Highlights of this term’s edition include:

Vini Olsen-Reeder has been highly endorsed by many who heard the inspiring speech he gave as the keynote speaker at the Wellington Langsem last year. Vini, the first student to present a doctoral thesis in te reo Maori at Victoria University of Wellington, talked to us about ... continued on page 3

The inaugural “Connecting Pasifika Principals Conference 2018”, hosted by the New Zealand Pasifika Principals Association (NZPPA) was held in Rotorua in April. Pasifika Principals from Christchurch, Wellington, Tokoroa, Whakatane attended ... continued on page 4

“When I was studying at University in Beijing,” came out of my mouth the other day, I stopped and laughed. This was not a sentence I had ever imagined speaking, yet due to the marvellous ... continued on page 7

A beautiful autumn day provided the perfect setting for what was an extremely enjoyable Pétanque Tournament. Our hosts, the Herne Bay Pétanque Club, worked extremely hard to provide a fun and memorable day ... continued on page 9

Proudly sponsored by Education New Zealand and featuring a cameo role played by Jacinda Ardern herself, the tenth episode of “Lifeswap”, an animated web-series about the misunderstandings between Kiwis and Germans, premiered ... continued on page 11

The Sasakawa Fellowship Fund for Japanese Language offers grants of up to $150 to schools hosting Japan-specific events during International Languages Week. Activities in the past have included ... continued on page 12

Sarah Wang is HOD Languages and teacher of Chinese at Onehunga High School. She started learning Korean at the Korean language for teachers classes at ILEP in term 4 last year and has initiated a Korean programme at her school this year with sign up numbers exceeding everyone’s expectations. ... continued on page 14

Once a year, we, as Spanish teachers, have an opportunity to highlight Castellano and the Hispanic culture within our schools and community with International Languages Week. Take advantage of it! ... continued on page 17
During International Languages Week in Week 4 of this term, when we celebrate languages, language teachers are putting a huge amount of effort into organising events to raise the profile of languages in class, at school and in the communities. At ILEP, we have recently updated the Resources section of our website and we invite you to rummage through it to find the material and ideas that suit you and the purpose best.

While you all get creative and put so much energy into organising events to nurture language learning in New Zealand, I hope that you do not forget to take a moment to enjoy your achievements and look at them with pride. Celebrate not only languages but also yourselves, the language teachers that stand at the heart of language learning. So give yourselves and each other a big pakipaki for the role you play in raising citizens of global competence.

In my work, I am aiming for each Learning Languages Newsletter to be a fireworks of language learning celebrations. I love putting those stories in the spotlight that illustrate the great opportunities that evolve from learning languages and the way that cultural awareness and diversity enrich all of our lives. When I receive those articles I am so often amazed at the fabulous outcomes a passion for languages produces in many different fields of life.

Term 2 finishes with the ILEP Language Immersion Day and the NZALT Conference during the first week of the school holidays, a chance to connect – in Constanza Tolosa’s words – “across languages, across countries, across modalities, across sectors”. I hope to meet many of you there.

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

From the Editor’s desk

UPCOMING EVENTS

INTERNATIONAL LANGUAGES WEEK
Celebrate languages during International Languages Week.
Term 2, Week 4 (21-25 May)
Visit the Resources section of the ILEP website for ideas.

SAMOA LANGUAGE WEEK
Celebrate the Sāmoan language and help to preserve it as a living and rich language during
Sāmoa language week / Vaiaopo le pagana Sāmoa
27 May - 2 June

ILEP WORKSHOPS FOR TEACHERS OF ALL LANGUAGES
Flip your classroom and delve into Creative Commons
NCEA Languages internal assessment – let’s get to the bottom of this
Weaving e-tools into communicative language teaching
Sign up for those workshops here.

LANGUAGE IMMERSSION DAY
This free event for teachers of languages runs on
8 July 2018
at the University of Auckland, City Campus.
Sign up here and keep an eye out for updates on the language specific programmes for the day on the ILEP website.

EDUCATION PERFECT CHAMPIONSHIP
The Language Perfect World Championships is the second event in the Education Perfect World Series 2018.
Competition dates: 21-31 May
Email Trudi Wigg, NZ Languages Manager, to ask how your school can get involved.

NZALT 2018 CONFERENCE
NZALT 2018 Conference “Exploring Other Worlds Through Languages”
8-11 July
Registrations are open and early-bird registration closes on 25 May.
Find out about abstracts and bios of the keynote and invited speakers on the conference website.

REGIONAL MEETINGS
During term 2, ILEP facilitates regional meetings as opportunities for language teachers to network in various regions across Aotearoa. All teachers of languages from primary to secondary level are invited. Trainee teachers are also welcome. See page 18 of this newsletter for details.
Sign up here.

ILEP ROADSHOW - COMING SOON
Keep an eye out for further announcements.
Vini Olsen-Reeder has been highly endorsed by many who heard the inspiring speech he gave as the keynote speaker at the Wellington Langsem last year. Vini, the first student to present a doctoral thesis in te reo Māori at Victoria University of Wellington, talked to us about his language journey, about the exciting space that the Māori language world presents, and about his dream of Aotearoa returning to being a fully bilingual country.

Briefly describe your learning and teaching journey for us, please.

My Māori language learning journey started at Victoria University in 2008. I finished a BA in te reo Māori, completed an Honour’s degree and then moved on to a Master’s (ultimately submitted as a PhD). I graduated on 15 December 2017, on Te Herenga Waka Marae, the first marae I ever went on to in my life.

I now work as an academic within Te Kawa a Māui, Victoria University. Here I teach and research a range of language interests. I also provide consultancy and translations. There is a growing demand for this kind of work, so the Māori language world is an exciting space.

Te reo Māori has been my gateway to music. I’ve been able to write with some inspiring musos. That’s a soul feed for me. Raising Māori speaking babies is also something I’ve decided on, whenever they arrive! Most people don’t have to consciously think about the language of their kids, but Māori speakers do.

Victoria University’s first thesis to be written and defended in te reo Māori within a few years of language learning sounds like a highly impressive achievement. How did you do it?

Hal! The road to graduation was less impressive than it sounds, mostly paved with sheer luck and great support. I don’t consider myself to be particularly bright or to have a knack for languages. I’ll admit there were some hard yards involved, but those yards weren’t as hard as those other learners of te reo face (kids, mortgages, etc.). I tried to make te reo Māori part of my everyday life. I stopped reading and listening to anything in English, and narrated my life in my head.

How have your learning experiences influenced your teaching?

I’ve learnt that Māori people learning te reo Māori can feel like a failure. As we make all the normal mistakes learners make when acquiring new skills, our language errors are directly attributed to our real selves, as a failure to be Māori. Even in a safe learning environment, those failures feel real. I remember that feeling (and still feel it sometimes), so shaking it premises my teaching. I try to teach in ways that students never feel their identity is at stake.

I openly admit my ignorance. I’ve taught students with better language skills than my own, native speakers who turn phrases I dream about. That doesn’t mean I have nothing to teach them, but that collectively we contribute to the progression of our class.

I also try to inspire my students not to be language champions, but proponents who carry the language into other domains (sports, education, trades, hospitality, marae and homes). I try to make this real for them, not a subject to study and then depart from.

‘Translanguaging’ is one of the concepts you advocate in language learning. Describe ‘translanguaging’ in a sentence.

Challenge accepted! Translanguaging accepts the many ways multilingual people interact with one another as valid and real ways to communicate and teach language.

What is the future of translanguaging as a pedagogy?

It will sit alongside immersion as a valuable way of teaching languages. Immersion settings have merit because they offer valuable time to sit in a language that competes with another in society, so real immersive settings are almost impossible to encounter. Translanguaging has merit because it’s representative of how multilinguals go about life, so learners are learning how they’ll communicate in real life.

How can we best develop and grow our pool of te reo speaking teachers?

Universal access to te reo Māori in schools. That would ensure all future NZ-educated teachers have already had years of language exposure as students, in the same domain they’ll be teaching it in.

Graduated professional development opportunities for current teachers. By graduating things no teacher would ever front a classroom they don’t feel linguistically adequate to front. From my interactions with teachers, this seems to be their key concern. They want to learn te reo, and want to teach it meaningfully. Instead they’re pressured to learn something for class tomorrow, and are totally unsupported in that task.

What are the main challenges you face in your field of study?

Naysayers have premised their arguments on the same reasons for some forty years (Māori a dead language, it has no relevance, it will cost too much). Despite disproving them all, those stubborn arguments haven’t changed. The entrenchment of myth is really challenging.

All New Zealanders have a linguistic right to access te reo Māori, Māori people have even more right to that access. Opposers frequently reason that it’s unfair to force them to learn a language. Access to te reo Māori denies them precisely nothing - they still get to learn English. That sentiment, though, continues to deny me the linguistic right to learn Māori with the same ease. That outright rejection denies me a right they possess. Forced monolingualism is a real injustice.

What changes would you like to see incorporated in schools and wider community?

New Zealand was once a totally bilingual country. I’d love to return to the fully bilingual country we once were. We could be so much more - I’d like us to be ‘more’. I think universal access to te reo Māori is a big part of that. I had to pay to learn te reo Māori, but acquiring English is free. That’s so strange. Lastly, I’d love to see more people just getting into it. It’s as easy as picking a phrase each week and using that phrase instead of its English equivalent.

