

New Zealand
Association of
Language
Teachers

NZALT
FIPLV | Biennial
Conference
World
Congress
6-9 JULY 2024

Fédération
Internationale
des Professeurs
de Langues
Vivantes

Conference Handbook



**New Zealand
Association of
Language
Teachers**



**Fédération
Internationale
des Professeurs
de Langues
Vivantes**

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Conference WiFi:

Network: UoA-Guest-WiFi
Username: nzalt2024@uoa.wifi.com
Password: 94Gb211y

Nau mai, haere mai - welcome to NZALT/FIPLV 2024

Martin East and Constanza Tolosa, Conference Co-Convenors



Welcome, first and foremost, to the biennial conference of the New Zealand Association of Language Teachers (NZALT). We are pleased and excited to be the co-convenors of a milestone conference in two important respects which you cannot fail to have missed. Firstly, this year NZALT celebrates its 50th anniversary as an Association representing the needs and interests of

teachers of languages other than English in Aotearoa New Zealand. Secondly, this year's conference is taking place in conjunction with the World Congress of the Fédération Internationale des Professeurs de Langues Vivantes (FIPLV)/the International Federation of Language Teacher Associations. For us, it is a privilege and honour that New Zealand's bid to host the World Congress in 2024 was successful, especially on such a significant anniversary year for NZALT. It is great to be able to celebrate such an important *local* milestone in the context of a truly *international* event.

The participation of the FIPLV World Congress alongside our regular representation from members of our sister Association in Australia – the Australian Federation of Modern Language Teachers Associations (AFMLTA) – as well as the significance of our anniversary conference have resulted in a conference programme which is unique in our history in its breadth and depth. Up to very recently, our conferences have focused exclusively on the international languages that are principally taught in New Zealand's schools. In recent years, the focus of NZALT's work has broadened to embrace the Pacific languages and te reo Māori, as well as languages as diverse as Korean and New Zealand Sign Language. The presentations in this conference go even further and include languages which, up to now, have not been represented in our programmes, including English for Specific Purposes and Filipino. We are grateful to the presenters from a wide range of institutions nationally and internationally whose presentations will add to the richness of what we can offer over the next few days as we interweave our local and international presentations. Our delegates will be truly spoilt for choice. We do realise that one of the limitations of this is that delegates will have to make careful selections about which presentations to attend at which times. We hope the abstracts in this booklet will give you sufficient information to make informed choices about the presentations that will be of most benefit and interest to you as a participant.

We would like to acknowledge the generous support of our sponsors and exhibitors whose contributions have helped us as we have put together this wide-ranging event. We are also very grateful for the substantial expertise, input and facilitation from **Tofilau Niulēvāea Dr. Siliva Gaugatao** with regard to the Māori/Pasifika dimensions of our conference, in particular in our welcome event, and the substantial expertise, input and facilitation from **Dr. Adèle Scott** with regard to the NZALT 50th anniversary reception. Our special thanks also to **Donna Rhyse Dacuno**, our dedicated Events Manager who has been handling things carefully and diligently behind the scenes.

Please enjoy the next few days of presentations as well as the range of social events (the welcome reception, the NZALT 50th anniversary reception and the conference dinner). We hope your experiences will live up to our declared conference theme: *honouring the past* as we reach this important 50th anniversary milestone, *embracing the present* as we consider the current situation of language teaching and learning in and beyond Aotearoa New Zealand, and *shaping the future* as we consider how we respond, in our various contexts, to the demands that we face.

Welcome to NZALT/FIPLV 2024

Juliet Kennedy, President, NZALT

Tēnā koutou katoa – on behalf of the current NZALT community we welcome you to this very exciting and significant 50th Anniversary celebration. We are delighted so many NZALT members past and present are here together to mark this occasion. In addition, we are very pleased to welcome our AFMLTA friends from ‘across the ditch’ and international delegates from further afield as we concurrently host the FIPLV World Congress.



As Martin and Constanza mention in their welcome statement, the work of NZALT has broadened considerably in recent years. For former members keen to know about current NZALT work, NZALT has recently benefitted hugely from being part of the Networks of Expertise (NEX) programme. This is a Ministry of Education project which provides funding and support for subject associations. The NEX funding has helped us to build deeper and stronger connections with other language teaching communities, notably in the Pacific languages and NZSL teaching communities. Through NEX funding NZALT has been able to introduce several highly successful initiatives which support language teachers around the country. Some of these initiatives include:

- the re-establishment of regional language teacher support clusters
- Exploring Effective Practice (EEP) Awards, enabling teachers to visit other teachers around the country to observe lessons, share ideas and resources and, most importantly, connect
- subsidising regional and national conferences (including travel grants to attend conferences)
- Further Study Awards, providing a grant of up to \$5000 to support language teachers to undertake relevant post-graduate study
- the creation of a quality website and membership system.

Regardless of funding or Ministry of Education projects, our core business remains supporting and advocating for language education within the New Zealand Education system. This is an important job which we must continue to do actively and collectively to ensure that languages continue to thrive in New Zealand's schools and universities. I wish you a very joyful and rich experience here at our 50th anniversary conference and celebration and hope that you make many meaningful connections with old and new friends.

Opening Welcome Address

Saturday 6th July

5.30 – 6.00 p.m.

Fisher and Paykel Auditorium | 260-115

The NZALT Biennial Conference | FIPLV World Congress is
pleased to confirm a special guest speaker for our
opening ceremony



Dr. Melenaita Taumoefolau

School of Māori Studies and Pacific Studies
The University of Auckland
New Zealand

Presenting Author Details:

Dr. Taumoefolau, of Tongan descent, is a Senior Lecturer in the School of Māori Studies and Pacific Studies, the Faculty of Arts, the University of Auckland, New Zealand. She is a Tongan linguist and lexicographer, and a researcher into Pacific languages, cultures, worldviews and indigenous knowledge as well as a Tongan language teacher at the University of Auckland. Dr Taumoefolau is also a leader in the Tongan community in Auckland.

Keynote 1

Sunday 7th July
9.30 – 10.30 AM

Fisher and Paykel Auditorium | 260-115



Toitū te reo: Inamata, onamata, anamata

Professor Hēmi Whaanga

Massey University, Palmerston North, New Zealand

2024 marks the 50th anniversary of NZALT. The conference theme ‘Honouring the Past, Embracing the Present, Shaping the Future’ speaks to the core of the association and its membership and the many challenges we face as languages, language teachers and language activists in an increasingly complex world. Some 32 years on from Jeffrey Waite’s ‘Aotearoa: Speaking for Ourselves’, our voices and Waite’s recommendations to establish a national language policy to guide and enhance languages in Aotearoa New Zealand have been largely ignored. In this kōrero, I will reflect on an array of past and current initiatives and learning journeys and give consideration to the myriad of future challenges we face as a language collective.

Presenting Author Details:

Hēmi (Ngāti Kahungunu, Ngāi Tahu, Ngāti Mamoe, Waitaha) is currently Head of School, Te Putahi-a-Toi/School of Māori Knowledge at Massey University Palmerston North, New Zealand. He is a linguist who has more than 20 years’ experience as a Māori educator focused on linguistics, te reo Māori, mātauranga Māori*, Māori astronomy, ICT and ethics. He has a particular interest in multi-method techniques, methodologies and processes that analyse, develop and protect our mātauranga and reo in a range of linguistic, cultural and digital contexts.

***Mātauranga Māori** (‘Māori knowledge’) broadly encompasses the traditions, values, concepts, philosophies, world views and understandings derived from uniquely Māori cultural viewpoints.

Keynote 2 (sponsored by AFMLTA)

Monday 8th July

11.00 AM – 12.00 PM

Fisher and Paykel Auditorium | 260-115



A global reckoning on the prospects and challenges for transformative futures through languages education: A view from the Antipodes

Professor Anne-Marie Morgan and Andrew Scrimgeour

University of South Australia, Australia

Abstract:

Geographically, an antipode is a spot on earth diametrically opposite to another. Eurocentrically, Australia and New Zealand are its antipode, giving rise to the common term ‘Antipodes’ to mean our southerly location, originally the distant ‘other’ to complement the European north. Now, located within the Asia-Pacific, with deep ties to nations around the globe, we are no longer merely ‘down under’, but a reimagined ‘centre’ that makes possible visions and futures that link north and south, east and west, local and global. In this presentation, in a FIPLV event that brings together languages teachers from around the globe, two of Australia’s leading languages education scholars weave a narrative of current global challenges and visions for the transformative nature of languages education and its potential to promote brighter, democratic, harmonious futures. The presentation draws on extensive research and engagement throughout the world, from China to Finland, Canada to Indonesia, France to Vietnam, Brazil to Portugal, Scotland to New Zealand, Singapore to the US. The presenters use their own research on languages education policy around the globe, on languages in schools and communities, curricula, CLIL, learner-focussed and co-constructed learning, research data on provision and participation, diversity, plurilingualism, interculturalism, translanguaging and transknowledging to outline a series of common themes and current challenges. Linking with the EU statement on plurilingual and intercultural education for democratic culture, the UN statement on language and inclusion for multilingual education, sustainable development goals, the UN convention on the rights of the child, First Nations and migrant community voices and treaties, cutting edge research on the neurophysiology and neuropathology of multilingual brains, and the glorious and terrifying possibilities of Generative Artificial Intelligence, the presenters offer a visual and aural presentation with warp and weft of ideas aimed at challenging us all to consider what now and what next in languages education, and for teachers of languages locally and globally. We invite you to share this unique opportunity to engage with two different and sometimes linked lifetimes of engagement with the profession of languages education with its unique Antipodean metaperspective which considers ways to respond to super-diversity and plurilingual societies in innovative and more culturally responsive ways.

Presenting Author Details:

Anne-Marie is Dean of Programs (Education Futures) at the University of South Australia (UniSA). She has a long history of teaching and researching languages education, with particular interests in the work of teachers, intercultural languages teaching and learning, and the teaching and learning of Indonesian. She has published extensively in these areas, as well as authoring Indonesian textbooks and curricula, and presenting and consulting on languages education for governments, education authorities, and teaching jurisdictions. She is currently Vice-President of AFMLTA.

Andrew is an Adjunct Research Fellow at UniSA Education Futures, having formerly been a lecturer in Languages Education and Chinese in the School of Education at UniSA, and a member of the Research Centre for Languages and Cultures. Andrew undertakes research in the Languages Education field, with a focus on national and state policy toward Asian languages, learner diversity in the languages classroom, literacy development in Chinese, and language teacher education. He is currently *Babel* editor and serves on the Executive of AFMLTA.

**Thank you to AFMLTA for their
sponsorship of Keynote 2**



Keynote 3

Tuesday 9th July

11.00 AM – 12.00 PM

Fisher and Paykel Auditorium | 260-115



Why languages matter! Language education for democratic culture

Professor Terry Lamb

University of Westminster, London, UK

Abstract:

This presentation will explore a major shift in language education in Europe, arguing for the crucial role language educators play in developing and maintaining democracy – an urgent issue which is relevant beyond Europe – and what this means in practice. A fresh impetus has been given to this shift by the publication of a holistic Recommendation from the Council of Europe on the importance of plurilingual and intercultural education for democratic culture. The presentation will select some key aspects of the Recommendation and demonstrate practically how these can support educators and teacher educators in creating more linguistically inclusive classrooms and schools and contributing to a shift in societal attitudes towards multilingualism. A range of practices and materials, from the past as well as the present, will be shared, including some of the many rich (and free) resources available online from the European Centre for Modern Languages of the Council of Europe.

Presenting Author Details:

Terry began his career as a teacher of French and German in London, progressing to a number of Head of Languages posts and eventually to posts in the Universities of Nottingham and Sheffield, where he focused mainly on postgraduate teacher education and urban education. He is now a Professor of Languages and Interdisciplinary Pedagogy at the University of Westminster, London, based in the Centre for Education and Teaching Innovation (which he established) and the School of Humanities, and leading on both education research and migration research across the University. He has published widely in areas such as pedagogy, motivation, multilingual education, multilingual cities, and activist research that challenges social, cultural and linguistic injustices. His projects have included several at the European Centre for Modern Languages of the Council of Europe, e.g. *Supporting Multilingual Classrooms*. Terry has worked closely on languages strategy and curriculum with the UK and other Governments (Australia, Czech Republic, France and Malaysia) and in 2023 he was appointed to the Language Policy Advisory Group of the Council of Europe. He is one of two founder editors of the academic journal *Innovation in Language Learning and Teaching* and President of FIPLV (Fédération Internationale des Professeurs de Langues Vivantes), an NGO of UNESCO and the Council of Europe. He has also been awarded the honour of Chevalier dans l'Ordre des Palmes Académiques by the French Government.

Website: <https://www.westminster.ac.uk/about-us/our-people/directory/lamb-terry>



**SIR OWEN G GLENN
BUILDING (OGGB)**
Level 0

**NZALT
FIPLV**
Biennial Conference
World Congress
6-9 JULY 2024
Exhibition Booths &
Registration Desk

WYNYARD STREET

GRAFTON ROAD

To Fale Pasifika
Teaching Space

Stairs to car park
only

lifts to Level 1
and car park only

entrance

Lvl 0 FPAA entrance

Fisher & Paykel
Appliances
Auditorium

entrance

Stairs to
Level 1

lift to FPAA entrance
p1 theatre lecterns

Lecture Theatre
OGGB4

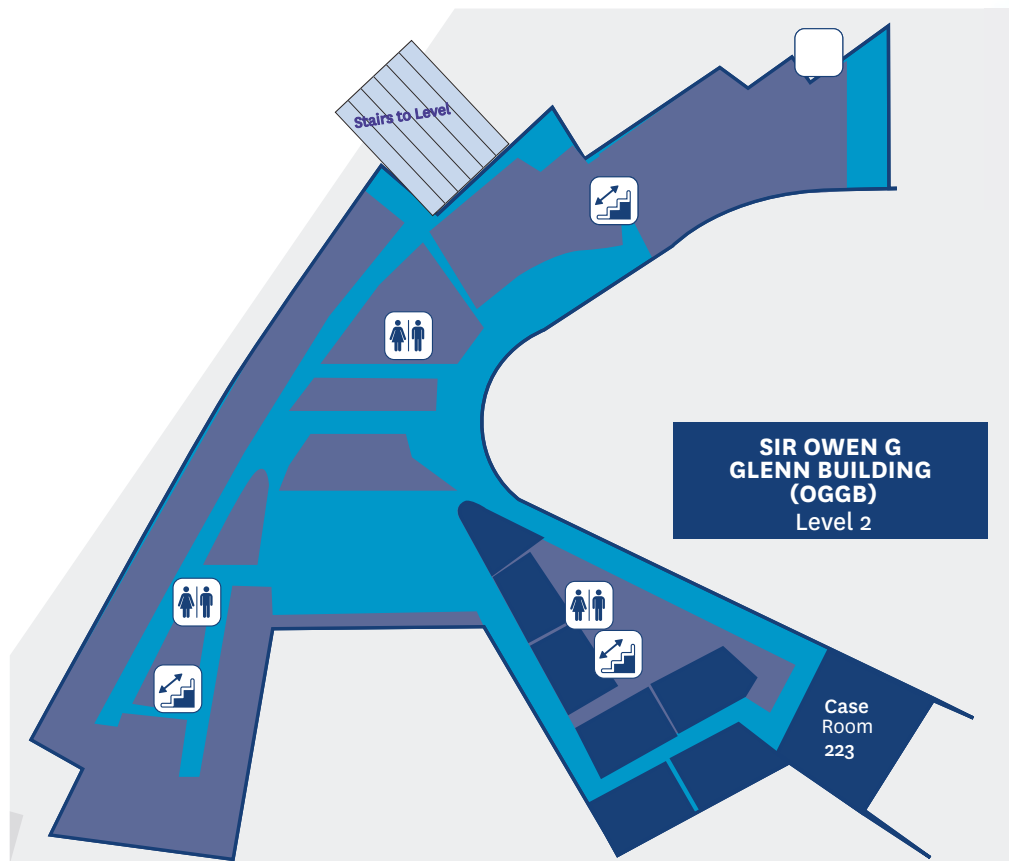
Lecture Theatre
OGGB 3

lifts to Level 1 - 3
and car park

Comp lab
032

Stairs to
Level 1

Room
040B



**NZALT
FIPLV** | Biennial
Conference
World
Congress
6-9 JULY 2024



Conference Venue Owen G Glenn Building, 12 Grafton Road, Auckland Central

The NZALT Biennial Conference | FIPLV World Congress will take place in the Owen G Glenn Building, located in the heart of The University of Auckland's City Campus.

The Owen G Glenn Building or OGGB is the home of The University of Auckland's Business School and is one of Auckland's most architecturally striking buildings. With state-of-the-art teaching facilities and sweeping views of the Auckland Domain and Rangitoto Island, the Business School offers a unique location for conferences and learning.

OGGB features accessible parking and toilets. It has five levels of car parking (over 1,000 spaces) and is the main car park on The University of Auckland City Campus. Access to the car park is via Grafton Road, opposite Stanley Street. More information can be found [here](#).

