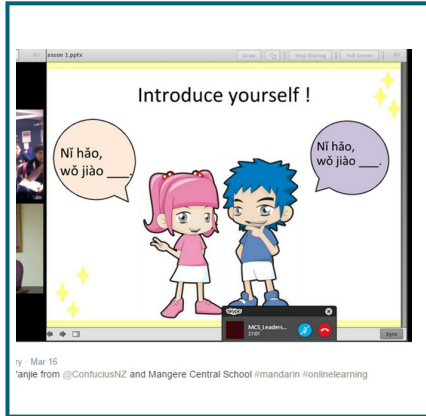
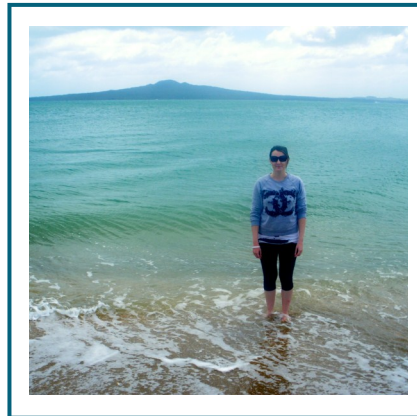


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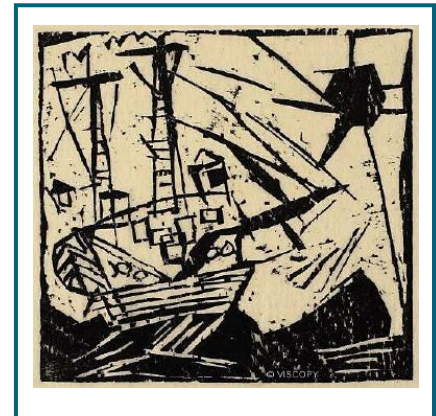
CHINESE LANGUAGE NEWS

CHINESE SCHOLARSHIP
CHINESE CLASSES ONLINE
XIAO PINGGUO PROJECT



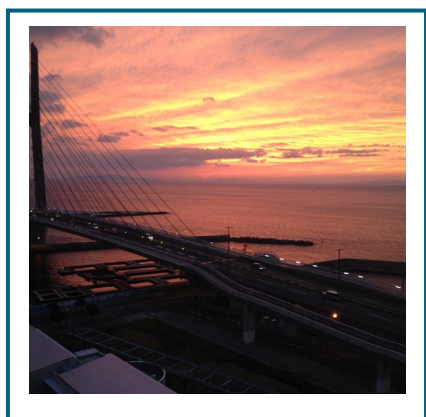
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Chinese Language News

Chinese Scholarship 2014

Written by Zoe Ward, St Heliers School

The Chinese Scholarship funded by the Ministry of Education and hosted by the Beijing Language and Culture University in September 2014, has had a lasting impact on my teaching and learning of Mandarin and Chinese culture. From breakfasts of steamed stuffed buns, pickled vegetables and rice porridge before each morning's language class to battling the Beijing subway, the three week programme encompassed a diverse range of language and cultural experiences. Daily language lessons were designed by native speaking teachers to prepare us for immersive language tasks such as navigating the subway, visiting the incredible palaces, museums and heritage sites in Beijing, dining out, shopping in the market and interviewing local people and visitors using Mandarin.

These lessons necessitated learning the language of survival and exploration in Beijing. Using Mandarin to communicate with Chinese native speakers was a fascinating and immensely valuable experience. We realised the importance of pronunciation, and to distinguish academic from vernacular Chinese through opportunities to speak and listen to children, officials, shop workers, members of the public, tourists, stall owners and tour guides. Relying on announcements and recorded messages while travelling - as well as reading maps and signs - made using Mandarin a genuine matter of survival.

The intercultural learning experiences of the Beijing Scholarship cannot be underestimated. Using language-in-culture to negotiate meaning in a huge variety of contexts gave us an insight into Chinese culture and into a myriad of different social, historical, political and personal situations. Beyond the explicit culture at tourist landmarks (Summer Palace, Tian An Men Square, Forbidden City, Great Wall) we absorbed the culture of Chinese people living their daily lives in public, as crowds, as families, individuals, workers, officials and tourists to Beijing. Shopping, travelling, getting lost, asking for directions, ordering food, chatting to children, making conversation, bargaining prices, listening to information, visiting attractions, using public

transport; all these experiences taught us something new and specific about how Chinese people interact, the language used in different milieu, differences in status according to age, gender and relationships, dialects and differing attitudes to non-Chinese speakers.

An overnight homestay with a local family is my fondest memory of the three week trip. The hospitality and warmth of my Chinese hosts was humbling, and was a simple yet powerful reminder that learning languages opens doors into new friendships where communication is key in making a lasting connection. Happily, these new friends Cindy, Peter and their young son Kuan Kuan have visited me in Auckland in February, for a reciprocal language and cultural experience – Kiwi style!

The scholarship experience has added authenticity and creativity to the tasks I design, which now feature a greater range of 'everyday' Chinese. Importantly, I am more mindful and aware of my own students' challenges in learning.

Theories learned in TPDL have been made real, put to the test in a real-life immersion experience. This has transferred into lesson planning, resource preparation, curriculum design and delivery in the classroom. Ultimately, the beneficial impact on students' learning – motivation, output, cultural awareness and enjoyment have all risen.



Chinese Scholarship 2015
will be held **27 June—19 July**
APPLICATIONS ARE STILL OPEN
Please email the Chinese National Adviser at
chinese@ilep.ac.nz

BYOD Workshop: Teaching Practices Sharing

Written by Yu Wang,
Chinese National Adviser

The BYOD Chinese Workshop which was co-organized by Chinese National Adviser, Yu Wang and New Zealand Chinese Language Teachers' Association (NZCLTA), was held on March 21, at the ILEP Offices in Auckland. Judy Fang, an experienced secondary Chinese teacher from Lynfield College, and also the Regional Officer of NZCLTA in Auckland shared her ideas and practices of how to use Happy Chinese (快乐汉语) for students of Years 9 and 10, as well as how to use *Language Perfect* for students to preview the vocabulary through Google Docs. There are about 25 teachers attended the workshop including two teachers who joined from other regions via Skype.

Happy Chinese (快乐汉语) is a set of Chinese learning resources developed by Hanban, consisting of three textbooks in three levels, associated with CDs, videos (could be installed on devices) and an online course. The videos and online course include whole sets of listening, consolidation activities, authentic situational video clips, to allow students work on the language step by step. Judy introduced her ideas of how to use these tools, which has proved to work well in her Chinese class. She has also shared the workbook she developed for Year 9 students.

Apart from Judy, Craig from Language Perfect introduced the newly developed Script Recognition tool for Chinese, as well as an online learning tool for foreign languages. Participants commented that they have learnt a lot from the workshop and they look forward and attending more in the future.



The 6th New Zealand Chinese Calligraphy Competition 2015

This competition aims to provide an opportunity for students of Chinese language to demonstrate their knowledge of Chinese language and their calligraphy skills; and, to encourage and attract more students into learning Chinese language and culture. Students must be enrolled at a New Zealand school or tertiary institution.

Original work to be posted to CIUC at:

Confucius Institute, Level 2, Logie Building, University of Canterbury. Private Bag 4800, Christchurch 8140.

Deadline for Submission of Work: **11 September 2015**

A selection of winning calligraphy entries will be published in the Collection of Calligraphy Works produced by the Confucius Institute at the University of Canterbury.

