information

Using the headings (in bold) in the text, identify the main or key points and supporting details in the text.

1. Identify and/or record the key/main points and supporting details. This will assist you in completing Section 3. Your notes will not be assessed.

Academic Purpose

The academic purpose of this task is to examine the settlement experiences of migrants and refugees into New Zealand, and make suggestions about how these can be improved.

Part B - Select and analyse key information relevant to academic purpose

Literal, implied and/or inferred meaning gained from the text are identified, analysed and evaluated to determine their relevance to the academic purpose (PC 1.1)

Relevant information from the text is applied in a form appropriate to the academic purpose and in a manner beyond simple information transfer. Form may include but is not limited to – tabulation, synthesis or summary (PC 1.2).

Select the key / main points and supporting details relevant to the academic purpose. Analyse the information, referring to your notes from Part A, and the text.

1. Identify **three main similarities** between the perspectives of the migrants/refugees and the stakeholders involved in their settlement. Present these similarities in bullet point or paragraph form in your own words.

For each:

- i) Clearly identify the similarity.
- ii) Suggest at least one possible reason for this similarity.

Analysis of similarities

Similarity 1.

--

Similarity 2.

Similarity 3.

2. Identify **three main differences** between the perspectives of the migrants/refugees and the stakeholders involved with their settlement. Present these differences in bullet point or paragraph form in your own words.

For each:

- i) Clearly identify the difference.
- ii) Suggest at least one possible reason for this difference.

Analysis of differences

Difference 1.

Difference 2.

Difference 3.

2. Select the difference from Part B that you feel is the most important for improving the settlement experiences of young migrants and refugees. Write approximately 150 words explaining why this difference is the most important. (In your explanation, make references to information from the text.)

Evaluation of differences

Selected difference
Explain why this difference is the most important

Part D - Critical thinking about the academic purpose and the reading text

Academic Purpose

The academic purpose of this task is to examine the settlement experiences of migrants and refugees into New Zealand, and make suggestions about how these can be improved.

1. What further information, which hasn't been provided by this text, would be useful in order to meet this academic purpose? Explain your choice.