Conference Schedule



**Honouring the Past, Embracing the
Present, Shaping the Future:
Celebrating 50 years of NZALT**

Detailed information about each presentation starts on page 25

SATURDAY 6 th JULY – CONFERENCE OPENING	
3.30 p.m.	Registration Opens – Sir Owen G Glenn Building (OGGB) – Level 0 foyer (down the main stairs)
Opening	260:115 – Fisher and Paykel Auditorium
4.30 – 6.30	Opening Ceremony, Mihi Whakatau, Welcome Address from Dr. Melenaita Taumoefolau
Reception	OGGB Atrium, Level 1
6.30 – 7.30	Welcome Reception

SUNDAY 7 th JULY – CONFERENCE DAY 1	
8.00 a.m.	Registration Opens – Sir Owen G Glenn Building (OGGB) – Level 0 Foyer
Day 1	260:115 – Fisher and Paykel Auditorium
9.00 – 9.30	Welcome and Housekeeping
9.30 – 10.30	Keynote 1 - Opening Keynote: Professor Hēmi Whaanga Title: Toitū te reo: Inamata, onamata, anamata
10.30 – 10.55	Morning Tea – OGGB – Level 0 Foyer

SUNDAY 7th JULY – CONFERENCE DAY 1										
Parallel Session 1	OGGB 4 Lecture Theatre (260-073)	Case Room 1 (260-005)	Case Room 2 (260-057)	Case Room 3 (260-055)	Seminar Room (260-040B)	Case Room 223 (260-223)	OGGB 3 Lecture Theatre (260-092)	Seminar Room 321 (260-321)	Pasifika Teaching Space (275-107)	Decima Glenn (260-310)
11.00 – 11.30	Colloquium Zhu, Ding, Li, Wang: Embracing new challenges: Navigating evolving standards in Chinese language education	Yen: Integrating science into the Chinese language classroom	Mikami: Teaching with technology	Hossbach & Valliama: French trips and exchanges: Q&A workshop	Gilles: Practical solutions for integration of realia and shuwa	Truckenbrodt: Building students’ self-efficacy around writing in a new language	Stefanova: English for Specific Purposes teaching practice and research	Anderson: New Pacific language resources: ideas on how to use them	Ngaropo: Direct acts of language learning strategies - DALLS	Sobreira de Siqueira: Teaching German at a public school in Rio de Janeiro
11.30 – 12.00			Taylor: Using AI to prepare interesting and inspiring language lessons				Edwards: There, online, and back again: English for Specific Purposes			Colloquium I (German Focus) Kaur, Nguyen, Töniges: Teaching German – competencies and pedagogies
12.00 – 12.30		Harrison: Think differently: using language to learn, not just learning language	Borger: GenAI for teacher assistance	Harvey: Igniting the joy and wonder of learning a new language	Gomez Jimeno: El Camino de Santiago: cultura viva	Cebulla: <i>Kotahitanga</i> – from collaborations within school to across the globe	Feijo & Tanahashi: Cultivating confidence and cultural awareness through global Englishes	Bland: Using reduplication to connect Pacific languages and build literacy skills	Curnow: Elevating metacognition with digital tools	
12.30 – 1.00							Yang: Transforming Chinese language teaching with TBLT and CoP integration			
1.00 – 1.50		Lunch – OGGB – Level 0 Foyer								

SUNDAY 7th JULY – CONFERENCE DAY 1									
Parallel Session 2	OGGB 4 Lecture Theatre (260-073)	Case Room 2 (260-057)	Case Room 3 (260-055)	Seminar Room (260-040B)	Case Room 223 (260-223)	Seminar Room 321 (260-321)	Seminar Room 323 (260-323)	Pasifika Teaching Space (275-107)	Decima Glenn (260-310)
1.55 – 2.25	Scrimgeour: Reimagining the Chinese writing system – from the learner’s perspective	Madula & Anastacio: Teaching Filipino language to migrants	Hill: Universal Design for Learning and language teaching	Anderson: Spontaneous interaction in language learning	Harrison: Five ideas to challenge as languages educators	Wood: Reflections from a Goethe-Institut scholarship recipient	Corston & Chandler: Why languages? Designing a new languages curriculum in South Australia	Tui Tuia Talanoa Space (see p. 25)	Töniges: #Auf die Ohren: Incorporating podcasts in the German language classroom
2.25 – 2.55		Tauro-Batuigas: Teaching Filipino language in New Zealand			Hidasi: Teaching of Japanese in Eastern Europe with focus on Hungary				
3.00 p.m.	Conference Day 1 ends								
3.00 p.m.	Individual Language Association meetings*								
	OGGB 4 Lecture Theatre (260-073)	Case Room 2 (260-057)	Case Room 3 (260-055)	Seminar Room (260-040B)	Case Room 223 (260-223)	Seminar Room 321 (260-321)	Seminar Room 323 (260-323)	Pasifika Teaching Space (275-107)	Decima Glenn (260-310)
	Māori/Pacific	FIPLV	Chinese	French	Spanish	German	Japanese	Korean	NZSL
4.00 – 5.30 p.m.	NZALT 50 th Anniversary reception event (pre-registration required) – OGGB Atrium, Level 1								
6.30 p.m.	Individual Language Association dinners*								

*The Individual Language Association meetings/dinners are organised independently of the conference. For up-to-date information, please check with your Individual Language Association President or Secretary.

MONDAY 8th JULY – CONFERENCE DAY 2										
8.00 a.m.		Registration Opens – Sir Owen G Glenn Building (OGGB) – Level 0 Foyer								
Parallel Session 3	OGGB 4 Lecture Theatre (260-073)	Case Room 2 (260-057)	Case Room 3 (260-055)	Seminar Room (260-040B)	Case Room 223 (260-223)	Seminar Room 323 (260-323)	Seminar Room 325 (260-325)	Pasifika Teaching Space (275-104)	Pasifika Teaching Space (275-107)	Decima Glenn (260-310)
9.00 – 9.30	Panel Discussion: Walker-Morrison, Perry, Lopes, Fesuluai, Kennedy, Sinclair: Expanding transitional pathways into tertiary language study in Aotearoa New Zealand	Morrison: Google Earth as a teaching resource	Slingerland: Align your teaching with how students learn	Schneider: Unlocking spontaneous speaking	Paongo: Koloa fufū ‘ae Fefine Tonga: evidence-based contributions to Pacific education	Zhao: Examining language teachers’ curriculum decision-making about language programmes	Scadden: Staying alive - engaging and retaining students	Truckenbrodt: Student voice and the languages educator: why bother?	Kurakan: Exploring Thai interns' speech acts response to corrections and disagreements	Colloquium II (German Focus) Janicka, Le, Ullrich, de Carvalho: Teaching German – training and concepts
9.30 – 10.00			Donaldson: <i>Ngā Pou Reo Kia Ora Te Reo</i> - teachers learning Māori	Kasper: Chatterbox hands-on resource in Years 4-9	Jalkanen: Experiences of (trans) languaging in a primary bilingual programme in Finland	Connelly: From TESOL to CLESOL: New Zealand Certificate in Language Education	Mead & Sydenham: How noisy is my classroom?	Ogawa: Imagined identities in language learning	Domingo: This is so hard! Understanding Filipino children’s language development	
10.00 – 10.30		Lim: Online RT method and development of (meta)cognitive reading strategy	Ikezu: Mastering Japanese communication		Matsui: Conceptualising bilingual families’ use of heritage language in Australia	Fu: The development of Pacific language teaching and learning in China		Haye-Matsui: intersectional language teacher identities: black women in Japan	Harvey: Retracing the cultural politics of subject languages: the pre-WW1 era	
10.30 – 10.55		Morning Tea – OGGB – Level 0 Foyer								
		260:115 – Fisher and Paykel Auditorium								
11.00 – 12.00		Keynote 2: Professor Anne-Marie Morgan and Andrew Scrimgeour Title: A global reckoning on the prospects and challenges for transformative futures through languages education: A view from the Antipodes								

MONDAY 8th JULY – CONFERENCE DAY 2										
Parallel Session 4	OGGB 4 Lecture Theatre (260-073)	Case Room 2 (260-057)	Case Room 3 (260-055)	Seminar Room (260-040B)	Case Room 223 (260-223)	Seminar Room 323 (260-323)	Seminar Room 325 (260-325)	Pasifika Teaching Space (275-104)	Pasifika Teaching Space (275-107)	Decima Glenn (260-310)
12.00 – 12.30	Pommarède & Vennell: Teaching with comprehensible input	Borger: Navigating ChatGPT's role today and tomorrow	Yoshioka: Tradition meets trend: Manga, Yokai, and the Japanese language	Yang & Xu: CLIL in action: enhancing Chinese language learning through drama Integration	Ashton: Understanding and responding to diversity in the language classroom	Slingerland & Scrimgeour: Developing a whole school policy for languages education	Ngoc: Teaching German with TV	Tui Tuia Talanoa Space (see p. 25)	Velikova: Fostering linguistic diversity in English language teacher education	Neigert: AI and language assessment: working on solutions together
12.30 – 1.00	Oguro: Strategies to maximise teachers' target language use with beginner-level learners.				Ramirez: A decade of Interculturality in language teaching: expectations versus reality				Bonin: Identifying requirements and gaps in French teacher preparation	
1.00 – 1.50		Lunch – OGGB – Level 0 Foyer								
Parallel Session 5	OGGB 4 Lecture Theatre (260-073)	Case Room 2 (260-057)	Case Room 3 (260-055)	Seminar Room (260-040B)	Case Room 223 (260-223)	Seminar Room 323 (260-323)	Seminar Room 325 (260-325)	Pasifika Teaching Space (275-104)	Pasifika Teaching Space (275-107)	Decima Glenn (260-310)
1.55 – 2.25	Scrimgeour: Reimagining language policy and provision in a linguistically diverse society	O'Brien: Welcome to TikTokio: Using short-form video for engagement in languages	Sinclair: Language strategies and activities for improving literacy and numeracy skills	Polke & Töniges: Trip planning for school students learning German to Puhoi and the Hundertwasser haus	Fu: Teaching calligraphy to inspire students' interest	Poon-Lai: Maximising language use in and out of the class	McGinley & Lyons: Le déperissement du kauri: an environmental topic for all ages	Chapman: - Getting students talking	Kim: Implementing TBLT in beginner-level classrooms	Valent: Learning German through digital activities
2.25 – 2.55	Moore: A brief history of language teaching in Australia's centre	Peredo: A virtual learning environment to learn Spanish language and culture								
3.00 p.m.		Conference Day 2 ends								
3.00 p.m.		NZALT AGM – OGGB 4								
6.30 p.m.		Conference dinner – 'Under the Dome' at the Auckland Museum (pre-registration required)								

TUESDAY 9th JULY – CONFERENCE DAY 3										
8.30 a.m.		Registration opens – Sir Owen G Glenn Building (OGGB) – Level 0 Foyer								
Parallel Session 6	OGGB 4 Lecture Theatre (260-073)	Case Room 2 (260-057)	Case Room 3 (260-055)	Seminar Room (260-040B)	Case Room 223 (260-223)	Seminar Room 323 (260-323)	Seminar Room 325 (260-325)	Pasifika Teaching Space (275-104)	Pasifika Teaching Space (275-107)	Decima Glenn (260-310)
9.00 – 9.30	Slaughter, Barclay, Cooper, Ford: Languages Teacher Associations: driving and innovating languages education	Yang: Exploring AI applications in TBLT	Chi: How to teach handwriting Chinese characters and develop language skills	Ma: Enhancing L2 writing skills through synchronous wechat discussions	Sinclair & Scadden: Running a Heritage Languages and Cultures course	Chen: Exploring older migrants’ language challenges of daily-life tasks	Polke: Enhance literacy skills within the context of foreign language teaching	Anokhina: Developing learning activities and formative assessment tasks for secondary students	Oyola: German, French and Spanish meet in Córdoba: multilingualism in Argentina	Colloquium III (German Focus) Blumenthal, Bourguignon, Chairatana: Literature and culture in the German classroom
9.30 – 10.00	Pentti: Building student agency for engagement and achievement		Borger: The Chinese Classroom Activity Handbook	Barclay: From silence to socialising	Ngaropo: <i>Reoruatanga</i> - dual language acquisition	Li, Sandretto & Sexton: Neoliberal English private tutoring working culture and tutor identity		Mead & Sydenham: NCEA level 1 external assessment and the classroom teacher	Farmer, Morgan, Cordy, Matsui: Aspiring to universal plurilingual early learning: evidence and benefits	
10.00 – 10.30		Baabbad: Using VR technology to improve speaking proficiency	Tar & Czeller: Students’ language anxiety in higher education institutions							
10.30 – 10.55		Morning Tea – OGGB – Level 0 Foyer								
Closing		260:115 – Fisher and Paykel Auditorium								
11.00 – 12.00		Keynote 3 - Closing Keynote: Professor Terry Lamb Title: Why languages matter! Language education for democratic culture								
12.00 p.m.		Awards Ceremony and Closing Ceremony								
1.00 p.m.		Conference closes								

Our Main Social Events

Opening Welcome Reception

Saturday 6th July

6.30 – 7.30 p.m.

Owen G Glenn Building Atrium, Ground Floor

The NZALT Biennial Conference | FIPLV World Congress is pleased to invite you to join with colleagues for **drinks and canapés/nibbles** after the Welcome Event

NZALT 50th Anniversary Reception

Pre-registration required

Sunday 7th July

4.00 – 5.30 p.m.

Owen G Glenn Building Atrium, Ground Floor

Join us for **cake and a toast** to celebrate the 50th Anniversary of NZALT. The reception will include guest speakers and a fun trip down memory lane. This event is separate to the main conference programme and primarily intended for current NZALT members who would like to raise a glass to honour the past of our important Association.

Conference Dinner

Pre-registration required

Monday 8th July

6.30 – 11.00 p.m.

Under the Dome at the Auckland War Memorial Museum

The **NZALT Biennial Conference | FIPLV World Congress Dinner** will take place Under the Dome of the Auckland War Memorial Museum. The Museum is one of Auckland's premier event locations with its striking neo-classical architecture and majestic columns.

Cultural Protocols

Mihi whakatau

A *mihi whakatau* is a form of welcome similar to a *pōwhiri* (official welcome), but less formal. It removes the *tapu* (restrictions) of the *manuhiri* (visitors) to make them one with the *tangata whenua* (hosts). Mihi whakatau procedure:

- *Karanga* (exchange of calls - if being provided)
- All guests will be seated
- A *karakia*/blessing is then recited
- Followed by a *mihi*/speech by the hosts
- When host speeches are completed *manuhiri*/visitors will be invited to speak
- All speeches are followed by a *waiata tautoko*/song of support
- *Tangata whenua* will then complete the process and invite *manuhiri* to move across to *harirū*/shake hands and *bongi*/press noses with *tangata whenua*/hosts.
- The *Kaikōrero* will provide guidance. This is followed by partaking in *kai*/food

Waiata traditions + the lyrics to the selected waiata

Waiata (song) is a medium through which sacred and traditional knowledge is passed from one person to another, or from one generation to another. Waiata are commonly performed at *pōwhiri* and *mihi whakatau*, following, and in support of *whaikōrero* (speaker). Within this context, the place is central to waiata. Its purpose is to complement the *whaikōrero* expressing identity and the significance of place.

Our Waiata

Te aroha
Te whakapono
Me te rangimarie
Tātou, tātou e

*Let love
faith
and peace
unite us all*

Hongi

At a formal Māori occasion, whether held in a *marae* (meeting house) or not, it is customary for visitors to shake hands and *hongi* with their hosts after the speeches of welcome. While shaking hands, the left hand of each person may be placed on the other's near shoulder. The head is bent, the eyes are lowered or closed, and noses are pressed together either once or twice

Presentation of Kakala or lei

The presentation of a *kakala* or *lei* (garland) to a special guest is a sign of *mana* (honour) and beauty, and bestowing respect upon the wearer. The act of giving to another person is a sign of kindness and generosity, common in Pacific cultures. As the kakala needs to be placed around the shoulders of a recipient and tied at the back, a person will approach each guest, asking for permission to carry out this process.

Karakia kai

The Māori *Kai Karakia* is a blessing that can be said or sung before eating.

E te Atua
Whakapaingia ēnei kai
Hei oranga mō ō mātou tinana
Whāngaia hoki ō mātou wairua ki te taro o te ora
Ake, ake, ake
Amine

*Lord God
Bless this food
For the goodness of our bodies
Feeding our spiritual needs also with the bread of life
Forever and ever
Amen*

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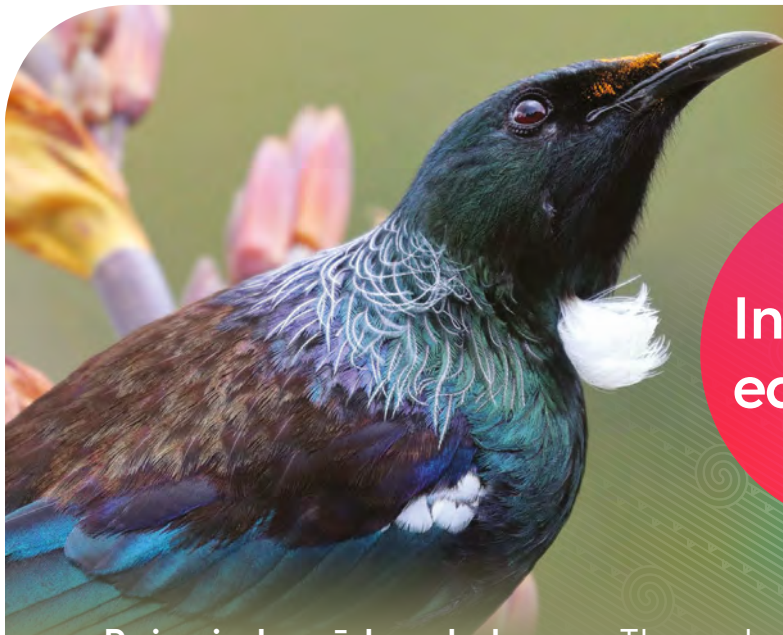
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Session Abstracts

To help participants to navigate their way around the programme, the **session abstracts** have been arranged by **Parallel Session number** (1, 2, 3, 4, 5 and 6), and, within each Session, by **room location**, starting from left to right as indicated on the Conference Schedule (pp. 12 - 17). **You can cross-reference the schedule on pages 12 to 17 with the abstracts presented here.**

For example, all abstracts for **Parallel Session 1** have been listed first, and each abstract follows the room order: **OGGB 4 Lecture Theatre (260-073), Case Room 1 (260-005), Case Room 2 (260-057)**, and so on.

Under location and time, information is provided on the session title, presenting authors, abstract, language of presentation and (where advised at the time of abstract submission or otherwise known) presenting author details.

Additionally, on **pp. 98-99**, you will find a **list of presenters, in alphabetical surname order**, and the page(s) where **title and abstract details** can be found.

Please also note the following special sessions:

Sunday 7th July, 1.55 to 2.55 p.m. and Monday 8th July, 12.00 – 1.00 p.m.

Pacific Languages Teachers' Talanoa Space
facilitated by Tui Tuia | Learning Circle
in the Pasifika Teaching Space (275-107 on Sunday; 275-104 on Monday)

All teachers who teach Pacific languages or who are interested in Pacific language education are welcome to these talanoa times. We will provide the opportunity for both facilitated talanoa about NCEA, resources, challenges and solutions and also the opportunity to share freely about what is on top for you in this space. We look forward to seeing you there.
(See also abstract on p. 70)

Monday 8th July and Tuesday 9th July

Education Perfect drop-in sessions
in the Computer Lab (260-036)

PARALLEL SESSION 1

11:00 AM - 12:30 PM (Colloquium)

OGGB 4 Lecture Theatre | 260-073

Embracing new challenges: Navigating evolving standards in Chinese language education

Danping Wang¹ (Convenor), Professor Guohua Zhu², Professor Anqi Ding², Professor Quan Li³

¹The University of Auckland, ²East China Normal University, ³Renmin University of China

1) Rethinking our approaches to introducing the Chinese language to students: Perspectives from literary theory

Abstract:

Drawing on literary theories, this talk explores innovative strategies for introducing the Chinese language to students of other languages. Aside from highlighting unique features like the logographic writing system and tonal pronunciation, this paper calls for delving into the deep cultural significance of existing popular literature and classics to exemplify the philosophy and worldviews contained in the Chinese language. Through an interdisciplinary lens, we propose novel approaches grounded in a deeper understanding of linguistic and cultural complexities, enriching students' learning experiences.