If you have any question about the competition, please feel free to contact Dr Licheng Li

Email: licheng.li@canterbury.ac.nz



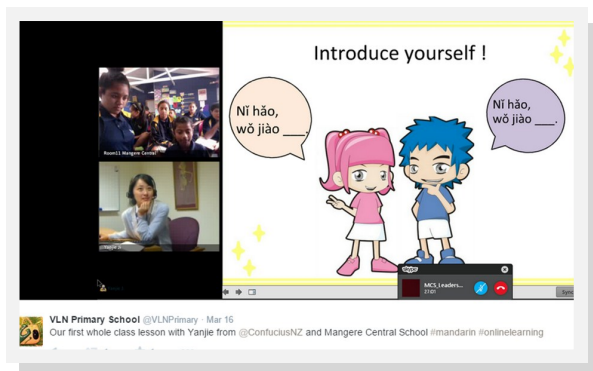
坎特伯雷大学 孔子学院
Confucius Institute at University of Canterbury



www.ci.canterbury.ac.nz

Chinese classes online at Mangere Central School

Written by Rachel Roberts



Students at Mangere Central School have been learning Chinese online with a Mandarin Language Assistant (MLA) from the Confucius Institute in Auckland. In the previous three years small groups of students have connected into classes with other students from schools around New Zealand. This term the VLN Primary School has initiated a whole class language learning approach where the MLA “beams in’ and works in tandem with the classroom teacher. The MLA

is the language expert in the classroom, the classroom teacher manages the crowd control in the classroom and learns alongside their students. As well as providing Mandarin learning opportunities for students, this is a great professional learning opportunity for teachers. Teachers can learn or brush up on their language skills, have access to a programme and resources they have experienced first hand and be motivated to pursue teaching these language classes themselves, within their own schools or across the VLN Primary School. If any schools are **interested in pursuing opportunities** such as this one please contact Rachel.

rachel.roberts@vln.school.nz

Teachers can find additional PLD opportunities through **ILEP** (www.ilep.ac.nz), **TPDL** (www.tpd.ac.nz) and other providers. More information on PLD available here:

<http://learning-languages.tki.org.nz/News-and-Deadlines>

Chinese Language Course for beginners

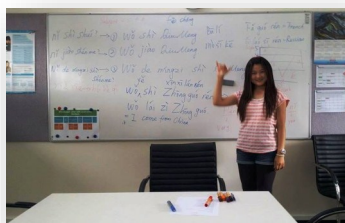
Do not miss on your opportunity to join our free Chinese Language classes in Auckland throughout 2015!

The **introductory course** to Chinese focuses on listening and reading, communication and basic Chinese characters recognized at HSK 1 level.

The **intermediate course** aims to achieve listening, reading, communication and the Chinese characters at HSK 3 level.

Chinese lessons for **Introductory level:**
Tuesdays, 4—6pm

Chinese lessons for **Intermediate level:**
Thursdays, 4—6pm



VENUE: E-4, Epsom Campus, The University of Auckland
PRESENTER: Meng Qiu, Chinese Language Assistant, ILEP
PROVIDER: Yu Wang, National Adviser for Chinese, ILEP
COST: Free

学中文

Registration through chineseassist@ilep.ac.nz

Xiao Pingguo Project (Little Apple Dance Video)

Project founder and organizer

Dr Yu Wang (Chinese National Adviser)
NZ Chinese Language Teachers' Association

小苹果舞蹈项目

动感的节奏配以朗朗上口的歌词，表达真挚的情感，使得《小苹果》成为2014年中国最流行的歌曲之一。同时，以其为背景的舞蹈也迅速在各个年龄段人群中传播开来。现在，新西兰国家汉语顾问王宇博士协同新西兰中文教师协会发出倡议，向新西兰中学学习中文的学生一发出《小苹果》快闪舞视频征集令。

项目内容：

只需要教会自己的学生跳《小苹果》，并将舞蹈拍成视频，在今年6月5日之前将视频发到指定邮箱，我们会将您和学生一起完成的舞蹈视频编辑整理，发布到网上，并评出优胜奖。

Dance Collection

Little Apple is one of the most popular songs in China. The dance for this song is quickly spreading among the Chinese people worldwide from kids through to seniors. Now the wind of this dance is coming to New Zealand. Dance with your students and take a video clip of that, send it by email before 5 June. Here are some websites where you could find the examples about this dance:

<https://www.youtube.com/watch?v=bqKo9ojz-gk>

<https://www.youtube.com/watch?v=n1Zimt8c0Ds>

Project email: chineseassist@ilep.ac.nz

Supported by:



Upcoming National Adviser Workshops



For information about upcoming National Adviser's workshops, please visit the ILEP website:

<http://ilep.ac.nz/>

French Language News

The Kiwi experiences of a Language Assistant

Written by Virginie Le Tallec

Bonjour!

My name is Virginie Le Tallec and I left Brittany, the region of crêpes in the West part of France, to be a French teaching assistant for this year. I studied Spanish and English at the University of Lille where I completed a Master of Arts.

My impressions about New Zealand

When I arrived in New Zealand by plane, I saw a wild country. I felt like I was the first one to discover it! I am still impressed by how green Auckland is. There are parks and trees everywhere which is really different from French cities. Kiwis look relaxed, not stressed at all and it can be seen by the way they are dressed: they walk barefoot everywhere, even in supermarkets!



Surprisingly, I am not disappointed by kiwi food! It is so exotic from what we have in France that I actually don't miss it (yet)! I discover a new fruit or vegetable every time I go to the supermarket: the last one was feijoa!

My first week at school

My first week at school was full of discoveries! First, I was surprised by the uniforms. I knew the students would wear uniforms but I didn't expect it to be that strict: some shoes are not allowed, they even have a uniform when they do sport! I was really impressed on my first day, this is not easy to be in front of a class of 25 students all in uniforms!

The school hours are also different. In France, school starts at 8am and finishes at 5pm. I love New Zealand! However, a 40 minute break at lunchtime is not enough. I don't have time to eat in 40 minutes, I need at least an hour!

Moreover, I am really impressed by the number of sports activities, tournaments and trainings the students are doing. I often forget that school is not only a place to learn but also a place to socialize.

The teaching staff is very welcoming, they really try to involve us in the schools' activities but unfortunately it is not always easy because I have three different schools.

In New Zealand, students are angels! They listen to the teacher and the other students. Of course, there are exceptions but in general, I feel like in France it is much harder to be respected. Well, it is the country of the Révolution!

I would like to thank ILEP for their support and help for the paperwork and I also would like to thank the teachers who hosted me and helped me find an accommodation. I am ready to enjoy my time in New Zealand and to travel around!

Applications for hiring a language assistant will open again in June 2015

For more information, visit
<http://ilep.ac.nz/language-assistants>

The robust relationship between France and New Zealand is bringing important initiatives in the field of Education to enhance the teaching of French in New Zealand schools. In fact, the Cultural Office of the French Embassy in Wellington is already promoting and developing French language learning in New Zealand and the links between the two educational systems.

SCHOOL EDUCATION COOPERATION

Collaboration with education authorities and institutions of both countries aims to develop links and exchanges between the French and New Zealand education systems at primary and secondary level.

HIGHER EDUCATION

The Cultural Office encourages the creation of new partnerships by facilitating contacts between institutions of both countries to develop tertiary student exchanges between New Zealand and France or French Pacific Territories.

ENGLISH ASSISTANT PROGRAMME

New Zealand students aged between 20 and 30 can spend a year in France teaching conversation classes in French schools.

