Highlights of this term’s edition include:

Sharon Harvey (AUT) was one of the keynote speakers at the NZALT conference this year. We have had the chance to ask her about her views and visions on language learning in New Zealand ... continued on page 3

Enhancing Language Learners’ Intercultural Capability: A study in New Zealand’s schools. In the context of a two-year project (2016-2017) funded by the Ministry of Education through the Teaching and Learning Research Initiative (TLRI), a team ... continued on page 4

Mandarin Corner (Wellington), established in 1995, is a weekly event where students learning Chinese meet with native speakers of Chinese for conversation and cultural activities in a friendly, relaxed setting ... continued on page 7

Je suis une personne heureuse! Oui, je suis heureux parce que j’ai la chance d’accompagner des profs de français qui font tout pour être heureux pendant leur stage de Nouméa. Des profs sublimes ... continued on page 9

Während der diesjährigen Nationalen Sprachlehrerkonferenz vom 8. bis 11.7. in Auckland, die das Motto hatte „Exploring other Worlds through Languages“, fanden sich mehr als 60 Lehrkräfte ... continued on page 10

NCEA Japanese Workshop is an event held every year at the University of Canterbury with support from the Canterbury Network of Teachers of Japanese for all NCEA Japanese students. The 6th workshop was held on 7 June this year, and as a Year 12 student ... continued on page 13

Combining the arts of Hangeul and design is an excellent example of curriculum integration which introduces the Korean language and culture to students. Integrating Korean with Art & Design is a fun way for students ... continued on page 14

Talofa, talofa, talofa lava. O le viga ma le fa’afetai i le Atua e le fa’aitiai ona o mea matagofie ma le matalasi ua ia faa. Ae fa’aagatonu se taatalaga i le autu ma le manulauti o le nei tuitisiga ... continued on page 17

After a successful first run in 2017, the Spanish Language and Culture Week, organised by the Spanish Programme at Massey University is back! Its main purpose its main purpose is to promote the learning of languages in general and of Spanish... continued on page 19
Recently, I attended a (highly engaging) parenting talk at my daughter’s school where the speaker, Pio Terei, also talked about attitudes which are so important if you don’t want to “miss out on the world”. As parents and as teachers we strive for our kids and students not to miss out on the world and instead approach it with open hearts, open minds and broad horizons. It is not surprising that the OECD recently added “Global Competence” to its 2018 PISA study. And is there a better way to become globally competent than by learning languages and learning about cultures? The recent NZALT conference, which has received lots of positive feedback, took the same line with the choice of its theme “Exploring Other Worlds Through Languages”.

In this issue, many students and teachers again share stories of how they were able to explore other worlds. I myself am reporting back on the opportunity I had to further broaden my own horizon when I travelled to Asia for the first time and attended a conference in Seoul (p. 14). There again, we talked about our hopes for the young generation and the opportunities that will arise for them from their language skills. Such opportunities are plentiful and not all of them might meet the eye at first glance. Sharon Harvey raises the question of the lacking awareness of the “employability edge” of languages for a broad variety of professions (p.3). In this context, we spoke to Yasumasa Shimizu at Mitsubishi New Zealand to ask why the industry would be looking at employing multilingual candidates (p.12).

Let us all continue in our mission to open up pathways to access the world. After all, we know the world is worth it.

Tina Kosleck, ILEP Community Engagement Coordinator, community@ilep.ac.nz

ILEP LANGUAGES ROADSHOW

After its successful release last year, the Languages Roadshow returns to regions across Aotearoa. Let ILEP provide language curriculum support of your choice in your area. A full day of curriculum support workshops around pedagogy, language and culture for regional New Zealand. ILEP Advisers will deliver the event in the following areas:

6 August Timaru  
8 August Dunedin  
13 August Kapiti  
15 August Whanganui  
17 August Rotorua

Sign up for this great opportunity here.

LANGUAGE WEEKS

Several language weeks are coming up in Term 3 and early in Term 4. Those special weeks provide the opportunity to showcase and promote these languages and cultures in your schools and communities.

2-8 September Tongan Language Week/ Uike Kātoanga i ‘o Lea Faka-Tonga  
23-29 September New Zealand Chinese Language Week  
24-30 September Korean Language Week  
13-20 October Spanish Language Week  
14-20 October Niuean Language Week

INTERNATIONAL FILM FESTIVAL

Auckland  
19 July - 12 August  
Christchurch  
2-20 August  
Dunedin  
9-26 August  
Gore  
16-26 August  
Hamilton  
22 August - 19 September  
Hawke’s Bay  
30 August - 16 September  
Mashterton  
29 August - 12 September  
Nelson  
8-29 August  
New Plymouth  
30 August - 16 September  
Palmerston North  
23 August - 9 September  
Tauranga  
23 August - 16 September  
Timaru  
16-26 August  
Wellington  
27 July - 19 August

PACT PROGRAMME FOR ASIAN LANGUAGE COLLABORATION IN TEACHING

supported by the North Asia Centre for Asia-Pacific Excellence

ILEP invites applications for PACT, a new programme of cluster-based, teacher-led action research for teachers of Chinese, Japanese and Korean.

The six month programme will support you to network with teachers of North Asian languages while at the same time collecting practical teaching solutions.

Starting August 2018, applications are open.

NB: This programme is not available to teachers who are completing an ILEP programme or TPLT in 2018.
Sharon Harvey (AUT) was one of the keynote speakers at the NZALT conference this year. We have had the chance to ask her about her views and visions on language learning in New Zealand. The full version of this shortened interview is available on the ILEP website.

How would you sum up the key message of your keynote at NZALT conference?

1. With the introduction of a new Learning Area: Learning Languages in the 2007 revised national curriculum, there was a new expectation for teachers to incorporate intercultural communication (ICC) with language teaching. It was a great idea and at the forefront of thinking at the time (and still today). ICC and other aspects of the new Learning Area borrowed from the Council of Europe work on languages and principally the work of Professor Mike Byram. However, as in other countries, the change in policy was not widely communicated which meant it has taken a long time for it to be integrated into pre-service and in-service education for language teachers. There are still many language teachers in New Zealand who do not really understand intercultural language teaching and do not plan for it in their language classes. This is not their ‘fault’ but rather the outcome of a very deregulated educational system, particularly when it comes to languages education.

2. The most interesting savoir of Byram’s model has become that of critical cultural awareness (savoir s’engager). In my opinion this can be taken even further to a decolonising critical cultural awareness where students are encouraged to examine the historical and power relationships in their interactions and consider how their own communication may be shaped by these powerful discursive constructions that are fix to us and our languages through time and space (viz. the work of Alistair Pennycook).

What do you tell prospective students to encourage them to take Languages at uni?

Our key message is about being a great New Zealand citizen who can communicate effectively and compassionately in superdiverse Aotearoa. If students can do this they’ll be effective ‘global citizens’ as well. Of course we also talk about taking languages majors alongside other majors, like Business or the Social Sciences, because languages do give our students the employability ‘edge’ in a competitive employment market where intercultural competency is especially valued. And we tell our students that languages give them an in-depth entrée into cultures and countries that they would never have access to otherwise! From an NZSL perspective, there is no easy progression from learning NZSL in high school. Our majors are quite suitable for school leavers but few are aware of the possibility unless they already have a connection to the Deaf community. So, more for us to do here ...

How do you see the secondary and tertiary sectors working together currently?

Our languages academics have good contact with secondary teachers through the respective teachers’ associations. Our languages staff regularly visit schools and provide AUT campus tours and seminars as and when requested. The Japanese team has also engaged in long term mentoring of Japanese language students at a nearby secondary school while the Mandarin team are delivering a first year Mandarin paper over the net to an Auckland secondary school. Languages teachers in schools also undertake masters degrees and even PhDs with us to further their professional development in languages education.

Do you have any future plans, ideas, or visions regarding the cooperation between secondary and tertiary education?

We are always thinking about how to have better connections and cooperation with schools. It may be that we could offer more in terms of professional development opportunities (both pedagogical and language proficiency) for teachers. We have invited language teachers to AUT for various symposia exploring, for example ICC, new pedagogical techniques and approaches, and feedback on our research evaluations. One of our problems is that we are a School of Language and Culture rather than a School of Education so some of this comes back to university organisation as well. I don’t think we are the only university where many of the applied and socio linguists, as well as language teachers are not in a School of Education.

One thing that has been quite effective in terms of our ALLiS research is the role of the Cluster Coordinators who coordinate languages between primary and secondary schools. These people organise regular meetings, arrange professional development, consider and select materials and resources across the sectors and build language learning pathways. Some explicit and resource oriented coordination between the sectors would be a great idea. There’s also nothing to stop us (universities and schools) getting on with liaising between sectors ourselves.

In terms of students, it may be that they need much more exposure to university language learning classes and courses so that they understand what is involved and the way they can combine courses to include languages they have been successful in at secondary school. So there is perhaps more we can do there. The work in the UK on Routes into Languages is worth watching in this regard.

What advice do you have for schools/senior leaders to better support the Learning Languages curriculum area?

It would be great if schools could spend more time exploring with students why language skills are so vital in a superdiverse, multilingual society like New Zealand, and more specifically, in any career. The number of people who still think languages are only required for teachers, translators, and diplomats is surprising. We wonder whether students get the opportunity at school to think about why it might be important for an engineer, accountant or scientist to learn a new language and the intercultural competency that goes with that? These so-called ‘soft skills’ may be the key to global peace and understanding.

On a practical note school leaders may need to recognise that language learning resources are now mostly digital and are changing and improving very quickly. Therefore resource budgeting should match these changes. Also, some reconsideration of the bureaucracy involved in taking students out of school for a day would be helpful. Visits from schools have dropped by about 80% due to the paperwork required to afford students this opportunity. There may need to be increased awareness that language learning is a discipline that takes more time than other similar level subjects... In addition, the curriculum itself may need to change again, in order to recognise, foster and give credit for students’ existing multilingualism. It doesn’t make much sense to emphasise learning new languages while ignoring the linguistic skills students bring to school.

What advice do you have for teachers on how to turn theory into effective practice?

Firstly, teachers need to have regular, up to date access to developments in the theoretical underpinnings of language acquisition and language pedagogy. I don’t think it is always easy for them to get the time and money to take advantage of what’s available. There is a feeling in some quarters still, that having language proficiency is enough to teach a language. So more explicit awareness of what the profession needs as an ideal to work towards, might be important. The introduction of ICC through the revised curriculum is an example of good policy development not followed up by sufficient attention to pedagogical support for teachers across the country.