Language of the Presentation: Chinese and English

Presenting Author Details:

Professor Guohua Zhu is Dean of the School of International Chinese Studies at East China Normal University in Shanghai. He is a prolific author with publications spanning western literary criticism, Chinese literature, and critical topics in the social sciences and humanities. Email: ghzhu@zhwx.ecnu.edu.cn

2) Unpacking the General Curriculum for International Chinese Language Education: Insights from the writers

Abstract:

As one of the leading contributors to the *General Curriculum for International Chinese Language Education*, I offer insights into the design philosophies underpinning this new curriculum. For the first time, it distinguishes between learning goals for speakers of other languages in primary/secondary schools and higher education. In this presentation, I will highlight key features of the curriculum, which integrates concepts such as holistic education, theme-based learning, standards alignment, and assessment-driven approaches into its objectives, content, and evaluation. This curriculum promises to be a valuable resource for school teachers worldwide teaching Chinese as an international language.

Language of the Presentation: Chinese and English

Presenting Author Details:

Professor Anqi Ding is the Vice Dean of the School of International Chinese Studies and Director of the Institute of Global Chinese Language Teacher Education at East China Normal University, Shanghai. She also serves as Chairperson of the Global Chinese Language Teacher Education Association. Her research focuses on acquisition studies and teacher education. Email: dinganqi@chinese.ecnu.edu.cn

3) Implications of the General Curriculum for International Chinese Language Education for primary and secondary school teachers

Abstract:

This paper examines the rationales for developing a new General Curriculum for diverse learners in school settings specifically. Critically assessing the implications of the General Curriculum on local curriculum development outside of China, it delves into its broader impact on alignments and diversity of standards, assessments, and pedagogies of international and local curricular on Chinese language education. The presentation will also discuss the potential application of the General Curriculum for local Chinese language teachers in school settings, highlighting its relevance and adaptability. Through this analysis, the paper offers valuable insights into the evolving landscape of Chinese language education and its implications for diverse educational contexts.

Language of the Presentation: Chinese and English

Presenting Author Details:

Professor Quan Li, School of International Cultural Exchange at Renmin University of China, currently serves as a member of the National Committee for Graduate Education Guidance in Chinese International Education, Executive Director of the International Society for Chinese Language Teaching, Vice President of the Beijing Linguistics Society, and Editorial Board member for various leading journals including *Chinese Language Teaching in the World* and *Applied Linguistics (Chinese)*. Email: liquan@ruc.edu.cn

4) Gaps between the International and local curriculum: New realities and new challenges

Abstract:

Following the introduction of the new General Curriculum for Chinese language education, this presentation will focus on discussing the disparities between the emerging local Chinese curriculum in New Zealand and the new international curriculum developed by experts based on China. Drawing from my involvement and experiences in developing the New Zealand curriculum for Chinese, I will highlight the key characteristics of the local standards and examine the gaps between international and local curricula, along with the emerging challenges they present to school teachers. To conclude, I will pose questions for participants and teachers to discuss over the next 10 to 15 minutes.

Language of the presentation: Chinese and English

Presenting Author Details:

Danping Wang is Senior Lecturer of Chinese and Subject Leader of Chinese at the School of Cultures, Languages, and Linguistics at the University of Auckland. She has been appointed by the New Zealand Ministry of Education to serve on the Subject Expert Group for the NCEA assessment standards review. She contributes as one of the writers for the NCEA Level 1 and Level 2 curriculum for the Mandarin Chinese subject. Her research primarily focuses on transforming Chinese language teaching and learning in diverse cultural contexts, and she has published extensively in this field. Email: danping.wang@auckland.ac.nz

PARALLEL SESSION 1

11:00 AM – 12:00 AM (Workshop)

OGGB Case Room 1 | 260-005

Integrating science into the Chinese language classroom

Fiona Yen¹

¹Tui Tuia | Learning Circle

Abstract:

This workshop aims to model the effective integration of a science concept into Chinese language classes. Participants will engage in simple experiments involving placing various objects into water, making predictions, forming hypotheses, and gathering results. Through this process, participants will gain an understanding of the Content and Language Integrated Learning (CLIL) approach, enabling them to effectively enhance their learners' Chinese language skills while also deepening their comprehension of scientific principles.

Language of the Presentation: English and Chinese

Presenting Author Details:

Fiona has been teaching Chinese in secondary schools for over 15 years and is well-versed in the New Zealand curriculum. She is skilled at assessing the strengths and weaknesses of her students and adapting her teaching methods to meet their needs. In addition, Fiona is passionate about language education and enjoys collaborating with other language teachers to improve their teaching practices and help students achieve success.

PARALLEL SESSION 1

11:00 AM - 11:30 AM (Paper)

OGGB Case Room 2 | 260-057

Teaching with tech: Global perspectives on language education and AI

Jacqueline Mikami¹

¹MLTAQ (AFMLTA)

Abstract:

In today's interconnected world, the intersection of technology and language education has become increasingly pivotal. This presentation will explore the transformative role of Artificial Intelligence (AI) in language teaching from a truly global standpoint. It will delve into the ways AI is reshaping language education, transcending geographical boundaries, and accommodating diverse linguistic backgrounds. We will examine innovative AI-driven solutions that foster enhanced language learning experiences, promoting inclusivity and accessibility for learners worldwide. Drawing from international case studies and best practices, our discussion will highlight how AI is being harnessed to adapt to the unique needs of learners across different cultures and languages. The session will also explore the challenges and ethical considerations surrounding the use of AI in language education on a global scale. Join us for an engaging dialogue that bridges traditional pedagogy with the limitless potential of technology. Together, we'll embark on a journey through the multifaceted landscape of language teaching and AI, embracing a global perspective that transcends borders, languages, and time zones. This presentation promises to inspire, inform, and invigorate language educators from every corner of the world.

Language of the Presentation: English

PARALLEL SESSION 1

11:00 AM – 12:00 AM (Workshop)

OGGB Case Room 3 | 260-055

French trips and exchanges Q&A workshop

Stefanie Hossbach¹ Paul Soupaya Valliama²

¹NZAFT, ²French Embassy in New Zealand

Abstract:

French trips and immersive linguistic experiences have always played a pivotal role in language education. Covid 19 changed the travel landscape for a couple of years. However, French teachers are starting to organise trips again. The first exchanges with French-speaking destinations have already taken place or are about to happen. Other teachers are still looking for places to go or French schools to connect with. This workshop is facilitated by NZAFT and aims to bring people with an interest in exchanges and trips together. Attendees will learn about NZAFT exchange initiatives but are also encouraged to share their own experiences and bring relevant materials such as RAMS forms, gear lists, and itineraries to the workshop.

Language of the Presentation: English

PARALLEL SESSION 1

11:00 AM – 12:00 AM (Workshop)

OGGB Seminar Room | 260-040B

Practical solutions for integration of realia and shuwa towards communication.

Katy Gilles¹

¹Sydney Catholic Schools, ²Modern Language Teachers Association, ³Japanese Teachers Association NSW

Abstract:

This hands-on workshop will provide opportunities to (1) create a calico and felt map of Japan for your classroom with patterns for take home; (2) create around Japan felt finger puppets; (3) create realia with shuwa and kamishibai stories. The workshop will also include: (4) hiragana learning with tactile puzzles and montessori principles; (5) exploring a ten week program for how to use with your classes

Language of the Presentation: English

PARALLEL SESSION 1

11:00 AM – 12:00 AM (Workshop)

OGGB Case Room 223 | 260-223

Building students' self-efficacy around writing in a new language

Andrea Truckenbrodt¹

¹Faculty of Education, University of Melbourne

Abstract:

Students typically find writing in a new language challenging for many reasons. Technology (Google translate, ChatGPT) provides short-term solutions. However, building students' self-efficacy and capacity to express ideas and information in writing using their full linguistic repertoire and literacy knowledge is arguably more rewarding and sustaining approach. This session focuses on practical suggestions of how

teachers can build and support students' self-efficacy around writing a traditional tale, including modelling a possible scaffolding process using the Teaching and Learning Cycle (Derewianka & Jones, 2022). Teachers will leave having engaged with an example of a German unit, a possible learning sequence and explicit strategies for leveraging students' L1 literacy skills and plurilingual knowledge when creating and crafting a text in the additional language.

Language of the Presentation: English

Presenting Author Details:

Andrea Truckenbrodt is a passionate advocate for Languages and Languages educators. Her extensive experience includes teaching, consulting and researching in Languages and Literacies education from pre-school to university. She works as a teacher educator in the Faculty of Education at the University of Melbourne. Her current research interests focus on supporting student motivation and engagement in Languages Learning and include differentiation, translanguaging pedagogies and enacting student voice.

PARALLEL SESSION 1

11:00 AM - 11:30 AM (Paper)

OGGB 3 Lecture Theatre | 260-092

English for Specific Purposes (ESP) teaching practice and research: Bulgaria in close-up

Albena Stefanova¹

¹University of National and World Economy - UNWE, ²Bulgarian English Teachers' Association - BETA, ³FIPLV

Abstract:

Teaching ESP to learners from a variety of professional contexts results in valuable experience and opportunities for research. In Bulgaria, there is a long-standing tradition in ESP teaching in professional high schools and HEIs. However, most ESP practitioners have not ventured to do research. Over the last two decades, a change has been observed and the foundations were laid of a Bulgarian school. Strenuous research has been carried out with a focus on different aspects of ESP: designing ESP courses, teaching specialised vocabulary, studying ESP needs, developing functional communicative competence, assessing ESP learners based on an e-portfolio, etc. What are the local and global implications of this development and what are the challenges the ELT and ESP community is faced with? The answers to these questions are to be discussed by the presenter along with the overview of the Bulgarian contribution to ESP.

Language of the Presentation: English

Presenting Author Details:

Albena Stefanova is a senior lecturer in English at the University of National and World Economy in Sofia, Bulgaria. She holds a PhD in Methodology of Teaching Modern Languages, a master's degree in English Philology, and bachelor's degrees in Portuguese Philology and Theory and History of Diplomacy. She has been teaching English to students of philosophy, policing, law, economics and political studies for over twenty-five years. Her main interests are in ESP: functional communicative competence and specialised translation in the fields of economics and political studies. Over the last years, she has been focused on needs analysis in ESP, the development of interactive tasks and syllabi for effective ESP courses, optimisation in language teaching based on enhanced students' engagement.

PARALLEL SESSION 1

11:00 AM – 12:00 AM (Workshop)

OGGB Seminar Room 321 | 260-321

New Pacific language resources: Ideas on how to use them

Monique Anderson¹

¹Ministry of Education

Abstract:

Ten listening passages, and associated transcripts, as well as ten written texts have been developed for all NCEA Level 1 Pacific language subjects, including Vagahau Niue and Gagana Tokelau, as part of the NCEA Change Programme. These texts are intended to increase the language specific resources available to support teaching, learning and practice assessment for these subjects. Join this workshop to learn more about where to access these resources and pick up a range of ideas on how you might use them in planning and course design.

Language of the Presentation: English

Presenting Author Details:

Monique Anderson is currently working for the Ministry of Education in the role of Learning Area Lead for Learning Languages subjects in senior secondary. In the 18 years prior to joining the Ministry, she was a teacher of French and Spanish, with the occasional English, ESOL or junior reo Māori class thrown in for good measure. She has also been Head of Languages in two different schools.

PARALLEL SESSION 1

11:00-12:00 AM (Workshop)

Pasifika Teaching Space | 275-107

Direct Acts of Language Learning Strategies - DALLs

Aroha Ngaropo¹

¹Tui Tuia / Learning Circle

Abstract:

This workshop addresses the gap between a teacher's teaching and a learner's ability to learn. In language learning improved efficiency on the part of the learner is a key development area for more effective progress. DALLs outlines a set of language learning strategies as a guide for learners, and as a structure that teachers can use to explicitly promote their student's efficacy. The workshop will include a range of classroom strategies to support the various steps in the DALLs process. Includes both ideas for implementation and hands-on activities.

Language of the Presentation: English

Presenting Author Details:

Aroha Ngaropo is a Kaiwhakarurukau for Tui Tuia / Learning Circle's *Te Whānau Maioha* Team. She has 20 years teaching experience as an Educator in Te Kohanga Reo, Early Childhood Education and Māori Medium in Primary. She also has 10 years experience in management roles as an Early Childhood Centre manager, Team Leader and Deputy Principal.

PARALLEL SESSION 1

11:00 PM – 11:00 AM (Paper)

OGGB Decima Glenn | 260-310

Teaching German at a public school in Rio de Janeiro

Ana Maria Sobreira de Siqueira¹

¹BraDLV - Der Brasilianische Deutschlehrerinnen und Deutschlehrerverband

Abstract:

The aim of this work is to investigate whether the most important concepts of teaching, using activating techniques and methods can lead children to learn more effectively. My experience as a German teacher as a second language at a public elementary school in Rio de Janeiro, Brazil, has showed me that it is essential to promote thinking and action and also a positive attitude to encourage motivation towards the learning process. The work which has been developed in my school is painstaking, there are an average of 30 students between the ages of 6 and 12 in each of the 25 classes, and only three German teachers. The children struggle with the heat and lack of resources to learn German, but are passionate about the language and always enthusiastic. As a teacher, I have to organize the work so that the students have the opportunity to get their needs met - that means they should be given the opportunity to learn German with security, recognition, social contacts, communication, and to find self-realization through it. As I see it, teachers have to constantly try to make lessons more attractive, use surprise effects and games, work with music and projects, choose appropriate didactic means in the classroom so that every single student becomes active, teachers ought to create situations in which students become researchers and explorers and provide students with the largest possible collection of materials. It would be a great pleasure for me to be able to share the results of my experience with other teachers, publicizing the work developed in my school, showing that the future is here, next to us, plenty of multilingualism, because now poor children in Rio de Janeiro are entitled to learn a traditional language as German, a language full of history that can lead our students to a brilliant future. I am convinced that this work will be enriching for everyone attending this oral presentation

Language of the Presentation: English

PARALLEL SESSION 1

11:30 AM - 12:00 PM (Paper)

OGGB Case Room 2 | 260-057

Using AI to prepare interesting and inspiring language lessons

Fiona Taylor¹

¹St Andrew's College

Abstract:

This presentation is for teachers who are just starting to experiment with the use of AI in language lessons. We will look at advantages and disadvantages of using AI, and where it is appropriate in preparing engaging lessons. We will focus on prompts that could be used and how you could use AI to enhance your lessons. I will share some of the activities I have created using AI and participants will have the opportunity to experiment themselves.

Language of the Presentation: English

Presenting Author Details:

Fiona Taylor started teaching French and German in 1996 at Rotorua Boys' High School, where she was the sole teacher of both languages for three years. After a five-year stint in Europe, she returned to Christchurch in 2003 and began teaching at Lincoln High School. Over her twenty years at Lincoln High School, she taught French and, in 2019, she introduced German. She has led a number of trips to France and New Caledonia. This year Fiona has taken up a position as Head of Modern Languages at St Andrew's College in Christchurch. She is a passionate practitioner who embraces pedagogy and new initiatives in language teaching. She is very focused on student achievement as well as making language learning fun.

PARALLEL SESSION 1

11:30 AM - 12:00 PM (Paper)

OGGB 3 Lecture Theatre | 260-092

There, online, and back again: English for Specific Purposes 2019-2024

Tim Edwards¹

¹English Language Institute, Victoria University of Wellington

Abstract:

This presentation looks at changes made to one ESP course for Southeast Asian government officials as it went through various iterations during 2019-2023, feedback on those iterations, and compares them to findings from other educational researchers and contexts worldwide. The presentation compares experiences before Covid-19, during the pandemic under emergency and planned remote teaching, and since 2023 in a reinvented face-to-face programme with a blended component. The study uses survey data, and semi-structured interviews. Findings indicate that while goals of language learning and developing connections with New Zealand society and culture, were achieved by online cohorts, the quality and amount of this were negatively impacted by the online mode. Accessibility and reliability of equipment and connectivity, and digital literacy, further impacted the programme. The presentation concludes with suggestions regarding preparing staff, students, and courses in future for online and blended learning.

Language of the Presentation: English

Presenting Author Details:

Tim Edwards teaches in the English Language Institute at Victoria University of Wellington (VUW), teaching on various EAP and ESP programmes there and occasionally offshore. He has been teaching since 2001, working with a variety of age groups and on General English, EAP, and ESP programmes, joining VUW full-time in 2019 having completed his MATESOL there. He has previously taught in several countries in Asia, Europe, North America, and Australasia. He is on the WATESOL committee and his occasional action research generally focuses on practical classroom teaching matters, and has included student preparation for study abroad, language for cleaners, use of pop music in classes, and the present project.

PARALLEL SESSION 1

11:30 AM - 1:00 PM (Colloquium)

OGGB Decima Glenn | 260-310

Teaching German – Competencies and Pedagogies

Convenors: Diana Feick¹, Alexandra Töniges²

¹The University of Auckland; ²Tui Tuia / Learning Circle

1) Lehrwerke - Global vs. Regional /Textbooks - Global vs. Regional

Abstract:

Language learning requires teaching and learning materials. Publishers make textbooks for the whole world. You could say that they depict a world (in our case the German-speaking countries) and that learners around the world get an idea of the language and culture of these countries. Language learning is also about learning biographies, learning cultures, intercultural and transcultural learning and is often dependent on existing curricula and timetables. One option is to have textbooks developed in the target country or to adapt existing books for a specific region. In India we took the second approach and adapted several textbooks for South Asia. Using a textbook “Maximal”, I would like to share how we proceeded and what challenges we faced.