THE FRENCH LANGUAGE

French is currently the most taught foreign language in the New Zealand school system.

- **TEACHER TRAINING PROGRAMMES**

Through professional development programmes for French teachers, including the yearly three-week immersion programme in Noumea, which is jointly funded by the Embassy and the Government of New Caledonia.

- **SUPPORT TO THE FRENCH TEACHERS NETWORK**

Building strong collaboration with the National Adviser for French and the New Zealand Association of French Teachers (NZAFT), the Cultural Office contributes to creating and maintaining an active and vibrant network of French language teachers in New Zealand.

- **BILINGUAL EDUCATION**

Two existing bilingual units in Richmond Road School and Birkdale North Primary School in Auckland, and offers assistance in the form of counselling to community groups interested in setting up new projects.

- **DELF AND DALF FRENCH LANGUAGE CERTIFICATIONS**

Globally recognized French language certifications which are offered by the Alliance Françaises in New Zealand. Schools which can now offer this certification to their students and become DELF exam centres as part of a scheme run by the Cultural Office.

For more information, visit www.ambafrance-nz.org/IMG/pdf/education_and_the_french_language.pdf



4-6pm When and Where;

Date TBC Christchurch, St. Margaret's College
April 28 Tues, Wellington, St Mary's College
April 30 Thursday Nelson, Nelson College for Girls
May 5 Tues, Dunedin, Queens High School
May 7 Thurs, Auckland, ILEP, Faculty of Education, Epsom
May 12 Tues, Hawkes Bay, Iona College
May 14 Thurs, Lower Hutt, Hutt International Boys' School
May 20 Wed, North Shore, Westlake Boys High School,
May 26 Tues, Rotorua/Taupo, John Paul College
May 28 Thurs, Waikato TBC

- ◆ Meet up with French teachers of the region, this session is for all levels.
- ◆ Discuss PD needs with the National Adviser
- ◆ Share resources and initiatives with colleagues, bring a USB
- ◆ Discuss intercultural aspects in your French lessons - Developing intercultural competence
- ◆ Adviser will present a resource initiative for reading in French

Afternoon tea provided

Please register directly with the National Adviser - french@ilep.ac.nz

Upcoming
National
Adviser
Workshops



For information about upcoming National Adviser's extra dates, events and workshops, please visit the ILEP website:

<http://ilep.ac.nz/>

The Alliance Française Media Center

OPENING TIMES

Monday to Thursday:

10am-6:30pm

Friday: 10am-4pm

Saturday: 10am-12am

BORROWING CONDITIONS

Books: 5 items / 3 weeks
DVD & CD: 3 items / 1 week

Members and students of the Alliance Française have access to a wide range of French literature and language resources such as art, education and cinema.

Teachers can choose books matching their students language level (from Beginner to Proficient) to enhance their students' learning experience.

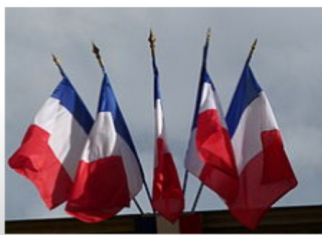
The library is based in Grey Lynn (Auckland) and there is also an online catalogue for users to browse directly from home and find out more about new acquisitions.



More information at

<http://www.alliance-francaise.co.nz/>

France - Did You know about ?



- Devinette -

C'est une femme dont tout le monde connaît le sourire qui se trouve au musée du Louvre.

La Joconde de Léonard de Vinci

France's new laws against too-thin models who 'glorify anorexia'

http://www.nzherald.co.nz/lifestyle/news/article.cfm?c_id=6&objectid=11418820

Comment est née la langue française ?

<http://1jour1actu.com/info-animee/comment-est-nee-la-langue-francaise>

À la rentrée 2016, le collège sera réformé.

<http://1jour1actu.com/france/reforme-college>

Ils parlent français à l'autre bout du monde !

<http://1jour1actu.com/monde/francophonie-64120/>



Le monument le plus méconnu de Paris

<http://www.pariszigzag.fr/secret/chapelle-expiatoire-paris>



German Language News

German Scholarships

The German National Adviser is currently conducting interviews with this year's applicants for the NZGSE, IDO (International German Language Olympics) and PAD scholarships in all regions of New Zealand.

For more information, please email the **German National Adviser** at german@ilep.ac.nz or visit **ILEP Website** <http://ilep.ac.nz/national-advisers/german-national-adviser/>

Experiences from 2014

My host family lived in Eching, a short 20 minutes by train to the heart of Munich and a little less by car. Munich is not short on art, history and culture and Teri, my host sister and I filled my spare time with museums and performances of classical music at the LMU University and sometimes just simply strolling through admiring the pretty architecture.

I had expected to fall into some sort of routine; wake up, get ready, struggle through school etc. but I didn't really account for how much Germany has to offer. Christmas was an



unforgettable experience. Christmas in Germany is something else. A necessity for any traveller experiencing a Christmas market is to try Glühwein. Hot mulled wine on a bitterly cold and often snowy day is something of a godsend. Back with my host family, I helped decorate the house, and bake plätzchen for neighbours and teachers. Christmas night culminated in my incredibly musically talented host family playing carols together on their respective instruments and exchanging presents.

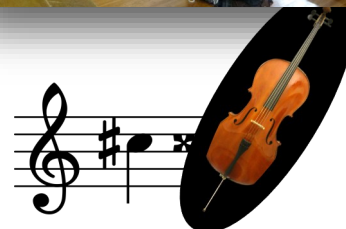
I think one of my favourite parts of travelling are meeting people. The people that offer to take a photo of you and your friends so you can all be in the shot, the people that give you directions, untangle the intricate code that is the German train timetable, the people that strike up conversation when they see your NZ baggage tag and tell you about their own adventures in New Zealand. My exchange was filled with those wonderful people, and I realize now that it is because in Germany, there is a general acceptance of travel as almost a rite of passage, or a necessity for eager young people to learn about the world.

Before my exchange, I had only expected to improve my German, but after completing it, I realized I had achieved so much more. My life was truly changed in Germany. It would have never occurred to me almost a year ago, when I tentatively handed in my application for this scholarship, that my life would be so thoroughly changed! I can say without a doubt that I will be back to Germany as soon as I possibly can.

Written by Rachel Machado, Whangarei Girls' High School, NZGSE Scholar

Spaceman Spiff Concert

On Monday March 2, in the late morning, over 100 senior school students from 6 different schools in Wellington gathered in the school hall of Wellington Girls' College in Thorndon. What they all had in common was the German language, and they were there to listen to singer-songwriter Hannes Wittmer – or Spaceman Spiff – perform a selection of his songs in German and to chat with him – also in German - about his music and other things. Hannes is in New Zealand for the second time. His plan was to spend a quiet fortnight here staying with a relative and practicing his new instrument of choice, the cello. But the chance to perform to an audience who could appreciate his lyrics as well as his acoustic guitar accompaniment was tempting and he subsequently agreed to give a second concert for students of German at Victoria University and to pop in to an advanced German class at the Goethe-Institut.



Conference for Teachers of German in New Zealand

Head to **Wellington** for the first three days of the July holidays (Saturday 4, 11am – Monday 6, 4pm) and recharge your batteries with colleagues from the length and breadth of New Zealand at the **Goethe-Institut**. The **biennial Conference for Teachers of German** in New Zealand will take place under the motto *“Teilen und Tauschen”* or *“Share and Swap”*, as in the tale of *“Hans im Glueck”*. Everyone has something to share and exchange. On the programme will be: Vocational Pathways, contact with careers advisors, e- learning, Life Swap, promoting languages and much more. Refresh your German language, pedagogical and cultural skills, and catch up with colleagues and friends.