Is there anything else you would like to add?

We have seen big changes in New Zealand society in a relatively short period of time: We know we are very multilingual, ethnically diverse and the Treaty of Waitangi may be even more salient than it has been in the past. It is important our schools and universities keep up and prepare our students for our superdiverse society. This means giving more educational attention to the languages our students already have as well as adding to their plurilingual repertoires by providing them with the opportunity to learn additional languages. However, it is important that a whole-of-education approach is taken to learning languages. This needs to include attention to English, Māori, subject languages, community languages and students’ existing plurilingualism. What happens in one part of the system affects what happens in other parts and we need to keep considering and evaluating the whole system as changes are made. Personally I would love to see all New Zealand children at least trilingual in Māori, English and one other language.
Kia Ora, Nihao, Zdravo, Marhaba, Annyeonghaseyo, Hola, Konichiwa, Talofalava

We are a group of passionate students and teachers who got together to promote and celebrate different languages and cultural identities at Howick College. We decided to call our Language Club ‘Babel’ because of wanting to ‘rebuild’ the structure of communication and unity at our School.

We started the year off with a bang launching language teaching stations taken by committed students who are experts or first language speakers: Te Reo Māori, Korean, Mandarin, French, NZ Sign Language, Spanish, Latin, and we are planning to include a Cyrillic alphabet class soon. These languages are available to the whole school on set days and at set times weekly, which are published in the school notices for everyone to see and are promoted with posters. We have had a varied response to our language teaching stations. While languages like Korean, Mandarin and Spanish are popular, French, which is already taught at the School, is not as well attended.

At the club’s Korean teaching station

One of our goals is to expose the community to as many languages as possible by linking them to events and celebrations. Our first project was an Easter “match the language” activity which was supported with a video of students and teachers saying “Happy Easter” in their language. Next, we celebrated Earth Day by putting up “green” posters in different Pasifika languages consisting of words related to recycling and being environmentally friendly. For NZ Sign Language Week we published 5 words with illustrations every day of the week, and a ‘Be a sign ninja’ online game was shared via Tutor Groups. To celebrate Samoan Language Week we interviewed our Samoan speaking Principle and shared this interview with the school. Finally, The Dragon Boat festival saw us lead an origami workshop (paper rice dumplings) where students could learn vocabulary and facts about this important Chinese event.

We are now busy preparing for our International Languages Week, and the leaders have already liaised with six keen student singers and some of them are keen to learn to sing in a language different to theirs (in front of our student/teacher audience; open entry, lunchtime activity). The singers chose the language and the song they like, and are currently being supported in learning and understanding the lyrics. For example one student is singing along “On écrit sur les murs” by Kids United, and one singer is learning a Spanish song by Shakira. There are some organisational hiccupps but we hope to achieve what we set to as a club: Celebrate languages and diversity, and expose as many members of our community to the magical world of languages.

Our club is young (2018) and we have certainly come across obstacles that sometimes discouraged our members or made it all seem a difficult task. However, the common passion for language learning and teaching has reminded us that even small actions can have great outcomes.

By The “Babel” Language Club, Howick College

Inspiring networking

During Term 2, ILEP facilitated regional meetings in many different locations in New Zealand. Monique Fisher from Onerahi Primary was one of the teachers who participated in and benefitted from the regional meeting in Whangarei:

“My love of languages started at home on my local marae and Te Reo Māori became a language I’ve used ever since. Although my knowledge of Te Reo Māori is strong, I realised that today’s students have needs beyond English and Te Reo Māori, and that for my students to continue progressing in Asian Language Learning, I too would need some knowledge of the language, pronunciation and culture. As I am now teaching at a school that delivers and values Chinese learning, a new journey has started, I am currently learning and teaching in Chinese alongside Te Reo Māori.

This year, I am doing ILEP’s Introduction Programme. I signed up to the regional meeting facilitated by ILEP as I was hoping to meet other teachers in the area who are on a similar journey of language learning. I wanted to see and hear what success and experiences others have had in their classrooms and through involvement in ILEP’s programmes. At the meeting, I met some inspiring people who are loving the journey of language learning and teaching in Northland. It was great to have such a range of people and expertise in one room. The meeting was a great way to network with teachers who share similar passions and goals. As a result of the meeting, we have now connected as a group of teachers who share resources, successful lesson plans and we are hoping to create an online community of Asian Language Teachers in Northland too.

Through networking with other language teachers in our region, we learn from each other while supporting each other in our journeys. It is something positive to be a part of and we loved connecting through what drives us as educators. We had teachers from a range of different year levels and we all had different qualifications/experience to share. I am excited to be a part of a movement that enables a change in perspective around language learning. I hope that more and more teachers start learning and teaching languages as part of their practice as it can benefit almost any curriculum area or subject in some way. For example the relationship between languages and place value makes huge difference for my Year 4 students in both, language learning and maths: 23, rau tēkau ma toru or er shi san all share a relationship and exploring that in multiple ways simultaneously is not only awesome but also stimulating metacognitively.”

ILEP is currently working on facilitating a slightly different format of regional meetings this term. Keep an eye out for further announcements.

Report on iCLT study

Enhancing Language Learners’ Intercultural Capability: A study in New Zealand’s schools (available on the ILEP’s Learning Languages website)

In the context of a two-year project (2016-2017) funded by the Ministry of Education through the Teaching and Learning Research Initiative (TLRI), a team of five researchers (Martin East, Constanza Tolosa, Christine Biebricher, Jocelyn Howard, and Adèle Scott) worked in partnership with five primary/intermediate school teachers.

Their goal was to investigate how programmes designed to fulfil the requirements of Learning Languages could enhance Year 7 and 8 school students’ intercultural capability. The teachers taught a range of languages (te reo Māori, French, Chinese, Japanese), and were located in a variety of different schools across the North and South Islands. Working together with the teachers, the researchers investigated how languages were currently taught in the partner schools. They supported the teachers as they developed independent teaching as inquiry cycles with an intercultural focus, leaving it up to the teachers to interpret what inquiry might look like in each unique context. A primary goal was to utilise the findings of their inquiries to raise issues about effective practice.

The researchers found that programmes had been designed to meet the requirements of Learning Languages and that teachers were working to enhance Year 7 and 8 school students’ intercultural capability. Teachers taught a range of languages (te reo Māori, French, Chinese, Japanese), and were located in a variety of different schools across the North and South Islands. Working together with the teachers, the researchers investigated how languages were currently taught in the partner schools. They supported the teachers as they developed independent teaching as inquiry cycles with an intercultural focus, leaving it up to the teachers to interpret what inquiry might look like in each unique context. A primary goal was to utilise the findings of their inquiries to raise issues about effective practice.

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TPLT 2018 news to date

During the July holidays, participants of Transforming Practice in Language Teaching (TPLT) 2018 met for ‘Pedagogy Days 5 and 6’. The pedagogy component, which focuses on deepening understanding of second language acquisition research and practice, the New Zealand Curriculum and effective classroom pedagogy, is one of the three equally important components of the TPLT programme. The teachers get so much out of these pedagogy days, thanks to their university lecturer Constanza Tolosa and the collegial atmosphere of teachers of different languages from schools around the country coming together for four two-day blocks between March and September.

By Wendy Thomson, TPLT

LVPC successes

The Language Perfect World Championships (LPWC) have been a feature of the year for second language classrooms for almost a decade now. The dedication shown by teachers and students in New Zealand continues to impress, with consistently high achievement from a wide variety of schools. 2018 was another successful year, with outstanding performances by schools and students across Aotearoa. Students compete online in the LPWC by translating vocabulary, and completing online workbooks. In this dynamic, exciting competition, students are able to truly celebrate their passion for language learning by competing in multiple languages, in addition to any they may study at school or speak at home.

This year, Top Overall Student Nimish S (Kerikeri High School) led hundreds of Kiwi students to achievements across all levels of certification and a variety of languages. Cashmere High School, top performing school in NZ this year (and winner of the 2018 NZALT LPWC trophy), did particularly well, as did Hamilton Girls High School, Kerikeri High School, Awatapu College, Marist College (Auckland), Whangarei Girls’ High School, Jamesargest College, Western Heights High School, Westmount School, Rangitoto College and Te Aho o Te Kura Pounamu. The results show that the level of engagement and achievement in these competitions remains high across New Zealand. Education Perfect appreciates and acknowledges the efforts put in nationwide by both teachers and students - and we look forward to seeing what schools achieve in the upcoming competitions; NZ Languages and Māori. To be part of future competitions, to activate your own trial of Language Perfect, or to simply ask about the resources available (including our expanded content for Māori) please contact NZ Languages Manager Trudi Wigg on 09 886 1895 or trudi@educationperfect.com.

By Trudi Wigg, Education Perfect

NZALT 2018 Conference

The 2018 NZALT Conference (8-11 July) has been a great success. Nearly 250 delegates attended the conference which offered a full programme that ranged from 30-minutes papers of research to 60- or 90-minutes workshops, two academic colloquia, three guest speakers (Te Reo Māori, NZ Sign Language and Pasifika Languages), two invited speakers and three keynote speakers. The conference theme “Exploring Other Worlds through Languages” inspired all the participants to connect across languages, across countries, across modalities and across sectors.

It was a very memorable conference for many reasons, but particular note must be made to the wonderful opening ceremony where all of our Learning Languages curriculum areas were welcomed, including NZSL for the first time. Some of the following comments from teachers give an indication of how valuable this conference has been for the attendees:

“Each of the above workshops provided insights into classroom teaching and practical advice that could be implemented in the classroom with relative ease in terms of time and resources.”

“I feel I had become a bit stale in my practice and had lost the way a little. This conference invigorated me and reminded me of those things I did have in my kete and was not using.”

Our thanks to Constanza Tolosa, the Conference Convenor and her great team of Christine Biebricher, Martin East, Amy Edwards and Jeni Lemberg for their wonderful welcome and the thoughtful planning which was very evident throughout the conference from the inspiring World Café which started and finished the conference. The World Café gave people a chance to share their thoughts on a range of topical subjects. These were then illustrated (see picture) and in the final session, the keynote speakers Scott Thornbury, Marta Gonzalez-Lloret and Sharon Harvey gave their thoughts to the topics.

For your diaries: The next NZALT conference will be held in Wellington in 2020.

