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## Tasters or in-depth language programmes?

Language teachers seem to confront the question whether it is better to provide 'tasters' for a variety of languages or more in-depth, long term language programmes.

The first gives students an introduction into a variety of languages and cultures and shows them techniques for language learning.

The second delivers a deeper understanding of one language and culture, which students can build on in their future lives.

An Auckland school was wondering which of the two options students prefer and surveyed their Year 7 and 8 students.

Students were asked whether they prefer to study one language for two years, or would prefer to study a year of each language. They were asked to give a reason.

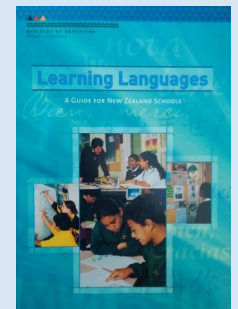
**Year 8** students unanimously (18/18) would have preferred to study the same language for two years.

The main reason was that they would prefer to gain a better knowledge of one language than having a taste of two. (14 gave this as the reason.)

Twelve (of the 22 **Year 7** students who answered the questionnaire) stated that they would like to learn the same language for two years, nine students would like to learn two different languages, and one was undecided. Again, the main reason for wishing to study the same language over two years was to have a better understanding of one language (9). Seven students gave their reason for their preference to learn two different languages as preferring the variety and two students prefer to have a taste of both to help them with choices at high school.

What's your experience? How do you provide language programmes at your school? Have you discussed this amongst your team? Do you discuss with the parents? Or have you done similar questionnaires with your students? If you have, would you like to share them with us? Please feel free to email us your stories or comments on [plc@ilep.ac.nz](mailto:plc@ilep.ac.nz). We would love to hear from you.

On page 27 of "Learning Languages, A guide for New Zealand schools", you will also find more information on the advantages and disadvantages of 'Language Awareness Programmes' and 'Language Acquisition Programmes'.



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## New National Advisor for German

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Four weeks ago, Heike Papenthin, the new National Advisor for German, arrived in New Zealand.

Her role is to support the development of German language education in New Zealand through:

- workshops and courses on German language teaching
- working with schools to establish and sustain German language programmes
- offering advice and guidance regarding teaching materials, resources and pedagogy that promote intercultural communicative language teaching in German
- informing teachers of German about networking opportunities
- providing information and guidance on immersion opportunities, scholarships and professional learning opportunities both in New Zealand and abroad

Heike is excited to have moved to such a beautiful country and cannot wait to meet all of you in person.

Heike and her two teenage boys have lived in a number of different countries and are not only fluent in German and English, but also in Japanese.



The youngest of Heike's two boys is Germany's current national champion in [YOYO](#) and is hoping to start a new trend here in New Zealand.

Her oldest will start in Year 12, aiming to complete high school here in New Zealand.



Before she left Germany, Heike worked as a teacher of English at a German high school and knows exactly how it feels to prepare students for upcoming exams.

Heike talked to us about the pressure and anxiety she faced trying to ensure her Year 13 students in Germany are well prepared to pass their exams over the next few months, although she left for New Zealand before the end of the school year.

For this year, Heike is planning to focus especially on:

- getting to know New Zealand's teachers of German by visiting schools, attending conferences and through networking
- offering workshops with a focus on cultural topics (e.g. on current youth culture, music listened to by young people, highlights of German cuisine)
- how to encourage students to take up German as a foreign language

Please feel free to contact Heike on [German@ilep.ac.nz](mailto:German@ilep.ac.nz).

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## New Spanish Resource Centre at ILEP

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A new Spanish resource centre has officially opened at the ILEP office in Auckland on 28 March.

The Ministry of Education of Spain and ILEP signed an agreement to cooperatively create a library of books, DVDs, magazines and other teaching material to support all teachers of Spanish in New Zealand.

Resources can be borrowed for free and Maria Mitenkova at ILEP is happy to assist you with any request.

Feel free to contact Maria via phone on 09 623 8899 Ext 46 377 or via email on [m.mitenkova@auckland.ac.nz](mailto:m.mitenkova@auckland.ac.nz)

A website will be launched soon with more information regarding the centre, including a list of all the materials available.