Saturday 4 July 11am – Monday 6 July 4pm At the **Goethe-Institute**, Level 6, Crombie Lockwood House 148 -150 Cuba Street



Upcoming events

Age of Turmoil: Art in Germany 1900–1923

This exhibition shows political change, industrialization and growing military strength which made Germany a leading power during the 1900s which was not able to reflect dramatic changes having place in the society and the economy of those days. In order to respond to those demanding circumstances, different artistic movements arose: Secession, Expressionism and the Neue Sachlichkeit (New Objectivity). For **more information about authors and their works** visit:

<http://www.aucklandartgallery.com/whats-on/events/2014/november/age-of-turmoil-art-in-germany1900-1923>

Until May 31, 2015

Auckland Art Gallery, Mezzanine Floor



The KIELER Woche

Coming up in Germany at the end of June: The KIELER Woche - The largest sailing event in the world and longest open-air festival

Written by Heike Papenthin, German National Adviser

This is definitely my personal favourite of all the festivals I have been to: The Kieler Woche! It started off in 1882 as a pure sailing event but over time changed into a huge cultural and musical event with a wonderful international atmosphere along the Kieler Förde (Kiel's harbour front). An impressive tall ships race concludes the event after a week which to me has always been pure magic.

I remember that when I was a student attendance at Kiel University was down to about half. You simply could not miss out on this superb event in your usually less exciting town. In Term 3, I will continue my workshop series on German regions and focus on Kiel and other places along the Ostsee (Baltic Sea).



2015 Film Series

This year marks the 25th anniversary of German reunification. The **Auckland Goethe Society**, with the generous support of the **Goethe-Institut**, will be showing a range of films about the *former East Germany and the post-1989 'Wende'*.



Film series - 25 years of German reunification:

Solo Sunny - 28 May

Goodbye Lenin - 25 June

Das Leben der anderen (The Lives of Others) - 23 July

Sonnenallee - 20 August

Room D1 at Epsom Campus, University of Auckland

Thu, May 28, 2015 7:00pm

Thu, Aug 20, 2015 11:00pm

Entry is free for members and \$5 for non-members



Check out

The **Auckland Goethe Society** at www.aucklandgoethesociety.org

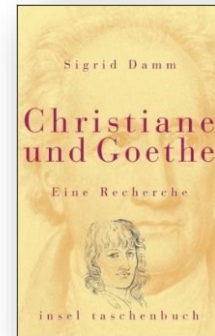
The **Wellington Goethe Society** at www.welly-goethe.org.nz

Book Recommendation: Christiane und Goethe

Written by Heike Papenthin, German National Adviser



On June 1 this year, the 250th birthday of Christiane von Goethe, nee Vulpius, will be commemorated. For a very long time Goethe's long-time mistress and wife was hardly in anybody's focus – until Sigrid Damm published her outstanding work "Christiane und Goethe" in 1998, which completely changed the perception of this woman, who Friedrich Schiller in a hurtful way had labelled an "object". For me it also changed the way I had perceived Goethe – I really recommend Sigrid Damm's unprecedented, deeply moving work which has been translated into Spanish, French and Japanese.



Intercultural teaching workshops

The Intercultural teaching workshops held by National Adviser Heike Papenthin in five different places in the North and South Island were very well received by teachers of German. Heike introduced a variety of teaching units and resources on the topic of the 2015 Goethe-Calendar ("Freizeit").

Participants had a closer look at these, engaged in discussions on how they could best adapt them to their own teaching contexts and shared very useful tips. One of everybody's favourite was the website: www.lyricstraining.com.



Upcoming National Adviser Workshops



Intercultural teaching approaches and recent materials on how young Germans spend their leisure time.

5 May, Hamilton

10 June, Timaru

Upcoming Networking Meetings

17 June, Wellington

To attend, please RSVP: admin@ilep.ac.nz

Japanese Language News

Kansai Immersion Seminar 2015

Japanese teachers from schools around New Zealand can be granted a **two-week trip to Japan** as part of the Kansai Programme's immersion-based scholarship funded by the Ministry of Education and managed through International Languages Exchanges and Pathways (ILEP). You have the opportunity to be one of the six teachers who will go to Japan and stay at Kansai Japanese Foundation Centre during the Term 4 school holidays.

Application forms are available from programmes@ilep.ac.nz

For more **information**, email the Japanese National Adviser, Akiko Harada at japanese@ilep.ac.nz

Experiences from 2014



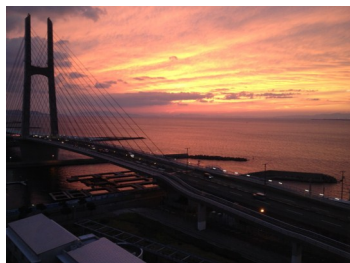
I was lucky enough to be one of the six candidates chosen to take part in a two-week trip to Japan as part of the Kansai Programme's immersion-based scholarship. I know I speak for all of us when I say I cannot explain how privileged and grateful I am to have been selected.

We were given amazing opportunities that just simply would not have happened had we visited Japan ourselves. Homestays, school visits, resource collecting in Osaka, interviewing strangers on the street plus an incredible, traditional visit to the Buddhist sanctuary Kouya-san where we stayed in a traditional Buddhist temple. I was particularly pleased with the expectation that our level of Japanese was high enough to conduct everything in Japanese. All explanations, lessons, presentations were done entirely in Japanese, allowing us to rapidly improve our own fluency and confidence in a short time. Everyone was incredibly understanding of any mistakes we made, and did not judge or correct us inappropriately. I had not spoken Japanese properly for 10 years, so this aspect of the course was invaluable to me.

The facilities were outstanding. A private room with a shower much like any good hotel. A cafeteria with a good selection of food (although get in quick at lunch time!), a small gym, bikes to hire, a free shuttle bus to the stations and incredibly helpful and friendly staff and excellent study and IT facilities. It is also incredibly easy to travel around by bike to visit nearby shopping malls and the supermarket. Everything you could ask for was close at hand, even Osaka centre was only 1 hour away by train.

My focus for the course was to gather resources to teach Japanese culture to Primary School children. Let's just say I had to throw away shoes and clothes to fit everything I gathered into my suitcase, and that does not include all of the interviews, photographs and presentations on my laptop. I know I speak for us all when I say this was an incredibly rewarding, useful, practical trip which exceeded our expectations and that we would like to thank all of the staff at the Centre and Akiko for being our guide.

Written by Tracy Telders, Tirimoana Primary School



What a time we had! We were based at the Kansai Japan Foundation Centre in Osaka, Japan, a purpose-built and architecturally beautiful centre for the studies of all things Japanese. Every detail was carefully and meticulously planned prior to our arrival. We each had our own room, overlooking the bridge and the ocean, and way off in the distance was Kansai Airport. We had friendly concierge staff able to answer our questions, smiling security guards who remembered not only our names but which of the rental bicycles we preferred, cafeteria ladies who smiled at us over our trays of steaming hot goodness, and teachers who genuinely wanted us to build on our knowledge and renew our contact with the Japanese language.