What projects will you be focussing on in the near future and long-term?

Apart from my university research I’m currently translating Bang, a financial literacy platform for schools. They’re an amazing bunch of people who really care about providing financial literacy for our kids, without placing a burden on teachers to deliver it. It’s also free to use, or low-cost!
Connecting Pasifika Principals

The inaugural “Connecting Pasifika Principals Conference 2018”, hosted by the New Zealand Pasifika Principals Association (NZPPA) was held in Rotorua last April. Pasifika Principals from Christchurch, Wellington, Tokoroa, Whakatane and Auckland attended the conference which had three main purposes:

- Growing the vision of NZPPA and preparing for the future
- Networking with other Pasifika Principals
- Sharing and developing knowledge and pedagogy in a pasifika context

The conference was a great success. We are all called as Pasifika Principals to step up and take on a leadership role in Pasifika Education and to ensure our voice is heard ... looking forward to our next gathering!

By Karl Vasau, Rowandale Primary

A detailed report of the conference is available on Karl's blog.

Intercultural workshop

The first in a planned series of ILEP intercultural workshops Chinese | Japanese | Korean was all around chopsticks. Teachers learnt a lot about kuàizi 筷子, hashi 箸 (はし) and jeo kka 뷔가락. They went home with many ideas of how to use chopsticks in (cross-curricular) classroom activities in primary and intermediate classrooms and how to incorporate target language during those activities.

An invigorating role

Transforming Practice in Language Teaching (TPLT) is a yearlong programme for languages teachers that combines intensive study of language, pedagogical training through a 15-point 300 level University paper and in-school support observations and evidence-based learning discussions.

In 2018, forty-four teachers from around New Zealand have embarked on this year’s programme. As part of the pedagogical component, teachers are required to attend eight face-to-face days of learning with TPLT facilitators and academic researchers.

Two-time TPLT participant and highly experienced languages teacher, Beate Starke, is also a committed and cheerful member of the TPLT team.

Beate recently ran Japanese workshops on ‘Days 1 & 2’ for a very diverse group of teachers including four teachers from a central North Island kura kaupapa.

Beate was buzzing about the experience. She knows the importance of those days from her own experience as a participant:

“One part of TPLT that has been most satisfying for me has been Days 1 and 2. From those days, you come away with so many interesting ideas to use in the classroom. Even after all these years I use them and have made them work for several topics.”

Beate also highly values the 90-minute discussions teachers have with the TPLT In-School Support Facilitators after each of the four observations:

“They are run in such a way that you really need to think about what you have done and said. They are totally evidence-based and related to the 10 principles. I really felt myself improve after each session, and when I observed teachers I learned a lot from those observations and reflections.”

When she saw the teachers at Days 1 & 2 this year gain confidence in their ability to improve their practice, Beate was both delighted and invigorated:

“The teachers went away with strategies that give students the opportunity to use the target language. Not all the teachers will be teaching Japanese, but these teachers were put in the same situation their students are in – not knowing anything and yet, by having formulaic expressions available to them, they were able to speak Japanese.”

Beate’s positive experience, first as a TPLT participant and then as a TPLT facilitator has convinced her that through effective and evidence-based professional development, languages teachers are able to improve their own practice, the learning outcomes of their students and also that of their language teaching colleagues.

Read more about TPLT and participants’ stories at www.tplt.ac.nz

By Linton Rathgen, TPLT In-School Support Facilitator

NZALT 2018 Conference

We are on the final countdown to the conference - less than three months away.

We received a record number of proposals for presentations ranging from 30-minute papers on the latest research on languages to 60- and 90-minute interactive workshops as well as colloquia that will provoke and engage participants.

Our theme “Exploring Other Worlds Through Languages” has inspired proposals to connect us across languages, across countries, across modalities, across sectors.

Visit our website to read the abstracts and bios of the keynote and invited presentations, to browse through the accepted proposals, to explore the offers of the sponsors and exhibitors, to see the travel and accommodation options, and to start planning for the social events.

Most importantly: Go to the website and register. Don’t miss the early-bird deadline of 25 May. Invite your colleagues to make this a memorable conference.

By Constanza Tolosa, University of Auckland
Guest speaker workshops

Three guest speakers invited by ILEP have begun sharing their specialist knowledge at workshops for language teachers across Aotearoa during term 1. You can still sign up for some dates and locations for term 2. Previous participants have been sharing what they have taken away from those workshops:

NCEA Languages, internal assessment - let’s get to the bottom of this (with Shirley Bain)

This workshop was truly worthwhile. Shirley Bain was an interesting and knowledgeable speaker and we had plenty of opportunity to share ideas and knowledge in our groups. It was a perfect mixture of listening to her advice and being able to swap ideas and problem areas with other language teachers. Particularly if, like me, you are the only European language teacher in your school. I have a much better understanding of what is required in the internal standards at Levels 1, 2 and 3. I came away with some fresh ideas for tasks for students and therefore more enthusiasm for my teaching of topics. I felt more confident in what I have been assessing and the way I have assessed in the past and also a much better understanding of what is required at Excellence level. Most language teachers are working in isolation and the NZQA website is not very clear in what is required for internal standards. Teachers will be clearer in their understanding of the wording of requirements after attending this workshop. (Judith Davies, Garin College, Nelson)

Flip your classroom and delve into Creative Commons (with Annelise Borger)

This was a completely different way of looking at things; one I hadn’t really considered before. It has opened my mind to a different approach with certain classes. I wouldn’t necessarily say I’ll use it with all my classes but it’s certainly useful when students are involved in sporting/cultural activities or just absent from school due to sickness. It is easy to get set in your ways as far as teaching styles go and it is important to be able to adapt your approach, depending on the different needs of the students and the way they learn best. The content and the delivery of Annelise’s course were excellent! (Bettina Pierce, Onehunga High School)

Learning Languages in the Primary Classroom (with Stacey Dorthe)

The facilitator, her vibrancy and enthusiasm were amazing. It is always good to be reminded about the things that she talked about such as target language use in the classroom. Also it has provided a starting point for many PD sessions for me as an ALLiS Coordinator with my teachers (I am teaching them Japanese as well as Japanese teaching pedagogy). There is a difference between teaching a language as a subject (as we do in secondary school) and the primary class teacher being able to incorporate the TL into lessons throughout the day. I am teaching at primary schools as a subject, but my two colleagues have already started to use Japanese with their regular classes, with great success and superb student engagement. (Linda Tappenden, Cashmere High School, Christchurch)

I enjoyed that the workshop was presented by a practicing primary school teacher. Her content was relatable as she used footage of “real students” and hands-on examples. She also addressed some of the theory behind ‘why’ we should teach languages to primary school children and how we can use this theory when addressing parent concerns. As soon as I got back into my classroom, I implemented a number of the strategies suggested at the workshop, e.g. the Simon Says game as a brain break. Those strategies could work in any language class. The ideas could be used with Year 1-to-8 alike and were manageable within a regular mainstream class environment. (Nicky Pateman, St Martins School, Christchurch)

The speakers too have enjoyed the opportunity to share their expertise:

When ILEP asked me to present a language integration workshop to other teachers throughout the North Island, I immediately seized the opportunity. It is such a great idea to have teachers presenting to teachers as we understand and respect each others daily struggles and triumphs. Initially I was nervous but I am so glad I took the step as it was an absolute pleasure to share my ideas with fellow teachers and also listen to theirs. Get on board! Let’s support each other and work together to improve our practice. (Stacey Dorthe, King’s School, Auckland)

Master degree - AUT scholarship

AUT is again offering 20 zero fees scholarships for the Master of Professional Language Studies (Language Teaching) in Semester 2, starting in July 2018.

This degree combines practical classroom teaching with a sound knowledge of theory. It is aimed at teachers who have a preliminary qualification and experience in language teaching. During the course, you study a range of core and elective topics and then complete a reflective practice project where you identify an area of teaching that you would like to investigate in more depth. You critically review the literature and develop a theory of teaching in this area. In the classroom you apply the theory through a number of teaching events and reflect on your practice.

A zero fee scholarship for this course is available for 1.5 years of full or part-time study to encourage and support postgraduate study in the area of language teaching.

The application deadlines, for both the scholarship and course, are 6 July and again 30 November for Semester 1 2019.

Contact the Programme Coordinator Clare Conway for more information.

“I would highly recommend the Master of Professional Language Studies to anyone who wants to further their understanding of languages and language teaching. Papers cover a wide range of topics related to language teaching, making it easy for students to decide what area of language teaching they would like to specialise in for their career or further education. I loved my lecturers and tutors. They were all super helpful, very friendly and highly knowledgeable. Even though the Master of Professional Language Studies is only a one-year programme, I learned a lot from the academic staff. I also enjoyed being introduced to the idea of research and carrying out case studies for our assignments. That was very helpful.” (Maryam Taghavi, ESOL Teacher, Onehunga High School)
Lantern workshop

During Chinese New Year Celebration for 2018, Liu Laoshi, Mandarin Specialist for Diocesan Junior School for Girls and Victoria Avenue School, was invited to run three lantern-making workshops for the Remuera Business Association at Remuera Library.