Keep a look out at [ILEP.ac.nz](http://ILEP.ac.nz).



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## Welcome to this year's Foreign Language Assistants

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The new Foreign Language Assistants for 2013 have arrived in New Zealand. ILEP welcomed them all at a workshop in Auckland, introducing them to the New Zealand Curriculum, the expectations we have for their work and discussing contractual matters.

It was also an ideal opportunity for the group to meet Embassy staff and the National Advisors for each language.

ILEP staff were also introduced as key contacts, especially [Dmitry Mitenkov](#), ILEP's newly appointed Intercultural Programmes Coordinator, who's role is to coordinate the whole Language Assistants Programme.

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## Manga library available for Japanese teachers

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A Manga library is now available for all teachers of Japanese in Year 9 and 10. New Zealand students have a growing interest in Japanese pop culture, especially Anime and Manga. Therefore, using Manga in class can be very motivating.

Some book shops in metropolitan cities such as Auckland, Wellington and Christchurch sell Japanese manga books. However, they are quite expensive for Kiwi students. Students who are living in other areas seldom have access to Japanese manga. The Manga library enables all students to enjoy Japanese contemporary pop culture.

Mangas are available for borrowing from Tomoko Semba, the Japanese National Adviser. However, books are distributed to schools based on a number of criteria, such as Year 10 retention rate, number of Japanese language students, or if a school has previously received a Manga Library.

Please contact Tomoko on [Japanese@ilep.ac.nz](mailto:Japanese@ilep.ac.nz) if you are interested.



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## Farewell Hiroaki Kanai

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Since 1990, Japanese teachers from Japanese public schools, have participated in the [REX programme](#) ('Regional and Educational Exchange for Mutual Understanding').



Teachers are sent to Canada, Australia, Russia, Brazil or New Zealand for 20 months to teach Japanese language and culture and promote the understanding of Japan.

Mr Kanai has assisted Japanese teaching at Newlands College in Wellington from August 2011 to March 2013 and has recently left New Zealand to return to Japan.

He reports:

"As soon as I arrived in Wellington, I was paired with a teacher at Newlands College. My buddy teacher supported me and helped me adjust to a different way of life. She also helped me do such things as finding accommodation and buying a cell phone, which I really appreciate.

In the first year, I made a lot of Power Points about kanji, introduced Japanese traditional culture (e.g. Menko, Fukuwarai, Calligraphy, Origami, Ekiden, Sadako story, Pop culture etc.) and explained about the high school where I worked in Gunma Prefecture. I have also taught interesting facts about attending Japanese school and Japanese



life such as taking off shoes at the entrance of school, each classroom with cubby holes, male students who need to shave their heads if they want to play baseball, every member of the family using the same bath water and so on.

In the second year, I was beginning to feel more comfortable with teaching and sometimes main teachers let me teach by myself in a classroom. I had more responsibility especially in teaching Year 13 students.

In the 2nd term, I taught Japanese at the nearby Newlands Intermediate school. This time, I taught by myself and did a lot of fun activities such as songs and playing games to get students interested in Japanese.

In the questionnaire I did at the end of the last class, 80% of students answered that studying Japanese is quite interesting.

Through this programme, Ms. Tomoko Semba, (Japanese National Advisor) has been supporting and advising me and I would like to take this opportunity to show my gratitude to her.

I am sure that REX programme has a lot of positive impact on both teachers and students in New Zealand. To begin with, REX teachers have much more to offer than just speaking Japanese. We have more than five years experience teaching in Japanese schools. Furthermore, by cooperating with a main teacher, we help to make up for each other's weaknesses in teaching. This means we can make a better class, catering for students with different levels of ability in Japanese.