Our classes were tailored to suit our needs: we were two primary and four secondary teachers with different backgrounds, yet all of us came away from each lesson with something valuable. The Centre very graciously chose from a list of 20 topics of interest that we had submitted and delivered lessons that were topical, useful, and above all else, exceedingly interesting. We all came away with new resources, new textbooks, new websites to use, ideas, packs of stickers for our students, and bulging suitcases full of neat classroom stuff from our trips to the hundred yen shop (thank goodness for the airport-level accuracy of the scales in the front lobby!). Most importantly, we developed new friendships and a much-needed boost to our closeness and love of all things Japanese.

On behalf of the six of us, I'd like to thank Akiko for not only choosing us to go, but being quite possibly the coolest travel companion and advocate EVER. We had a fantastic and career-altering gift in those two weeks that will sustain us all for a very long time. And for those of you thinking of applying, please do. It was the single most beneficial professional development opportunity I have had in my nineteen years of teaching. Thank you again to Akiko and the staff of ILEP and the Japan Foundation.

Written by Jennifer Arai, Nelson Boys High School

Upcoming National Adviser Workshops



How to Use Website Effectively for Classroom Activities

By Belinda Sydenham and Akiko Harada at **Baradene College of the Sacred Heart, Room D325** (computer room) - **AUCKLAND**.
Please bring your USB!

Wednesday 20 May from 4 to 6pm

The NZJEP Programme



The aim of this programme is to deepen understanding between New Zealand and Japan on a broad educational and cultural basis. International Languages Exchanges and Pathways (ILEP) administers the NZJEP programme. Funding is available for projects that promote educational and cultural exchanges of educators, artists, craftsperson and scholars.

Application forms are available from programmes@ilep.ac.nz. Please send your applications **by 31 July 2015**.

For more information visit:

<http://ilep.ac.nz/pld-opportunities/pld-opportunities-abroad/japanese-programmes/the-nzjep-programme>

Japan Foundation Sydney Intensive Seminar

Written by Lucia Ju

I was very fortunate to attend the Intensive Seminar for teachers of Japanese in Sydney (January 19—January 22) with three other New Zealand teachers. This seminar was an excellent opportunity to ‘brush-up’ our Japanese language skills, increase our cultural knowledge, share and gain new teaching resources and meet new teachers from New Zealand and Australia.

Our language skills were developed by lessons specifically focused on a cultural aspect such as, osechi ryouri, Japanese music, Daiso items and through the point of views of learners in schools in Japan. Through these cultural aspects our listening, reading, speaking and writing skills were taught. The lessons were fun and informative. Lessons also gave me an insight on how to use this in my own classroom.

Additionally we practiced our speaking through an activity called furusato. Guest speakers and teachers talked about their ‘furusato’ using pictures to describe where their home is. We all had an in-depth discussion of ‘home’ and it wasn’t always where we were born in. This was a great opportunity to use our Japanese in the context that we are familiar with.

An exciting and practical part of the seminar was Shodo (Calligraphy) and Furoshiki. A guest lecturer came to teach teachers the history of shodo and how to write in calligraphy. The Furoshiki activity was really enjoyable. We learnt how to fold the fabric to carry various items such as bottles and tissue boxes. These two lessons helped me to deepen my understanding to teach this in my classroom.

Optional activities were also part of the program. There were two activities: screening of a movie called ‘Woodjob’ and learning and experiencing ‘tadoku’ meaning to read a lot. An important aspect of tadoku is not to use a dictionary and to enjoy reading. I think tadoku can be used in the classroom to increase vocabulary and fluency in reading.

Furthermore, teachers can use tadoku for their own up-skilling of Japanese.

Lastly, we also shared and presented resources we use in the classroom. At the end of the seminar these resources were all given to us in a USB. Online resources were also presented in the seminar. I am looking forward to using some of the resources

Overall, this seminar was full of language, culture, teaching ideas and resources. Although it was for a short time my confidence in the Japanese language, cultural aspects of Japan and of the methodological aspects in language teaching have increased. I met new teachers from both New Zealand and Australia and gained a close relationship with all. I recommend this seminar to the teachers of Japanese, as it is a valuable experience.



The **New Zealand Association of Japanese Languages Teachers (NZAJLT)** recently launched a new website:

www.nzajlt.org.nz

The revamped website features:

- A photo gallery of events involving Japanese students
- Regular news updates
- Information of upcoming events
- Resource section for members
- Social media links (Facebook and Twitter)

If you would like to **become a member**, visit www.nzajlt.org.nz/join-now/

For **more information**, email NZAJLT at nzajlt40@gmail.com

Consulate-General Visits Mercury Bay Area School

When I heard that the Consulate-General of Japan in Auckland had a school visit programme, I knew that it was an opportunity not to be missed. I'm trying to build interest and awareness of Japanese language learning at my school, and a visit from the Consulate seemed just the ticket. I have only one class learning Japanese, a very small group of Year 10 beginners. We are an area school, and to boost numbers (and make the three-hour drive from Auckland worthwhile to the Consulate), I asked Year 7 and 8 teachers if they would like their classes to receive a presentation on Japanese language and culture. The teachers of all six classes responded in the affirmative, which meant that I now had to ask the consulate to spread their visit over two days! Vice-consul, Kyohei Tanaka; Yuko Wiles from the Consulate's Information and Cultural Section, accompanied by assistant, Tim, and Japanese language advisor, Akiko Harada, arrived laden with boxes of clothing, replica food samples and packs of printed material to give to each student. Our students were fascinated as each class in turn listened to Ms Wiles' presentation. They were especially enthusiastic when they got the chance to try on yukata, happi and geta and to see the realistic plastic food samples that are displayed in Japanese restaurants. There were enough yukata for all the students (and some teachers) to get dressed up, resulting in some colourful photo opportunities. In fact, the local newspaper even came to see what we were up to and published a well-researched article about the visit.



The excited buzz and goodwill that this very special visit engendered can only be a positive thing for Japanese in our school, and I would recommend this programme to any school where Japanese is taught. For secondary schools working to get a Japanese language programme started, my suggestion would be to coordinate a Consulate-General visit together with contributing intermediate schools, with the aim of encouraging students arriving in Year 9 to select Japanese as one of their option subjects.

A big thank you to staff at the Consulate-General of Japan in Auckland – だいせいこうでした！

Written by Judy Evans, Mercury Bay Area School

Spanish Language News

Spanish Teachers' Immersion Weekend 2015

On the 20 and 21 of February this year The **Spanish Teachers' Association of New Zealand**, better known as **STANZA**, hosted the annual immersion weekend for teachers of Spanish at Kawai Purapura. This is a unique location in Albany, Auckland, connected to adjacent Council reserve land with streams and mature native trees. In the friendly and relaxed atmosphere provided here, up to 50 of us enjoyed interesting workshops and talks from guest speakers, and had an opportunity to talk with each other and share ideas.

A special thanks to our Vice President, Gloria Vazquez, who put together an excellent programme, providing us with both academic sessions and interactive ones, including a very enjoyable pre-dinner workshop with the Latin American choir. A special thanks also to all the presenters, many of whom have allowed us to put their material on the STANZA website, www.stanza.org.nz.

Finally, I would like to thank all the teachers, and others from the Spanish-speaking community here in New Zealand, for giving up their time and supporting this unique opportunity. People came from far and wide - from Invercargill, Wellington, New Plymouth, Hawkes Bay, Hamilton . This was a fantastic response and motivates us to do it once again next year. See you all there.

Cheryl van Dijck (President, STANZA)



Upcoming National Adviser Workshops



Teaching and learning Spanish through physical activities. Venues and dates to be confirmed.

Brand new ideas from the University of Salamanca for the teaching of Spanish. To be confirmed.