Liu Laoshi’s lantern workshops provided an opportunity for participating adults and children to experience Chinese culture through fun and educational crafting activities. These workshops were well-resourced by Liu Laoshi with crafting materials purchased from China. Participants were encouraged to make good-looking lanterns with creativity. Liu Laoshi also continuously engaged the participants with stories around the Lantern Festival, traditions of Chinese New Year and finally a quiz on Chinese New Year with small prizes.

These workshops catered for people of all ages and levels. On the night of celebrating Chinese New Year in Remuera, children from neighbouring communities and schools were attracted by the lantern-making workshop once they stepped into Remuera Library. Their accompanying adults soon indicated that they would like to join in and make their own lanterns. The workshop space was fully occupied at all times during the celebration night.

Every participant took their lanterns home with much pride and gratitude.

By Yu Yao Rissetto, Victoria Avenue School

Five months in Wuhan

My favourite subject at high school was French. I loved exploring a language and culture so different to our own and full of exotic ideas and sounds. I found the work easy and enjoyable and that was where my passion for languages began.

I went on to study linguistics at university and knew I had found my niche. I needed another language to study for my degree and my forward-thinking father suggested Mandarin Chinese, assuring me it would be the “language of the future”. In the beginning, I found learning Chinese particularly difficult. There were very few native English speakers in my class and our lack of tones to indicate meaning and anything resembling characters in our writing system meant that we had to work much harder than our classmates.

I received my B.A. and went on to do my Master of Teaching. One of the reasons I chose this course was because I had the opportunity to do a practicum in China. It was an amazing six-week programme which took me to Huazhong University of Science and Technology in Wuhan, central China. This university (ranked in China’s top 10 universities) also has a relationship with Canterbury University. After having my kids and doing English language teaching for many years, I began taking Chinese evening classes with Canterbury university’s Confucius Institute. I found out about various scholarships to China and when I received a job teaching Chinese I knew I would be eligible.

The next step was the planning! My school very generously allowed me leave to take up a one-semester scholarship to improve my Chinese and learn new teaching methods. I had to pass spoken and written HSK exams before I could apply and the paperwork requirements were extensive but before I knew it, I had received a confirmation pack in the mail which had all the necessary documents for my scholarship!

My husband and I decided that we would all go together as a family to China. This certainly wasn’t the easiest option and sometimes I envied my classmates in China all the spare time they had to study and complete the homework, but I discovered a new China through the eyes of my kids and they learned such a lot as well. While I went off to class five days a week, my husband home-schooled the kids and taught English language classes in the evenings. We had a tutor to teach them Chinese with games and activities and we would regularly take them on outings. We also had the opportunity to spend some memorable time in Beijing and Xi’an which my kids still remember with pride.

My kids certainly became closer during their time in Wuhan. Occasionally they would play with other Chinese kids, particularly basketball, badminton and football (which didn’t require much communication) but this became more difficult as winter began to set in. The biggest challenge of the whole trip was trying to keep the kids entertained. By the time we reached the last month they were very keen to return to New Zealand with our backyard, dog and extended family (not in order of importance!).

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I would definitely recommend the scholarship programme to other Chinese teachers who feel their language level needs improving or that they are lacking something in the classroom. There is nothing like being immersed in the target language and surrounded by incredibly friendly and generous people. We had so many special experiences, ate so much delicious food and made many lifelong friends. Living there as opposed to visiting is a fundamentally different experience – you see the “real” China and gain true insights into what makes China such an amazing country.

By Elizabeth Kennedy, St Thomas of Canterbury College

COMING UP FOR CHINESE

4 August
New Zealand National Chinese Bridge Competition

11 August
New Zealand China Study Camp - Applications close

3-17 December
New Zealand China Study Camp
Beijing in Spring

“When I was studying at University in Beijing,” came out of my mouth the other day. I stopped and laughed. This was not a sentence I had ever imagined speaking, yet due to the marvellous opportunity offered by Fu Laoshi, ILEP, The Ministry of Education, Beijing Language and Culture University (BLCU) and Hanban, the Confucius Institute Headquarters, this had become my reality.

For three weeks in April, 14 New Zealand teachers embarked upon a life-changing journey to Beijing. Residing at BLCU in the Haidian district enabled us direct access to student life and outstanding teachers and professors. Each day we developed our language and spewed forth to use these new-found skills upon unsuspecting and tolerant members of the Beijing community. Occasionally our tasks resembled the Amazing Race as we had to collect specific information in a given time-frame and scramble back to prepare our presentation for the next day. For three weeks there was little time to relax as we fulfilled assignments, attended cultural classes and saw the amazing sights of Beijing.

The trip was filled with many extraordinary experiences. On the first weekend we said goodbye to one another and were swept away for 24 hours to live with a Chinese family. We had the opportunity to create dumplings in their kitchens, consume Beijing Kǎoyā (roast duck) in restaurants and visit culturally important sites. We were spoiled rotten! Some of these friendships will be life-long.

Visiting primary and secondary schools helped us understand the similarities and differences between our schooling systems. Dialogue with teachers about culture and language teaching was provocative and inspirational. Occasionally we attended classes at University that were above our language ability, and being immersed in language situations that were so challenging made us appreciate how overwhelming school must be for students from China and other countries. We have all gained a new empathy for their situation and for our MLA’s experiencing a new language and culture.

Our absolute highlight was visiting the Mutianyu section of The Great Wall. It is extremely rare that an experience you desire and anticipate so much exceeds expectation, but this does. Despite the crowds, there were moments where you could be alone on this wall and reflect on its majesty and history and just “be.” It is hard work expectation, but this does. Despite the crowds, there were moments where you could “be” on this wall and reflect on its majesty and history and just “be.” It is hard work expectation, but this does. Despite the crowds, there were moments where you could “be.” It is hard work expectation, but this does. Despite the crowds, there were moments where you could “be” on this wall and reflect on its majesty and history and just “be.” It is hard work expectation, but this does. Despite the crowds, there were moments where you could “be.” It is hard work expectation, but this does. Despite the crowds, there were moments where you could “be.” It is hard work expectation, but this does. Despite the crowds, there were moments where you could “be.”

Apart from the study, school visits, homestay and sight-seeing, we did get a chance to try out our new-found language in the silk markets. What a brave bunch we were bartering in Mandarin. On our long subway trip back with our suitcases filled with treasures and “bargains,” we reflected on our successes and compared stories.

As I sit here now I realise that I had no idea just how life-changing this experience would be when I filled out my application. On reflection, I am over-whelmed with memories, emotions and respect for this opportunity. Fourteen diverse strangers became friends and created bonds that will last. We have all improved our Mandarin and have become better teachers of language from this experience. We have created a multitude of high quality resources to share. I would strongly encourage any teachers of Mandarin to put their name forward for 2019. You will not be disappointed.

By Lisa Rolle, Cornwall Park District School

The full version of Lisa’s report is available on the ILEP website.

Beijing in Spring
Poem by Lisa Rolle

Beijing in Spring is a sight to behold, Not too hot, not too cold. Green leaves unfurl a little more each day, The memories of winter, fading away.

Plastic flowers disappear overnight, Replaced by real flowers – oh so bright. This place is ancient, beautiful and kind – Beijing; we leave part of us behind.

National on-job training for MLAs

From 26 to 28 April, the CI VUW held a nationwide on-job training for Mandarin Language Assistants (MLAs) and Hanban Chinese teachers. More than 160 MLAs and Chinese teachers from Confucius Institutes in Auckland, Christchurch and Wellington participated in the training. MLAs have been serving as a teaching assistant in the distribution of Chinese at primary and secondary schools across New Zealand, the central cities as well as rural areas.

Chinese Ambassador Wu Xi attended the launching ceremony and delivered a speech. Ambassador Wu noted that people-to-people exchange between China and New Zealand has made remarkable progress. The promotion of Chinese language in New Zealand is a great success with 70,000 primary and middle school students learning Chinese and 450 primary and secondary schools offering Chinese language courses. For two consecutive years, Mandarin has been New Zealand’s number one foreign language. New Zealand is also the first Western developed country to launch a nationwide Chinese Language Week. Chinese language teaching plays an important role in promoting people-to-people exchange between China and New Zealand. As Confucius says: “If three men are walking together, one of them is bound to be good enough to be my teacher.” Ambassador Wu expressed her gratitude to all the individuals and organisations for their support towards the promotion of Chinese language. She encouraged the MLAs to continue their good work, expecting them to be active cultural ambassadors and to create solid bonds connecting the two countries.

Tony Browne, Chairman of the Confucius Institute and former New Zealand Ambassador to China, and Jennifer Windsor, Pro Vice-Chancellor of Victoria University of Wellington, addressed the audience, expressing their gratitude to Hanban and the Chinese Embassy in New Zealand for their long-standing support for the MLA program. They both noted that the program has not only enriched the life experience of young people in both countries, but also effectively promoted cultural exchanges and bilateral relations.

Distinguished scholars, experts and experienced teachers were invited to deliver speeches and set up workshops. World famous master of language teaching and research professor Paul Nation gave a lecture on “Language Teaching and Acquisition”. Other training included the cultivation of cultural consciousness of language teaching, students’ behaviour and classroom management, teaching resources, and cross-cultural communication, as well as teachers’ professional ethics.