By Annabelle Sinclair, NZALT

ILEP Language Immersion Day

The ILEP Language Immersion Day offered language teachers the opportunity to be immersed in language, culture and pedagogy on the day before the NZALT conference. Participating teachers described it as “vibrant and energetic”, “a “boost for motivation and morale”, and “a thoroughly enjoyable and educational day”.

The ILEP team particularly values the open and honest feedback that language teachers have provided. They are already working to action changes for the next ILEP Immersion day in 2020 (if not before!), such as keeping the taster sessions but ensuring that they are total immersions, having a morning tea break and allowing time for teachers to exchange ideas for teaching and learning in the target language.

By Trudi Wigg, Education Perfect
A memorable trip

“He who returns from a journey is not the same as he who left.”

Last May, 33 students from Henderson Intermediate School had an exciting and memorable trip to China. The trip has become an annual event for students to be immersed in Chinese language and culture first-hand, to foster relationships with their sister school, Ningbo Experimental School and to motivate students to continue learning Chinese.

Henderson Intermediate School is one of many schools linked with Confucius Institute in Auckland to establish and build their Chinese programme. They have access to a Mandarin Language Assistant and free resources to support their programme. They also have access to the institute’s partner in Shanghai, Fudan University to help coordinate their China trip programme that includes a number of unique experiences.

The students and staff had a great time in China. Each reflected on the amazing adventures they had.

“It has been an amazing opportunity to take part in this once in a lifetime experience.” (student)

“My highlight of the trip was going to live with our homestay families. They had the best food I have ever tasted. They were very caring and generous. They were great people with big hearts.” (student)

“My biggest highlight was getting the chance to step into another person’s shoes and become another person for two weeks, although there was a big culture shock, I enjoyed every single day and everywhere we went. I would love to go back to China for more experiences and I would love to see more of China’s many amazing landscapes.”

“The experience is equal to no other in my time as a teacher with our school. The learning for us during this trip was invaluable. The sights, the sounds and the people were incomparable experiences.”

By Junye Shao, Mandarin Language Assistant

A full version of the report is available online.

A life-changing exchange

The New Zealand China Friendship Society (NZCFS) is a New Zealand wide charitable organisation formed over 60 years ago. Under its auspices, its Nelson branch operates independently to meet the organisation aims within the Nelson and Tasman regions. Although reasonably small, our members are highly committed to improving community awareness of and tolerance for people of Chinese ethnicity and their culture mostly arising from positive personal experiences with China and Chinese people.

To create awareness, understanding and friendship between the young people of both countries we facilitated an arts and cultural exchange with Nelson’s sister city, Yangjiang in Guangdong province last April. Six senior high school students from Nelson accompanied by two adults were hosted by Liangyang Senior High School in Yangjiang in the school’s first ever foreign exchange. This exchange exceeded the expectations of all parties and strong bonds were formed.

In the selection of the six students, priority was given to those with particular interests in the arts such as music, drama, dance or fine arts, with Mandarin language a consideration. Adaptability, curiosity and strength of character were also into account, as well prior knowledge of or interest in Chinese culture. Most of the selected students had little understanding of China (two of them had not travelled outside NZ previously) and were provided with a thorough orientation over the preceding two months.

The group travelled to Yangjiang, Guangdong province, China for 10 days during the school holidays. Liangyang Senior High School is a week-day boarding school and the group was accommodated in dormitories at the school on week days. For the weekend the group stayed in a hotel on nearby Hailing Island to facilitate visits to the Silk Road Maritime Museum, markets, fishing village and other attractions.

A fantastic, highly active and sharing programme was followed. This included visits to 5 English classes each with a focus topic for sharing – differences between China and NZ education, interactive games, Yangjiang specialty foods, traditional festivals, ethnic cultures. Club activities enjoyed were Tai Chi, calligraphy, seal making, traditional dance, Lion Dancing and street dancing and making kites. Other activities included visits to an ancient fishing village, lacquerware museum (a Yangjiang specialty), shopping mall and dinner at a teacher’s house. These gave a wide and varied insight to Yangjiang life and education. A particular highlight of the exchange was the Cultural Performance by the Nelson and Liangyang students to an audience of 500 students, staff, and Foreign Affairs Bureau representatives. The concert included a significant component of Māori culture including a mihi, waiata and hongi that were extremely well received. The Nelson group also learned and sang a song in Mandarin.

The exchange was eye opening and indeed, life changing event for both the Nelson students and the Liangyang Senior High School students who had previously only had very limited opportunities to mix with foreigners. The sharing of personal and cultural experiences has created mutually positive impressions and lasting friendships and contacts between these young adults. These have been shared by the New Zealand students with their peers, families, schools and the wider public through presentations, local media and most importantly, enthusiastically re-telling stories of the trip.

Based on the success of the initial exchange to Yangjiang, it is now proposed that a group of 10 students and teachers from Liangyang visit Nelson in March 2019 to further enhance the mutual awareness, understanding and respect for each other’s culture. This return exchange will further enhance this cultural awareness by directly reaching a significantly larger number of young New Zealanders through the school and other shared activities, as well as positively influencing their families and wider communities.

New Zealand has significant trade and tourism relationships with China and increasing migration from China. This project was valuable in providing a bridgehead for a younger generation with first hand experience and information about the realities of modern China. Although starting small, this project has massive upside to shape future relationships between New Zealanders and Chinese people.

By Ian Lister, NZCFS Nelson

The full version of this shortened article is available online.

COMING UP FOR CHINESE

4 August
New Zealand National Chinese Bridge Competition

11 August
New Zealand China Study Camp - Applications close

23-29 September
New Zealand Chinese Language Week

3-17 December
New Zealand China Study Camp
同声歌唱友谊地久天长

“怎能忘记旧日朋友，心中不能不怀想。旧日朋友岂能相忘，友谊地久天长…”一曲《友谊地久天长》的悠扬旋律，在基督城男子高中(Christchurch Boys’ High School)礼堂内久久回荡。

6月23日(星期六)，中国驻基督城总领馆、坎特伯雷中文教师协会、坎特伯雷大学孔子学院、新西兰教育部国际语言交流发展项目(ILEP)和基督城男子高中携手举办了首届友谊杯中文歌曲大奖赛。当天，新西兰工党国会议员Duncan Webb、中国驻基督城总领事汪志坚、教育领事翟建军等嘉宾出席了活动。

近年来，随着“汉语热”在海外逐步兴起，学习中文的新西兰人越来越多。学唱中文经典歌曲，更是提高汉语的一大途径，不少学生都从这种方式中体会到了汉语的乐趣。

在当天的比赛中，就吸引了来自13所中小学的一百多名选手同台竞艺。优雅悦耳的《鲁冰花》独唱，让人热血沸腾的《龙的传人》，动人舒缓的《乌兰巴托的夜》吉他自弹自唱，充满动感活力的《青春修炼手册》群唱……参赛选手们的曲目风格丰富多彩，在舞台上尽情展现各自的语言和音乐才华，其水平令人十分惊喜。

中国驻基督城总领事汪志坚在发言中表示，对于母语为英语的中文学习者来说，用中文来唱歌也是明智的一步，可以提高读、写、听以及说中文的能力，增进人们对汉语的兴趣，增进对两国文化的理解。

坎特伯雷地区中文教师协会会长，基督城男子高中汉语课主任冯慧丽老师，是这次比赛的发起人和组织者。冯老师称，将这次比赛取名为“友谊杯”，就是希望学生们可以通过中文歌曲来搭建起友谊的桥梁。

最后，整场大赛在《友谊地久天长》的歌声中落下帷幕，观众持续、热烈的掌声在礼堂内回荡。

By Huili Mo, New Zealand Messenger

Mandarin Corner

Mandarin Corner (Wellington), established in 1995, is a weekly event where students learning Chinese meet with native speakers of Chinese for conversation and cultural activities in a friendly, relaxed setting. It is run by Confucius Institute at Victoria University of Wellington.

In 2011, the Confucius Institute at VUW joined forces with its two foundational organisers NZ Chinese Friendship Society and NZ Chinese Language Association to revamp Mandarin Corner with improved programme support. Mandarin Corner is currently run by a core team of Mandarin Language Assistants (MLAs) who take turns to lead the Mandarin Corner on Saturday afternoons (excluding school holidays) from 3 to 5pm in Room 204, 18 Kelburn Parade.

People who come to Mandarin Corner have varied backgrounds and language levels. Most of them are adults from many different walks of life and with diverse learning objectives. Some of them are keen to travel to China, some are planning to seek employment in China, some are enjoying the challenge of learning a language and developing an understanding of a different culture and some would simply like to make more friends through learning languages. The most important thing is that they all enjoy the time spent at Mandarin Corner and find it beneficial.

Many useful and practical topics have been covered in Mandarin Corner such as travelling in China, shopping in China, how to see a doctor in China, how to order food in a Chinese restaurant, popular apps in China, etc. Topics covered can vary depending on the needs and interests of the attendees. They are encouraged to give feedback about their learning and input ideas about topics they wish to learn more about. This enables the Mandarin Language Assistant (MLA) facilitators to provide a programme best suited to the Mandarin Corner participants.

Mandarin Corner provides another opportunity for MLAs to interact with New Zealanders and is an example of intercultural communication in practice where both, participants and MLAs are learning with and from each other.

Please do come and join us if you are interested.

By Xueqing Chen, Victoria University of Wellington

Asian Experience Day

On 26 July, a combination of 400 year 8 and senior students that study Asian languages experienced the much anticipated annual Orewa College 2018 Asian Experience Day at the Orewa Events Centre.

The day started off with a bang as a lion prowled around the stage with the boom of Chinese drums, it was welcomed by the audience with a sea of applause. This was the first of many traditional Asian performances presented by many talented Orewa College students, teachers and local community groups.

Following the lion dance were many other breathtaking performances such as the very interactive Taiko (Japanese drums), Asian martial arts (Kung Fu & Kendo) and traditional Chinese and Japanese dance.

In addition to the performances, students were able to cycle through various authentic Asian activities that were not only fun and interactive, but also acted to reinforce the knowledge they had learnt in the classroom. These included learning the basics of Chinese Kung Fu led by Dr Jiwei Fu, creating masterpieces through calligraphy, performing the puppet show, experiencing the art of traditional Japanese dancing (Hanagasa) and a variety of fun games.

It was great to see all the students engaging and participating in the activities throughout the day.