More information at www.ilep.ac.nz

Spanish and Soccer

On 12 March the Spanish students from Massey High School were visited by three Spanish professional football players: Iván Carril, Oscar García and Ángel Viña Berlanga who play for Auckland City Football Club.

This team is the current New Zealand and Oceania Champion and they finished third in the last FIFA club world cup that was held in Morocco last December.

This visit was part of the programme "**SPANISH AND FOOTBALL**" that started two years ago thanks to the collaboration between ILEP and the Office of Education of the Embassy of Spain.

This is the seventh time that Spanish speaking football players from both Auckland City Football Club or Wellington Phoenix have paid a visit to a New Zealand school that offers Spanish.

The visit to Massey High School was divided into two different parts:

- 1) A presentation about the importance of the Spanish language in the world and its connection to football. Then the players were introduced to over 200 students who had the chance to ask them all kinds of questions.
- 2) A short training session led by the three players who shared their skills with twenty students

Both activities were conducted in Spanish.



Spanish Workshop

New workshop for Spanish teachers all over New Zealand!

On 3 February, sixteen Spanish teachers from the Wellington area participated in a workshop called *Teaching Spanish through physical activity and sport* that took place at Wellington college. It was a very dynamic workshop in which teachers learned new and motivating activities to use in Spanish class.

If you are interested in having this ninety-minute workshop held in your school, just e-mail Pablo Mateu García, the **Spanish National Adviser** at spanish@ilep.ac.nz.

We just need a venue (a classroom and a gym or like thereof) and, at least, four Spanish teachers. ILEP, in collaboration with the Ministry of Education of Spain, will take care of everything else.



DELE-Training Courses for Markers/Examiners (Online)



Niveles A1 - A2, 29 March - 19 April

Niveles A2 - B1 para escolares, 15 April - 30 April.

Niveles B1 - B2, 26 April - 17 May

Niveles C1 - C2, 18 Oct - 8 Nov

sidney.cervantes.es



The **DELE A1** certificate for young learners certifies the linguistic competence necessary to understand and use common day-to-day expressions and simple sentences, in order to address immediate needs. It is an official qualification that complies with the Common European Framework of Reference for Languages (CEFRE). It certifies and assesses knowledge of Spanish from the very first contact with the language.

It is an incentive for students in the 11-to-17 age group, since it is both a challenge and offers a recognition of their learning at these early stages.

After sitting the **DELE A2/B1** exam for young learners, those who pass will receive one of the following certificates:

- * **Certificate of Spanish level A2**, which certifies that the candidate can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment, etc.).

http://escolares.diplomas.cervantes.es/a1_en.htm

- * **Certificate of Spanish level B1**, which certifies that understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.; produce simple connected text on topics that are familiar or of personal interest; and, describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

http://escolares.diplomas.cervantes.es/a2b1_en.htm

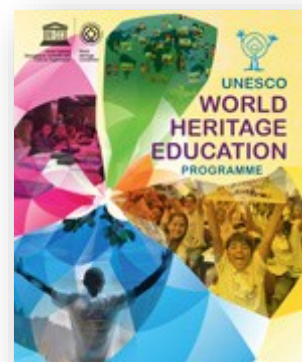
World Heritage Youth Forum

World Heritage Youth Forum is part of the World Heritage Education Programme, which was initiated by UNESCO in 1994. It is designed to foster intercultural learning and exchange by bringing students and teachers together from different parts of the world. The World Heritage Youth Forum is going to be held in Spain in July.

Students have the chance to meet young people from other countries, learn about their heritage, discuss common concerns and discover new roles for themselves in heritage conservation. Teachers can discuss about new educational approaches, contribute to the World Heritage educational resource Kit “World Heritage in Young Hands”, and establish a network for future development of World Heritage education activities.

The Spanish National Adviser, Pablo Mateu, and the Government of Spain have selected a Spanish teacher and two students to go to Spain in July. It is an opportunity that comes once in a lifetime. Participants will be immersed in the Spanish culture in a journey that it is going to take them to several Spanish cities. Teachers and students will participate in different workshops in which they will learn how to appreciate our cultural heritage.

This programme is fully funded by the Government of Spain, except for the return airfare.



For further information about:

World Heritage Education Programme

<http://whc.unesco.org/en/wheeducation/>

World Heritage Youth Forum

<http://whc.unesco.org/en/youth-foum/>

For more information, email the Spanish National Adviser,
Pablo Mateu at spanish@ilep.ac.nz



Professional Learning & Development

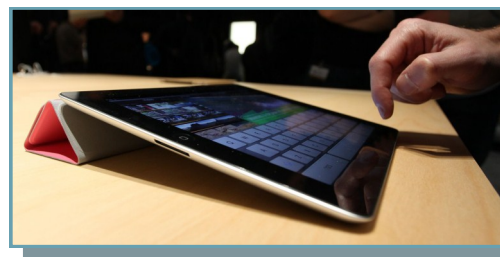
Exploratory practice

Written by Karen Hollis, ILEP Teacher Development Adviser

While much “traditional L2 classroom research” over the years and across many languages and contexts has sought to, and indeed does, inform the practice of teachers at the “chalk face”, it is also true that much of it is perceived, due to its “top down” nature as remote from the everyday classroom practice. One solution is practitioner research which is teacher initiated and context based such as action research. But teachers do not all have the time or expertise to embark on such a journey of inquiry.

Another possibility is “exploratory practice”, where the learners are engaged as researchers themselves in investigating a “puzzle” in their immediate learning context. Exploratory practice is very much a culture of inquiry. Students and teachers come up with a question they want to investigate. They co-construct an investigation plan and collect data which they analyse and then present individually or in groups. I personally carried out one such investigation with a class of year 9 students as part of my Masters in 2014.

BYOD is a reality for schools now and while devices can be seen as a huge distractor in classrooms there is no denying they are also an amazing tool to enhance learning if students can be engaged in using them effectively. With this in mind our class investigated the “puzzle” “How can we use digital technologies in the language learning classroom?” The students enjoyed the whole process and presented their data thoughtfully and maturely. This data threw up some interesting points. With exploratory practice there is no testing of data against a hypothesis, rather the information gleaned from such inquiry is unique to the context but will inform the next steps in the classroom and so the culture of inquiry continues.



TPDL is the Ministry of Education funded full-year teacher professional development programme to support and improve the teaching and learning of languages. There are three interrelated components to TPDL: language study, in-school support and pedagogy study. TPDL is an in-service programme that starts and ends in the classroom with unique opportunities for scaffolded discussion centred around evidence of student use of language.

tpdl
TEACHER PROFESSIONAL
DEVELOPMENT LANGUAGES

Get more information on
TPDL Website:
www.tpd.ac.nz/

NZQA Best Practice Workshops for Languages

Best Practice Workshops are delivered by NZQA for assessors in all education providers to enhance their professional practice.

These workshops are subject specific and have been delivered over the last five years. They are aimed at increasing assessor confidence when making assessment judgements for internally assessed standards.

Aims

- To increase assessor confidence when making assessment judgements for internally assessed standards.
- To discuss real samples of student work.
- To engage in professional discussion with colleagues and the facilitator about interpreting the standards.

Who should attend?

- Assessors who need to improve their moderation agreement rates
- Assessors new to standards based assessment and the NCEA
- Beginning assessors.