By Yezhu Zhao, Deputy Director of CI at VUW, Dr & Prof of Education at Xiamen University
**IF Profs**

Suzy Lallemant, Isabelle Pencoft-Pole and I recently attended an IFprofs training session in Perth during the school holidays. Not for the faint hearted, this intensive three-day session instructed us on the technical and strategic direction for this fantastic website which will be a huge asset to the French teaching community in New Zealand.

The [IFprofs website](https://www.ifprofs.com) is the brain child of the Institut Français which is a political entity responsible for the ongoing delivery and support of the French language all around the world. This website has currently got 50 countries onboard, with many more to follow, and is the catalyst for collaboration amongst French teachers within a country as well as globally. The quality of resources is astounding and the real gains come from teachers having an online presence on IF profs, but also contributing and participating through the sharing of resources.

There will be a launch for this website at the upcoming conference as well as at various Alliance Françaises around the country in negotiation with NZAFT.

We look forward to your involvement on this cutting-edge website and know that it will be immensely enriching for your resource collation as well as for networking with like-minded ‘homologues’ du monde entier. A bientôt en ligne!

By Rosaria Campbell, Auckland Grammar School

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**Record number at French Film Festival**

At the recent French Film Festival, a record number of 352 tickets over two days were booked for students from Auckland Normal Intermediate. The screening of Belle et Sébastien was a great success. The kids thoroughly loved the movie and enjoyed the before and after activities, which were very engaging. It was an excellent opportunity to get together as students, parents, and teachers and be part of the French Film Festival and celebrate learning French.

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**COMING UP FOR FRENCH**

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<td>La semaine de la littérature du Pacifique run by the French Embassy</td>
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**French immersion camp – Akaroa (for teachers of French)**

L’escapade dans la Péninsule fut un grand succès avec vingt profs qui sont venus des quatre coins du pays ...

From the 6th to the 8th of April, a group of French teachers, language assistants, Alliance Française teachers as well as lecturers at the University of Canterbury immersed themselves in the beautiful surrounds of Banks Peninsular with the pleasant cacophony of French and bird song.

From the famous soupe à l’oignon cook-off, to the games of pétanque, French Film Festival viewing, chasse au trésor using the what3words app to the visite au musée and the croque monsieur au resto, the weekend was full of authentic activities to promote authentic language acquisition. The jeux de société also provided an enlightening end to the evenings. A comprehensive study of the local French history made for a productive afternoon, in lieu of a sieste, with the Wiwi to iwi workshop (title coined by Mr. Viselli) and afterwards a reflective vignette after the obligatory trip to the local French Peak winery. The weekend was heralded a celebratory ‘chant du cigne’ for the ongoing National French Adviser, Rosaria Campbell.

A link for the resources from the task-based Wiwi to iwi workshop available [here](https://www.ifprofs.com).

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**Why nouilles ? ou La soupe à l’oignon**

Un chant de pâteko et même celui du cygne.

Un weekend d’immersion jamais loin de la vigne,

Trois allers retours au village d’Akaroa,

Balades au cimetière et soirée cinéma.

P’tit déj’ à la française, quand sonnent les matines.

Dis-tu « pain au chocolat » ou « chocolatine » ?

Discours de l’Ambassade, de l’Université, Pas de temps pour l’AF, Eric a trop parlé !

Nous partîmes entourés de guêpes à la chasse au trésor, Loin du terrain battu, dedans comme dehors.

Pour y arriver nous fîmes du covoiturage

Bravo aux gagnants : Noeline et son équipage – Autrement dit : gamète.loufoque.chalutage !

Ils sont les seuls, sans doute, à avoir trouvé Près d’une pierre tombale un énorme royer.

Ou était-ce la question sur le chant des oiseaux ? Revenons pas sur le cygne et le pâteko...

Retour à Wainui et non pas pour faire la sieste :

Une activité à en avoir la main leste.

« Récite l’histoire et ’faut pas répondre faux » ! Sinon viendra une gifle à la Foucault.

« Ça s’appelle ‘Pain and Pleasure’ », dit Rosaria Ou Surveiller et punir ! Baisse pas les bras... Léa et Morgane, jamais mal à l’aise,

Ou Surveiller et punir ! Baisse pas les bras... Léa et Morgane, jamais mal à l’aise,

Mais Nans balbutiait la « bordo-nantelaise ».

JR et Varda nous ont beaucoup fait causer.

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2018 Schools’ Triples Pétanque Tournament

A beautiful autumn day provided the perfect setting for what was an extremely enjoyable Pétanque Tournament. Our hosts, the Herne Bay Pétanque Club, worked extremely hard to provide a fun and memorable day for the students.

Six schools participated in the tournament entering 23 teams altogether. The students who took part, some having had very little training, were a credit to their schools and their teachers. All games were played in a spirit of good sportsmanship, with laughter and cheering heard right until the end of the last game.

In spite of the overall result, which may appear one-sided, there were many very close, exciting games. The team from Rutherford High, consisting of three talented young francophones, added an atmosphere of cultural authenticity to the occasion. The other students enjoyed listening to their serious tactical discussions and their celebrations in French, while their uninhibited enthusiasm for the game was infectious.

An enormous vote of thanks must go to the organisers, Ella Harris and her team, for their work on the day. A volunteer player from the club was on hand at every “piste” to help the students with tactical advice, information regarding the rules and, of course, with pointers as to the “étiquette” of the game. Talk on the day of organising another tournament in the near future is inspirational and we hope that even more schools will start playing pétanque and joining the tournament.

Schools represented were:
St Dominic’s College – 5 teams
Rangitoto College – 6 teams
Waitakere College – 4 teams
Rutherford College – 2 teams
Mission Heights Junior College – 2 teams
Takapuna Girls Grammar- 4 teams

with Rangitoto College taking out the first three spots. We hope to see other schools challenging for top honours at the next event as their pétanque skills develop!

By Estelle Seaman, NZAFT

« Paris s’éveille » à Christchurch

Quand aux antipodes de la Nouvelle-Zélande le soleil se lève, à Christchurch, le premier et troisième jeudi du mois à 19h, la radio communautaire de PlainsFM (96.9 FM) diffuse l’émission « Paris s’éveille ». Ce programme, sponsorisé par l’Alliance française de Christchurch et co-animé par Eric Mouhica et Antonio Viselli, traite des sujets variés sur la francophonie à Christchurch et bien au-delà du Canterbury. Prendant la forme d’interviews, « Paris s’éveille » se donne comme mission de promouvoir le français dans la communauté, de diffuser des informations sur les événements francophones à Aotearoa, de partager la musique d’expression française et de faire découvrir aux auditeurs les maintes voix qui forment notre communauté de francophones : des commerçants et artistes, aux diplomates, en passant par les enseignants et chercheurs français, de passage ou permanents, venus de loin comme du coin.

Eric et Antonio remercient chaleureusement Anne-Catherine Berrut qui a animé « Paris s’éveille » pendant neuf mois. C’est grâce à son enthousiasme et à son expertise que l’émission a conçu un succès indéniable. Les résultats sont probants : une augmentation exponentielle d’auditeurs dans l’espace de quelques mois ! Antonio et Eric, ne voulant aucunement que cet élan diminue, ont repris en main l’émission en avril, et préparent d’ores et déjà des diffusions sur des sujets tels que l’enseignement du français dans le secondaire et le tertiaire, sur l’école élémentaire bilingue à Christchurch, et sur ActinSpace qui aura lieu à Christchurch fin mai.

Les langues, les cultures et l’enseignement de ces dernières passionnent particulièrement Eric et Antonio. Eric Mouhica enseigne le français au lycée Boys High de Christchurch et à l’Université de Canterbury, après des années d’expérience dans le milieu éducatif en Nouvelle-Calédonie et à Wellington. Antonio Viselli, dont la recherche porte sur la littérature symboliste et moderniste, est enseignant-chercheur à l’Université de Canterbury où il dirige le programme d’Études françaises, arrivé du Canada il y a deux ans. Ensemble, ce duo dynamique vous promet des discussions stimulantes et enrichissantes, et vous invite désormais à vous abonner au podcast de « Paris s’éveille » et à visiter leur page Facebook. Pour consulter les émissions passées, rendez-vous sur ce site.

Soyez parmi les nôtres sur « Paris s’éveille », dans la voiture comme à la maison, lors du dîner comme à l’apéro. À très bientôt !

By Antonio Viselli, University of Canterbury
Study and research in Germany

This May, the DAAD (Deutscher Akademischer Austauschdienst - German Academic Exchange Service) is holding several information sessions on funding for study and research in Germany. Dr Kai-Uwe Hoffmann, who started his position as DAAD Lecturer at the University of Auckland last February, presents those sessions in Hamilton, Wellington, Christchurch and Dunedin.

The DAAD provides a large scale of funding opportunities which are available for undergrads, graduates, postgrads, PhDs, artists and senior researchers. It is the world’s largest funding organisation for the international exchange of students and researchers. Since it was founded in 1925, more than 1.9 million scholars in Germany and abroad have received DAAD funding. Its activities go far beyond simply awarding grants and scholarships. DAAD supports the internationalisation of German universities, promotes German studies and the German language abroad, assists developing countries in establishing effective universities and advises decision makers on matters of cultural, education and development policy.