By Lihua Feng, Orewa College

By Huili Mo, New Zealand Messenger
Sharing resources on NZAFT

Last term a challenge was issued to teachers of French to share a favourite resource on the NZAFT website, with prizes being drawn at the BGM on 9 July. Some very interesting and innovative ideas were shared which ranged from fun curriculum activities to help with assessment. We thank all our contributors for their generosity and interest.

Our prizewinners, drawn at the BGM, were:

- Julia Brown, Dilworth College – several practice assessment tasks
- Becky Neep, Diocesan School for Girls – a list of authentic French songs for classroom use
- Elizabeth Roy, Southland Girls’ High School – “bird’s eye view” flowchart for brainstorming and scaffolding writing tasks
- Debbie Watt, Cashmere High School – listening exercises to practise distinguishing homophones

They will be receiving a package of French pens and pencils to use as rewards and prizes with their students.

Another resource-sharing activity designed to support our members is in its final stages. In a few weeks’ time our new and original Practice Exams will be available for its members to use. These have been created and moderated by experienced teachers, will cover all levels of the externally assessed standards and will be suitable for derived grades. We will inform members when these are ready for download.

By Estelle Seaman, NZAFT

An LA’s journey to teaching in NZ

What a lovely surprise when it turned out that one of the participants in the Regional Meeting in Nelson that ILEP facilitated last term used to be an International Language Assistant for French in New Zealand a few years ago.

We asked Léa Benoist to tell us about her journey from International Language Assistant to teacher-in-training in New Zealand:

“As learning foreign languages is compulsory in France, I started learning English when I was 11. I enjoyed it but found it rather difficult at times; until I started learning about New Zealand. I fell in love with the country 14 years ago now. Quickly it became clear that I would one day travel to this land so far away from home. I obtained a post graduate diploma to teach French as a second language before applying to be a Language Assistant. Being a French Language Assistant helped me immensely to gain teaching knowledge. I was observing five different teachers with different teaching styles and it guided me in my own practice. The hardest part was to stay focused on oral language as Languages Assistants are here to help students communicate in the target language.

At the end of 2015, the end of my year as Language Assistant, I was determined not to go back to France. I managed to obtain a part-time job in a high school, teaching French and Spanish in the Wellington region. I consider myself lucky to have had this opportunity as it was a wonderful place where I learnt so many new things. The Education Council did not recognise my French degree and it is for that reason that I decided to study again.

The degree I did in France was not specifically for secondary schools. It was very vague and some of the courses I found not particularly useful. Here, I love the vision New Zealand has of learning and the schooling system. It is much more student-centred than what I experienced in France as a student. The notion of inclusiveness of all cultures is something I find fabulous and so significant today. I am hoping the French training programme for teachers will come to offer the same sort of insight.

I am still developing my teaching style today and my year at university helps me shape it a lot. I have my own beliefs on how best to learn a language. Beliefs from my own experience of a learner, from what I am studying and have studied, and from the experience I have of teaching, I love creating my own activities to try to make students communicate and use the language.

I believe learning another language helps you understand your own language better. I am learning English, but I still discover elements about the French language often. I love the fact that English and French are two relatively similar languages. They have a rich history in common. I find it fascinating to explain similarities or even differences between the two.

What I love about speaking another language is the fact that I am a different person when I speak English. I find myself to be much more French! I would love for my students to discover different facets of their personality through language as well.

I now live in the Nelson region with my partner. I know it is not the best area to be looking for a position as a French teacher but I am sure something will come up in the future. My long-term plans would be to spend a few years in France where I would love to teach English, applying what I have learnt here as a student and a teacher.”

COMING UP FOR FRENCH

11 August
DELF Scolaire exams

14 August
Using digital tools (with Dr Clemens-Corbi), French Teacher Workshop
Auckland
Bienvenu Manu

The ILEP team welcomes Manu Menard. Manu is following in Rosaria’s footsteps as National French Adviser. In this role Manu will support schools and teachers of French to implement the Learning Languages curriculum area, working in close association with the cultural and educational departments at the French Embassy and other bodies. “Languages are a big part of my life”, Manu says. “From a monolingual and monocultural background, I’ve moved on to a plurilingual and cultural understanding of the world and I am proud of my ability to relate to people from all walks of life.” He advocates the learning of languages to NZ students “because fast technological changes and increased economic outreach will challenge them to open themselves to the whole world. The language barrier needs to be overcome to enrich the relationship with our global partners.”

During his 22 years as a teacher, Manu delivered French classes in Mexico, was a French Assistant, and a French and Spanish lecturer in Rotorua. He completed his Master’s Degree in French as a Foreign Language (FLE) and taught at the Alliance Française in Nairobi, Kenya. After a stint at teaching German he went on to teach French but has also had the opportunity to teach Social Studies and Digital Learning. He describes his teaching style as being “about maximising every little learning opportunity and not just from a linguistic point of view. Education is holistic and so the rapport with the students is as important as the learning content.”

Manu has been a facilitator and speaker at workshops, courses, immersion days, Langsems and conferences where his focus often was on the task-based approach, which he describes as “the complete package for a teacher. It’s a framework that makes sense, is authentic and challenges the students to truly get better.” He also published the book “The Task-Based Approach: An interpretation of how to use it in a classroom”.

Supporting French language teachers to get the best out of their students is Manu’s passion. He is looking forward to engaging with French teachers in NZ and encouraging them to apply the most effective and transformational practices to the language classroom. He will be able to reach out to teachers through webinars and video calls but is also eager to organise face-to-face workshops where he can share his latest discoveries impacting the teacher-student relationship. Lastly, he is extremely keen to share the wonderful things that French teachers are putting together in and outside their classroom. “My vision for French teachers in NZ is one of passion. I am seeking to revive or enhance their desire to become happier as human beings and professionals”, he says.

Meet Manu in the introductory video available on his blog “passion de prof”, which you are warmly invited to follow.

Une personne heureuse

Je suis une personne heureuse ! Oui, je suis heureux parce que j’ai la chance d’accompagner des profs de français qui font tout pour être heureux pendant leur stage de Nouméa. Des profs sublimes avec qui j’ai la joie de partager un petit bout de vie !


Nous avons atterri à l’aéroport de Tontouta le dimanche 15 juillet et tout de suite, on se demandait : « Mais pourquoi on porte autant de trucs sur nous ! » Il fait tellement chaud en comparaison de l’hiver néo-zélandais que c’est génial de pouvoir se promener le soir ou la journée en t-shirt, short et sandales. Si vous êtes jaloux, ça ne m’étonne pas !

En gros, le matin, les profs assistent à des cours du CREIPAC, un institut établi depuis longtemps dans l’enseignement du français, et l’après-midi, on découvre ! La culture kanak, le système scolaire local, les coutumes du pays ainsi que les sites touristiques « bateau » sans faire de jeu de mot. Le soir et le week-end, Trish, Viki, Julie, Danielle, Rebecca, Suzanne, Chris, Sandra retournent dans leur famille d’accueil et se plongent encore plus dans l’immersion linguistique.

Ces dames fantastiques se régalent à tous les niveaux. Leur français s’améliore à la vitesse grand V grâce à des profs attentives et compétentes. La plupart des familles d’accueil s’offrent dans un élan de partage totalement époustouflant. La culture locale est découverte tous les jours et je ne parle pas que des traits culturels français typiques tels que les pâtisseries et le vin ou la bière.

Par exemple, j’ai été complètement sidéré par notre visite au musée de la Nouvelle-Calédonie avec notre guide, Jeannot, originaire de Lifou. Au départ, ses silences et son grand système scolaire nous assène de très longtemps dans l’enseignement du français, et l’après-midi, on découvre ! La culture kanak, le système scolaire local, les coutumes du pays ainsi que les sites touristiques « bateau » sans faire de jeu de mot. Le soir et le week-end, Trish, Viki, Julie, Danielle, Rebecca, Suzanne, Chris, Sandra retournent dans leur famille d’accueil et se plongent encore plus dans l’immersion linguistique.

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Moi, c’est ce que je vais retenir de la Nouvelle-Calédonie et de ses gens formidables. La chaîne océane qui s’imprègne dans les relations humaines. Les gens ici sont cool et simples et ouverts. Et puis, j’ai aussi très envie de garder le contact avec des profs dont toute la Nouvelle-Zélande devrait être fière. Des leaders dans leurs intentions d’apprentissage et leur désir de partage. Des bijoux !

Honnêtement, n’hésitez pas, postulez pour ce stage de 2 semaines, vous avez très peu à débourser et il est for-mi-da-ble !! Clin d’œil à la chanson de Stromae !

By Manu Menard

Venez découvrir les vidéos des profs du Stage! Elles sont toutes différentes et toutes superbes!
Scholarship opportunities

On Monday 16 July the International German Language Olympics got underway in Freiburg, Germany. Tara Kendon of Wellington Girls’ and Hugh Malcolm of Mt Albert Grammar are representing New Zealand in this fortnight long festival in the German language with participants from all corners of the globe. Philippa Watson from Wellington Girls’ is the accompanying teacher, and she will attend a PLD seminar in Freiburg for the two weeks.

The lucky scholarship winners are selected each year from top students of German in Year 12, who are interviewed by the National German Advisor. Up to 18 finalists are invited to take part in the National German Language Olympics over two days at the Goethe-Institut in Wellington.

Three other students from New Zealand are also spending time in Germany in July: Charlotte Sinclair of Wellington Girls’, Lydia Christensen of Columba College in Dunedin and Lucy Pollock of Otago Girls’ High School were all awarded scholarships from the PAD (Educational Exchange Service) in Germany and are spending four weeks attending school and travelling in Germany. Two others, Jackie Du Pont of Lynfield College in Auckland and Ben Mitchell of John McGlashan College in Dunedin spent two months in Germany over the New Zealand summer on NZGSE scholarships and their exchange partners are now in New Zealand.

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By Judith Geare

Speak freely!