Languages Making Assessor Judgments

Auckland - 23 April 2015. Read more <https://languages-making-assessor-judgments-auckland-23rd-april-2015.lilregie.com/step1>

Christchurch - 26 May 2015. Read more <https://languages-making-assessor-judgements-christchurch-26th-may-2015.lilregie.com/step1>

Wellington - 23 June 2015. Read more <https://languages-making-assessor-judgements-wellington-23rd-june-2015.lilregie.com/step1>

Te Reo Māori Making Assessor Judgments

Auckland - 23 June 2015. Read more <https://languages-making-assessor-judgements-wellington-23rd-june-2015.lilregie.com/step1>

Samoan Making Assessor Judgements

Auckland - 24 April 2015. Read more <https://samoan-making-assessor-judgements-auckland-24th-april-2015.lilregie.com/step1>

Language Assistants Programme Orientation

On 9 and 10 February ILEP held the 2015 Language Assistant Programme Orientation.

The **Language Assistant Programme** is a partnership between New Zealand and France, Germany and Spain initially developed in 1976, 1983 and 1985 respectively. Language assistant programmes with all three countries are reciprocal. The number of schools participating has increased steadily over the last ten years and the programmes are now well subscribed.

This programme aims to provide language teachers with assistance and give schools access to native speakers at a reasonable cost. Language Assistants are supplementary to the language teaching staff in the school and a native speaker resource person, who are expected to complement the role of the classroom teacher in increasing student access to the language, motivation and language skills.

During the Orientation Programme, Language Assistants were officially welcomed with a Powhiri held by the Maori Department at the Faculty of Education of the University of Auckland. This was a fantastic opportunity for the different cultures to interact and for Language Assistants to know about Maori traditions. After the Powhiri, they attended different presentations and workshops on Language Education in New Zealand and started to set some goals for their placements, essential information about their roles and responsibilities and practical tips for teaching.

A total of 22 language assistants attended and considered this Orientation to be essential to know important information about living in New Zealand.

Language assistants produce resources for their classrooms which are available online on ILEP website:

<http://www.ilep.ac.nz/LanguageAssistants/LanguageAssistantsResources.aspx>



Applications will be open again in June. For more information, visit <http://ilep.ac.nz/language-assistants>



New Zealand Sign Language Week will be held from **Monday 4 to Sunday 10 May 2015!**

<http://www.deaf.org.nz/nzslw>

Get ready with **Sign Ninja** which is a great way to learn, practice and explore New Zealand Sign Language, the Language of the Deaf community of New Zealand.

<http://www.nzslsignninja.co.nz/>

Feedback on the KITS (Learning Languages Series)

ILEP is currently collecting feedback on the Learning Languages Series (KITS) for the Ministry of Education. It is really important for all language teachers to have a say.

Please complete the survey then click submit, [here](#):



<https://docs.google.com/forms/d/1ULWmVewMJKHOiJCbu-UW3qo3BdyBm1uoLIIBFW88PAk/edit>

International Languages Week: LINGO FEST

Dear Language Learners of NZ, you are invited to participate in ...

LINGO FEST!

The Theatre Festival for Language Learners
Celebrate International Languages Week by participating in one of these festivals!

Wellington - Fri 14th August (venue tba)
Auckland - Friday 21st August (Kings School, Remuera)



Hey Language Learners!
Practice & perform a 5 -15 min
play in your target language!
~
Improve your skills,
make friends & have fun!

**PRIZES for most
outstanding & awesome
performances!**
~
Certificates for all!

Deadline for Registrations: May 14th, 2015.
For FAQs & registration contact: LingoFestNZ@gmail.com

The "Lingo Fest" is a **Multilingual Theatre Festival** that will celebrate International Languages Week, in Auckland on Friday August 21 at Kings School and in Wellington on Friday August 14 (venue TBC). This event is a celebration of the diversity of languages in our community and our enthusiasm for learning different languages. Participants have the opportunity to present a short play, dialogue or monologue in the language they are studying or maintaining. Plays can be up to 15mins long, monologues up to 5mins. Students need to perform in costume and without cue cards. All performers will receive a certificate and prizes will be given for "stand out" performances.

For more information, contact Olivia Sumich, Festival Director, at LingoFestNZ@gmail.com

Language Immersion Award for students

Promote the Language Immersion Award to your students by being able to answer - What is a Language Immersion Award (LIA)?

Who manages the Awards? AFS New Zealand is contracted by the Ministry of Education to deliver the Language Immersion Awards and has done so since 2006.

Are you interested in improving your fluency in the language you're currently studying? When on the Award students have opportunities to improve spoken and written fluency in the language through using it every day at home and at school, students with a real passion for language and who want to use it in their future career or study, will benefit hugely from this immersion experience.

Do you want to be part of a new school and make friends in a new country? Students attend school as a local students, make new friends in the school and experience what it is like to go to school in another country using the language being learnt; life in another country, all with local AFS support.

Would you like to be immersed in a new culture with new places to explore? As well as learning more about the host country and its culture by living in it for a full semester, students are hosted with an AFS host family for the full programme, becoming part of that family. It's a chance to experience and learn about another culture by living like a local, immersed in the language being learnt and increase your fluency.

Live the semester of a lifetime - as a local - not as a tourist, and have it all funded. Up to 15 fully funded semester Language Immersion Awards are available to students who are in Year 11 or 12 in 2015. All Awards are for travel in 2016. Students need to follow the link to complete the online application.

http://www.afs.org.nz/student_exchange/liafaq/

Students must be studying one or more of these languages:

Chinese, Cook Islands Maori, Vagahau Niue, Gagana Tokelau, French, German, Korean, Japanese, Gagana Samoa, Spanish

Who is eligible for these awards?

Students who are or turn 16 by the date of departure in 2016, be studying one of the languages above in year 11 or 12 in 2015 at school and/or the Correspondence School, be a New Zealand citizen or have permanent residency (in accordance with Government funded programmes) and have completed all of the application requirements.

Costs of the programme, including travel, insurance and visas are met by AFS, students will be responsible for their personal spending money. The semester is either beginning of year or midyear. The actual timing of the exchange will depend on the host country and its school year.

Applications close on Friday May 15, 2015

LIA Student Awardees Experiences from 2014

"In only two sentences.... the best thing about this award is the unknown, not knowing where (as in I didn't select the country) as if i did have the choice I most likely wouldn't have chosen this country due to its stereotypical reputation. It opens your eyes to things you never thought you'd see. The award is about promise in language but it is sooooo much more than just the language."

"I have survived my first 'Day' at school ... I must say it's been a while since I've had my first day at a new school. Wow, what a culture shock! Don't take me wrong - this doesn't mean anything bad. It's just so different. I awoke at 5:45 to get ready for school; shower, breakfast, left the house with my host mum, at about 6.30, as school starts at 7.00. I got to school just before 7, with the other 100+ students, and waited outside with all the parents until the bell rang and the doors opened. Everyone lined up in the foyer/hall in their year levels while the director stood up and welcomed the school to a new year. I was then called up in front of everyone and was introduced. I was very proud of not blushing. However I did feel like crawling back into my hermit shell. The entire school wasn't even the size of my year level at JHC. It's so weird."

"Everything here is so laid back. The teachers and students are very close, I had teachers come up to me in the hallway and kiss me on the cheek and welcoming me. All a bit out of my comfort zone, but hey it's all about the experience. Students and teachers all bring mate to school and during or in-between classes they all share their mate. What is really funny here is that in NZ sharing food and drink is so frowned upon and is lectured into as a bad thing from like primary school. Here you'd be considered rude if you didn't share. Students were sharing their mate and lunch with the teachers and one another. That's one thing I struggle with is sharing my drink with people I do not know, but I'm starting to get used to it now."