In practically every corner of the world, DAAD employees share their expertise and ensure that international experience from many different perspectives is channelled into their projects. Dr Kai-Uwe Hoffmann has taken over this role in New Zealand following his position at the department for Public Relations and Political Education at the German parliament in Berlin. His previous experience also includes lecturing at universities in Great-Britain and Germany. He is now very excited to find out more about tertiary education in New Zealand and opening pathways to Germany for young New Zealanders.

Contact Kai for more information about the DAAD and its funding opportunities.

COMING UP FOR GERMAN

16 May  
DAAD Info Session  
Christchurch

30 May  
DAAD Info Session  
Dunedin

8 July  
German Immersion Day  
Auckland

throughout September  
DAAD Info Sessions  
Wellington: 29 August - 1 September  
Auckland: 4 - 9 September  
Dunedin: 15 - 17 September  
Christchurch: 21 - 23 September  
New Plymouth: 25 - 30 September

A big world out there

The New Zealand/German Student Exchange is an eight-week exchange programme to either Baden-Württemberg or Bavaria. NZ students attend a local German high school in December-January and host a German student in New Zealand either before or after their trip. Kristina McGuinness-King, the organiser of the exchange programme, still accepts late applications until June 2018 for the 2018/2019 Bavaria exchange. We have asked Jo Poata, student at Wellington College and participant in the 2017/2018 exchange programme to tell us about his time in Heidelberg:

“I really enjoyed my stay in Germany. I had the opportunity to see and experience Germany in a way that being a tourist on holiday could not provide. For two months you are completely immersed in another culture. Altogether I spent 6 weeks at a German school, joining my host brother’s classes and making friends along the way. Initially I thought the school part was going to be boring and I wouldn’t experience much inside the classroom, but it quickly became obvious school was going to be great. I ended up making a lot of friends and it allowed me to hang out and talk with people my age but also outside of my host family.

My host family was very welcoming which is why everything was such a breeze, by the end I had become a part of the family. I was living with Mathis, his mother, father and sister. I had a lot of great times getting to know my host family over the two months. School, sports and enjoying time with my host family were really what day to day life was for me, but we also went on trips to other places. We went to Köln and spent time at the markets and Lindt chocolate factory, went snowboarding in Austria and went to Berlin to look at what remains of the Berlin wall among other things. I also had my first white Christmas while over there which was a great experience.

All of these things were what made my trip particularly memorable. Throughout my trip, me and Mathis really got to know each other very well and I am sure Mathis, his family and I will be friends for life. I couldn’t recommend an exchange more as it really opened my eyes to what’s out there and that there is a big world outside Wellington. It really made my trip worthwhile that I threw myself in and took every opportunity I could, with the guidance of my host family, to make the most of my time and this really paid off in terms of learning and enjoyment. Initially I was considering things such as school or getting to know my host family would be hard but it turned out in my case that these were the best parts of my trip. The German language was a challenge. I began studying German three years ago. If I’m honest with myself, my German was not good when I left NZ and the first week was hard but with the help of Mathis in the long run it was not an issue at all. He helped me when needed and by the end of the trip my German was great and I didn’t need help. While every exchange is unique if you are lucky enough to get the opportunity to go on an exchange, I recommend you take it. I will never forget the time I spent in Germany.”

More student reports are available on the Goethe-institut website.

A parent’s perspective - Jo’s dad Everard Halbert:

Hutia te rito o te harakeke  
If you rip out the central part of the flax

Kei hea te kōmako e kō  
Where will the bellbird sing

Ki mai ki ahau  
If you ask me

He aha te mea nui o te ao  
What is the greatest thing in this world

Māku e ki atu  
I will tell you

He tangata, he tangata, he tangata  
It is people, it is people, it is people

“This exchange experience has been wonderful. Students read about different peoples and cultures in books and the words are brought into their minds. These two boys lived with different peoples and cultures and the experience was brought into their hearts. The boys enjoyed sharing who they are and their lands. This included: living in host communities; studying in New Zealand and German schools; swapping card and dice games; working out in local gyms; relaxing in hot pools; fishing in the sea; snowboarding on mountains. They became and remain part of each others whānau.

The exchange experience for these young men and young women is ‘he mea pounamu’ - is valuable like greenstone. These early leaders have carved it, wear it, and will never lose it. Along with the fun, students’ extended understanding and independence will strengthen their stand in adult lives.”
A MINT Mathematik, Informatik, Naturwissenschaften, Technik workshop

Fifteen students from Ashburton College and Burnside High School gathered at the Burnside Campus for four days of German-taught STEM (science, technology, engineering & mathematics) activities and exhibitions.

This opportunity was offered to all German-learning students from the two schools as part of the PASCH schools programme through the Goethe-Institut, and was overseen by Goethe-Institut staff member Judith Geare.

The foundation of the course was laid out on the first day, Friday, where Bianca Violet and Philipp Lenger from IMAGINARY in Germany introduced the students to several computer programmes based on fractals and polynomial graphing.

From there the students were set free to think up their own exhibition projects and take them from paper sketches to reality over the next three days. Ideas ranged from metre-tall double pendulums to intricate optical illusions - something from every aspect of the STEM curriculum. The exhibits were set up for viewing at the Burnside High School library until the end of term 1 and were then transferred to Ashburton to allow all interested students (and keen maths teachers) to view, learn and interact.

By Diana Barbu, Ashburton College

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Lifeswap and the power of humour

Proudly sponsored by Education New Zealand and featuring a cameo role played by Jacinda Ardern herself, the tenth episode of “Lifeswap”, an animated web-series about the misunderstandings between Kiwis and Germans, premiered in an over-filled cinema in Berlin on 17 April and reached new heights of intercultural hilarity.

In this episode, modestly entitled “Group Effort”, the series’ creators, German animator Steffen Kreft and myself, Wellington-based teacher and writer William Connor, offer a new round of witty insights and clever tricks for bewildered Germans wishing to travel, study or just generally fit in “down under”. Special guest, Ardern’s partner Clarke Gayford, attended the launch and welcomed a crowd of German and Kiwi fans who had taken the morning off work to celebrate their shared love of laughing at themselves.

Keen to promote university exchanges between New Zealand and Germany in a fresh and educational way, and to support our work, Education New Zealand approached us in late 2017 with the proposal of a collaboration. The result is a joyful Skype conversation between main characters and “life-swappers” Jörg from Germany and Duncan from New Zealand in which Duncan must explain to Jörg five subtle but vital tips for avoiding unintended self-aggrandisement when talking about personal achievements amongst his student peers. In a compassionate rethinking of the notorious Kiwi “tall poppy syndrome”, Duncan affirms that “the New Zealand hero is a humble hero, Jörg.” And as if on cue, when Clarke sat down to watch the episode after his short address, he had already referred to himself as “second prize” after the PM had to pull out of the launch. Self-effacement, it seems, is deeply rooted in the Kiwi cultural DNA.

What began as a niche hobby-project in 2012 has now been watched by almost half a million viewers in over 140 countries and has attracted the backing of the Goethe-Institut and the New Zealand and Australian ministries of foreign affairs. Even the President of Germany, Frank-Walter Steinmeier, referenced Lifeswap in his official address at Government House on his recent trip to New Zealand, acknowledging that the series “uses gentle humour” to “show us how close we are and prove that New Zealanders and Germans can laugh together and also laugh about themselves.”

Now, with her comic speaking role in episode ten, Jacinda Ardern has, literally, added another leading political voice to Steinmeier’s sentiment that Lifeswap has tapped into a powerful vision of global proportions and become more than just a comedy about Germans and New Zealanders. Her enthusiastic participation in this project stands as subtle agreement with the President’s concluding statement at Government House, that “we should not underestimate the power of humour and empathy in international relations.”

By William Connor, Lifeswap

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Fifteen students from Ashburton College and Burnside High School gathered at the Burnside Campus for four days of German-taught STEM (science, technology, engineering & mathematics) activities and exhibitions.
Let’s talk about the Japanese language itself!

On 5 April, a Japanese language workshop was held by ILEP at IPU New Zealand. The workshop was led by senior lecturer Dr. J.-R. Hayashishita, University of Otago, who first discussed structures for sentences in the Japanese language, then talked about how Japanese speakers store information about verbs and how this can be applied to teaching learners of Japanese.

The workshop quickly picked up pace when Dr. Hayashishita began discussing the teaching of verbs to Japanese language learners, which was of particular interest to me. He argued that a verb in Japanese determines the argument, and that what particles are used are also determined by the relationship between the verb and its argument. Furthermore, what particles are used in a sentence is usually predictable from a verb phrase, not from any other information, such as the context clue of the sentence. Dr. Hayashishita criticised the current methods of teaching Japanese in high schools, especially how they handle particles and verbs. He proposed, instead, that teaching verbs in Japanese should introduce learners to each verb, its meanings, arguments and accompanying particles in a combined approach.

I learnt Japanese at high school so when I started studying it at tertiary level, I found the proposed method of verb-centric teaching to be an interesting concept and much different to how I had been taught. I found myself having to relearn much of what I was taught about particles and arguments, and I am now aware how some teachers must find this aspect of the Japanese language challenging to teach. The workshop ended with Dr. Hayashishita announcing a Japanese verb reference book he was working on, and the audience expressed their thanks for his enlightening lecture.