Während der diesjährigen Nationalen Sprachlehrerkonferenz vom 8. bis 11.7. in Auckland, die das Motto hatte „Exploring other Worlds through Languages“, fanden sich mehr als 80 Lehrkräfte aller Sprachen zu meinem World Café mit dem Titel: „Speak freely! - Enhancing speaking skills including for those reluctant to talk“ ein. Praxisnah wurden die Fragen an insgesamt sechs Tischen besprochen und die Teilnehmenden tauschten sich intensiv darüber aus, was in ihrem Klassenraum gut funktioniert und mit welchen Aktivitäten oder auch digitalen Mitteln es ihnen gelingt, die Schülerinnen und Schüler vom angeleiteten zum freien Sprechen zu bringen. Über so grundsätzliche Dinge hinaus, wie bei der Unterrichtsvorbereitung auf eine ansteigende Progression von Übungen zu achten, die gezielt auf die Erarbeitung komplexerer „Tasks“ vorbereiten, und grundsätzlich in der Zielsprache zu unterrichten, wurden u.a. folgende Vorschläge gemacht:

- „Entry /exit slips“ mit Fragen, die bei Beginn und am Ende einer Unterrichtsstunde mündlich beantwortet werden müssen.
- „Think – pair – share“, um die Angst vor dem Sprechen in der Klasse zu nehmen.
- Platzdeckenmethode, damit die wesentlichen Ausdrücke rasch verfügbar sind. Der Progression der Sprechfähigkeit entsprechend sollten die „Formulaic expressions“ erweitert werden, d.h. Platzdecken für unterschiedliche Stufen zur Verfügung stehen.
- Austeilung von Bildkärtchen bzw. Sprachkärtchen mit Vokabelhilfen, um den Austausch zu einem Thema zu unterstützen.
- Vier-Ecken-Methode: Die Lernenden begeben sich in die Ecke des Raums, in der sie die ihrer Erfahrung/Meinung entsprechende Aussage/Formulierung/Bild finden und tauschen sich zu einem gegebenen Thema zunächst in kleinen Gruppen mit den anderen dort Stehenden aus.
- „Impromptu speaking“ – immer wieder einmal die Schüler/innen 20 Sekunden bis eine Minute lang zu einem Thema, das aus dem Hut gezogen wird, sprechen lassen.

Und hier noch eine Auswahl digitaler Werkzeuge, die die World Café-Teilnehmenden für den Ausbau der Sprechfähigkeit nützlich finden:

- Nutzen der Aufnahmfunktion: die Lernenden nutzen die Mikrofonfunktion, z.B. in Word, bei einer Sprechaufgabe. Sie erkennen aufgrund der Umwandlung in Text, inwieweit das, was sie gesprochen haben, auch verständlich ist.
- „Siri“ oder auch Google Assistant in der Zielsprache einstellen und befragen. So kann man erkennen, ob die eigene Aussprache richtig verstanden wird, die Frage sinnvoll formuliert war etc.
- Avatare - etwa auf voki.com oder tellagami.com - kreieren und die Schüler/innen damit sprechen lassen.

By Heike Papenthin, National German Adviser

German Immersion Day

22 teachers of German gathered in Auckland on Sunday 8th July before the start of the NZALT conference for a day of immersion in the German language. The theme of the day was “Lerneraktivierung” and the group explored a range of approaches to involve learners not just in meaningful activities but also as co-constructors of the learning environment on a pathway to learner autonomy. A range of other topics were discussed over lunch in a nearby hotel.

photo credit: Martina Scharfenorth
Football unites

Football continues to be a hugely popular sport (to play and to watch) in Germany. Thus, many Germans are big football fans and so are many Germans who have made a new home in New Zealand. Andreas Götz, who has been living in Auckland since 2009 and currently works as Purchasing Manager for a world-leader in manufacturing of high precision sorting machines for the fresh produce industry, is the founder of the Facebook group “German Football Fans in Auckland” which currently counts over 200 members. Although the unexpected early exit of “die Mannschaft” at the 2018 World Cup was a bit of a shock to the system of every fan, Andreas and his group stand with their team: “We get knocked down, but we get up again. You are never gonna keep us down. We’re with you. Die Mannschaft!”

We have asked Andreas to tell us a bit about his passion and how his club brings together fans from all over the world:

“I am in love with sports in general. I have been involved in all range of sports including tennis, table tennis, swimming and athletics. As a child, I was involved in the local football club in Germany. I was not the tallest, but I was fast and agile. Nowadays I play social football games from time to time in Auckland.

When Germany hosted the World Cup in 2006, it was truly the ignition for people to come together and proudly show their love for Germany. It was a chance for us to display the German flag without consideration of politics. It was the birth hour for the uniting phrase “Die Mannschaft”. Over the years that I have been in New Zealand, the Fox Sportsbar (Viaduct, Auckland) has become our place-to-be to watch football games together with German friends. When some friends I shared my passion for football with, moved away from New Zealand, I decided to continue that passion by founding the Facebook group in March 2016. “GFFA” (German Football Fans in Auckland) is a football loving community for people living in New Zealand and is not only for zee German People. People with all sorts of nationalities are members of the group. I use the platform to organise social games and events around football with these football lovers from all over the world.

My goal for the group is to continue making the group a fun-loving community with events organised around football and recruiting passionate football lovers or those discovering their passion.

Football is by far the sport most watched by people around the world. It is an opportunity for people to connect and not dwell on issues of politics and other differences – to get on with life, be authentic, genuine and respect others. Sport can do this well as I have found that a lot of people do not like to mix issues of politics, religion or culture. At the end of the day, the majority of people cannot deny the love, passion and excitement around the 11 players and a ball on a football field.

Our club has attracted some media interest here in New Zealand and also in Germany. It is always a nice story for people in Germany to read about crazy football lovers at the other side of the world. Here are some links to have a good laugh: TV One News NZ, TV One News NZ (after Germany’s exit), Oetz article (in German).

Feel free to join our group. We are happy football fans here in New Zealand. All you have to do is decide what to do with the time that is given to you. Do well to do good.”

10 years PASCH

It is hard to believe that the German Partner School Programme PASCH is 10 years old this year. A decade ago, the vision of the then foreign minister in Germany, Franz Peter Steinmeier, started to be realized: 1000 schools around the world, all with German holding special status as a subject. New Zealand was originally to have only one such school, but the quota was quickly raised and this year will see a total of seven schools in this dynamic international network.

Takapuna Grammar School in Auckland was the first New Zealand “PASCH” school. The Minister of Education, Chris Carter, was present at the launch, which featured a powhiri and speeches in German, Māori and English, and the school flew the German flag.

Burnside High School in Christchurch was the next school to join the network, followed by Pakuranga College in Auckland and Newlands College in Wellington. In 2013 New Zealand was granted a fifth school, and Prime Minister John Key and German Ambassador, Anne-Marie Schleich attended the launch.

Highlights of the first decade of PASCH in New Zealand included a film project, in which students made films about their life at school and in their free time, exchanged them with schools in Africa and Eastern Europe and commented on the intercultural similarities and differences; and this year’s MINT (or STEM) project, where students of German, Maths and Science worked for four days in German with two experts to create an exhibition which was subsequently displayed at both schools. For students the ten scholarships annually for senior students to spend three weeks in January at a course in Germany for young people from all around the world is often a life changing experience. Students and alumni from PASCH schools have also attended courses and camps in Thailand and Indonesia, as well as taking part in a Prix Jeunesse jury to select the best television for young people from around the world.

In this tenth anniversary year of PASCH, the Goethe-Institut is delighted to welcome Lynfield College in Auckland and Columba and John McGlashan Colleges in Dunedin to the network.

By Judith Geare
Kabuto for Children’s Day

In Japan, Children’s Day (こどもの日 Kodomo no Hi) is celebrated on 5 May.

Suemi Allan, Japanese tutor at Paengaroa School in the Bay of Plenty, has shared their activity on the occasion – Kabuto making from newspaper and Origami paper.

To make Kabuto (origami warrior helmets) is one of the traditions that families follow for Kodomo no Hi. They make those in many sizes and colours and decorate them with iris leaves.

The iris is one of the symbols of this festival with the other one being the carp (koi). The iris grows straight and tall and is also a synonym for shōbu, military spirit. The carp symbolises courage and strength to swim against the current and its bravery when under the fisherman’s knife.

On Children’s Day, families in Japan raise the carp-shaped koinobori flags, with one carp for the father, one for the mother, and one carp for each child (traditionally each son).

source: Von 663highland, CC BY 2.5, https://commons.wikimedia.org/w/index.php?curid=39795378

COMING UP FOR JAPANESE

18 August
Auckland Regional Secondary School
Japanese Speech Festival
Auckland

24-26 August
Taste of Japan – Tekoni
Auckland

1 September
Sasakawa Undergraduate Scholarship – Applications Close

1-10 October
Fukushima Kizuna Revitalization Programme

1-12 October
Japanese Immersion programme – Kansai

Multilingual advantages

Students’ subject choices are often heavily guided by career plans and job opportunities. In her interview, Sharon Harvey (p.3) encourages us to think outside the box when it comes to the role languages play for career opportunities. We have had the chance to ask Yasumasa Shimizu, Manager of Metals Group at Mitsubishi New Zealand to share some insight on the qualities his company is looking for in a new employee and the role that languages play for any career.

Briefly describe Mitsubishi in NZ and as a global corporation.

Mitsubishi New Zealand Ltd was established in 1958. It is wholly owned by Mitsubishi Corporation, who is a major trading/investment company head quartered in Japan. The corporation has nearly 200 direct overseas offices and more than 1,200 consolidated subsidiaries/equity-method affiliates globally.

What qualities does Mitsubishi look for in an employee?

The key factor that we look for is managerial talent. This would be someone who is self-motivated by challenges and a good listener and solution provider who understands diverse cultures and backgrounds.

What could schools and teachers do to nurture those qualities?

Once students are motivated, they pro-actively start taking actions. So, how they can be motivated? I think schools should be taking the role of “providing opportunities” for students. This could include giving students opportunities to meet with top professionals in the fields they are studying for. Also, a more “personal touch” with students is good. By “connecting” with other people (including people who have different background – i.e. language/culture/religion etc.), students could realize their potential for exploring their opportunities in the future. Language here takes the role of a bridge between people.

What effect will it have on the opportunities of a recent graduate if he/she is multilingual? Why?

Language in general is a tool for communication and it is important to know how to use the tool. However, the actual skill level of a second language is not too important. It is important to communicate with people, and let people speak from their soul. If people have different backgrounds (culture), they can discuss issues with a different point of view. This creates more interesting discussions (and also you could learn more about people).

With these factors in mind, if students have multilingual skill(s), they would have more opportunities in their future careers. Graduates could look for and find their future career not only New Zealand but also other countries. NZ is a smaller scale economy with limited employment opportunities. So with multilingual skills, it is possible for graduates to make plans for a future career in different parts of the world.

Why should teachers/parents encourage their students/children to learn a language?

Learning another language (and to learn about another culture) makes your life more interesting and opens opportunities to connect with other parts of the world. Language here takes the role of a bridge between people. Learning another language and culture/religion etc.), students could realize their potential for exploring their opportunities in the future. Language here takes the role of a bridge between people.