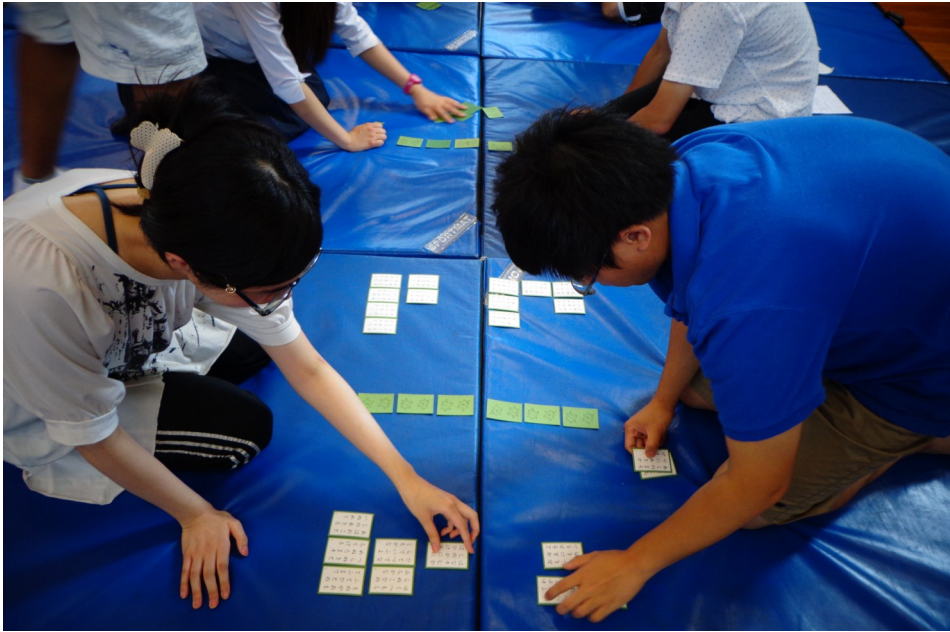
Also, we have experience in teaching club activities in Japanese schools. At Newlands College, I engaged in a cross country club and ran with students outside school time. I helped teach ESOL, PE and Maths as well. Having a good relationship with students inside and outside classroom has been good for me in teaching them Japanese in a classroom.



I would like to suggest that REX teachers and buddy teachers should have enough communication before the REX teachers come to New Zealand. This means that REX teachers can prepare, collect materials in Japan and get ready for teaching in that school. I also believe that it is very important that REX teachers and buddy teachers communicate on a regular basis. I believe that this is important because it gives the REX teachers support and more opportunities to ask for advice and feedback.

This programme has given me a wonderful opportunity to live in New Zealand and I feel like New Zealand is my home country. Since I came to New Zealand, I have realized that I used to live in a small world and English is a vital tool for communication. I would like to bring what I learned to Japan and make use of it for education in Japan."

**ILEP invites schools to apply for a REX teacher**  
**For more information go to the [ILEP website](#).**



**Karuta Introduction by Linton Rathgen,  
Spanish teacher at Epsom Normal Intermediate  
and leader of the Kyougi Karuta Club.**

What "sport" combines ancient Japanese poetry, sitting in seiza position for hours on end, an equally long test of one's short term and long memory plus the need for the somewhat uncommon sporting skill of ear-hand co-ordination?

Japan is famous for many things but one game that is not so famous (yet) is the game of Karuta. Karuta is a Japanese loan word from the Portuguese word "carta" or cards which Portuguese missionaries brought to Japan in the 16th century.

Karuta in its modern Japanese form refers to an often played game of matching cards, not too dissimilar to Snap.

Hyakuninisshu "Chirashidori" Karuta is a game that may be well known to Japanese aficionados and seen played by Japanese families at New Years. Hyakuninisshu is the name of an anthology of 100 poems compiled in the 16th century by the famous Japanese poet, Teika Fujiwara. In this version of the game the second half of each poem is written on a card in hiragana. See the example below. One person reads out the first part of the poem and players have to locate the second half of the poem.

Kyougi Karuta is a more competitive version that is played by about 100000 players in Japan, with most players having started their Karuta playing in school or at University. Japanese high school students who play Karuta regularly practice every day after school, on Saturdays and often attend Karuta tournaments on Sundays or public holidays.

In the game of Kyougi Karuta, players take 25 cards each from the pile of 100 cards and lay them in out in three rows of their playing area or territories. The game is played on tatami. Each row is separated by 1 cm and 3 cms separate the two playing areas. The playing area has a fixed width of 87cms.