By Max Walton, IPU New Zealand

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Sasakawa funding for International Languages Week

The Sasakawa Fellowship Fund for Japanese Language offers grants of up to $150 to schools hosting Japan-specific events during International Languages Week. Activities in the past have included sumo, haiku and calligraphy competitions and displays, kimono wearing, Japanese food classes, cafés and displays, displays at local libraries, Japanese dance demonstrations and much more. Applications for a grant close one week before International Languages Week begins.

Tauhara College was one of the schools receiving funding from Sasakawa last year.

Setsuko Sawada shares how they used their grant during ILW 2017:

“International Languages Week (ILW) is a real opportunity for not only promoting learning languages in the school and local community but also for language students to be involved in a real-world problem solving activities.

Last year, the Year 10 Japanese class managed a project for ILW which involved planning, creating, organising and management skills. As they had a real passion for Japanese culture, they chose several key Japanese icons such as kimono, anime, ramen and origami around which to base their activities. The Sasakawa grant allowed the students to take advantage of this support to promote Japanese language education in NZ.”

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Visitors from the embassy

The Japan Information and Cultural Centre invites applications for its school visits.

Elin King shares the experience students had at Awatapu College in Palmerston North:

“Students at Awatapu College in Palmerston North received a visit from the Japan Information and Cultural Centre at the Embassy of Japan, in March, with great excitement and anticipation. And they weren’t disappointed!

The visitors were Mr Kiyohiko Hamada, Director of the Centre, and Ms Roseanna Finkle-Vern who did the presentation. They spent two hours with a mixture of Y9 - Y13 Japanese students and kept them happily engaged throughout with fun activities like a quiz on Japan and its people, group jan-ken (the Japanese version of paper-scissors-rock), and karuta (a much loved card game).

Although there were prizes, that wasn’t what it was all about. The students participated enthusiastically and with great enjoyment in the interactive activities with Roseanna and with each other, across the levels.

They also had an opportunity to learn a bit about the Embassy and its role in New Zealand. This will hopefully give students a new perspective on Japan and their Japanese studies, and their places in the world.

This was the first time we had been paid a visit by the Information and Cultural Centre but we all fervently hope it won’t be the last! A big thanks goes to Mr Hamada and Roseanna for making the day such an enjoyable and educational occasion.”

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COMING UP FOR JAPANESE

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<td>9-12 July</td>
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Exciting projects receive NZJEP funding

Last term, ILEP invited applications for the New Zealand Japan Exchange Programme (NZJEP), a programme which was jointly established by the New Zealand and Japanese Governments in the early seventies to create a deeper understanding between the two countries on a broad educational and cultural basis.

The call to apply for funding went out to anyone who has educational or cultural knowledge or expertise relating to New Zealand and Japan that funding could transform into something more. The following three exciting projects have been successful in their application:

A taiko drumming tutor for Haere Mai Taiko Camp

The Haere Mai Taiko group has been practising and performing since established in 2004 and has previously performed at the Rugby World Cup, World Masters Games, Chinese New Year TV show, Lantern Festival and Taste Of Japan. They have connected with a top Taiko group “Matsuri Kobo” in Japan and invited them to send a tutor to New Zealand. The tutor will teach the group at their annual intensive camp but will be running a workshop for the public in Whitianga where the camp is being held. Furthermore, the group has been waiting for this opportunity for a long time. They are excited about expanding their various Taiko skills including physical, musical, discipline and performing.

Moving Continents, Study of Japanese Textiles

In this project, Deb Donnelly will review methods and learn cultural methods of Japanese indigo dyeing and kasuri weaving via experts in this field in Kyoto and Tokushima. Deb aims to bridge from her mother’s generation in the 1950s Japan through natural materials to create new works and sensibility that express New Zealand and Japanese nature through indigo and tanekaha plant and leaf contact dyes woven into a new material. Her works will be displayed in a 2019 Moving Continents exhibition.

Creating a NZ Sangaku

Sangaku are tablets containing mathematical problems created during the Edo period (1603-1868) and dedicated to shrines and temples. In modern times, there is a revival in their creation. Dr. Rosalie Hosking is a New Zealander working in Japan, who has written a dissertation on sangaku. In this project, she aims to create a new sangaku together with other New Zealand academics and dedicate this to the Seimei or Kitano Tenmangu shrine in Kyoto, Japan. Their goal is to be the first non-Japanese academics to create a sangaku, seeing New Zealand pioneer the inevitable internationalisation of this practice and be further recognised as an innovative and creative country in mathematics.

Previous NZJEP funding recipients have shared their stories on the ILEP website.

Karate – “Where the Mind goes the Body follows”

We at SKIF NZ (Shotokan Karate International Federation) conduct a Karate Demonstration at Japan Day every year. As Japanese and New Zealand culture are worlds apart, it is necessary to have Japan Day so that New Zealanders are exposed to Japanese Culture in all its various forms and entity. We are pleased to be able to support this great event in Auckland.

The History of Karate-Do is very old and complex but in brief I would like to outline some facts: Japanese Karate is a traditional martial art. Its components are self control, discipline, respect, etiquette and connecting one’s mind to one’s physical body. There is a Buddhist saying “Where the Mind goes the Body follows”. This means if the mind is not controlled then the body will follow and this is the great fault with humans as the mind causes great catastrophes such as war, hate and negativity. Through the correct practice of Japanese traditional martial arts such as Karate (being the most difficult one), we can develop harmony within ourselves and also our fellow human beings. In a Karate Dojo (training hall, place) regardless of religion and ethnicity, all are treated equal. Through this arduous training we develop harmony within ourselves, peace and tranquility.

Karate in New Zealand is relatively new. What I mean by this, is that there are only a handful of qualified Karate teachers that teach Karate in its pure Japanese form. Most schools operate first and foremost for monetary purposes and the teachers are not qualified nor have affiliation to a Japanese organisation and thus the Karate is a watered down version.

To really understand Karate properly one has to understand Japanese culture and also the Japanese language. In my own case after gaining a 2nd Degree Black Belt here in NZ, I decided to go to Japan for training for a period of three months at the age of 21. Upon arriving there to my dismay I was told that my certificates were worthless as the club I was training at in Auckland had no affiliation to Japan.

I decided to start from scratch again and stayed in Japan for 10 years. At present I am a Japanese certified 9th Degree Black Belt.

By Goran Glucina, SKIF NZ
A different KFC

Do you like crispy chicken? Is KFC one of your favourite fast food restaurants? Yes! We all love chicken, right? Instead of the Kentucky fried chicken we are all so used to, a new fun and enjoyable KFC event is available at St Dominic’s College!

The extra-curricular activity called KFC which stands for Korean Friendly Club has newly been introduced in 2017, funded by the Korean Education Centre. The club began due to the students’ increasing interest in the Korean culture and its language. Some students had already been taking their own initiatives in learning the language.

At KFC, the students are mainly learning the language; some even attempted the NCEA Korean Standard assessment and achieved very good results last year. Furthermore, the club offers a number of different cultural activities such as cooking, a K-pop dance workshop and also attending the Korean Speech Competition which was organised by the Korean Consulate conjoint with the Korean Education Centre. Some of last year’s students said that they really loved coming to KFC, not only because they were able to learn the Korean language and culture but also because it allowed them to discuss the different cultures freely. This is a very important thing for our students to be exposed to as the world is becoming more and more culturally diverse. KFC is definitely a growing extra-curricular activity at our school and more students joined the club this year. I look forward very much to continue working with my students and am really excited what KFC will bring to St Dominic’s this year.

By Helen Kim, St Dominic’s College

Student-driven Korean learning

Sarah Wang is HOD Languages and teacher of Chinese at Onehunga High School. She started learning Korean at the Korean language for teachers classes at ILEP in term 4 last year and has initiated a Korean programme at her school this year with sign up numbers exceeding everyone’s expectations. We asked Sarah to tell us about the process of setting up the Korean Language Club at Onehunga High School and to share some of her own experience of learning Korean.

“Learning languages has always been one of my personal interests. English is the very first foreign language I have learnt and I am still learning it everyday with my best English teachers – my students.

Like many people I first encountered Korean language and culture through all the Korean dramas, movies and TV shows I have watched over the years since I was a teenager and have been acquiring some knowledge of Korean through these. So, when I saw there were free Korean classes for teachers offered by Hyun-Joo Kim, the Korean Language Mentor at ILEP, I decided to learn Korean in a more structured way. I enjoyed the course very much! Apart from learning the language and culture, this course also gave me a great opportunity to experience the feeling of being a language student again. When I was learning, I was also reflecting on my own teaching from a student’s perspective.

And the greatest thing about the course was being able to get inspired by Kim seo-saeng-nim’s awesome tasks, games and activities and use them in my own lessons – How fantastic is that!

As language teachers, we all know that promoting a new language in New Zealand schools is not an easy mission. In fact, selling insurance is probably easier. However, when I noticed that there are a lot of students in my school who watch Korean dramas and movies, listen to Korean pop music and are crazy about Korean pop stars, I knew Korean might be an exception, an assumption which has proven true. Learning Korean is student-driven.

Therefore, I contacted the Korean Education Centre and they confirmed the support they would give me which allowed me to propose my plan to the principal. Following a discussion amongst the school Senior Leader Team, my proposal was approved very quickly. Thereafter, my application for the fund was also approved by the Korean Education Centre. When I told my students that we are going to have Korean language classes at our school next year, they were at least as excited as I had expected, if not more. Some of them volunteered to make posters to promote the class.