Language of the Presentation: English/German

Presenting Author Details:

Kaur, Puneet: Director of BKD at the Goethe-Institut New Delhi, President of the Indian German Teachers' Association, Secretary General of the International German Teachers' Association IDV. Email: puneet.kaur@gmail.com

2) Sprachkompetenz der vietnamesischen Deutschstudierenden der Fachrichtung Übersetzen und Dolmetschen an der Universität Hanoi: Eine Korpusanalyse /Language competence of Vietnamese German students majoring in translation and interpreting at the University of Hanoi: A corpus analysis

Language of the Presentation: English/German

Presenting Author Details:

Nguyen, Thi Kim Lien: German Language Department, Hanoi University. Email: lienntk@hanu.edu.vn

3) Die Erschließung von Lernräumen vielfältig denken: Lernräume im Deutschunterricht digital und analog erschließen – am Beispiel Neuseelands / Opening up learning spaces in German lessons digitally and analogue – the New Zealand example

Abstract:

In this presentation, the development of learning spaces in the German language classroom in Aotearoa is considered both digitally and analogue, using the example of selected projects in Aotearoa New Zealand. The projects are based on both online and analogue concepts, whereby all projects share a focus on experiential learning (EOTC), CLIL and a cross-curricular approach. A central question is always the search for German language and German culture related locations in Aotearoa. This happens in order to anchor

learning experiences in an approachable context with which learners can identify - and which promotes intrinsic motivation and learner engagement in a purposeful way. The following case studies are outlined: “Kia ora Berlin Wall/ Christchurch”, the “Puhoi Settlement/Auckland”, EOTC, CLIL & more: “Hundertwasser Art Centre/ Whangarei”, a virtual journey through Germany via Padlets and “Learning German through playing Handball/ CLIL.”

Language of the Presentation: English/German

Presenting Author Details:

Töniges, Alexandra: Teaching Expert for the Goethe-Institut and German adviser for Tui Tuia / Learning Circle. Email: a.toniges@auckland.ac.nz

PARALLEL SESSION 1

12:00 PM - 1:00 PM (Workshop)

OGGB Case Room 1 | 260-005

Think differently: Using language to learn, not just learning language

Kelly Harrison¹

¹Lingopont, ²Languages Roadshow

Abstract:

Content and Language Integrated Learning (CLIL) is an untapped well of potential for Languages education. It offers solutions to many of the challenges faced around student engagement and proficiency, particularly in countries where a monolingual mindset dominates. Despite the well-documented benefits, CLIL also presents many challenges to teachers in terms of workload, resourcing and implementation. Getting started can cause many teachers to feel overwhelmed and intimidated. In this workshop, Kelly will offer a range of achievable ways for schools and teachers to experiment with CLIL lessons and units. She will step participants through a range of strategies for providing opportunities for students to use language, not just learn it.

Language of the Presentation: English

Presenting Author Details:

Kelly Harrison is the owner of *Languages Roadshow*. She worked as a high school Japanese teacher in Brisbane and now provides professional learning and creates resources for Languages teachers. Her field of interest is Content and Language Integrated Learning (CLIL) after writing and resourcing her own year-long CLIL program for a Year 10 Japanese program. She is passionate about promoting this pedagogy as a way of engaging more kids in Languages study. Kelly has three young kids and lives in Northern NSW, Australia. This year she is also working for Lingopont authoring a new Year 7 and 8 Japanese textbook called Peko Peko.

PARALLEL SESSION 1

12:00 PM - 1:00 PM (Workshop)

OGGB Case Room 2 | 260-057

GenAI for teacher assistance

Annelise Borger¹

¹Tui Tuia | Learning Circle

Abstract:

Gain insights into leveraging ChatGPT or other GenAI tools for language course content creation, delivery, and enhancement. From planning lessons to assessment, learn about innovative strategies to enrich your teaching practices.

Language of the Presentation: English

Presenting Author Details:

Annelise Borger is a facilitator for Tui Tuia | Learning Circle's Languages Team. She resides in Lake Hāwea with her husband and two young children. Passionate about learning, she enjoys sharing her experiences through facilitating workshops and programmes on leveraging digital technologies to enhance student learning, including Flipped Learning and using GenAI in the classroom. Before joining the Tui Tuia | Learning Circle's Languages team, she was a Chinese teacher in Christchurch and contributed to the development of Chinese language programmes at four schools.

PARALLEL SESSION 1

12:00 PM - 1:00 PM (Workshop)

OGGB Case Room 3 | 260-055

Igniting the joy and wonder of learning a new language

Ruth Harvey

"This the idea my for lesson". You may hear a Hebrew speaker of limited English utter this sentence. Attend this workshop to find out why, and get to learn to speak Hebrew yourself! The session aims to spark interest in the various ways used by languages to express same ideas, and to (re)develop empathy for learners of languages, especially when the target language is considerably different to their own. This stimulating practical experience will provide a structure with strategies for a sample language lesson. Hebrew will be used in this session, but the workshop can be adapted to any language. Both explicit and implicit instruction will be explored, employing teaching and learning strategies of modelling, applying, translating, and eliciting high order thinking. This session is guaranteed to have you positively challenged and engaged, by the end of which you will leave with a practical achievement and takeaway ideas.

Language of the Presentation: English/Hebrew

Presenting Author Details:

Shalom, I am **Ruth Harvey**, a language lover, learner and teacher. I have instilled this passion in my students for 30 years, teaching Hebrew at the University of Sydney and in high schools, both in the public and private sectors of the Australian education system. I led the Hebrew department at Emanuel School in Sydney for 13 years, and am the senior marker for the Modern Hebrew HSC in NSW. Currently, I am contributing my expertise to mentor emerging and experienced language teachers. In addition to Hebrew

and English, I am also literate in Arabic and I hope to add Farsi to my trove of languages. I am in the process of formalising my skills in the craft of translation, which I find fascinating.

PARALLEL SESSION 1

12:00 PM - 1:00 PM (Workshop)

OGGB Seminar Room | 260-040B

El Camino de Santiago: cultura viva

Clara Gomez Jimeno¹

¹Embassy of Spain/Tui Tuia

El Camino de Santiago: cultura viva

Abstract:

This workshop aims to integrate the rich cultural significance of El Camino de Santiago in the Spanish language classroom, providing Spanish language teachers with resources to create immersive and enriching learning environments for students. By exploring the historical importance of this iconic pilgrimage route, participants will gain insights into how to infuse language lessons with cultural depth and authenticity. Through different activities, teachers will learn to promote active engagement and foster creativity, ultimately enhancing students' cultural competence alongside language skills.

Language of the Presentation: English

Presenting Author Details:

Dr. Clara Gomez Jimeno is the Spanish National Language Adviser for Tui Tuia | Learning Circle's Languages team. Clara has been an ESOL and Spanish teacher for many years in Great Britain, Spain and the USA. She also has experience in education leadership. She is passionate about languages and culture, bilingual education and education in general, as well as traveling.

PARALLEL SESSION 1

12:00 PM - 1:00 PM (Workshop)

OGGB Case Room | 260-223

Kotahitanga – from collaborations within school to across the globe

Heike Cebulla¹

¹Logan Park High School

Abstract:

Language learning needs to be intercultural and authentic, meaningful and fun. A kete full of opportunities for our ākonga to be kaiako of their language and culture in local and global settings. This workshop will give you an insight into different ways to do that – with examples of meaningful interactions between different subject classes at your school and the constructive use of padlets to communicate with other schools around the globe, but also in your local context – the record is a network of four schools from Ōtepoti, Noumea in New Caledonia and Caudry in France. It will also give you time to share your own experiences and plan the next steps for term three.

Language of the Presentation: English

Presenting Author Details:

Kia ora e te whanau. My name is **Heike Cebulla** and I am the current HoD at Logan Park High School in Ōtepoti. I have been teaching languages (German, French and ESOL) for 20 years in different teaching establishments such as high schools, adult learning centres, university and primary schools. I am very interested in how to make my classes relevant and authentic to my students by incorporating cross-curricular learning within school as well as virtual (and real) collaborations with native speakers. My passion lies in connecting with practitioners who have the same keenness to open their classrooms physically and virtually.

PARALLEL SESSION 1

12:00 PM - 12:30 PM (Paper)

OGGB Lecture Theatre | 260-292

Empowering students: Cultivating confidence and cultural awareness through Global Englishes

Flavia Feijo, Sandra Tanahashi¹

¹Bunkyo Gakuin University

Abstract:

English is a subject of major importance in Japan; however, the current English Language Teaching (ELT) practices emphasize English taught by native-English speakers. Our presentation introduces our pioneering course called “Global Englishes” that was added to the curriculum of a Japanese university as a required one-year course for second year students. This course was designed to improve students’ English and their awareness of different world cultures. The course is taught by six teachers from non-native English countries. It exposes students to different accents so that they will be more prepared to use English internationally after graduation. A survey conducted with students showed that their listening comprehension increased by an average of 30% thanks to the one-year course. We also found that students’ confidence grew significantly showing that Global Englishes, which requires students to communicate actively in class, is an engaging method for boosting students’ language proficiency

Language of the Presentation: English

Presenting Author Details:

Flavia R. Feijo is an Assistant Professor at Bunkyo Gakuin University, Faculty of Business Administration in Tokyo. Her research field is multidisciplinary and interdisciplinary. As an immigrant herself, she has been using a sociolinguistic approach to study the Brazilian Community in Japan for the past ten years, focusing on identity formation and second language acquisition. Her current research interests are centered on English education, with a focus on the importance of a Global Englishes-based ideology; issues in English education; fashion and media, with a particular focus on the role of dress in contemporary Japanese society.

Sandra Tanahashi has been teaching English in Japan for over 40 years. She is currently a Professor at Bunkyo Gakuin University (BGU), Faculty of Business Administration in Tokyo, Japan. There she teaches numerous classes including English as a foreign language, American culture, and a seminar called Business and Culture. She has also designed the English program at BGU for the Global Career Institute (GCI), a virtual interdisciplinary department. In GCI she is also responsible for hiring and training teachers. Professor Tanahashi’s research focuses on teaching Global Englishes, teaching English as a Foreign Language especially to students with learning difficulties, and business English where she applies knowledge gained through her MBA studies and experience.

PARALLEL SESSION 1
12:00 PM - 1:00 PM (Workshop)
OGGB Seminar Room | 260-321

Using reduplication to connect Pacific languages and build literacy skills.

Angela Bland¹

¹The University of Auckland

Abstract:

Reduplication is a linguistic feature that plays a significant role in many Pacific languages. This process involves the repetition of all or part of a word, creating new forms that convey distinct meanings, nuances, or grammatical functions. Across the Pacific languages, reduplication takes on diverse forms and functions. It has various linguistic purposes, such as indicating plurality, intensification, duration, and even change in verb aspect. It often goes beyond its grammatical and lexical functions, reflecting cultural values and perspectives. Reduplication offers insights into the richness and diversity of Pacific languages, revealing connections between language, culture, and identity. This paper introduces reduplication and presents numerous examples from across Pacific languages. Then, we explore the possibilities for building literacy awareness, analysis, and fun in any Pacific language classroom.

Language of the Presentation: English

Presenting Author Details:

Dr Angela Bland has been a facilitator for Tui Tuia – Languages since 2022. She started a Pasifika Studies class in 2015 in New Zealand secondary school which is in its 9th year alongside being a Head of Department of English as an Additional Language for ten years. At Tui Tuia she started a GROW programme which supports Pasifika and non-Pasifika working on the same kaupapa to grow Pacific languages across the motu.

PARALLEL SESSION 1
12:00 PM - 1:00 PM (Workshop)
Pasifika Teaching Space | 275-107

Elevating metacognition with digital tools

Jaclyn Curnow¹

¹Viewbank College

Abstract:

Metacognition helps students learn more efficiently with greater retention which leads to less stress and anxiety. Metacognitive activities help students to manage their own motivation and improve their learning outcomes. This workshop explores the use of metacognitive strategies to empower students to think about their own thinking. You can participate in thinking routines and tools that foster metacognition as we explore quick and easy digital resources to gather students' self-reflections and responses. These metacognitive strategies are effective for beginning and advanced students (suitable for upper primary school and senior secondary). Discover how the five vowels are a mnemonic to structure a detailed response. Some participants may be familiar with "Metacognition" as one of the ten "High Impact Teaching Strategies". We will examine why metacognition is an important thinking skill and how it develops student agency and self-efficacy. Bring along a device to experience how technology can be used for metacognition.

Language of the Presentation: English

Presenting Author Details:

Jaclyn Cumow is from Victoria, Australia. She is a teacher of German and has worked with Middle School Students and Senior Secondary students. With over 20 years of experience, Jaclyn understands the challenges and exciting opportunities that Language Teachers encounter as they empower their students' learning. Her students enjoy using a range of digital tools and thinking routines which she embeds into the curriculum to provide differentiation and engagement. Memory tricks are regularly used in the classroom to build student agency and self-efficacy. Students especially benefit from the mnemonic "A,E,I,O,U", which is an effective way for language learners to give a detailed response. Jaclyn supports colleagues through delivering professional learning for local networks as well as state and national conferences. Jaclyn highly values collaboration and advocacy. She is a long serving committee member of the Modern Language Teachers' Association of Victoria (MLTAV) and Association of German Teachers' of Victoria (AGTV).

PARALLEL SESSION 1

12:30 PM - 1:00 PM (Paper)

OGGB 4 Lecture Theatre | 260-073

Transforming Chinese language teaching with TBLT and CoP integration

Sim Yang²

¹The University of Auckland, ²Northcote College

Abstract:

Originating in the mid-1980s, Task-Based Language Teaching (TBLT) has garnered considerable attention as an effective communicative approach to language instruction. Despite its potential advantages in promoting language acquisition and problem-solving skills, anecdotal evidence suggests a reluctance among Chinese language teachers in New Zealand to embrace TBLT. This presentation aims to investigate the reasons behind this reluctance and propose a solution to enhance TBLT implementation in New Zealand Chinese classrooms via the application of Community of Practice (CoP).

Language of the Presentation: English

Presenting Author Details:

Sim Yang, influenced and nurtured by language teacher parents from a young age, is an experienced educator with a rich background in language teaching and learning. In China, he contributed over a hundred articles to Overseas English and English Salon magazines and founded Impact English, a pioneering initiative dedicated to English acquisition in the Chinese community. With expertise in effective language pedagogy, he teaches Chinese and ESOL at a New Zealand high school. Sim holds three Master's degrees in secondary education, language teaching and learning, and translation from the University of Auckland, along with a CELTA certificate from Cambridge University and translation certification from the New Zealand Society of Translators and Interpreters. Currently pursuing a Ph.D. in Applied Linguistics at the University of Auckland, Sim continues to contribute to the development of language teaching practices through research and practical application.

PARALLEL SESSION 1
12:30 PM - 1:00 PM (Paper)
OGGB 3 Lecture Theatre | 260-092

Implications of World Englishes in the English language classroom

Cecilia Ikeguchi^{1,2}

¹Gakushuin University, ²Tokyo Kasei University

Abstract:

While the English language spread throughout the world, it has acquired different local characteristics along the way. This paper hopes to identify features of World English (WE) language learners bring into the classroom, focusing on Chinese English (CE) and Hindu English (HE). Using the applied linguistics approach, it examines the implications of specific English varieties (CE and HE) on language learning and teaching. An analysis of Chinese English (CE) and Hindu English (HE) in their cultural contexts in relation to language learning is essential to understand students' language contact in relation to multilingual realities (Siemund & Leigruber, 2021). For example, what is the stance the ESL instructor might assume while dealing with influences of native language in the EL classroom? How tolerant should EL instructors be in recognizing "error" or "interference" in learning? This paper proposes a dual system of teaching and language skills assessment of students from WE contexts based on theories of second language acquisition.

Language of the Presentation: English

Presenting Author Details:

Dr. Cecilia B. Ikeguchi is currently teaching at the International Social Science Department of Gakushuin University, after serving as professor. Her initial interests, in both teaching and research, lie in the interface between second language acquisition and instruction, the role of native culture (C1) in L2 acquisition, and the integration of both. She has published books and written a lot on these topics. In practice, she has taught the four language skills to ESL/EFL learners of different language proficiency levels across various cultural backgrounds for more than twenty years in different countries, including Japan. She has conducted teacher training workshops and seminars with particular emphasis on how teachers can create effective contexts for language acquisition in varying classroom realities. The complexity and heterogeneity of language learners, as well as their needs and demands, poses a continued challenge for those in the teaching, especially language teaching profession.

PARALLEL SESSION 2
1:55 PM - 2:55 PM (Workshop)
OGGB 4 Lecture Theatre | 260-073

Reimagining the Chinese writing system – from the learner's perspective

Andrew Scrimgeour

Abstract:

The Chinese writing system is both a source of wonder and great frustration to second language learners of Chinese in primary and secondary school classrooms. One key contributor to the difficulties learners face are textbook content and activity; how the character system is conceptualized at the outset, and the learning processes used to facilitate recognition and recall of Chinese characters, which has changed little in concept or process of engagement with the character system over decades, which continues to provide

few opportunities for rapid development of learner's understandings and productive engagement with the Chinese writing system. This workshop explores ways to provide learners broader access to a more learner-relevant and pedagogically useful conceptualisation of the Chinese writing system, in order to show how the system works and how to engage productively with it, in school-based contexts.

Language of the Presentation: English

Presenting Author Details:

Andrew Scrimgeour is an Adjunct Research Fellow and formerly lecturer in Languages Education at UniSA. Andrew undertakes research in the Languages Education field, with a focus on national and state policy toward Asian languages, learner diversity in the languages classroom, literacy development in Chinese, and language teacher education. He is currently Babel editor and serves on the Executive of AFMLTA.

PARALLEL SESSION 2

1:55 PM - 2:25 PM (Paper)

OGGB Case Room 2 | 260-057

Teaching Filipino language to young Filipino migrants in Venice, Italy

Rowell Madula¹, Deborrah Anastacio¹, with Mr Gerg Anrol Cahiles¹, Mr Efren Domingo¹, Ms Lilibeth Quiore²

¹De La Salle University, ²Philippine Science High School Main Campus

Abstract:

Thousands of Filipinos leave the country every day to find better opportunities abroad. In Italy, there are more than 100,000 Filipinos who have valid residence permit, where some are based in Venice, one of the most visited tourist areas in the country. Many Filipinos have brought their families abroad and have their kids live in a foreign land. In 2015, the Department of Filipino of De La Salle University launched the Manunggul Jar Project, an educational program that aimed to teach Filipino language and culture to second generation of young Filipino migrants who are mainly born and raised abroad. This paper discusses the conception, implementation and evaluation of the program of the Manunggul Jar Project.

Language of the Presentation: English

Presenting Author Details:

Dr. Rowell Madula is the chair of the Department of Filipino of DLSU.

Dr. Deborrah Anastacio is the vice chair of the Department of Filipino of DLSU.

Mr. Gerg Anrol Cahiles is a professional lecturer at the Department of Communications of DLSU.

Mr. Efren Domingo is a lecturer at the Department of Filipino of DLSU and a teacher at the Philippine Science High School.

Ms. Lilibeth Quiore is the unit head of of Filipino at the Philippine Science High School.