What role do you expect languages to play in the NZ job market in the future?

It is important for NZ to remain a competitive trades (export) partner for other countries. With the recent CPTPP (Comprehensive and Progressive agreement of Trans-Pacific Partnership) agreement in place, NZ will be connecting to the world more and more, politically and economically. In this biz environment, I am sure more export (and import) or investment related job opportunities will become available in the near future which the students who have multilingual skills would have an advantage for those employments.

You recently attended the Asia After Five event “Multilingual Auckland – Possibility or Pipedream?”. What do you think – Possibility or Pipedream?

Possibility. If Auckland could become a multilingual society, it would mean positive effects on culture and economy.

Is there anything else you would like to add?

As I mentioned before, language is the tool for communication. Through learning another language, you can discover the world. And also – the spirit and humanity of people grow by learning another language.

The full version of this shortened interview is available online.
Boostering NCEA confidence

NCEA Japanese Workshop is an event held every year at the University of Canterbury with support from the Canterbury Network of Teachers of Japanese for all NCEA Japanese students. The 6th workshop was held on 7 June this year, and as a Year 12 student I have now attended the event twice. It has been a significant help to understanding various grammatical structures and techniques in the Japanese language, as well as providing a small insight into certain aspects of the culture ranging from Japanese meals to Japanese entertainment.

My experiences of the NCEA Workshop were both marvellous in terms of what we were learning and how it would benefit our knowledge as we headed towards exams. We first started off with an introduction to the event and a talk from a guest speaker (a past University level Japanese pupil and a business entrepreneur working in Japan are a few examples of previous speakers). In our groups we were then moving on to the first of three workshops around improving our Japanese language abilities by introducing (or practising) different types of language features and/or sentence structures. These workshops are not only helpful, engaging and well thought out, they also combine the teaching of Japanese grammar and vocabulary with certain aspects of Japanese culture.

The day ended with a Japanese styled drumming performance by Takumi, which everyone enjoyed immensely judging by the sound of the applause! We then all danced to a chosen Japanese song which was recorded and put in a video with all the other schools. After the Koi Dance in 2017, this year it was Yatte Miyoo by WANIMA. Both songs were incredibly fun to do and got everyone involved, even if you weren’t a dancing type of person (I was one of those people). The event concluded with a brief message from the organisers and a few spot prizes of various Japanese goodies.

All in all, this event has definitely become a way for students to boost their confidence in the Japanese language by attending workshops structured around learning and practising key features that will be included in the end of year exam (or expected in students writing and interaction portfolios to push their marks up) in a unique way. I would highly recommend it for reasons, but also for the fact that you get to talk to students from other schools about their Japanese NCEA journey. Overall, it’s a beneficial and entertaining experience every year.

By Mackenzie Aitken, Cashmere High School

‘Intensive’ days in Sydney

The three and half day Sydney Intensive Seminar hosted by Japan Foundation was an amazing opportunity and lived up to its name “intensive”. For myself and the other attendees, this seminar has made a definite impact on our pedagogy and has helped to consolidate and extend our language knowledge, boost our proficiency and confidence in our teaching.

The culture classes were a particular highlight for me. For example; how to do and explain calligraphy in Japanese so that junior classes would be able to understand was awesome, as was learning about the versatility of Furoshiki wrapping. The culture topics not only introduced us to familiar things, but also unfamiliar ones as well. Chikyu ni yasashii was built and recycling and comparing Japan and Australia/NZ’s way of doing things, past and present. Initially, I thought there is no way that I could teach such a topic to my Year 9 classes, the language and structures are way too hard. But as I listened to the presenters, I realised it’s not so unfamiliar for my students and the language and reinforcements the instructors used were actually things that I could use in my class (lightbulb moment).

In line with the presentations, the online resources have been a major plus. But at the end of the day, meeting so many other teachers passionate about teaching Japanese in Australia and New Zealand was my biggest thrill. Being able to share ideas and hear about their triumphs and obstacles made me feel that I am not teaching in isolation. This seminar is definitely something I would implore and encourage other Japanese teachers to attend in the future.

By Carl Bidois, Massey High School

Trivia fun

Fifty schools and over 100 teams took part in the inaugural Japanese Trivia Night on 22 June. The purpose of the night is to bring Years 7 to 10 students together for an evening of entertainment whereby each team gets to pit their general knowledge of Japan against each other. It also offers a fantastic opportunity to help build stronger connections between intermediate, secondary and tertiary with several tertiary institutions throughout the country hosting the event. This is a great way to increase engagement between the different communities and in a fun environment. It was great to hear how in Christchurch, the parents asked if they could also enter teams and were competing against the students. I hear that they had a fantastic time and really enjoyed the experience.

There were five rounds with 10 questions each with the questions being a mix of multi-purpose and open questions. Questions such as, ‘What is the Japanese rugby team often called?’ (the answer is, ‘The Brave Blossoms’) through to ‘What is this character called?’ with a picture of Gudetama, a really popular food based character in Japan.

The winning schools from each region received a trophy kindly donated by the Japanese Embassy. The winning school over all, Botany Downs Secondary College, also received a trophy for being the overall winners. The trophies will proudly go on display in each of the schools for the year and is another great way to raise the profile of Japanese.

This event could not have taken place without the support of the following people: Firstly, our sponsors: The Japan Foundation, Education Perfect, ImmersMe, Sasakawa Fellowship Fund for Japanese Language Education, and also NZAJLT. The venues also, for hosting on the night, AUT and University of Auckland, Waikato University, Massey University, Victoria University, Nelson College, Saint Margaret’s College, Otago Girls’ High School and James Hargest College. Also, thank you too to the Trivia Night team for making it happen.

The winners per region are:

Auckland Botany Downs Secondary College (Team 2)
Waikato Hillcrest High School (Team 2)
Manuwatu Awarapatu College (Team 3)
Wellington Hutt Valley High School (Team 1)
Tasman NCG Goyangigamza
Canterbury Villa Maria College (Team 1)
Otago Otago Girls High School (Team 2)
Southland Southland Boys High School (Team 3)

By Michelle Lodge and Jacky Braid, NZAJLT
Korean with Art & Design

Combining the arts of Hangeul and design is an excellent example of curriculum integration which introduces the Korean language and culture to students. Integrating Korean with Art & Design is a fun way for students from primary age to get active and creative, experience new materials and get acquainted with the Korean language and alphabet.

A workshop at Murrays Bay Intermediate

Organised by a group of teachers who felt that students needed more insight into Asian culture, Murrays Bay Intermediate held an Asia Awareness Day on 30 May. Amongst other activities like Chinese calligraphy and cooking Gimbap and dumplings, one of the highlights of the event was a workshop on Hangeul and Calligraphy. The organisers of the day, Siobhan Wallace (ELIP), Eunice Park (Korean), and Ajita Lim (Chinese), were very happy with the outcome of the day: “It was a wonderful experience for our students. We hope we can further integrate activities and experiences such as calligraphy to build our students’ knowledge and understanding of Asian languages and cultures.”

The background

Murrays Bay Intermediate has a strong bond with Korean language and culture. Currently, there are 86 students (8.2%) who identify as Korean at MBIS. Korean is also part of the school’s language programme, which allows all students to get the chance to experience a range of different languages in Year 7 and then decide on a language to continue in Year 8. Currently, two of the school’s three Korean teachers teach Korean to non-native speakers, roughly 105-110 students in Year 7 and 8.

Three teachers at MBIS are currently learning Korean with Hyun-Joo Kim at the free classes offered to language teachers in collaboration between the Korean Education Centre and ILEP. These teachers have students with limited English in their classes, so to help empower their students, the staff decided they wanted to challenge themselves and learn a new language. “Each class is fun, engaging and rewarding”, they say.

Their newly-found passion recently inspired them to write up some Korean units to share with other teachers. Those will be made available on the Asia New Zealand Foundation website.

Korean with Art & Design

In the beginning of July, I attended the 16th International Conference of Korean Educators Abroad, co-hosted by the Ministry of Education (MOE) and the National Institute for International Education (NIIED) and organised by the Educational Foundation for Koreans Abroad (EFKA).

Within the group of Education Officials, we were 35 people from 17 countries. Including the group of Educators, we presented a diverse 31 countries. What a great picture of Korean language education across the globe! Together with the teachers, our group attended the symposium and visits to museums and palaces. While the educators were working within their academic forum, we visited educational institutes, industries and the Ministry of Education where we had a highly interesting Q&A session with Director Ha Yookyung (MoE) and other representatives.

The very varied programme of the conference offered many insights in Korean culture. What stood out, among traditional Korean singing and Sumu (Buddhist dance), was, once again, Hallyu (Korean Wave). It certainly is a phenomenon that I have regularly come across during my work at ILEP, but during the conference the incredible value it has added to the perception of Korean language and culture abroad was further highlighted. Reference to K-Drama and K-Pop was made repeatedly. No surprise that a live performance by Mamamoo marked the end of the conference.

This being my first trip to an Asian country, I gained an uncountable number of memorable impressions. It was also an opportunity to try out some of the phrases I have learnt at my Korean lessons at ILEP, the most important one certainly being 감사합니다~!

By Tina Kosleck, ILEP

COMING UP FOR KOREAN

throughout Term 3
Free Korean Language Classes
Korean Education Centre
Korean language classes for teachers
Beginners 1 - every Wednesday starting 25/7
Beginners 2 - every Tuesday starting 24/7
Beginners 3 - every Monday starting 23/7
Beginners North Shore - every Thursday starting 26/7

23 August
Northcote Korean Speech Competition
North Shore (for native speakers)
Murrays Bay Intermediate, Auckland

22 September
Korean Speech Competition (for non-native speakers), Auckland

24-30 September
Korean Language Week

20 October
TOPIK Test of Proficiency in Korean, Christchurch
Korean with Art & Design (cont.)

What the students did

Hyun Joo Kim, Korean Language Mentor at ILEP and Youngan Kim, representative of the Korean Calligraphy Association ran the workshop to introduce the students at Murrays Bay Intermediate to Korean calligraphy. The students discovered the first five consonants of Hangeul and learned about the history and origins of the Korean alphabet. The students loved hearing about Sejong the Great and having a go at writing their first Hangeul letters. They not only learned how to pronounce those first consonants but also how to hold their brushes correctly, how much pressure to use and in which order to apply their strokes (left to right and top to bottom). The students used traditional brushes, ink stones and soft wood paper to write the consonants. With the support of Hyun Joo and Youngan the students produced their first pieces of Korean calligraphy.