Players then have 15 minutes to remember where their cards and their opponents cards are. Once the fifteen minutes are up a reader known as a "dokushu" begins to read out the poems and because the players have memorized where the cards

are, they are able to flick or take the cards the moment they hear the very first syllable.

The objective of the game is to reduce your cards by taking cards in your playing area or your opponents playing area. If you take one of your opponent's cards you give them one of your cards but you must decided which is the best card to give. The first player to have no cards is the winner.

As with most Japanese culture Karuta has a lot of formality and set language that is expected of players. For example before a match players bow to each other and say "Yoroshiku onegai shimasu" and "Arigatou gozaimasu" after the game. Jubilant cheering after having won a game is discouraged. Playing cards are called "Torifuda" and the cards used to read out the poems are called "Yomifuda".

Up until the late early 2000s Kyougi Karuta was only played in Japan but due to the efforts of several individuals in the Karuta world, the game is now spreading around the world.

The popularity of the "Chihayafuru" manga and anime series has helped to raise awareness and interest in Karuta.

In New Zealand, Karuta is being promoted and played by the New Zealand Kyougi Karuta Association (NZKKA) which was founded by Linton Rathgen in July 2010. Linton Rathgen was the first non-Japanese person to play Kyougi Karuta and win a national tournament in 1995.

The NZKKA practices every week in Auckland on Thursdays and Saturdays.

The NZKKA is however keen to see Kyougi Karuta being used as a way for New Zealand students interested in Japan to further develop their Japanese language ability and cultural understanding. There are opportunities for students who learn how to play Karuta to travel to Japan and compete in tournaments.

Further information, including photos and videos can be found at the NZKKA website – [www.karuta.org.nz](http://www.karuta.org.nz). - By Linton Rathgen







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## Qingming Festival

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Qingming Festival, which is also called Tomb-Sweeping Day, is a public holiday, normally celebrated on 5 April, on which Chinese hold a memorial ceremony for the dead (ancestors, family members). Families visit the graves of their ancestors, offer food, tea and wine and pray before their ancestors to honour them.

Some families decorate their front doors and gates with willow branches to protect their houses from the evil spirit that wanders on Qingming.

People also go on family outings and fly kites that represent animals or characters of Chinese opera.

Qingming Festival is also important for Chinese tea cultures, as tea picked before the festival is much more expensive than tea picked after the festival.

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## Workshops and events for teachers of Chinese

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Wu Yang, National Advisor for Chinese regularly organizes and hosts a variety of interesting events.

### Recent events:

- A cluster meeting took place in Wellington on 4 March
- A workshop for L2 reading and teaching Chinese orthography and discourse took place on 23 March in Christchurch
- A Chinese Bridge Speech Competition (regional) took place in Christchurch on 6 April
- PD Course for teachers of Chinese at the Confucius Institute Resource Centre

### Upcoming events:

- A Chinese Bridge Speech Competition (regional) will take place in Auckland on 11 May
- Chinese Bridge Speech Competition (national) in Auckland on 18 May
- A Chinese Assessments Workshop on 3 May in Auckland

If you are interested in participating in workshops, competitions or any other events, please contact Yu Wang on [Chinese@ilep.ac.nz](mailto:Chinese@ilep.ac.nz)



## An invitation to all French teachers in intermediate schools in the Auckland region

All French teachers in intermediate schools in Auckland are invited to attend a networking meeting with the French National Adviser

– Glenda Palmer:

- Meet French teachers of the region
- Discuss PD needs with the National Adviser
- Share resources and initiatives with colleagues
- Speak French with your counterparts
- Discuss intercultural aspects in your French lessons
- Adviser will present a different resource initiative for each session



- When:
1. May 9<sup>th</sup>
  2. May 15<sup>th</sup>
  3. May 23<sup>rd</sup>
  4. May 28<sup>th</sup>

Choose 1, 2, 3, or come to all sessions.

Time: 4.30pm to 6pm, afternoon tea provided.