PARALLEL SESSION 2
1:55 PM - 2:55 PM (Workshop)
OGGB Case Room 3 | 260-055

Universal Design for Learning and language teaching

Catherine Hill

¹Te Herenga Waka | Victoria University of Wellington

Abstract:

This workshop will look at the principals of Universal Design for Learning (UDL) and how they can be used as a framework to plan and deliver language teaching to meet the needs of the increasing diversity of the students in our classes. Following a presentation of UDL principals, participants will be invited to workshop how the UDL principals can be implemented in practice.

Language of the Presentation: English

Presenting Author Details:

Catherine Hill is a senior lecturer and programme director of the ITE secondary programmes at Te Herenga Waka | Victoria University of Wellington. Her specialist subjects are English and learning languages. Until, the end of 2021, she was a secondary school English and French teacher and a kāhui ako across school lead where she specialised in UDL and inclusive teaching.

PARALLEL SESSION 2
1:55 PM - 2:55 PM (Workshop)
OGGB Seminar Room | 260-040B

Spontaneous interaction in language learning: Ideas for developing fluency

Monique Anderson¹

¹Ministry of Education

Abstract:

This workshop aims to present five key ideas related to the development of spontaneous interactive skill in language learners, as well as providing some practical activity examples sourced from experienced writers, presenters and researchers in the field of language acquisition. It is intended to support the renewed focus on ‘unrehearsed and unscripted conversation’ in refreshed NCEA Level 1 assessment and to give some suggestions on how to strengthen this aspect of teaching and learning in language programme design.

Language of the Presentation: English

Presenting Author Details:

Monique Anderson is currently working for the Ministry of Education in the role of Learning Area Lead for Learning Languages subjects in senior secondary. In the 18 years prior to joining the Ministry, she was a teacher of French and Spanish, with the occasional English, ESOL or junior reo Māori class thrown in for good measure. She has also been Head of Languages in two different schools.

PARALLEL SESSION 2
1:55 PM – 2:25 PM (Paper)
OGGB Case Room | 260-223

Five ideas to challenge as languages educators

Kelly Harrison¹

¹Lingopont, ²Languages Roadshow

Abstract:

Languages educators face significant challenges ranging from a lack of support from schools, declining student interest and teacher workload issues, to name but a few. Despite the often negative narrative around Languages education, the good news stories do exist and in this presentation, Kelly will share a range of success stories, whilst challenging some commonly held beliefs about Languages teaching. Kelly will draw on research on student motivation, language acquisition and teacher workload to provide simple, actionable strategies that focus on maximising student engagement. Some of the strategies Kelly will discuss will include enhancing student proficiency through using language to learn, not just learning language, strategies for motivating Gen Z and Gen Alpha and suggestions around how to schools see the value of language learning. This session is designed to be research-based shot of positivity for any Languages teacher who needs a reminder of the power of Languages education.

Language of the Presentation: English

Presenting Author Details:

Kelly Harrison is the owner of *Languages Roadshow*. She worked as a high school Japanese teacher in Brisbane and now provides professional learning and creates resources for Languages teachers. Her field of interest is Content and Language Integrated Learning (CLIL) after writing and resourcing her own year-long CLIL program for a Year 10 Japanese program. She is passionate about promoting this pedagogy as a way of engaging more kids in Languages study. Kelly has three young kids and lives in Northern NSW, Australia. This year she is also working for Lingopont authoring a new Year 7 and 8 Japanese textbook called Peko Peko.

PARALLEL SESSION 2
1:55 PM – 2:55 PM (Workshop)
OGGB Seminar Room | 260-321

Moin oder moin moin? Reflections from a Goethe-Institut scholarship recipient

Janelle Wood^{1,2}

¹Tui Tuia | Learning Circle, ²Goethe-Institut Neuseeland

Abstract:

In this workshop you will hear about a German teacher's experience in Germany for a 3-week language course at the Goethe-Institut in Hamburg. The presenter will share intercultural reflections and give the opportunity for German teachers to explore some of the activities she experienced during her B2 level classes. Teachers will be encouraged to consider how the content might be implemented in their own teaching contexts.

Language of the Presentation: mostly German.

Presenting Author Details:

Janelle Wood is a Facilitator for Tui Tuia | Learning Circle's Languages Team. Janelle has had years of working with teachers as they reflect on and transform their language teaching practice and particularly enjoys hearing success stories from teachers about how new strategies have impacted positively on learners' outcomes, in particular with regards to learners feeling motivated from the success they experience when they can communicate with others in an additional language.

PARALLEL SESSION 2

1:55 PM – 2:55 PM (Workshop)

OGGB Seminar Room | 260-323

Why Languages? Designing a new Languages curriculum in South Australia

Andrea Corston¹, Kate Chandler¹

¹Department for Education, South Australia

Abstract:

In the South Australian Curriculum: Languages, the human endeavour of language learning challenges traditional notions of 'why languages', driving a number of shifts in thinking and practice for educators in their local contexts. It makes explicit the fundamental dispositions, capabilities and knowledge at the heart of each learning area, to nurture the wellbeing, agency and holistic growth of every learner. This workshop will present how the Department for Education is working in partnership with learners, educators, academics, associations and communities to shape and contextualise a new SA Curriculum. Participants will have an opportunity to engage with and respond to the essential learning and learning standards in the SA Curriculum: Languages prototype.

Language of the Presentation: English

Presenting Author Details:

Andrea Corston is Curriculum Manager, Languages, Years 7 to 10 in the Department for Education, South Australia. In this role, Andrea is co-developing a revised, learner-centred curriculum for Languages in South Australia. Andrea is an accomplished languages educator with over 30 years of experience teaching secondary Indonesian and as a leader in a range of South Australian school contexts. Since graduating from Flinders University, Andrea has been a dedicated committee member of educator associations, organising and leading professional learning at local and national events. She has presented at national and international conferences, with a particular focus on curriculum, and intercultural language teaching and learning. She has written digital and print curriculum resources for language teachers and learners at state and national levels. She lives in a three-generation household in Adelaide, loves mountain biking and is a very new learner of Auslan (Australian Sign Language).

Kate Chandler is Curriculum Manager, Languages, Reception to Year 6, in the Department for Education, South Australia, Australia. She has 30 years of education experience, as a languages teacher, coordinator, Deputy Principal and curriculum manager. Kate is a long standing member of the Japanese Language Teachers Association of South Australia, and recently received an Outstanding Service Award for advocacy of language education for South Australia. Kate is committed to developing languages curriculum that acknowledges and nurtures all languages and cultures in the classroom, and that helps students to reflect on their identities and sense of belonging. Over her career, she has developed a keen interest in plurilingual capabilities, and how these can be nurtured and supported through learning and life. Kate is also an active surf-lifesaver with state, national and world titles. So, simply put your hand up if you need saving!

PARALLEL SESSION 2

1:55 PM – 2:55 PM (Workshop)

OGGB Decima Glenn | 260-310

#Auf die Ohren. Incorporating podcasts in the German language classroom.

Alexandra Töniges¹

¹Goethe-Institut New Zealand

Abstract:

Join us to learn more about how to create and implement podcasts in the (German) language classroom. We will look into ways how to best support (German) language teachers in creating and integrating podcasts and audio resources into their classrooms to enhance learners' language proficiency, cultural understanding, and engagement. Participants will learn effective methods and strategies for incorporating podcasts into lessons, learn about showcases to enrich teaching skills, and to promote student learning. Participants will gain insights into how incorporating podcasts can create an authentic and engaging learning experience, immersing students in German culture. In this workshop, participants will learn how to leverage podcast creation as a valuable pedagogical tool. No prior technical knowledge is required. Additionally, this workshop will provide innovative strategies for using audio formats to foster connections and networking among German learners. By the end of the workshop, participants will be able to gain practical knowledge and skills to implement audio resources effectively in their teaching and start designing their own audio formats.

Language of the Presentation: English/German

Presenting Author Details:

Alexandra Töniges is the German National Advisor at Tui Tuia / Learning Circle. Born and raised in Germany, she has spent most of her life in Cologne, a vibrant, friendly city in the western part of Germany. Alexandra moved to Cologne to study German and English at the University of Cologne. Alexandra's role is to support the promotion and development of German language education in New Zealand. She enjoys working with the German teaching community around New Zealand and aims to provide them with the best support possible.

PARALLEL SESSION 2

2:25 PM – 2:55 PM (Paper)

OGGB Case Room | 260-057

Kia Ora Kabayan webinar series– Teaching Filipino Language in NZ

Janet Tauro-Batuigas¹

¹De La Salle University, Manila, Philippines

Abstract:

This presentation provides an overview of the Kia Ora Kabayan Series, an initiative by De La Salle University Manila's Filipino Department and the Philippine Ambassador to New Zealand, Gary Domingo. The project's primary objective is to promote the Filipino language and culture in New Zealand. This paper reflects on the accomplishments of the Kia Ora Kabayan Series and outlines a vision for the future, emphasizing the significance of preserving and disseminating Filipino language and culture among Filipino families residing in New Zealand. Promoting the Filipino language is a testament to safeguarding our rich cultural heritage. In a world often dominated by a singular narrative, it becomes crucial to inject diversity and vibrancy onto the global stage. Our language is a fundamental aspect of our identity, serving as a guiding

compass that keeps us connected to our roots and prevents us from losing our way. Furthermore, the growing Filipino community in New Zealand underscores the urgency of promoting our language and culture. According to the Commission on Filipinos Overseas, New Zealand ranks as the 6th most favoured destination for Filipino workers

Language of the Presentation: English

Presenting Author Details:

Janet Tauro-Batuigas, a resident of New Zealand for over a decade, is a versatile professional. She is a writer, translator, public servant, and an Associate Professor Lecturer in Philippine Studies and Languages teaching via online for De La Salle University (DLSU). With 15 years of service at the Ministry of Social Development, Janet has cultivated her expertise in government policies and practices. Her career is marked by diversity, spanning education, journalism, and media. During her tenure at DLSU, she held the role of Associate Professor, Department Chair and Br. James Marcian Distinguished Professorial Chair for Research. Her academic journey culminated in the achievement of a Doctorate of Arts in Language and Literature, distinguished by high honours and the best dissertation award. Her extensive journalism career spans over a decade, including a significant two-year assignment in London, UK, where she delved into pressing issues like mail-order bride syndicates and the challenges faced by overseas Filipino workers

PARALLEL SESSION 2

2:25 PM – 2:55 PM (Paper)

OGGB Case Room | 260-223

Teaching of Japanese in Eastern Europe with focus on Hungary

Judit Hidasi¹

¹Budapest Business University

Abstract:

This contribution focuses on the state of the art of Japanese Language Teaching in Eastern Europe. The Japan Foundation opened its office covering the countries of East-Europe in 1992 in Budapest. In lieu with the political regime-change of the then socialist countries in the nineties, the possibility to widen the scope of languages taught at educational institutions has stimulated efforts to introduce non-European languages. Japanese authorities of the time were keen on spreading knowledge about Japan and on Japanese language and culture with the ultimate aim of systematically building country branding. Generous budget to this end permitted to initiate a number of Japanese language promotion educational programs, which coincided with the fast growing interest of potential language learners. Hungary as one of the beneficiaries of this process has been actively engaged of developing adequate teaching materials, teaching methods and practices. The next AJE conference opens in August 2024 in Budapest.

Language of the Presentation: English

PARALLEL SESSION 3

9:00 AM – 10:30 AM (Panel Discussion)

OGGB 4 Lecture Theatre | 260-073

Expanding transitional pathways into tertiary language study in Aotearoa NZ

Chair: Deborah Walker-Morrison¹

¹Waipapa Taumata Rau | The University of Auckland

Abstract:

Given ongoing challenges for study of international languages in Aotearoa New Zealand, the panel will begin by briefly reviewing the situation of modern language programmes at secondary level and at the conference host university, Waipapa Taumata Rau | University of Auckland. We will then explore ways to improve opportunities and pathways for secondary students wishing to continue their language study through into university, with a view to strengthening language programmes over both secondary and tertiary levels. As suggested by the panel discussion format, the panel is particularly interested in starting a conversation on this issue via questions and suggestions from NZALT members.

Language of the Presentation: English

Presenting Author Details:

Chair & Panellist:

Associate Professor **Deborah Walker-Morrison**, School of Cultures Languages & Linguistics (CLL), Waipapa Taumata Rau, University of Auckland

Panellists:

The University of Auckland:

Dr Nicole Perry, Major & Specialisation Lead, European Languages, CLL

Viviane Lopes, Deputy Head of School Teaching & Learning, CLL

Lemoa Fesuluai, Professional Teaching Fellow, Samoan, School of Māori Studies and Pacific Studies

NZALT:

Dr Juliet Kennedy, President. Kaiako Matua French Overseas & Early Childhood, Te Aho o Te Kura Pounamu

Annabelle Sinclair, Vice President. HOD Languages, Te Kāreti Kōtiro o te Whanganui-a-Tara, Wellington Girls' College

PARALLEL SESSION 3

9:00 AM – 10:00 AM (Workshop)

OGGB Case Room 2 | 260-057

Google Earth as a teaching resource in the language classroom

Kara Morrison¹

¹Tui Tuia / Learning Circle

Abstract:

Google Earth allows users to explore the Earth's surface, view 3D terrain, and access various layers of information, including geographical features, landmarks, and user-contributed content. In the language class, teachers can use Google Earth to create immersive cultural lessons, enabling students to virtually visit foreign countries, explore culturally significant features, and practise language skills through real-world context and interactive experiences. In addition, students can use this technological tool to share their own cultural backgrounds, while exploring connections with the culture(s) of the language they are learning. This hands-on workshop will introduce some ideas of how to incorporate Google Earth into your language lessons to provide opportunities for students to explore diverse cultures and expand their understanding of their place in the world. Participants will have the chance to work in small groups to create resources that bring a topic to life by connecting it to real places.

Language of the Presentation: English

Presenting Author Details:

Kara Morrison's journey with Spanish began in the 90s during her transformative year as an AFS exchange student in Costa Rica. Living with a family and being fully immersed in Spanish at school and in the wider community opened a whole new perspective. After completing a Masters in Spanish and Latin American Studies at University of Auckland, she followed her passion for teaching and spent over a decade in various educational settings. Now, as a Language Facilitator for Tui Tuia | Learning Circle's Languages Team, she has the opportunity to combine her love for education, language learning and cultural exploration. Kara's adventures across Latin America have fuelled her curiosity, allowing her to engage in meaningful conversations with locals from all walks of life. Eager to empower teachers nationwide, Kara is dedicated to creating vibrant and authentic learning environments where language and culture thrive.

PARALLEL SESSION 3

9:00 AM – 9:30 AM (Paper)

OGGB Case Room 3 | 260-055

Align your teaching with how students learn in language classrooms

Candice Slingerland¹

¹Department of Education Northern Territory, ²Language Teachers Association of the NT

Abstract:

Within a language classroom, cognitive empathy is required as a teacher aligns their teaching (planning, delivery, feedback) to fit their students' cognition, in order to reduce cognitive overload in their language students. This presentation explores the Australian Education Research Organisation's (AERO) Research surrounding 'How students learn'. AERO has created a model that identifies the most effective and efficient teaching practices aligned with how students learn, and this presentation aims to further unpack how these teaching practices can be easily adopted within language teaching pedagogy to reduce cognitive overload.

and improve education outcomes for the students within language classrooms as their preferred method of learning has been incorporated.

Language of the Presentation: English

Presenting Author Details:

Candice Slingerland is the Languages Advisor within the Teaching and Learning Team at the Department of Education in the Northern Territory. She is an advocate for language learning including foreign languages, local languages, and community languages within the Northern Territory. Candice is an Indonesian teacher when she is in the classroom and enjoys working with teachers to assist them in the areas of language curriculum, pedagogy and assessment. Candice is the current secretary of the Language Teachers Association of the NT (LTANT).

PARALLEL SESSION 3

9:00 AM – 9:30 AM (Paper)

OGGB Seminar Room | 260-040B

Unlocking spontaneous speaking: A strategic approach for language learners

Janet Schneider¹

¹Brisbane State High School

Abstract:

Language education extends beyond vocabulary and grammar; it shapes adept communicators navigating both digital and traditional realms. Recognizing the prevalent social anxiety among Generation Z learners hindering face-to-face interactions, #Project S.T.A.R. presents a targeted approach to foster spontaneous speaking skills. This presentation introduces #Project S.T.A.R., a strategic initiative designed to address these challenges and foster spontaneous speaking in second language acquisition.

- Enhances language education: Integrates targeted strategies to alleviate social anxiety and promote spontaneous speaking skills.
- Fosters communicative competence: Addresses Generation Z learners' needs for effective face-to-face interactions in language learning settings
- Informs policy: Advocates for a comprehensive approach, emphasizing digital and traditional realms in language acquisition initiatives.

Language of the Presentation: English

Presenting Author Details:

Janet Schneider, an esteemed educator, currently serves as the Head of the Languages Department overseeing six languages at Brisbane State High School. With an impressive 24-year tenure specializing in Japanese language instruction, she has demonstrated her commitment to fostering language proficiency in diverse educational settings. In recognition of her outstanding contributions, Janet was honored as a recipient of the Educator's Hotlist 2023 award for her innovative approaches in enhancing student engagement, particularly in the realm of spontaneous speaking. Her dedication and expertise continue to shape the language education landscape, making a lasting impact on students and colleagues alike.

PARALLEL SESSION 3
9:00 AM – 9:30 AM (Paper)
OGGB Case Room | 260-223

Koloa fufū ‘ae Fefine Tonga: evidence-based contributions to Pacific education

Lisita Finau Paongo¹

¹The University of Auckland

Abstract:

In my research my aim was to identify the Tongan values passed down the generations of women within the kāinga and explore how these values might support Tongan girls' education in Aotearoa secondary schools. I am excited to share my findings in this presentation, suggesting the need of incorporating students' values and knowledge as a capital for their education, implying the urgency of teaching and preserving their traditional language. Also included in this presentation is a discussion of my research methodologies, such that align with Tongan worldviews, leading to the uniquely Tongan insights into the cultural experiences that Tongan girls bring to school. This discussion shifts our focus from the deficit discourse concerning of what Tongan students 'do not know' and 'do not have' to an exploration of the beauty and utility of Tongan women's koloa fufū (hidden treasures), providing rich understanding and valuable learning for teachers and schools.

Language of the Presentation: English

Presenting Author Details:

I am Tongan, a teacher by trade with a strong background in Education. I have recently completed a PhD degree in the Faculty of Education and Social Work at the University of Auckland. I am passionate about exploring ways in which I can help promote Pacific, including Tongan students' education. This is reflected by my research interest and topic, giving me the opportunity to investigate the intergenerational influences of Tongan women within the kāinga and their contributions to the education of Tongans, specifically Tongan female learners in Aotearoa. I am also passionate and supportive of the effort put into the teaching and maintaining of Pacific languages as language communicates the underlying philosophies that inform and influence the way people think, act, and learn. A better understanding of one's traditional language helps them better appreciate who they are as people (identity) and how they think, learn, and interact (values and knowledge).