What the students thought

The students had a lot of fun having a first go at Hangeul and Korean calligraphy. They walked out of the workshop with smiles on their faces and proudly showed their achievements.

Students’ comments on the day included:
• Interesting and different from what we usually do! I liked using the brushes.
• I learnt lots and had fun with my friends.
• It was hard at first with the ink, but it got easier once we kept practising!
• I can’t wait to do it again!!
• I learnt lots of new things and we had fun learning Korean!

Your call

You can bring an opportunity like this to your school too. If you are interested in introducing the Korean language and culture to your students in a fun and engaging way, get in touch with Hyun Joo Kim.

Learning online for learning’s sake

Anyone who has been through high school knows that your last year is one of the most intense. Not only is it academically demanding but it is expected that Year 13 students take on more leadership roles within the school.

Amongst a fairly exhausting schedule of extra curricular commitments and assessments I have found that Korean has quickly become one of my favourite subjects. It is an extra that I picked up out of personal interest, having studied it on my own previously.

The Year 9 Korean class just happened to correspond with some of my free periods, and so I have been happily installed in the class since the start of the year. At first I was apprehensive about being the only Year 13 in a class of people several years younger than myself, however, I very quickly realised that this doesn’t matter even slightly. The focus is simply on learning. The weekly NetNZ online classes have a wide range of different year levels, and everyone is there because they want to learn for the sake of learning. I must admit that it is a refreshing change from my other subjects, which, while I enjoy them, are largely focused on assessment.

I enjoy Korean a lot for many of the same reasons that I enjoy French - not only am I learning another language, I am learning about another culture. In fact, at the last Korean class I went to we dressed up in hanbok, traditional Korean clothing, and had a tea ceremony, learning a bit about the role tea plays in Korean culture. I’m a strong believer in the idea that language and culture go hand in hand, and that one cannot be learned without the other. In this day and age understanding and respecting other cultures is increasingly important, and so I think that it is fantastic that students all over the country can connect and learn a language, such as Korean, together, even if they are not as lucky as we are at Logan Park to have such a fantastic teacher on site.

By Mary Locker, Logan Park High School
Language weeks and resources

Gagana Samoa - Talofa lava!
Samoan Language Week / Vaiaiso o le Gagana Sāmoa was celebrated 27 May – 2 June 2018.

Te reo Māori Kūki ‘Āirani - Kia Orana!
The Cook Islands Language Week / Te ‘Epetoma o te reo Māori Kūki ‘Āirani was held 29 July – 4 August 2018.

Lea faka-Tonga - Mālō e lelei!
Tongan Language Week / Uike Kātoanga'i o Lea Faka-Tonga is being held 2-8 September 2018.

Vagahau Niue - Fakaalofa lahi atu!
Niuean Language Week is being held 4-20 October 2018.

A number of useful resources can be accessed on the Ministry of Pacific Peoples website, the Te Kānāra Paanga website and the website of Te Papa Tongarewa.

Using e-learning tools to support Lea-faka Tonga and Cook Islands Māori

The use of e-learnings tools to enhance students’ learning and teachers’ teaching has been a key focus for New Zealand education over a number of years. This year, through a Teacher-led Innovation Fund (TLIF) project involving three secondary schools - Sir Edmund Hillary Collegiate, Mangere College and James Cook High School, the three schools are embarking on a journey to change the landscape of Pasifika language teaching and learning.

Maata Fusitua and Josephine Ivirangi are the teachers for Lea faka-Tonga and Cook Islands Māori at Sir Edmund Hillary Collegiate, a school dedicated to the ongoing improvement of student outcomes. Maata and Josephine saw an opportunity through the TLIF project to work with a Team Solutions’ e-Learning facilitator to capitalise on their own professional learning as well as exploring the use of some online tools to enhance student agency and achievement.

Currently, the use of e-learning tools is mainly as a replacement tool for writing. The two teachers are leading a trial for the TLIF project through the use of Flipgrids and Screencastify to explore how these tools could be used productively in languages around the internal achievement standards - Interaction and Writing. The teachers are excited about their professional learning development in this area and look forward to sharing their learning with teachers in the TLIF project as well as those at their school.

By Siliva Gaugatao, University of Auckland

Fotu O Mālama

The Association for teachers of Samoan language at secondary and tertiary sectors invites any teacher of Samoan language to their monthly meetings and workshops. For more information, please contact the secretary Lemoa H. S Fesulu’i H.Fesuluia@mangere.school.nz; phone (09) 275-4029 ext. 111.

The association held the 2018 Fotu o Mālama Samoan Language Conference on 25-26 May at MIT North Campus, Pasifika Community Centre, Manukau, Auckland. Some of the key presenters included Rev (composer/musician) Lale Peteru (pictured), Jacqui Evans - National Assessment Facilitator, NZQA and Tofa Tuaanu P Tapu - Samoan language teacher at McAuley High School.
The launch of Samoan Language Week 2018
Through the eyes of two Year 13 students

Alofa atu nei, alofa mai taeao
Se eane laia i ou se’etaga malu,
Ae se’i ou tautela e fa’aio mo toe fa’amanatu.
Le autu po’o le manaulati lele lea fa’ata’atia
O sou manatu ma so’u lagona o le’a folasia.
Le upu alofa e talalasi lona fa’amatalaina,
Le faasamoa, o fa’alapotopotoga, aoga aemaise o aiga.
Se fa’amamafa la’u talanoa i le alofa fa’atino i totonu o a’oga,
Le tornai ma le poto salalau lele ua saoasaona lona fa’aogaina.
Le alofa fa’aalialo i totonu o a’oga, o le a lona uiga,
Lima foa’i, tautua punou’a i ma lou alofa le fa’atuoaia.
E moni lava o alo a manau mai atu motu eseese o le pasefika,
Peita’i o le alofa fa’asamoa o le fa’apito lona fa’atinoaina.
O lou alofa fa’aalialo ma se mea lelei e te faia i totonu o lou si’osi’omaga,
O le’a le galó lea i o matou loto ma agaga.
I totonu o a’oga o se siosiomaga malu puipia ma toe saogalemua,
O faiaoga i le latou matafaioi o le a’oa’o, ina ia maau le poto e tautua ai atunu’u.
Alofa atu nei, alofa mai taeao.
Le vaiaso o le gagana Samoa ina ia uli ma sao.
Tama a tagata e fefaga i upu ma tala,
Aua o le Samoa moni lava e tauama i ana tu ma ana aga.
A’o se upu ua le tautamali’i i lau fa’afofagaaga,
Fa’amagalo se leo vaivai o le auauna.
Talosia ia maau se ai o le’i o le’a lea saoasaona.
Aua tupulaga fai a’e, ae tainane o nuu, ekalesia ma aiga.

E ese lota mimita ae vaai atu o sagisagi fiafia fanau e fia iloa le ta
gagana, aua fai mai upu a le atunu’u, “A leai se gagana, ua po le
nu’u. O se fa’amatalaga pu’upu’u lena e tusa fai ma lea fa’amoe
taua na feagai ai nisi o aoga maualuluga i totonu nei i Aukilani. Ou
teu fa’amoe e i le Tama o i le lagi na te fa’amatala ma fa’apupu
ele aoga ma le taua o lea vaiso a lalo manau i totonu o Niu Sila nei i o outou loto ma finagalo.
Se fai mai e iloa lava le Samoa

By Hannah Pio, Mangere College

Talofa, talofa, talofa lava.
O le viiga ma le fa’africa i le Atua e le fa’aiitiia ona o mea matagofie
ma le matalasi ua ia faia. Ae fa’aagatonu se tautalaga i le autu ma le
manaulati o le’i o lea teitutu.
E ese le matagofie o tapenapaga a alo ma fanau mai aoga maualuluga eseese i totonu nei i Aukilani. Sa fa’aate’a le va’a’ai, na
lagona f’o’i le fiafia ma le fa’aga’etia ona o le finafinau o alo ma
fanau ia ia ina ia fa’aalaola le gagana i totonu o aoga aemaise o le’i le
atunu’u.

I le Aso Sa 27 Me, na tatala aloa’ai ai le vaiaso o le gagana Samoa i le Koliti o Southern Cross. Na fa’atumulia i aoga eseese, aemaise o
matua i le latou pitolau o le lagolagosua. Se matagofie le vaiga i
lea aso, sa fa’agaetia foi le to’atele ona o le maualuga o le tulaga na
o’o iai le fa’asoa a alo ma fanau. E moni lava na tutupu ma fananau
a’e i Aotearoa nei, peita’i o’lo’o tama i le’i latou le loto o le
finafinau ma le sogasoga ina ia maatou le gagana.
I tapenapaga o le vaisio, i totonu o si o’u laumua nei, matou
tei fa’amatanu lavo ma taumafi e saili se i sui iugafa mafatinao
ma fa’alauliala i le vaisio. Sa matou tapena’ina mea’ai Samoa mo le
matu taeao mai le Aso Gafua sei’a paia le Aso Faraiile, ae le gata i lea o
le fa’amatalaina o nisi o vaega o le aganu’u mo le fa’alauli’i’e o
le malamalama o nisi o faiaoga mai isi atunu’u.
A’o le aso Faraiile 1 lunu, na tapuni aloa’ai ai le vaiaso o le gagana
Samoa, ma fa’aiologaina fo’i i le aoga a teine o le Kalama. Sa va’ai’ia foi le tumu ma
esi fo’i le tapenaga o lea aso. Sa vaveae i kulupu ma faia ai ni gai’ega fa’atino
aua le fa’alauli’i=e o le malamalama o tamaiani i le o o le gagana. O se tasi foi
o sui mai le koliti o Magele sa fa’atino se solo fa’itaga e fa’atau’a i le autu o le a’o a
fa’ape’a “Alofa atu nei, alofa mai taeao”

By Jane Malauulu, Mangere College

Alofa atu nei, alofa mai taeao
Se eane laia i ou se’etaga malu,
Ae se’i ou tautela e fa’aio ma toe fa’amanatu.
Le autu po’o le manaulati lele lea fa’atata’atia
O sou manatu ma so’u lagona o le’a folasia.
Le upu alofa e talalasi lona fa’amatalaina,
Le faasamoa, o fa’alapotopotoga, aoga aemaise o aiga.
Se fa’amamafa la’u talanoa i le alofa fa’atino i totonu o a’oga,
Le tornai ma le poto salalau lele se saoasaona lona fa’aogaina.
Le alofa fa’aalialo i totonu o a’oga, o le a lona uiga,
Lima foa’i, tautua punou’a i ma lou alofa le fa’atuoaia.
E moni lava o alo a manau mai atu motu eseese o le pasefika,
Peita’i o le alofa fa’asamoa o le fa’apito lona fa’atinoaina.
O lou alofa fa’aalialo ma se mea lelei e te faia i totonu o lou
si’osi’omaga,
O le’a le galó lea i o matou loto ma agaga.
I totonu o a’oga o se siosiomaga malu puipia ma toe saogalemua,
O faiaoga i le latou matafaioi o le a’oa’o, ina ia maau le poto e tautua ai atunu’u.
Alofa atu nei, alofa mai taeao.
Le vaiaso o le gagana Samoa ina ia uli ma sao.
Tama a tagata e fefaga i upu ma tala,
Aua o le Samoa moni lava e tauama i ana tu ma ana aga.
A’o se upu ua le tautamali’i i lau fa’afofagaaga,
Fa’amagalo se leo vaivai o le auauna.
Talosia ia maau se ai o le’i o le’a saoasaona.
Aua tupulaga fai a’e, ae tainane o nuu, ekalesia ma aiga.