"I have been put in el año sexto (sixth form) equivalent to NZ yr13 and I have a total of 9 people in my year. At the moment a lot of the teachers in the region are on strike. (This however happens more often than not) however school commenced as usual - my school however is one of the only ones that did."



*Nymfe is currently in Argentina on a Language Immersion Award
(Photo group of students in traditional costume)*

Language Immersion Award for teachers

What are Language Immersion Awards (from New Zealand)?

These awards are funded by the Ministry of Education and administered on their behalf by AFS New Zealand. Teachers of languages within the New Zealand school curriculum are able to apply, each year with up to 19 teachers selected from the application and interview process. The recipients of a Language Immersion Award undertake a fully funded immersion experience in a country where the curriculum language is spoken for either 1 month, 3 months, a semester or year. The purpose of this experience is to provide a professional development opportunity for NZ teachers of language that will build quality language teaching to improve language learning opportunities for students. The professional development begins before departure with goal setting and continues throughout the immersion itself and on return via the required reporting processes and follow up engagement.

An opportunity like this is an invaluable experience to be immersed in the culture of the language as a teacher and it's the best chance to prepare students for languages, it's a chance to challenge yourself and your own learning through total immersion with a unique; fully-funded programme. Award applications are now open to all language teachers currently teaching a second language within the New Zealand curriculum; French, German, Spanish, Japanese, Chinese, Cook Island Maori, Samoan, Korean, Gagana Tokelau, Tongan and Vagahau Niue for short or long term placements.

The Award is a professional development experience for teachers of language that will build quality language teaching to enhance language learning opportunities and provisions for students. The Award covers teacher relief through AFS from funding, by the Ministry of Education (the participant stays on their salary), airfares, insurance and all programme-related costs, (approved as being integral to the programme) and some course fees.

Before leaving all teachers are required to set language learning goals by working with the Goals Adviser, to ensure that the focus on achieving specific language and cultural outcomes while. During the experience and on return all teachers are required to report to AFS/MOE on the achievement of goals and the impact of the Award on teaching and student learning. Each Award is a significant investment in the teacher and school so it is vital that the impact on language learning and teaching is reported and measured. While on the Award teachers will experience immersion with a mix of three contexts via the learning institution; the accommodation and the community/language tuition experience. The priority goals for the programme are to see more students learning languages and learning well; and increasing teacher effectiveness.

All applicants must be a fully registered New Zealand teacher *by date of departure (provisionally registered teachers can apply but must be fully registered before departing on the Award)*, be permanently employed by the school, demonstrate a commitment in the area of language/ methodology proficiency, must be teaching the language as part of the New Zealand curriculum, provide evidence of a strong desire for professional learning, have the support of their principal and BOT, have the written commitment of their principal and BOT to on-going language development, provide professional and personal references, have NZ citizenship or residency and be able to articulate intended focus area(s) for the award, how they intend to achieve these and how they will evaluate the subsequent impact on student learning outcomes.

Priority will be given to teachers teaching languages in Years 7 – 10 and those applying for the first time, from state and integrated schools. Private school teachers can apply and their applications will be considered, but priority will be given to teachers from state and integrated schools.

Language Immersion Awards are now open for language teachers by emailing lia.info@afs.org and close on **10 July 2015** (all travel 2016).

Andrea Fulton from Mangawhai Beach School shares her Chilean Adventure

Spanish was the language chosen by community consultation at our school. I am a fluent French speaker, so, while I was enjoying teaching Spanish and learning it along with the year 7 and 8 kids, I felt like I was selling them short. I knew fluency and a broader knowledge bank would benefit the students.

My year in Arica, the northernmost town of Chile, filled in all the gaps that had been worrying me. I was able to internalise not just the language, but the culture. Now, I'm able to share from experience, answer questions spontaneously and with authenticity. My deep understanding of the Spanish language means my students can ask a wide range of questions and I can answer with confidence – using my own photographs and anecdotes to elaborate. They love it!

So Spanish is not just an abstract subject for them anymore. I've noticed how much more interested they are - even in the geography of South America - and are taking more risks in their approach to speaking a foreign language. Without a doubt, my time in Arica showed me that when you're immersed in a new language, you must take risks. I very quickly perfected a phrase to make a joke out of my lack of understanding - ¡Yo finjo que entiendo todo pero en realidad no entiendo nada - "I pretend to understand everything but actually I don't understand anything" That's probably the most useful and famous of my phrases. And it just illustrates how your language may be limited at first, but if you take the risk of saying something – even a little joke to break the ice, then you can be successful at communicating.

Back at Mangawhai School, I can provide the same support and encouragement to my students that was offered to me by my Chilean friends and wonderful host family.

The Language Immersion Award from the Ministry of Education not only gave my Spanish speaking and teaching abilities an invaluable boost, but provided an understanding of a whole other part of the world. I was allowed to expand my mind to a country full of extremes – Arica lies in the fascinating Atacama Desert, close to Peru and Bolivia, so I came into contact with these new cultures too. I visited glaciers, hiked in Patagonia, became a local at the cafes and restaurants, supported the Arican teachers' tuition of English and in return received the equivalent of a three year Bachelor of Arts degree in Spanish. I thought I'd have to sacrifice a lot when I left home for a year, but I gained so much more.



For **information on applying** for a Language Immersion Award email prue.elwood@afs.org or call 0800 LIA AFS (0800 237 542)

A poster from the Ministry of Education titled "Language Immersion Award Closing Dates 2015". It lists application deadlines for teachers and students. The poster includes contact information: Email lia.info@afs.org and Phone 04 903 2275. It also features a circular seal with text in multiple languages: "You must be a New Zealand citizen or have permanent residency in New Zealand. Must be a teacher or studying the language as part of the NZ curriculum." and "Register your interest by email lia.info@afs.org or PH 04 903 2275".

**Ministry of Education
Language Immersion Award
Closing Dates 2015**

Teachers Applications:
for Awards in 2015 close on 9 March 2015
for Awards in 2016 close on 10 July 2015

Students Applications:
for Awards in 2016 close on 15 May 2015

Email lia.info@afs.org Phone 04 903 2275

AUT PUBLIC LECTURE

Writing in a foreign language using social network platforms

WEDNESDAY
6 MAY 2015
5:30—6:30 PM

Arturo Escandón, PhD

Professor of Foreign Language Education

Department of Spanish and Latin American Studies, Nanzan University,

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In this talk I will argue for the need to teach composition in a foreign language at entrance, intermediate and advanced level deploying a mixed pedagogical approach. On the one hand, composition requires top-down instruction. Instructors are required to teach theoretical concepts linked to various fields: Grammar, Rhetoric, Narration Theory, and the theoretical fields linked to target topics (e.g. Economics, Ecology, Sociology, etc.). On the other hand, students should see writing as an act of personal sovereignty, that is, as an act of freeing oneself from boundaries, including that of the teacher-student relationship. Thus, we are talking about a bottom-up approach in which learners start building up conceptual systems by themselves.

Social network platforms such as Twitter or WhatsApp allow students to advance in both realms: to develop ideas and concepts with the assistance of the instructor and at the same time to develop their own personal approach toward events or social relations; to develop a gaze.

In this presentation I plan to show the many ways of using social network platforms inside and outside the classroom for advancing students' understanding of foreign concepts and culture and for developing their own critical gaze.

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Refreshments will
be served after the
lecture