PARALLEL SESSION 3
9:00 AM – 9:30 AM (Paper)
OGGB Seminar Room | 260-323

Examining language teachers' curriculum decision-making about international language programmes

Rui Zhao¹

¹The University of Auckland

Abstract:

This presentation examines how teachers of languages in New Zealand primary and intermediate schools make curriculum decisions. Although New Zealand teachers are perceived to be highly autonomous on their teaching programmes, teachers of languages in primary and intermediate schools are limited in their autonomy for a range of reasons, including their demographic and pedagogical characteristics. This interview-based PhD study categorises types of teachers of languages across nine primary and intermediate

schools, analysing strengths and weaknesses in their curriculum-decision making processes as well as resulting practices. Findings point out that despite variations among the teachers in the knowledge of languages and language teaching pedagogy, as well as knowledge of students and contexts, they required a collaborative environment in their schools to develop the languages programme.

Language of the Presentation: English

Presenting Author Details:

I am a PhD candidate in the Faculty of Education and Social Work at the University of Auckland. I majored in TESOL in China and have taught both English and Mandarin to children. I am a strong believer in the importance of quality language education for children's future success and an intercultural & international understanding of the world. My research interest in New Zealand international language education arose from my initial visit to primary schools in Auckland in 2017, where I was surprised to see students watching Chinese cartoons in a classroom. Before long I undertook a master's thesis on Mandarin programmes in New Zealand primary schools. I am now finishing my doctoral thesis where I examined the process of curriculum decisions across languages in nine schools.

PARALLEL SESSION 3

9:00 AM – 9:30 AM (Paper)

OGGB Seminar Room | 260-325

Staying Alive - Engaging and retaining students

Anna Scadden¹

¹Wellington Girls' College

Abstract:

We are all looking for ways to engage our students and retain them into the senior school. This session will outline some of the new things that we have introduced over the past couple of years at Wellington Girls' College to motivate students and keep languages alive. The presentation will include information about:

- Deutschdorf initiative – based on Liam Printer's Motivated Classroom
- German Immersion Day/Camp
- Local curriculum trips (French/Chinese)

Language of the Presentation: English

Presenting Author Details:

Anna Scadden is TIC German at Wellington Girls' College and also teaches the Year 9 NZSL taster course. She has taught at a range of schools in New Zealand and the UK. She was inspired by the Liam Printer presentation at LangSem 2023 to try new ways of engaging students and encouraging them to continue with German.

PARALLEL SESSION 3

9:00 AM – 9:30 AM (Paper)

Pasifika Teaching Space | 275-104

Student voice and the languages educator: Why bother?

Andrea Truckenbrodt¹

¹Faculty of Education, University of Melbourne

Abstract:

Student voice is sometimes seen as simply giving students ‘a say’ and a useful way of signalling that student opinions are valued. Far from being a ‘token gesture’, I argue that student voice is a valuable perspective for educators to engage with and potentially adopt. However, research reveals that different conceptualisations of student voice including purposes and implementation strategies impact the effective enactment of student voice initiatives. Following a succinct overview of the student voice initiative based on a review of key literature, the following questions are addressed:

- Why engage with Student Voice in Languages?
- What does it look like in practice?
- What are the implementation issues?

I conclude by arguing that Languages educators are uniquely placed to broaden and enrich current understandings of ‘voice’ through our orientations to language (as a resource and a right) and our translanguage practices used as part of a culturally responsive pedagogy.

Language of the Presentation: English

Presenting Author Details:

Andrea Truckenbrodt is a passionate advocate for Languages and Languages educators. Her extensive experience includes teaching, consulting and researching in Languages (and Literacies education from pre-school to university). She works as a teacher educator in the Faculty of Education at the University of Melbourne. Her current research interests focus on supporting student motivation and engagement in Languages Learning and include differentiation, translanguage pedagogies and enacting student voice.

PARALLEL SESSION 3

9:00 AM – 9:30 AM (Paper)

Pasifika Teaching Space | 275-107

Exploring Thai interns’ speech acts response to corrections and disagreements

Panisa Kurakan¹

¹The University of Auckland

Abstract:

Communication breakdowns can occur when individuals utilise English as a Lingua Franca (ELF), leading to unintentional implications and misinterpretations. In an intercultural workplace, Thai interns experienced difficulties responding to their supervisors when receiving corrections and disagreements arising among them and their colleagues. Additionally, there is an identified gap in English Language Teaching (ELT) for Thai undergraduates, particularly in more teaching on grammatical rules but few developing students’ pragmatic competence, and speech acts. This research has two objectives: (1) to investigate the speech acts in response to corrections and disagreements performed by Thai interns and (2) to explore the speech acts

of corrections and disagreements represented in the existing teaching material in the pre-internship course for Thai interns by using the politeness strategies and turn-taking analytical method and comparing it to the pilot material. Data collection was conducted through observation and recorded using fieldnotes. The data has been analysed using institutional conversation analysis, with a specific focus on the turn-taking process. The findings may be valuable for incorporating into teaching materials aimed at preparing Thai interns for the challenges of an intercultural workplace.

Language of the Presentation: English

Presenting Author Details:

Panisa Kurakan is from Chiang Mai, Thailand. She has over 15 years of experience as an English instructor at the Rajamangala University of Technology Lanna and holds a Master of Education in Teaching English as a Second Language (TESOL). She is currently a PhD candidate in Applied Linguistics at School of Cultures, Languages, and Linguistics, the University of Auckland, New Zealand. She is beginning her doctoral dissertation on the Speech Acts of Corrections and Disagreements in an Intercultural Workplace of Thai Interns. Her areas of interest include intercultural communication, public speaking anxiety, corrective feedback writing, hands-on education, Work-Integrated Learning (WIL), and internships.

PARALLEL SESSION 3

9:00 AM – 10:30 AM (Colloquium)

OGGB Decima Glenn | 260-310

Teaching German – Training and Concepts

Geraldo de Carvalho⁴, Monika Janicka, Monika⁵, Thi Bich Thuy Le⁷, Claudia Ullrich⁸

⁴Werther Institut Juiz de Fora , ⁵Maria-Curie Skłodowska University, ⁷University of Languages and International Studies, VNU , ⁸Universidad Católica Boliviana La Paz, Bolivia

1) Quality requirements for good foreign language teaching. What needs to change in German language teaching at Polish schools? Results of a study.

Abstract:

Since at least the end of the 1990s, a change in learning cultures has been postulated, which puts a stronger emphasis on self-regulation and autonomy of learners in learning processes. This demand is supported by constructivist approaches, which understand learning as an active process of acquisition of knowledge taking place on a creative, social, situated, and emotional level (cf. Reich 2004). The Common European Framework of Reference for Languages (CEFR) attributes a central role to linguistic action. When learners act through language, they develop a range of competencies, including communicative competence. They in turn draw on these competencies when carrying out linguistic activities: receiving, producing, or interacting with texts with other people (cf. <https://www.goethe.de/z/50/commeuro/20103.htm>). The curriculum for foreign language teaching in Poland, based on the CEFR, formulates the main goal of FLT as efficient communication in speech and writing. Language competence should enable students to achieve context-specific goals. Similar to the CEFR, interaction with others plays an important role (cf. <https://podstawaprogramowa.pl/Liceum-technikum/Język-obcy-nowozytny>). The presentation examines what is taught and learned in German language teaching in Poland and to what extent the teaching meets the requirements of contemporary, modern teaching. The analysis is based on documents documenting the teaching internships for teaching degrees of Applied Linguistics students at Maria Curie-Skłodowska University in Lublin, Poland, from 2022 to 2024. The conclusions drawn from the analysis can serve as a stimulus for reflection on the quality of German language teaching.

Language of the Presentation: English/German

Presenting Author Details:

Dr Janicka, Monika: University Lecturer, Maria-Curie Skłodowska University, Poland, Vice President of the International German Teachers' Association IDV. Email: moni.janicka@gmail.com

2) Evaluations of a pilot model of German teacher training in a language center in Hanoi

Abstract:

With the steadily increasing demand for German courses for education and work in Germany, the qualification of German teachers in Vietnam is becoming more popular, especially in language centers that aim to provide methodological and didactical training to their instructors. As part of a collaboration between the University of Foreign Languages and International studies at the Vietnamese National University in Hanoi and a local language school, a concept for the training of German teachers has been developed based on a needs analysis. The concept consists of three phases, two of which have already been completed. In the first phase, ten workshops (each lasting 3 hours) on various topics in the field of German as a Foreign Language (GFL) were conducted with theories, concrete examples and practical exercises. In the second phase, previously recorded teaching units were analyzed, and teaching sessions were conducted by the German teachers and workshop leaders with a model class on-site, followed by evaluations. To better meet the needs of the participants in the third phase and to replicate this model for other language centers, the implemented workshops underwent evaluation through a survey and interview process involving 26 teachers, nine workshop leaders, and a program coordinator. The main findings can be summarized as follow: 3/4 of the participants consider the content of the workshops in both phases to be necessary and relevant. 2/3 find the combination of theory and practice in the workshops of the 1st phase to be inadequate, expressing a desire for more time to practice the acquired theory in a workshop setting. Most participants highly appreciate the commitment, openness, experience, good preparation, and professional competence of the workshop leaders. They have learned a lot in the 2nd phase through classroom observations and analysis of previously recorded teaching units and trial lessons. However, they expect that the target group of language centers - mostly apprentices - should be more in focus, and accordingly, appropriate teaching methods should be introduced for them. These learners are not as motivated and learn more slowly than pupils or students.

Language of the Presentation: English/German

Presenting Author Details:

Le, Thi Bich Thuy, German Lecturer at the University of Languages and International Studies, VNU, Hanoi, Vietnam. Email: lethibichthuy78@gmail.com

3) Bolivia - past & future: Teaching indigenous and foreign languages as equal

Abstract:

Since the new constitution came into force, Bolivia has been a plurinational state with 36 official languages, which are recognised as having almost equal rights, at least on paper. Learning the most widely spoken indigenous language in the region and the declared goal of multilingualism have been part of the education system ever since. As much as this situation may seem pleasing and hopeful at first glance, especially in the current UN Decade of Indigenous Languages, the challenges that come with it must also be considered. In addition to Spanish and an indigenous language and a 'not national' language (currently English is always

offered in public schools), various questions arise: Can other “not national” languages (such as German) find a place in this education system? How does the learning of indigenous languages affect the learning of “not national” languages? What language attitudes does the multilingual education system give rise to? These and other aspects will be presented and discussed on the basis of own surveys of university students.

Language of the Presentation: English

Presenting Author Details:

Ullrich, Claudia: German Lecturer at the Universidad Católica Boliviana in La Paz, Bolivia, President of the Bolivian German Teachers' Association ABOLPA. Email: cullrich@ucb.edu.bo

4) Best practice examples for the implementation of the Vienna Theses in Brazil

Abstract:

The Brazilian Association of German Teachers (BraDLV) has been working intensively for several years on the implementation of language policy measures in Brazil and across countries in South America. Its effective language policy activities are primarily based on decisions taken at network meetings, the Freiburg Resolution on Language Policy (2017), IDV publications such as the “Sprachenpolitische Öffentlichkeitsarbeit der Verbände” (2021) and, last but not least, the Vienna Theses on Language Policy adopted at the IDT Vienna 2022. These contain a total of 11 theses that are aimed at policymakers and the professional world as a whole and aim to develop discourse competence in language learning and teaching in order to enable equal and consistent participation in society. This presentation is based on the Vienna Theses and, after a brief introduction to the theses, will highlight measures taken by BraDLV in Brazil with regard to individual theses of the Vienna Document. Although some of the initiatives are limited to Brazil, such as the activities around the 200 years of German immigration in Brazil with a competition on the theme “Immigration” (Thesis 3), others can also be applied in different countries, such as the planning of a network with other associations for foreign language teachers (Thesis 1). The language policy measures discussed in this presentation as part of the Vienna Theses can be seen as examples of best practice and can encourage not only German teachers but also foreign language teachers in general to take action on language policy.

Language of the Presentation: English

Presenting Author Details:

De Carvalho, Geraldo: Director of Languages, Werther Institut Juiz de Fora, Brasil Secretary-General Fédération Internationale des Professeurs de Langues Vivantes FIPLV, Brazilian German Teachers' Association BraDLV. Email: geraldo.carvalho@werther.com.br

PARALLEL SESSION 3
9:30 AM – 10:00 AM (Paper)
OGGB Case Room 3 | 260-055

Ngā pou reo kia ora te reo - Teachers learning Māori

Marie Donaldson¹

¹Waimate High School

Abstract:

The revitalisation of te reo Māori, the indigenous language of Aotearoa New Zealand, depends on pouako (teachers), Māori and non-Māori, knowing and using te reo Māori. There is a shortage of pouako who possess the necessary skills to integrate te reo Māori into their classrooms effectively and, by doing so, normalise the language. This language input is quite distinct from pouako who either teach te reo Māori as a specialist subject, or teach the curriculum in te reo Māori. As a University of Canterbury doctoral candidate, my research aims to address this important issue by storying the experiences of pouako (within any of the education groupings of early childhood, primary or secondary) who are learning te reo Māori as adult second language learners. My chosen methodology is qualitative, narrative inquiry. The concept of teacher professional identity and assuming the identity of pou reo (language role models), will be explored. I also hope to inspire other teacher's to take up postgraduate studies.

Language of the Presentation: English

Presenting Author Details:

I am an experienced specialist pouako and lifelong learner of te reo Māori, having taught in South Canterbury for 18 years. I am a passionate advocate for the revitalisation and normalisation of te reo Māori in all english-medium education settings. I have had the privilege of teaching many tamariki, rangatahi and pakeke learners of te reo Māori throughout my career. In 2019, I was a facilitator in the South Canterbury pilot of 'Te Ahu o Te Reo', teaching te reo to pouako. This has led me to pursue a Doctorate in Education, with a specific focus on the storied experiences of pouako in english-medium settings learning te reo. A proud wife and māmā of uri Kāi Tahu and Moriori, I am inspired by the vision of Kāi Tahu iwi - 'Mō tātou me kā uri ā muri ake nei'. For us and for our children after us

PARALLEL SESSION 3
9:30 AM – 10:30 AM (Workshop)
OGGB Seminar Room | 260-040B

Chatterbox hands-on resource in Additional Languages Years 4-9

Paula Kasper¹

¹Tui Tui | Learning Circle

Abstract:

This hands-on workshop, delivered in English, is designed to promote language use while integrating cultural understanding and competence. You will actively engage with and explore how the Chatterbox hands-on resource can enhance immersion in the target language and culture. Embracing and advocating for additional language learning, including te reo Māori, international languages, community languages, Pacific languages, and New Zealand Sign Language. Aiming to encourage learners to communicate and express themselves in their target language, instilling a sense of accomplishment and building self-assurance.

Language of the Presentation: English

Presenting Author Details:

Paula Kasper is a Facilitator for Tui Tuia | Learning Circle's Languages Team. She has taught in Australia, UK and New Zealand in the role of a Languages Specialist with a background across all sectors of language teaching during the past twenty years. Now specialising in Primary and Intermediate levels, Paula's main area is Japanese Language and Culture. Gaining a Bachelor of Arts (Hons- Japanese), PGDipSLT for Second Language Teaching and following this with MappLing - Master of Applied Linguistics, Paula enjoys lifelong learning. She is also experienced in te reo Māori o me tikanga and several Languages Other Than English (LOTE). Paula is passionate about culture being the essence of language teaching and of these highly transferrable skills and knowledge for learners. She is enthusiastic in being able to share with teachers across all sectors of the additional language teaching community.

PARALLEL SESSION 3

9:30 AM – 10:00 AM (Paper)

OGGB Case Room | 260-223

Experiences of (Trans)languaging in a Primary Bilingual Programme in Finland

Joanne Jalkanen¹

¹Rajala School

Abstract:

One of the tenets of contemporary scholarly work on bilingualism concerns how bilinguals access and use their languages. Even in bilingual programmes aiming for bilingual competence, there has been a tendency to keep the two language systems discrete and separate. What takes place at the grassroots level, however, is more complex, and both languages are used continually in the making of meaning towards learning new concepts. Using the lens of (trans)languaging, this presentation explores experiences of such meaning making in a municipal primary school in Eastern Finland. These are a teacher's experiences of working with pupils aged 7 to 13 years, mostly from the Finnish language majority, who attend a broad bilingual programme, English (60%) and Finnish (40%). The programme employs a Content and Language Integrated Learning (CLIL) approach in which English is used to teach Finnish pupils most curriculum subjects, but not Finnish.

Language of the Presentation: English

Presenting Author Details:

Joanne Jalkanen is an experienced English teacher and educator through English, currently employed at Rajala School, Kuopio, Finland. She has been working in the field of bilingual education for over 30 years, in Finland and in the Maldives. Young learners of language (especially English) and plurilingualism constitute her specific field of interest. Her PhD from the University of Eastern Finland concerns English-medium instruction in Finnish primary education, focusing on why Finnish-speaking parents choose this trajectory for their children in terms of axiomatic beliefs and ideologies. She is also involved in professional development for teachers to provide early language instruction for young learners and retains a strong connection to her alma mater. Her other languages include French and German.

PARALLEL SESSION 3
9:30 AM – 10:00 AM (Paper)
OGGB Seminar Room | 260-323

From TESOL to CLESOL: New Zealand Certificate in Language Education

Margaret Connelly¹

¹Victoria University of Wellington

Abstract:

Over two decades ago, Shameem (2003) surveyed community language teachers, identifying professional development needs to describe the parameters of a potential qualification in community language teaching. In 2016, such a programme was made available as a New Zealand Qualification. This presentation takes participants through the development, delivery and future trajectory of the New Zealand Certificate in Language Education (Level 5), New Zealand's first entry-level national qualification tailored for community language teachers. Through the experiences of a practitioner involved in facilitating the programme, the presentation sheds light on pivotal milestones in the program's development and the strategic adaptations made to meet the specific needs of heritage language educators. It provides an overview of the background and current landscape of language teacher education in New Zealand, emphasizing the unique challenges and triumphs encountered in crafting a responsive and inclusive language teacher education program.

Language of the Presentation: English

Presenting Author Details:

Margaret Connelly is a language teacher educator and ESOL teacher who has taught both in New Zealand and Japan. Her MA thesis explored the language beliefs, practices, management and language education among HL communities in New Zealand. She is now pursuing doctoral research into language teacher educator experiences.

PARALLEL SESSION 3
9:30 AM – 10:30 AM (Workshop)
OGGB Seminar Room | 260-325

How noisy is my classroom?