By Hannah Pio, Mangere College
Immersing in Colombia

One of the most exciting and enriching experiences for any language teacher is to spend time in a country where the particular language is spoken. Immersing yourself in the cultural context helps to understand the nuances of the language and the way that native speakers use it to communicate their world-views. This was the basic premise followed by Massey Lecturers Dr Celina Bortolotto and Dr José Miguel Díaz Rodríguez when they approached the Universidad Nacional de Colombia with the idea to organise a training programme for a group of Kiwi teachers of Spanish. After discussing the project with Education NZ and submitting a bid, Massey received a Prime Minister Scholarship for Latin America (PMSLA) award in October 2017 to make this dream come true. As a result, a group of eight teachers of Spanish from various NZ regions went to Bogotá, Colombia, from 7 April to 7 May accompanied by Dr José Miguel Díaz Rodríguez.

The programme prepared by Universidad Nacional offered a whole range of classes. Furthermore, the Colombian university organised a series of cultural guided tours to visit several museums and landmarks in Bogotá which complemented the activities conducted on campus. Massey also organised a tour to Leticia, a city in the Amazon region, which became one of the highlights of the trip, contrasting with the urban activities in Bogotá.

As part of the project, our NZ teachers also had the opportunity to act as cultural ambassadors by sharing with fellow Colombian teachers and students the variety of their challenges and teaching practices, as well as the richness and diversity of their culture in Aotearoa. During their stay in Bogotá, they even had the chance to visit a Colombian school, where they shared time with their peer teachers and students.

Massey University, Education NZ and Universidad Nacional all recognise the potential for training collaborations, exchange of expertise, cultural ties and strategic partnerships as a means to create opportunities for both countries. Our plans for the future include maintaining and extending our excellent relationship with Universidad Nacional in Colombia, as well as looking for new partners in Latin America to continue offering our teachers in Aotearoa a variety of challenges to support and encourage their professional and personal growth.

By Celina Bortolotto and José Miguel Díaz Rodríguez, Massey University

A full version of the report is available on the ILEP website.

Immersing in Salamanca

Karen Livingston from Diocesan School for Girls was one of the teachers participating in the Spanish language immersion programme - Salamanca:

“We formed bonds quickly, and why would we not? We all shared a common passion for language teaching and learning. We all felt the same thrill at being part of such an exciting opportunity.”

Karen’s full report is available on the ILEP website.

Debating competition

The 15th National Spanish Debating Competition was held at Rangitoto College (last year’s winner) on 19 June with 16 teams participating from ACG Strathallan, Auckland Grammar School, Kerikeri High School, Kristin College, Macleans College, Massey High School, Northcote College and Rangitoto College.

The winners:
1. Northcote College
2. Kristin College
3. Auckland Grammar School

Best Speaker: Edie Brennan, Rangitoto College

¡Enhorabuena a los ganadores, alumnos y profesores! Felicidades a todos por participar con tan alto nivel. Nos vemos el año que viene en Northcote College.
Las fiestas populares juegan un papel muy importante en la cultura y la vida cotidiana de los españoles, ya que se convierten en el epicentro de la unión entre la tradición, la festividad y el encuentro de una comunidad, realizando la identidad y las costumbres de ésta.

Entre las más conocidas del país, incluso de renombre internacional, podemos destacar fiestas como las Fallas de Valencia, los sanfermines de Pamplona, la Feria de Abril de Sevilla, La Tomatina de Buñol y el Carnaval de Cádiz y de Santa Cruz de Tenerife; todas ellas se caracterizan por atraer y entretener a millones de turistas año tras año.

Pero en 2018, no nos podemos olvidar de otras pequeñas joyas como las fiestas de Bilbao —la ciudad más grande del País Vasco, localizada al norte de la península—, que este año celebran su 40 aniversario. El inicio de las fiestas, marcado por el pregón y el txupinazo (“chupinazo” con grafía castellana; ‘tx’ en euskera se pronuncia /ch/), se celebrará el sábado 18 de agosto frente al teatro Arriaga, dando comienzo a nueve días consecutivos de jolgorio. Sin duda la estrella especial en estos días es la Marijaia, patrona de Bilbao. Cada año se construye un muñeco gigante en su nombre y se quema a Marijaia en la Ría de Bilbao. Si te acercas durante este instante observarás a lugareños y visitantes emocionados por su espectáculo.

Otro momento emblemático es el que da el cierre de la semana, cuando se quema a Marijaia en la Ría de Bilbao. Si te acercas durante este instante observarás a lugareños y visitantes emocionados por el colofón final, momento en que comienza la cuenta atrás para la próxima semana mágica.

The Spanish Week in Aotearoa is back!

13 – 20 October 2018

After a successful first run in 2017, the Spanish Language and Culture Week, organised by the Spanish Programme at Massey University is back! Its main purpose is to promote the learning of languages in general and of Spanish in particular, apart from prompting a celebration of NZ’s wonderful multiculturalism by showcasing Hispanic culture and its rich variety.

This is an exciting opportunity to collaborate with the local community (Spanish associations, city libraries, schools and local businesses), the Spanish and Latin American Embassies and other universities (in this case, AUT, University of Waikato and University of Canterbury) where Spanish is taught.

Massey University has been promoting Spanish in schools for a number of years. It has been running language, culture and music workshops aimed at students, as well as primary and high school teachers. This time the Spanish Programme concentrates its efforts in a more visible manner by scheduling events in a single week of the year that, hoping that it will come to be clearly identified and expected in the NZ calendar all over the country. The aim is to turn it into a nationwide annual event to celebrate Spanish language and Hispanic culture.

This year activities will be held from 13 October in five cities (Christchurch, Wellington, Palmerston North, Whanganui, and Auckland), with plans to extend them to other places in the future, since interest in Spanish keeps growing. This year we have added our Massey Spanish Week Literary Prize, sponsored by the Embassy of Chile and encouraging participation from students of Spanish all around NZ. Submissions will be accepted in two categories, poetry and short fiction. We are very excited by this opportunity to showcase our students’ talent!

Other events included are: Spanish language learning, handicraft workshops, cooking, poetry, talks on Latin American culture, salsa lessons, art exhibitions, music and theatre performances, and games. Most of these events are free of charge and will be ran by the Massey Spanish team, members of the Spanish and Latin American community, local artists, teachers from AUT, University of Waikato and University of Canterbury, and primary and high school teachers.

The events will be open to everyone interested in the Spanish language and culture and catered for all ages. Last year, the response from those attended and people involved in the organisation was extremely positive, so we expect even bigger crowds this second time around.

Any questions, feedback or ideas, please contact Dr José Díaz Rodríguez, particularly if your school or community would like to be involved.

By Spanish Programme, Massey University

Hoy en fiestas regionales ... La semana grande de Bilbao

Si creéis que sois capaces de resistir nueve días de buena comida, bebida, música, teatro, conciertos, actividades y ambiente local, os animamos a que os acerquéis a esta localidad que no os dejará indiferentes.

GORA MARIJAIA!

By Olga Parras, Carla Dolado, Nerea Idigoras, Spanish Language Assistants

By Spanish Programme, Massey University

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PACT Programme for Asian Language Collaboration in Teaching supported by the North Asia Centre for Asia-Pacific Excellence

Do you teach Chinese Mandarin, Japanese or Korean in your school? Would you like to join a network to support you in this role? Do you want more practical teaching solutions and ideas based on well-researched theory? If your answer to these questions is “yes”, then this new programme of cluster-based, teacher-led action research is definitely for you!

Join the ILEP team for a two-term intensive programme that will offer you the following:

**Workshop 1** (full day)
- Language as a process – real life language in the classroom
- Modelling of best practice – followed by reflection and creation of your own resources
- Turning theory into practice
- Collaborating with others to create sustainable networks through a cluster inquiry
- Teacher toolkit - practical tools to apply straight away
- Support for non-native speakers to select a language course to complete during the two term programme

**Online workshops** (60mins each)
- Four workshops over the two term programme, after school hours
- Delivered in the flipped learning model – podcast and reading
- Discussion forum and practical application

**Classroom visits**
- 2 in-school support visits over the two term programme – cluster inquiry and application of toolkit focus
- Follow up discussions with the programme facilitator
- Progression in teaching pedagogy from visit one to visit two

**Teacher videos**
- 2-5 minutes of evidence of your teaching based on elements of the programme

**Workshop 2** (full day)
- Discussion, analysis and next steps based on group feedback of teacher video
- Big picture language learning – tying all elements of the programme to the NZC
- Individual impact of the cluster inquiry
- Sustainability of the cluster and inquiry

Starting August 2018, sign up now

Note: This programme is not available to teachers who are completing an ILEP programme or TPLT in 2018.

ILEP covers the following costs:
- 2 x TRDs to cover workshops 1 and 2
- Participant travel to join workshops (where applicable)
- Up to $500 per participant (non-native speakers) towards a language course
- Workshop catering

Schools cover the following costs:
- 2 x 60 minutes teacher release
- Participant travel to join workshops (where applicable)
- Up to $500 per participant (non-native speakers) towards a language course
- Workshop catering

For more information, contact: Morgan Patterson, Director
027-200 2601, pathwaymanager@ilep.ac.nz

www.ilep.ac.nz