At the beginning of term 1 this year, I started advertising the class. Students helped me to put up posters around the school and spread the word. The information was also advertised on the daily school notices. Gradually, students came to see me wanting to sign up. I was expecting around 15 students but on the day before the class started, I had 50 names on my sign up sheet – it was crazy! I had to contact the Korean Education Centre again to ask if I could get extra funding to add an extra weekly session in order to meet the demand. Again, Korean Education Centre showed me their great support. Currently, we have one Korean language club class on Mondays for junior students and one on Thursdays for senior students.

I am still learning Korean but now I am learning with my students. I hope I am being a role model for my students by showing them my passion for learning a new language and culture.

What I enjoy most when learning a language is to get to know a mindset. I can discover new cultures and traditions around the world. Also, it is an incredible feeling to make other people happy by speaking their language.”

COMING UP FOR KOREAN
throughout Term 2
Free Korean Language classes, Korean Education Centre
Korean language classes for teachers at ILEP
Beginners 1 - every Wednesday starting 2/5
Beginners 2 - every Tuesday starting 1/5
Beginners 3 - every Monday starting 30/4
Beginners North Shore - every Thursday starting 3/5
18 May
Pedagogy Workshop for Native Korean: Teachers Auckland
19 May
TOPIK Test of Proficiency in Korean Auckland
22 June
Talk & Teach English in Korea – Applications close

Come join the KOREAN LANGUAGE CLUB
Are you interested in learning Korean language and Korean culture? If so, come on in and have fun!
Where: Ms Cho’s Classroom
When: Every Monday from 3pm to 4pm
Starting Week 1 in Winter Term II, 2018
My name is Charlotte Clech and I am the Head of the Languages Faculty at Baradene College. I started to learn Korean through ILEP in August last year and since then I have wanted to visit Korea and discover the culture and language of this fascinating country. So imagine how lucky I felt when I was accepted to be part of a delegation of school principals and senior management to go on a study tour of Korea in April, organised by the Korean Education Centre!

The aim of the trip was to enhance knowledge and understanding of South Korean contemporary culture, tradition and the educational system, to build a network to support Korean language learning in local schools and to facilitate on-/offline educational exchange between New Zealand and South Korean schools. For me, it added the extra value of being able to practice my newly-acquired Korean language skills. I just couldn’t wait…

The whole tour was really amazing. On the first day we took the high speed train to Gyeongju and visited Bulguksa Temple. This is a UNESCO World heritage site, a Buddhist temple located in beautiful surroundings in the countryside. This was followed by a visit to the Gyeongju National Museum. We then went to Donggung Palace and Wolji Pond at dusk. The illumination of the buildings and reflections on the water were beautiful. And this was just the first day.

We were lucky to see a variety of sites, from museums, temples and palaces such as the renowned Gyeongbokgung and Gyeonghuigung palaces, to busy shopping streets and we even went to see a Nanta Show, a unique performance with an interesting mix of comedy theatre, culinary experience and traditional rhythms. One of the highlights of the trip was going to the DMZ, the demilitarized zone, a strip of land separating North and South Korea. We went through one of the tunnels dug by North Koreans and stood on an observatory platform with an open view on North Korea. It was fascinating to hear about the history of the two countries and particularly interesting to be there as the meeting between the two heads of states was about to take place.

Part of this study tour was also about visiting schools and educational places. We were warmly welcomed by students and staff and could observe the new innovative policies in Korean primary schools and look at the value of international exchanges, how connections can be made between New Zealand and Korean schools.

It was overall an unforgettable experience. Spending a week with education professionals, sharing ideas and views on different education systems, and how we can all do something to help children grow and learn in today’s world and become global citizens. It was my first time in Korea and hopefully not the last. I want to keep learning Korean to be able to have real conversations with the people I meet. I want to learn more about the culture and the history of the land. I want my students to discover this great country and all it has to offer. Watch this space…

The full version of Charlotte’s report is available on the ILEP website.

Global LYNCS

Professor Keong Ku (Keimyung University) invites New Zealand schools to participate in her cultural exchange project Global LYNCS (Linking Youths through Net Communications).

The project offers authentic learning opportunities through communication between sister schools in Australia/New Zealand and Korea through regular video conference sessions.

The project involves
- Matching your class with a class at a partner school in Korea
- Regular ZOOM video-conferencing sessions in English which you are invited to by email
- Building strong, sustainable partnerships

Students will grow their
- Global awareness and competence
- Intercultural knowledge, skills and understanding
- ICT skills
- Communication skills and collaboration skills

Teacher training and support with resources and technology will be provided.

Global LYNCS is primarily intended for cultural exchange. Any school (primary, intermediate, or secondary) and teacher can participate. However, there is the possibility of adding a language component to the exchange if the students’ Korean language proficiency allows for it.

If you are interested to join or find out more about the project, please contact

Hyun-Joo Kim, Korean Language Mentor
hj.kim@auckland.ac.nz, 027-558 7938

Korean Day

The 2018 Korean Day was held at North Shore Events Centre in Auckland on 14 April. Visitors could enjoy many different experiences around traditional and modern Korean culture.

Find a report in Korean and many more beautiful pictures from the event on the NZ Korea Post website.
Club Latino - el sabor del mundo de habla hispana

Club Latino, oficialmente el Spanish and Latin American Club (Wellington) Inc., ha estado promoviendo el vibrancy y sabor del Spanish-speaking world a Wellington por más de 50 años. Fundado en 1963, el objetivo de Club Latino es promover el lenguaje y las culturas hispanas y latinoamericanas, fomentar la diversidad y fortalecer los vínculos entre nuestras culturas.

Club Latino organiza un amplio rango de eventos culturales y sociales entre marzo y diciembre cada año. Con el apoyo del Embassy of Spain, realizamos programas como la Competición nacional de debates en español, Noches de película y Semana de la lengua española.

Slang juvenil en España

Es curioso observar cómo, a día de hoy, el español que hablan los jóvenes se ve influenciado por el inglés. Si bien depende del ambiente en el que frecuentan el joven, se puede observar en general. En mayor o menor medida, muchas subculturas diferentes han adoptado diferentes anglicismos. En la sociedad española, los jóvenes se consideran un grupo particular con hábitos propios. Presente en mayor o menor medida, muchas subculturas diferentes están aceptando diversos y variados anglicismos. La cultura del hip hop, un subestilo del trap, está muy presente en el mundo musical internacional. En la sociedad española, los jóvenes también se han apropiado de su propio slang, una importante parte de la cultura gay.

COMING UP FOR SPANISH

15 May
De la palabra a la escritura creativa en el aula de ELE (Spanish Teacher Workshop)
Auckland
18-20 May
Spanish Language Immersion Camp
Hawkes Bay
28-29 May
Spanish Immersion Camp
Dunedin
5 June
Immersion day for senior students
University of Canterbury, Christchurch
19 June
Competition nacional de debates en español
Auckland, Rangitoto College
9-20 July
Spanish Immersion Programme - Salamanca

By Jan Luca Nogal Ruiz, Madrid
¡VEN ACÁ! How to utilise International Languages Week to call attention to Spanish in your schools and invite students to the subject

Once a year, we, as Spanish teachers, have an opportunity to highlight Castellano and the Hispanic culture within our schools and community with International Languages Week. Take advantage of it! It is a great way to build excitement amongst the student body and staff, to promote the value learning languages bring culturally, economically and academically; and to take pride in the learning and instruction we provide our students. All of these, in turn, offer us opportunities to build support for our subject and increase numbers through enrolment and higher retention. Over the last decade, we have implemented a variety of strategies and ideas to do just that and, in fact, have significantly increased the number of students studying Spanish at Hillcrest High (i.e. nearly double!).

Following here are some bullet-pointed ideas and tips of what we have done over the years:

• **Make piñatas in junior classes and share them.**
  For several years, our junior language students made piñatas and our department filled them with lollies and distributed them for each form class to break on the day.

• **Utilise assembly for fun and attention grabbing activities involving the whole student body.**
  As examples, we held a flash mob to the song “Soy una taza”, offered tongue twister competitions, and played trending Spanish songs and videos as students come in to settle.

• **Provide cross-curricular connections for your colleagues and students alike.**
  Over the years, our colleagues welcomed resources. For example, bulletin boards for departments inform students and invite them to the language (i.e. top Spanish-speaking fashion designers for the fabrics department, a poster of unique Latin American sculptures for the visual arts department, a comparison between Cervantes and Shakespeare with the English Department... and so on).

• **Create staff buy-in by offering a staff outing one evening.**
  We organised a Staff Salsa Night for staff and their partners. They were invited to a dance lesson at a local dance studio and then the group finished off the night at Flying Burrito Brothers. Nearly a third of our staff came and most brought a partner or friend along as well.

• **Lunchtime Limbo Competition**
  This has become a perennial activity. While we have often tried to eliminate it so as not to be repetitive, students demand it, beg and plead every year, until we give in and back it comes. This has often been accompanied by a daytime dance with classic merengue, salsa, cumbia all included.