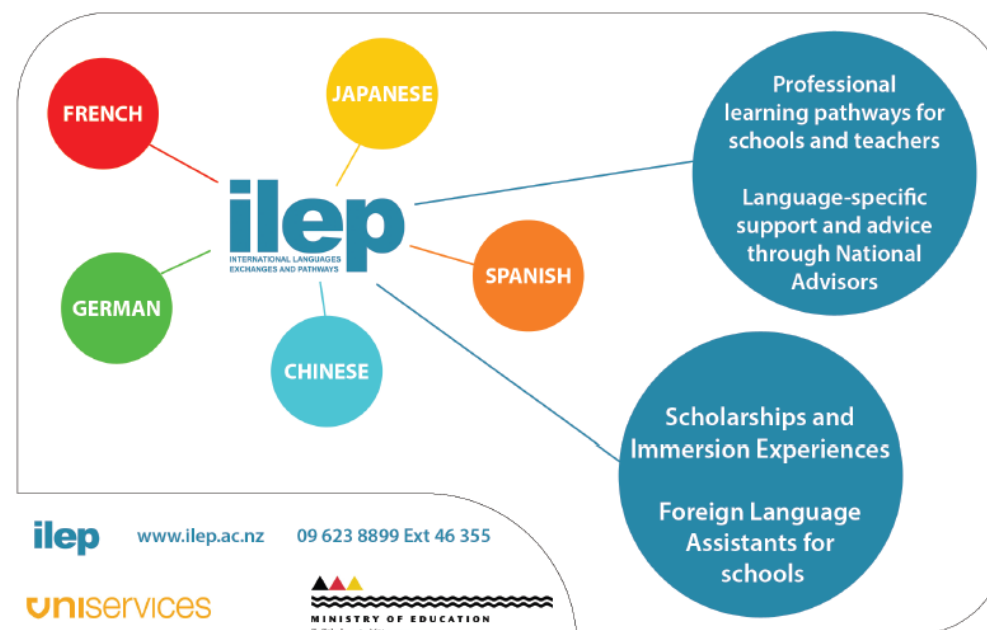
Where: ILEP Meeting room E 18, University of Auckland, Epsom Campus, Gate 3, 74 Epsom Ave, Epsom.

Please register directly with [d.mitenkov@auckland.ac.nz](mailto:d.mitenkov@auckland.ac.nz) or email Glenda on [french@ilep.ac.nz](mailto:french@ilep.ac.nz).

## Workshops for Japanese teachers of Y9-13 students

All teachers of Japanese (for Years 9-13) were recently invited to an after-school reading and listening session with the Japanese National Adviser, Tomoko Semba.

If you are a teacher of Japanese and would like to attend future sessions, please contact Tomoko on [japanese@ilep.ac.nz](mailto:japanese@ilep.ac.nz). She will then add you to her mailing list and keep you posted for future events.



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## Key Contacts and Links

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### ***Advisory Support***

**National Advisers** for Chinese, French, German, Japanese and Spanish provide language specific support and can also offer advice about foreign language assistants and scholarship and immersion opportunities for each language.

**National Coordinators** for Learning Languages, Secondary Student Achievement Contract, focus on effective implementation of the New Zealand Curriculum and the NCEA realigned achievement standards as well as the development of literacy and language practices.

⇒ Northern & Central Regions please contact: [Dee Edwards](#).

⇒ Southern & Central South Regions please contact: [Jo Guthrie](#)

**NZALT** The New Zealand Association of Language Teachers offers a nationwide network to support language teachers, including regional meetings, professional development, awards, newsletters, conferences and advocacy on key issues.

### ***Professional Development Opportunities***

**TPDL** (Teacher Professional Development Languages) is a Ministry of Education funded programme aimed at developing teacher language proficiency and second language teaching capabilities in order to improve student language learning outcomes. TPDL is available to beginners as well as language experts.

**ILEP** (International Languages Exchanges and Pathways) supports schools and teachers to implement the Learning Languages curriculum area, particularly at Years 7 and 8.

**Language Immersion Awards** are provided by the Ministry of Education for teachers of languages to undertake immersion experiences overseas. Further details are available at the [AFS website](#).

**Don't forget!** Check out the [Learning Languages Website](#) for regular updates and more information.