Annelies Mead¹, Belinda Sydenham²

¹Ministry of Education, ²Baradene College

Abstract:

Join us for a session of practical activities to encourage much more student interaction in your classroom from the start of your language teaching programmes. Interacting with other people in our languages is one of the key reasons why students learn a language, so let's make the most of the resources we have in our classrooms and build their capabilities so they are really comfortable with the Interact assessment tasks. This session supports the pedagogical underpinnings of interaction outlined in Monique Anderson's presentation. Creating opportunities for students to develop their spontaneous interactive abilities is a key part of teacher planning for Level 1 NCEA and vital for student language acquisition.

Language of the Presentation: English

Presenting Author Details:

Annelies Mead is currently an NCEA Implementation Facilitator at the Ministry of Education supporting Learning Language teachers in Wellington and the South Island. Prior to joining the Ministry, she was a Spanish teacher and Head of Languages. She has also worked in learning design and development in the tertiary space with a particular focus on assessment design.

Belinda Sydenham has been a facilitator in the Learning Languages space over the past seven years. She was a teacher of Japanese and French and has a passion for developing the pedagogy of classroom teachers.

PARALLEL SESSION 3

9:30 AM – 10:00 AM (Paper)

Pasifika Teaching Space | 275-104

Imagined Identities in Language Learning

Erina Ogawa¹

¹Feilding High School

Abstract:

Identity development occurs in the language classroom as one of many social contexts or communities young people belong to. When a target language context and cultural community is not readily available outside the classroom, what happens in the classroom plays a more significant role in identity development relevant to it. Working within classroom limitations, language teachers strive to provide ways for students to experience the target language and culture using as many of their five senses as possible, such as using audio-visual materials. But, how does a teacher assist their learners' development of self in relation to the target culture? This presentation explains how a specifically-designed educational manga (Japanese comic) was used to provide opportunities for language learners to imagine themselves as active agents in their target social contexts. Results of a Likert-type questionnaire and student comments examined its effectiveness to enhance imagination, perceived experiences, and cultural identities.

Language of the Presentation: English

Presenting Author Details:

Dr. Erina Ogawa grew up in the Manawatū, where she is now the Teacher in Charge of Japanese at Feilding High School. However, Erina spent more than twenty years of her professional career in language teaching and identity research in Japan. As an academic, she researched multifaceted and multicultural identities. As a teacher, she has taught English and diversity awareness at high school, university, and postgraduate levels. After returning to New Zealand and a period as Head of Research and Academic Assurance at IPU New Zealand Tertiary Institute, Erina is now immersed in the daily realities of New Zealand high school teacher life.

PARALLEL SESSION 3

9:30 AM – 10:00 AM (Paper)

Pasifika Teaching Space | 275-107

This is so hard! Understanding Filipino children's language development

Ryan Roi Domingo^{1,2}

¹Mariano Marcos State University, ²Far Eastern University

Abstract:

A lot of Filipino children are considered bilinguals because of their early exposure to both their mother tongue and the global language, English. Due to this, language in education policies in the Philippines have been shifting over time which can either be detrimental or beneficial to the linguistic diversity of the country. This presentation will focus on how these paradigm shifts are affecting the language situation in the Philippines, especially the implications this has on bilingual children's language development and acquisition of the national language which is Filipino.

Language of the Presentation: English

Presenting Author Details:

Ryan Roi Domingo is an Assistant Professor at the Mariano Marcos State University (MMSU) in the Philippines where he handles language and communication courses and is designated as Language Center Chief. He finished his master's degree in English Language and Literature from MMSU in 2021 and is currently taking Ph.D. in Educational Linguistics at Far Eastern University- Manila. Ryan is an alumnus of the Fulbright Program and completed his Foreign Language Teaching Assistantship at Skyline College, California, USA in June 2023. He is also a high-performing alumnus of the Online Professional English Network and is actively engaged in Language and Culture research. He takes pride in being an Ilokano by heart and Cagayano by blood— both sharing the richness and diversity of Filipino culture. Additionally, his family currently resides in Auckland, New Zealand, hence, he considers the place his second home.

PARALLEL SESSION 3

10:00 AM – 10:30 AM (Paper)

OGGB Case Room 2 | 260-057

Online RT method and development of (meta)cognitive reading strategy

Jongyun Lim¹

¹The University of Auckland

Abstract:

This exploratory case study investigated the effects of the online reciprocal teaching method (RT) on (meta)cognitive reading strategy usage and the advancement of learned reading strategies over time. Thirteen Korean EFL students (15 years old) participated in fifteen RT lessons where students learned and practised RT strategies. To measure the change in perceived (meta)cognitive reading strategy usage, the metacognitive awareness of reading comprehension strategies survey was collected before and after the study. Mean scores of both time frames were calculated and compared for data analysis. Also, the RT strategies students performed and shared in the earlier and later periods of the study were gathered to investigate the quality of those strategies, which were evaluated using a rubric. The results revealed that most students, except for two, used (meta)cognitive reading strategies more frequently after this study. Also, the study found that students could gradually acquire learned strategies as classes continued.

Language of the Presentation: English

Presenting Author Details:

Jongyun Danny Lim is a PhD candidate in Applied Linguistics at the University of Auckland. He has taught second languages for more than fifteen years. Prior to becoming a PhD student, he taught English to Korean secondary school students. He helped EFL learners to be prepared for various proficiency tests such as TOEFL, TOEIC, or KSAT (Korean college entrance exam). These days, he has taught Korean courses at the University of Auckland as a GTA for three years. He teaches both beginner and intermediate-level courses by adopting a communicative approach. His research interests include computer-assisted language learning, online language learning, reading comprehension, language learning engagement, and heritage language maintenance.

PARALLEL SESSION 3

10:00 AM – 10:30 AM (Paper)

OGGB Case Room 2 | 260-055

Mastering Japanese communication: Strategies for expressing requests, apologies, and invitations

Joji Ikezu¹

¹The Japan Foundation

Abstract:

This presentation delves into the intricate realm of Japanese communication strategies, including language expectations and the dynamics of conversation initiation and progression. A nuanced exploration of expressing attitudes in diverse scenarios, encompassing requests, apologies, invitations, and offers, will be a central focus. Practical implementation will be facilitated through engaging quizzes and tasks, providing valuable insights for effective lesson planning. Participants can expect to gain a comprehensive understanding of culturally appropriate communication, fostering a deeper connection to the nuances of the Japanese language. This session aims not only to elucidate theoretical frameworks but also to equip attendees with tangible skills to navigate real-world communication scenarios with confidence and cultural sensitivity.

- Participants will learn distinctive expressions for requests, invitations, offers, apologies, etc., in Japanese communication.
- Participants will acquire nuanced communication skills through quiz-based practice and other interactive exercises.
- Participants will gain insights and tips for instructing students on real-world communication in the classroom setting.

Language of the Presentation: Japanese

Presenting Author Details:

Joji Ikezu has been dedicated to his role as a Senior Language Consultant at the Japan Foundation, Sydney, since November 2023. Over the past 35 years, as a language education specialist representing the Japan Foundation, he has undertaken 10 diverse postings across Asia, South America, the Middle East, and Eastern Europe. Joji's journey also includes visits to 35 countries for professional development initiatives. His passion for language education shines through his extensive experience, offering a unique blend of cultural insights. In his current position, Joji continues to bring his wealth of knowledge to the Japan Foundation, contributing to the enhancement of language education and cultural exchange with a down-to-earth approach and a genuine commitment to fostering understanding between communities.

PARALLEL SESSION 3
10:00 AM – 10:30 AM (Paper)
OGGB Case Room | 260-223

Conceptualising bilingual families' use of heritage language in Australia

Miyako Matsui¹

¹University of Wollongong, AFMLTA

Abstract:

Australia is a multicultural nation with a significant number of immigrants who speak languages other than English at home. Such languages might be used at home or in the community or not used at all. Maintaining one's heritage language (languages) is challenging, especially if they have a partner who does not share the same language. A study was conducted on six Japanese-Australian intermarriage families and four adults who were raised by such families to understand each participant's perspectives on parents' use of Japanese and its impact on their children's language abilities and identities. The conceptual framework developed for this study incorporates the exposure to, choice of, and use of Japanese in intermarriage families where both the Japanese and the Australian parent's languages coexist. The main domain of heritage language maintenance is the home, although the community, including the child's school, also plays an important role in language maintenance. This research, and its conceptual framework, would be of interest to those from heritage families, and, importantly, teachers of learners from diverse backgrounds and administrators planning languages education programs with a view to increased understanding of learners and their inclusion in classrooms.

Language of the Presentation: English

Presenting Author Details:

Miyako Matsui is an experienced language teacher both in Japan and Australia. She completed her Ph.D. in 2022 investigating parental involvement in Japanese heritage language and cultural maintenance in Australia. Her experience of living in Japan and Australia since childhood inspired her interest in researching this field. She has been teaching Japanese at the University of Wollongong since 2012. Miyako became a member of the Australian Federation of Modern Language Teachers Association (AFMLTA) Promotions Officer as well as the Modern Language Teachers Association of New South Wales (MLTA NSW) Secretary in 2022. She is also a member of the Australian Network for Japanese as Community Language (ANJCL) to support families who have connections to Japanese heritage in Australia. Miyako is passionate about further developing her knowledge of the community language programs and language studies at schools in Australia.

PARALLEL SESSION 3
10:00 AM – 10:30 AM (Paper)
OGGB Seminar Room | 260-323

The development of Pacific language teaching and learning in China

Lin Fu^{1,2}

¹University Of Auckland, ²Beijing Foreign Studies University

Abstract:

This paper will describe a study which delves into the pedagogical practices of Pacific language classes at a Chinese university. The development of Pacific language classes prompted by China's diplomatic policies has attracted more students to learn Pacific languages as foreign languages in China. This study draws on

the Sāmoan fa'afaletui methodology and Situational Analysis to unpack multiple layers of complexities in teaching and learning Pacific languages in China. In order to understand the pedagogies utilised, my study looks at the goals of the Pacific language classes, the motivations of the students, and the cross-cultural encounters when Pacific languages are taught to non-Pacific (mostly Chinese) learners. In addition, I will also discuss the possibility of “globalising” the teaching and learning of Pacific languages as a way of contributing to language survival. It is my hope that my study will add to the scholarly literature on Pacific language teaching and learning, particularly for non-Pacific learners.

Language of the Presentation: English

Presenting Author Details:

My name is **Lin Fu**. I'm a current PhD candidate studying in Pacific studies at the University of Auckland. My main supervisor is Dr. Melenaita Taumoeofolau. My co-supervisor is Dr. Patrick Thomsen. I'm also a tutor working at Beijing Foreign Studies University. I have a Master's degree in Pacific Studies at the University of Auckland and a Master's degree in English language and literature at Beijing Foreign Studies University. My research focus is on Pacific language teaching and learning, with a particular focus on Polynesian languages, and teaching English as a second language. I delivered an oral presentation on my research at the Pacific Studies Vaka Workshop at the University of Auckland in 2023.

PARALLEL SESSION 3

10:00 AM – 10:30 AM (Paper)

Pasifika Teaching Space | 275-104

Intersectional language teacher identities: Black women in Japan

Avril Haye-Matsui¹

¹Aichi Prefectural University

Abstract:

This presentation reports on the real-life experiences of nine Black women from the African Diaspora employed in Japan's English language teaching industry. This qualitative study used intersectionality (Crenshaw, 1989) as a theoretical lens and illustrates the ways in which nationality, gender, and race interplay to influence the work experiences and self-perceived identities of teachers in Japanese educational contexts and society. The presenter will discuss how pedagogy was impacted by participants' socio-cultural identities, notably in their attempts to increase students' awareness of cultural diversity and to challenge local and international discourses that denigrate and stereotype Black people. This research makes an important contribution to existing research on intersectionality and teacher identity in global contexts and focuses on the common themes of teacher identity, race, and gender that are applicable to teachers working in any English-language teaching context.

Language of the Presentation: English

Presenting Author Details:

Dr. Avril Haye Matsui is a lecturer in the faculty of foreign studies at Aichi Prefectural University in Japan. Her main research areas are gender, cultural diversity in Japan and the various ways intersectionality comes into play in the English language classroom. She is fascinated by the factors that intersect to impact instructors' professional identity development, and students' language identity development. Therefore, she has published several book chapters and articles around these themes. She is also the co-founder of the support and friendship group Black Women in Japan and lives in central Japan with her family.

PARALLEL SESSION 3

10:00 AM – 10:30 AM (Paper)

Pasifika Teaching Space | 275-107

Retracing the cultural politics of subject languages: the pre-WW1 era.

Sharon Harvey¹

¹Auckland University of Technology

Abstract:

In a number of jurisdictions languages education is now considered to be the ‘pointy edge’ of intercultural citizenship education. Languages education is regarded as one important way (perhaps the most) countries educate their young people to engage humanely, reflexively and productively with ethnic and linguistic diversity at home and abroad, teaching young people to literally stand in the shoes of ‘the other’. However, historically and publicly monolingual countries like New Zealand have been slower to embrace the debates and demands of quality teaching of subject languages in schools. Through a discursive analysis of New Zealand media and political texts produced between 1860 and 1915 this presentation offers ways to understand how our current subject language curriculum as expressed through Learning Languages (produced in 2007) has roots in colonial discourses of culture and politics. It offers insights in to why we have constituted languages education in the way we have.

Language of the Presentation: English

Presenting Author Details:

Dr Sharon Harvey is an Associate Professor in the School of Education (AUT), specialising in Applied and Educational Linguistics. Her supervisory and research interests are: intercultural communication and competency, multilingualism and flexible languaging practices, language planning and policy, student engagement in written feedback, languages in the curriculum, refugee and migrant resettlement, and the history of language learning and teaching. Sharon led three national Ministry of Education research evaluations in the areas of ESOL paraprofessionals and language teacher professional development from 2007 to 2011. Between 2016 and 2019 she led the Ministry of Education national evaluation of Asian Language Learning in Schools (ALLiS).

PARALLEL SESSION 4

12:00 PM – 12:30 PM (Paper)

OGGB 4 Lecture Theatre | 260-073

Teaching with comprehensible input

Sue Pommarède¹, Anita Vennell²

¹Woodford House, ²Havelock North High School

Abstract:

This presentation will address key tenets of the Comprehensible Input approach to second language acquisition, particularly as it relates to the teaching of French and Spanish. Both presenters have been experimenting with this approach over the past couple of years after listening to and being inspired by the Motivated Classroom podcasts by Dr Liam Printer. They will discuss key principles, a range of techniques to use, their experience in implementing this approach with their students, and will give tips for those who would like to explore it. The Comprehensible Input approach is based on Dr Stephen Krashen’s work on the input hypothesis in second language acquisition during the 1970s and 1980s.

Language of the Presentation: English with examples from French and Spanish

Presenting Author Details:

Sue Pommarède is HOF Languages at Woodford House where she currently teaches both French (Year 7-13) and Spanish (Year 10-13). She has taught there for nine years and prior to that was HOF Languages at Rosehill College in Auckland for 26 years. She is a life-long learner and passionate about the teaching and learning of languages. Having completed a Diploma in Second Language Teaching, and a TPDL course working with task-based teaching and learning techniques, she is now building in more comprehensible input tools to motivate students and increase opportunities for both input and output.

Anita Vennell is Head of Spanish at Havelock North High School where she teaches Spanish from Year 9-13. Prior to that she taught Japanese at Central Hawke's Bay College. Anita has also done a TPDL course and implemented task-based teaching and learning techniques. Over the past two years she has been experimenting with Comprehensible Input approaches to increase motivation and achievement in the second language classroom.

PARALLEL SESSION 4

12:00 PM – 1:00 PM (Workshop)

OGGB Case Room 2 | 260-057

AI in language learning: Navigating ChatGPT's role today and tomorrow

Annelise Borger¹

¹Tui Tuia | Learning Circle

Abstract:

Join a discussion on integrating ChatGPT (or other GenAI tools) in language classrooms. Share your existing practices, discuss the implications of AI in language education and its impact on the future of language learning. Share your current practice of using ChatGPT in your classroom. Explore how ChatGPT is shaping our language classrooms, now and in the future

Language of the Presentation: English

Presenting Author Details:

Annelise Borger is a facilitator for Tui Tuia | Learning Circle's Language Team. She resides in Lake Hāwea with her husband and two young children. Passionate about learning, she enjoys sharing her experiences through facilitating workshops and programmes on leveraging digital technologies to enhance student learning, including Flipped Learning and using GenAI in the classroom. Before joining the Tui Tuia | Learning Circle Languages team, she was a Chinese teacher in Christchurch and contributed to the development of Chinese language programmes at four schools.

PARALLEL SESSION 4
12:00 PM – 1:00 PM (Workshop)
OGGB Case Room 3 | 260-055

Tradition meets trend: Manga, yokai, and the Japanese language

Chisato Yoshioka¹

¹Tui Tuia | Learning Circle

Abstract:

In this workshop, we will explore the 'Hyakki Yakō Emaki' (meaning 'Night Parade of One Hundred Demons Scroll' in English), delving into the origins of manga and the enduring appeal of yokai that continue to be beloved in modern Japanese culture. Participants will learn about the cultural and historical background of this ancient scroll and manga and discover practical ways to incorporate yokai themes into classroom learning.

Language of the Presentation: English

Presenting Author Details:

Chisato Yoshioka is the Japanese National Language Adviser for Tui Tuia | Learning Circle's Languages Team. After completing her Master's in Japanese Language Teaching in Tokyo in 2004, she has served as a Japanese education specialist by the Japan Foundation and has worked in various countries. She has undertaken a range of activities, including but not limited to supporting Japanese language educators across different educational levels, establishing new Japanese language courses for adults, and developing an online course. Her expertise lies in phonetics, particularly sound symbolism. Currently, she is also enrolled in the Interdisciplinary Design Studies program at Kyoto University of Arts, where she explores social issues, focusing on 'design thinking' and the 'exploration of traditional culture' as two key approaches.

PARALLEL SESSION 4
12:00 PM – 1:00 PM (Workshop)
OGGB Seminar Room | 260-040B

CLIL in action: Enhancing Chinese language learning through drama integration

Yan Yang¹, Tantan Xu²

¹Tui Tuia / Learning Circle, University of Auckland, ²Glendowie College

Abstract:

In this workshop, we will explore the innovative application of Content and Language Integrated Learning (CLIL) in New Zealand schools, specifically focusing on integrating Chinese language learning with drama classes. Through a detailed examination of a compelling case study, we will analyze how this pedagogical approach not only enhances students' language skills but also cultivates their creativity and cultural awareness. We will discuss the significant improvements in student motivation and language proficiency observed in CLIL classrooms and provide practical insights into effectively implementing CLIL strategies. Furthermore, we will share valuable CLIL teaching resources aimed at assisting educators in adopting this transformative approach in their Chinese language instruction.