• **“Carnival” head cut out boards**
  We have a tall board with two holes for heads to pop through. One side has a couple dancing the tango. The following year, we added a caricature of Don Quixote y Sancho Panza on the reverse side. Students love to get their photos taken.

• **Create a “gift” for visible staff**
  We have made small tissue paper flowers and have given one to every support staff person and senior leader. We then delivered the flowers with a message in Spanish and asked the recipients to wear the flower on their shirt or above the ear.

• **Bring live animals**
  In 2016, we arranged for two live alpacas to come and visit our school during interval. Students were allowed to approach and pat the animals. Prior to the visit, we provided all the main curriculum area leaders with a starter activity that related to alpacas or life in Latin America. Over 1/3 of the student body participates.

• **Competitions highlighting talent, art or culture.**
  We ran four school competitions at breaks: Paint it Like Picasso (a 20-minute art event that attempted to duplicate a Picasso masterpiece), Make it Like Messi (football drills), Shake It Like Shakira (dance competition), and Fake It Like Fonsi (a Justin Bieber Despacito lip sync, where we stopped the music and they had to complete the next 5 words).

• **Use fun costumes**
  In addition, last year, HHS Spanish Department dressed up as human piñatas handing out lollies to those who spoke to us using a kind phrase in Spanish.

Overall, it is a fun day that can benefit your programme. Promote the language but also enjoy the day. ¡Diviértete!

By Allyn Sue Danzeisen, Hillcrest High School
Regional meetings for teachers of languages
(no charge)

Networking, resource sharing, a forum to share ideas and concerns, relaxing with people who get you: get together with teachers of languages in your regions for an after school regional meeting, facilitated by Morgan Patterson, ILEP Pathway Manager.

Inviting teachers of all languages, from primary to secondary level. Trainee teachers are also welcome.

**Time**
4-5pm

**Location**
We request that teachers contact ILEP to offer a room at their school for each of the locations.

- **Auckland Central location**
  University of Auckland, Epsom Campus, B Block, Room 104

Hot beverages will be provided.

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<tr>
<th>Location</th>
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<tr>
<td>Auckland North</td>
<td>9 May</td>
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<td>Auckland West</td>
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<td>Northland</td>
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<td>Auckland Central</td>
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<td>Bay of Plenty</td>
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<td>Auckland East</td>
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<td>Wellington</td>
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<td>Manawatu/Whanganui</td>
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<td>Southland</td>
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<td>Otago</td>
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<td>Canterbury</td>
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<td>Nelson/Tasman/Marlborough</td>
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<td>Taranaki</td>
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To attend the regional meeting, please [sign up here](#).

“*It can be difficult to find the time to meet, network and share with colleagues in your region. ILEP is facilitating this opportunity to support the strengthening of Learning Languages throughout Aotearoa. Teachers are welcome to suggest topics for the meetings.*”

Morgan Patterson
Pathway Manager
pathwaymanager@ilep.ac.nz

www.ilep.ac.nz
Book reviews – Suggestions for your PLD library

Visible Learning for Teachers: Maximising impact on learning  
Author: John Hattie, Publisher: Routledge, 2012

Many of us are very familiar with John Hattie’s research and writing. He has spent his career focusing on the attributes of schooling that make a difference to student learning and measures these in terms of their effect size on student learning. This book seeks to make that research available to teachers in a way that is practical and achievable and in Hattie’s words “visible”. Chapters cover preparing lessons, starting lessons, the learning flow, giving feedback and lesson endings.

Hattie starts from the assumption that the quality of teaching makes all the difference and his final chapter discusses eight mindframes for teachers and leaders. He concludes by saying that a teacher’s role is all the difference and his final chapter discusses eight mindframes for teachers and leaders.

Classroom Instruction that Works  
Research-based strategies for increasing student achievement  
Author: Ceri B. Dean et al., Publisher: ASCD, 2nd edition, 2012

Subtitled Research-Based Strategies for Increasing Student Achievement, this book is wonderful! It breaks classroom instruction down into 3 main categories – the environment for learning, helping students develop understanding and helping students extend and apply knowledge. Within those 3 broad areas they identify 9 categories of strategies to improve instructional planning.

Each chapter focuses on a category and includes information that describes the strategies, how to use them, when they are most effective and why they work. Included are such things as Setting Objectives and Providing Feedback, Reinforcing Effort and Providing Recognition, Cooperative Learning, Cues Questions and Advance Organisers, Non-linguistic Representations, Summarising and Note-taking, Assigning and Providing Feedback, Reinforcing Effort and Providing Recognition, and Why They Work. Included are such things as Setting Objectives and Providing Feedback, Reinforcing Effort and Providing Recognition, Cooperative Learning, Cues Questions and Advance Organisers, Non-linguistic Representations, Summarising and Note-taking, Assigning and Providing Feedback, Reinforcing Effort and Providing Recognition, and Why They Work.

A very useful book for any PD library. Webinars presented by the authors are available on the publisher’s website.

Becoming a “Wiz” at Brain-based Teaching  
How to make every year your best year  
Author: Marilee Sprenger, Publisher: Skyhorse Publishing, 2015

The author of this book is a professional development consultant engaged in raising student achievement using brain-based teaching strategies, differentiation and memory research. The first part of the book explains current brain research and how an understanding of the brain can be used to enhance educational outcomes for students.

She then goes on to describe the stress response and ways to reduce stress in students; emotional intelligence and ways to build social-emotional skills; cognitive skills and ways to promote cognitive growth and the different memory systems in the brain. Finally she talks about brain-based techniques for classroom control.

This is a stimulating book with lots of good advice.

Doing Task-based Teaching  
(Oxford Handbook for Language Teachers)  
Author: Dave Willis and Jane Willis  
Publisher: Oxford University Press, 2007

Just the appendices in this book are worth the purchase price. Packed full of useful, innovative ideas, the authors have drawn on their own and many other teachers’ experiences from around the world to show how task-based teaching works in practice and how it can impact on the learning outcomes for students.

Most of the book focuses on task sequencing, task design and ultimately building a task-based syllabus. There are many examples of specific tasks used by teachers as well as ways to adapt and refine tasks to tailor them to particular purposes. Each of the seven broad parameters in task design is further broken down into specific areas that can be adjusted in different ways depending on desired outcomes.

The aim is to supply teachers with everything they need to turn their practice into a task-based approach.

Worksheets Don’t Grow Dendrites  
20 Instructional Strategies That Engage the Brain  
Author: Marcia L. Tate, Publisher: Corwin Press, 3rd edition, 2016

This book seeks to provide teachers with a range of strategies that will impact on student learning. The author’s focus is on brain-compatible instruction which assumes that the classroom will be a positive environment, with lots of visual input, music, and highly relevant lessons where students are talking about content. The lessons will have high challenge and low stress and content is taught in chunks with activity – students move to learn.

There are 20 different strategies covered in the book and each chapter talks about what the strategy is, why it is useful, how to use it and ends with a reflection and application process for the teacher. Strategies talked about include brainstorming, graphic organisers, metaphors, problem-based learning, storytelling and technology etc.

This is a very useful book for any year level and across all subject areas.

What does this look like in the classroom?  
Bridging the Gap between Research and Practice  
Author: Carl Hendrick and Robin MacPherson  
Publisher: John Catt Educational Ltd, UK, 2017

This is a very practical book. Topics covered include Assessment, Behaviour, Reading and Literacy, Special Educational Needs, Motivation, Memory and Recall, Classroom Talk, Learning Myths, Technology and Independent Learning. Each chapter starts with a synthesis of best practice and latest research. This is followed by two teachers answering a range of questions on the topic posed by other teachers.

Although the questions relate to the British system, the advice given is relevant to us in New Zealand and the many examples and diagrams are immediately applicable to any context. There is a suggested reading list at the end of the book which also includes some free resources.

More book reviews and other resources are available in the Resources section on the ILEP website.
Growing language learning in New Zealand
www.ilep.ac.nz

"One language sets you in a corridor for life. Two languages open every door along the way.”
Frank Smith

7099 LANGUAGES

7.5 BILLION PEOPLE

"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart.”
Nelson Mandela

OPPORTUNITIES IN A GLOBALISED WORLD
- Greater employment and study opportunities worldwide
- Trade is essential to New Zealand’s economic prosperity
- 84% of Kiwis think it is important to develop ties with Asian nations
- The EU is NZ’s most significant science and innovation relationship
- Latin America is a key partner for NZ trade, especially for agricultural cooperations

BRAIN POWER!
- Boosts skills in other learning areas like Maths and English
- Improves decision-making
- Sharpens cognitive skills
- Improves attention
- Increases memory
- Mental health benefits
- Your brain actually gets bigger!

PERSONAL GROWTH
- Equips students for living in a world of diversity
- Promotes open-mindedness and tolerance
- Raises cultural sensitivity
- Builds up self-confidence
- Increases understanding of own language and culture
- Broadens horizons
- Makes travelling easier and intensifies travel experiences

STUDENTS SAY LEARNING A LANGUAGE IS:
- FUN!
- CHALLENGING!
- ENGAGING!
- INSPIRATIONAL!

STUDENTS LEARNING A FOREIGN LANGUAGE:
EU = 90%
NZ = 27%
(2012/2013. Study hours not specified.)

DON’T GET LEFT BEHIND!

ielp
International Language Education Programmes
www.ilep.ac.nz