Language of the Presentation: English

PARALLEL SESSION 4
12:00 PM – 12:30 PM (Paper)
OGGB Case Room | 260-223

Understanding and responding to diversity in the language classroom

Karen Ashton¹

¹Massey University

Abstract:

Increased diversity of student cohorts and learning needs means that teachers need to continually adapt their teaching practice to 'support the needs and abilities of all learners' (Education Council, 2017, p. 10). To explore New Zealand language teachers' experiences of diversity and teaching of diverse learners, a survey was administered (n=100). In this presentation, I will discuss the following findings: the most diverse year levels; diversity across year levels; the strong value teachers place on diversity which they see as a natural and shared role with students in promoting tolerance and understanding; the significant challenge of teaching students with different ability levels in the same classroom due to multi-level classes and the presence of heritage language learners. The findings illustrate the need for professional development in how to differentiate activities and resources, and that targeted professional development has the potential to have a significant positive impact on teacher wellbeing.

Language of the Presentation: English

Presenting Author Details:

Karen Ashton is a Senior Lecturer in Language Education in the School of Humanities, Media and Creative Communication, Massey University. She is an experienced and passionate languages educator and is actively involved in continuing professional development for language teachers, both nationally and internationally, supporting teachers to reflect on and further develop their teaching practice within their unique teaching contexts. Karen's research interests include teacher training and professional development, language learning pedagogy with a focus on multi-level classes, differentiation, diverse learners and learning environments, language policy and language assessment. Karen has worked as a teacher of English in several countries and is a keen language learner with a degree in German and some formal and informal learning in French, Spanish and Japanese.

PARALLEL SESSION 4
12:00 PM – 1:00 PM (Workshop)
OGGB Case Room | 260-323

Developing a whole school policy for languages education

Candice Slingerland^{1,2}, Andrew Scrimgeour^{3,4}

¹Department of Education Northern Territory, ²Language Teachers Association of the NT, ³University of South Australia, ⁴AFMLTA

Abstract:

Languages have often suffered from being seen as a non-core or elective learning area, marginalised in school curriculum and policy decision-making. Schools also tend to take a monolingual (English only) view of literacy in education, further marginalising Languages Education from key educational agendas. This workshop explores ways the Language Teachers Association of the NT sought to reframe individual school Languages curriculum documents to better integrate languages within the broader 'language and literacy' priority in school curriculum, and involve and engage Language teachers in enhancing their advocacy for

their learning area in school curriculum. This workshop provides practical advice to assist teachers of any language to better frame their rationale and anticipated scope of learning in a way which draws clearer connections between Language learning and key learning areas and cross curriculum priorities, especially literacy and intercultural capabilities.

Language of the Presentation: English

Presenting Author Details:

Candice Slingerland is the Languages Advisor within the Teaching and Learning Team at the Department of Education in the Northern Territory. She is an advocate for language learning including foreign languages, local languages, and community languages within the Northern Territory. Candice is an Indonesian teacher when she is in the classroom and enjoys working with teachers to assist them in the areas of language curriculum, pedagogy and assessment. Candice is the current secretary of the Language Teachers Association of the NT (LTANT).

Andrew Scrimgeour is an Adjunct Research Fellow at UniSA Education Futures, having formerly been a lecturer in Languages Education and Chinese in the School of Education at UniSA, and a member of the Research Centre for Languages and Cultures. Andrew undertakes research in the Languages Education field, with a focus on national and state policy toward Asian languages, learner diversity in the languages classroom, literacy development in Chinese, and language teacher education. He is currently *Babel* editor and serves on the Executive of AFMLTA.

PARALLEL SESSION 4

12:00 PM – 1:00 PM (Workshop)

OGGB Case Room | 260-325

Fernsehshows und Deutschunterricht / Teaching German with TV shows

Tran Thi Bao Ngoc

Goethe-Institut HoChiMin City

Abstract:

Effective communication within a classroom setting is pivotal to the success of learners. Consequently, educators are perpetually exploring innovative strategies to enhance classroom interaction. Concurrently, international television shows such as “The Voice” and “1 against 100” are gaining widespread popularity. Thus, the integration of these television shows into German language instruction can yield remarkable outcomes. Students may find themselves more at ease, able to express their individuality more freely, and more inclined to share their viewpoints actively. Contrary to traditional classroom games that test only specific aspects of learning, the incorporation of television shows allows students to enhance a broad range of skills, including speaking, listening, pronunciation, and responsiveness. In this context, educators can leverage the logical and engaging game rules crafted by entertainment industry experts, which are already familiar to the students. Moreover, the competitive element of these shows can inspire and motivate learners across all age groups. In my view, this approach is in sync with contemporary trends, as new television shows with educational potential continually captivate large audiences, sparking their creativity and eagerness to learn. In the ensuing sections of my article, I will elaborate three instances of how television shows were judiciously incorporated into A1, A2, and B1 German language lessons in Vietnam.

Language of the Presentation: English/German

Presenting Author Details:

Tran Thi Bao, Ngoc: Teacher at the Goethe-Institut HoChiMin City, Vietnam. Email: Ngoc-Tran-Thi-Bao-Ngoc.extern@goethe.de

PARALLEL SESSION 4

12:00 PM – 1:00 PM (Workshop)

Pasifika Teaching Space | 275-104

AND

PARALLEL SESSION 2

1:55 – 2:55 p.m. (Workshop)

Pasifika Teaching Space | 275-107

Pacific Languages Talanoa Spaces, facilitated by Tui Tuia | Learning Circle (see p. 25)

All teachers who teach Pacific languages or who are interested in Pacific language education are welcome to these talanoa times. We will provide the opportunity for both facilitated talanoa about NCEA, resources, challenges and solutions and also the opportunity to share freely about what is on top for you in this space. We look forward to seeing you there.

Talanoa is a traditional word used across the Pacific to reflect a process of inclusive, participatory, and transparent dialogue. Talanoa provides opportunities to discuss authentic knowledge grounded in Pacific values and principles of ‘Ofa | love, Faka’apa’apa | respect, Mālie | humour and Māfana | warmth. It is a format for collaborative meetings that encourages greater participation and where important contributions can be made.

Talanoa has been used by many people in everyday conversations, professional dialogue, research, and is used across many contexts. These conversations build and strengthen relationships between people on many levels. Using the talanoa process enables us to learn more about each other's backgrounds and gives us a better understanding of why we think, feel or act in certain ways. It is a way to unlock the ‘culture of silence’ for those who may have a fear of speaking up or of being culturally misunderstood.*

*Text taken from: https://core-ed.org/en_NZ/free-resources/blog/talanoa-is-for-everyone-a-guide-for-educators/

PARALLEL SESSION 4

12:00 PM – 12:30 PM (Paper)

Pasifika Teaching Space | 275-107

Fostering linguistic diversity in English language teacher education

Sylvia Velikova¹

¹University of Veliko Tarnovo, ²Fédération Internationale des Professeurs de Langues Vivantes (FIPLV)

Abstract:

This presentation will take a closer look at the interconnection between linguistic and cultural diversity, teacher identity, and language pedagogy. Based on an ongoing study on the shaping of the professional identity of Bulgarian pre-service EFL teachers, the talk will address the following questions: What beliefs

do prospective teachers of English hold about linguistic and cultural diversity in the EFL classroom? How do their own multilingual backgrounds influence the shaping of their professional identity during EFL teacher education? How do English language teacher education programmes prepare student teachers to meet the needs of linguistically and culturally diverse students? The presentation concludes with broader implications for language teacher education and teaching in multilingual classrooms.

Language of the Presentation: English

Presenting Author Details:

Sylvia Velikova is Associate Professor at the University of Veliko Tarnovo (Bulgaria). She holds a master's degree in Bulgarian and English, as well as a doctorate in psycholinguistics. Currently, Sylvia is Publications Officer at the *Fédération Internationale des Professeurs de Langues Vivantes* (FIPLV). She was a member of the Executive Committee of the Bulgarian English Teachers' Association (BETA) in various roles, including President from 2010 to 2014. As a teacher educator and researcher, she has coordinated and participated in national and international projects, including ECML (Council of Europe) initiatives. Her fields of expertise include language teacher identity, multilingual approaches in language teaching, self-assessment and reflection in teacher education, listening in intercultural communication.

PARALLEL SESSION 4

12:00 PM – 1:00 PM (Workshop)

Decima Glenn | 260-310

AI and language assessment: Working on solutions together

Miriam Neigert¹

¹The University of New England

Abstract:

Artificial intelligence (AI) has huge impacts on higher education, and language disciplines are no exception. Instructors in higher education have worked on different solutions for either making AI part of the learning and assessment process or to reduce the instances of cheating with AI. What can we do in language courses to keep up with the rapid rise of AI in and beyond educational contexts? In this workshop, we will discuss the current challenges and potentials of AI for assessments in languages disciplines. We will also collaboratively work on changing our assessments to address issues of academic integrity, incorporate AI into assignment tasks, develop and/or re-design assessment tasks to make them as AI-proof as possible. Feel free to bring your current handbook descriptions of your language courses to the workshop (including the assessment samples and learning outcomes).

Language of the Presentation: English

Presenting Author Details:

Dr Miriam Neigert is the discipline convenor of German and the Academic Integrity Officer for the School of HASS at the University of New England in Armidale, NSW. She completed her PhD thesis at Justus-Liebig Universität Gießen and Macquarie University Sydney on the topic of older language learners at Volkshochschulen in Germany. Over the last 15+ years, Dr Neigert has taught a variety of lectures, workshops and seminars in German and TESOL, worked on projects for the Goethe-Institut, and trained German and TESOL teachers. Miriam's research interests include motivation and the language learner self, age and language learning, online learning & teaching, and assessment for language learning. She received the AAUT Citation for Outstanding Contributions to Student Learning in 2023 for her use of language learning portfolios in German classes.

PARALLEL SESSION 4
12:30 PM – 1:00 PM (Paper)
OGGB 4 Lecture Theatre | 260-073

Strategies to maximise teachers' target language use with beginner-level learners.

Susan Oguro¹

¹University of Technology Sydney

Abstract:

Communication in languages classrooms is unique. The target language (TL) is the object of learning but can also be the medium of communication between teachers and learners. In addition, learners bring knowledge of other languages (often termed 'L1'), so that teachers' speech often includes the TL and L1 for different purposes and stages in a lesson. This presentation explores how teachers can maximise their TL speech, without ignoring the valuable resource of the learners' L1. Drawing on the practical experiences of teachers of Chinese, German, Italian, Japanese and Korean, the paper explores different types of teacher-learner interactions (eg: communicating content, managing classroom activities, building rapport, or talking about culture) and how teachers can support learners to comprehend the TL used in classroom communication. Understanding the complexities of language teachers' classroom TL use is important for identifying effective teaching strategies and is relevant to support teachers' professional development.

Language of the Presentation: English (with examples from Chinese, German, Italian, Japanese and Korean classrooms)

Presenting Author Details:

Susan Oguro (PhD) teaches and researches in the area of Languages Curriculum and Methods for pre-service school teachers and in Intercultural Communication at both the University of Technology Sydney and at the University of Sydney. Susan also has extensive previous experience as a teacher of languages in schools and at tertiary level in Australia, Japan, the UK and Germany. She is particularly interested in the intricate ways languages teachers interact with their learners in foreign language classrooms, using both the Target Language (TL) and the learners' languages at different stages of a lesson. Susan's newest publication is titled 'Teaching for Linguistic Diversity in Schools' and is due for publication by Cambridge University Press mid-2024.

PARALLEL SESSION 4
12:30 PM – 1:00 PM (Paper)
OGGB Case Room | 260-223

A decade of interculturality in language teaching: Expectations versus reality

Elba Ramirez¹

¹Auckland University of Technology

Abstract:

This presentation situates my intercultural struggles and responses as a language teacher, drawing on ten years of engagement with interculturality-informed education and language teaching in Aotearoa New Zealand. It surfaces how after beginning to lecture on Intercultural Competence alongside Spanish language courses, I was able to critically reflect on 'intercultural' expectations and (im)possibilities in my practice, and (re)connect with my belief that language teachers have an unrealistic responsibility. I offer practical strategies to engage with New Zealand Curriculum's intercultural communicative demands and the

(im)possibilities in practice (expectations vs reality) and invite the audience to share their teaching struggles and opportunities.

Language of the Presentation: English

Presenting Author Details:

Elba Ramirez, from the Canary Islands, Spain, completed her doctorate in 2018, at the University of Auckland. It explored language teachers' conceptualisations and practices of intercultural communicative language teaching (iCLT). Findings revealed teachers had potential for intercultural teaching and that targeted intercultural education appeared to be the best strategy to unlock it. Elba has now stepped into coloniality-related research and decolonising (inter)cultural studies. She teaches courses on Intercultural Competence and Spanish in the School of Social Sciences and Humanities at Auckland University of Technology (AUT). Her interdisciplinary activity has informed her teaching practice. In 2021, she took on the role of programme leader for International Studies to develop academic growth in the programme while helping students.

PARALLEL SESSION 4

12:30 PM – 1:00 PM (Paper)

Pasifika Teaching Space | 275-107

Identifying requirements and gaps in French teacher preparation

Carole Bonin¹

¹Canadian Association of Second Language Teachers (CASLT)

Abstract:

In response to the shortage of French as a second language (FSL) teachers in Canada, CASLT launched a pan-Canadian study in 2019 to identify requirements and gaps in FSL teacher education programs. Data collection aimed to document current practices while validating participants' perspectives and efforts to optimize FSL teacher preparation and transition to the field. This presentation will detail findings revealing a collective concern about teacher retention spanning the teacher education timeline. It will present five specific gaps in FSL teacher education, contextualized within system-level challenges that participants claimed were plaguing their ability to develop teacher confidence and competence. Namely, a concern emerged about the adverse impact of a culture of deficit thinking, siloing, and marginalization on FSL teacher candidates in faculties of education and new FSL teachers in schools. Attendees will be invited to explore and identify relevant recommendations and guidelines for their context in response to these findings.

Language of the Presentation: English

Presenting Author Details:

Carole Bonin began her career as a French as a second language educator more than twenty-five years ago. After graduating from Collège universitaire de Saint-Boniface, she began her career as a French specialist at the elementary and middle years levels, then taught in immersion and Intensive French. Since 2009, Carole has been a curriculum consultant for Manitoba Education and Training and for the Louis-Riel School Division. She has contributed to the professional learning of teachers throughout the province and was one of the leads on the development of the new framework of outcomes for the course French: Communication and Culture, grades 4 to 12. She continues to support the implementation of the balanced literacy approach to second language instruction throughout Manitoba. She is currently pursuing her Master's degree in Education.

PARALLEL SESSION 5
1:55 PM – 2:25 PM (Paper)
OGGB 4 Lecture Theatre | 260-073

Reimagining language policy and provision in a linguistically diverse society

Andrew Scrimgeour

¹Australian Federation of Modern Language Teachers Associations

Abstract:

Early language policy in Australia (e.g., Lo Bianco, 1987) was often seen as a benchmark in supporting multiculturalism and multilingualism in society. However little progress has been made in responding to the changing linguistic landscape and the international ‘multilingual turn’ in language education policy and practice discourse. The paper reviews data on dynamics in program provision and student participation, contrasting this data with trends in linguistic and cultural diversity from the Australian national census data on languages spoken at home (ABS, 2022). It considers the implications for national and state language policy, critiquing prevailing rationale(s) for language program provision in schools. The role language education in schools may play in promoting multilingualism in community and schools, through a more inclusive and diverse offering of languages programs and a reconsideration of how the learning of one language can contribute to a broader appreciation of multilingualism in society are discussed.

Language of the Presentation: English

Presenting Author Details:

Andrew Scrimgeour is an Adjunct Research Fellow and formerly lecturer in Languages Education at UniSA. Andrew undertakes research in the Languages Education field, with a focus on national and state policy toward Asian languages, learner diversity in the languages classroom, literacy development in Chinese, and language teacher education. He is currently Babel editor and serves on the Executive of AFMLTA.

PARALLEL SESSION 5
1:55 PM – 2:25 PM (Paper)
OGGB Case Room 2 | 260-057

Welcome to TikTokTokyo: Using short-form video for engagement in languages

Linden O’Brien¹

¹West Wallsend High School

Abstract:

Social media has a major influence on the lives of our students as a means of sharing information and perpetuating trends, especially through short-form videos via the TikTok platform. This presentation demonstrates ways teachers can support language learning through authentic activities that embrace these social media trends for student engagement. Attendees will learn how specific features of this form of social media can be adapted easily for language interaction, information sharing, revision and independent study within the language classroom. Ideas for differentiation for student ability and resource access are also included to ensure all activities are achievable across a variety of contexts. Demonstrated activities and assessment can also be completed using free online platforms without the use of mobile phones to adhere to school policies. Teachers and other stakeholders leave this presentation inspired and equipped to use short-form video in an innovative, safe and authentic manner in their teaching.

Language of the Presentation: English

Presenting Author Details:

Linden O'Brien has over 12 years' experience teaching Japanese in a variety of secondary contexts as well as achieving her Masters in Special and Inclusive Education and Graduate Diploma in Psychology. She has used her knowledge and experience to create activities that motivate and engage disconnected students in learning Japanese, and has presented on this topic at conferences around Australia over a number of years. Linden is a grassroots participant in the current NSW curriculum reform, consulting with NESA as a Teacher expert, and formerly working with the NSW Department of Education as a program writer. Her work with disengaged and disenfranchised learning communities has been supported with fellowships from the NSW government and Macquarie University. She is excited to share her success in harnessing the engaging power of social media in a safe way to teach foreign language to new generations of learners.

PARALLEL SESSION 5

1:55 PM – 2:55 PM (Workshop)

OGGB Case Room 3 | 260-055

Language strategies and activities for improving literacy and numeracy skills

Annabelle Sinclair¹

¹Wellington Girls' College

Abstract:

Language teachers are core teachers of strategies that help to improve students' literacy and numeracy skills. As this is now an area of focus in many schools around the country, with the introduction of the literacy and numeracy co-requisites, Language Departments have the opportunity to show how they can help students to develop the skills they need. This workshop will:

- briefly outline the literacy skills directly taught in language classrooms
- help language teachers to explicitly teach skills that improve literacy and numeracy
- present a range of activities for the classroom looking through a literacy/numeracy lens
- suggest how language teachers could make themselves visible in the wider school context as teachers of literacy/numeracy skills

Language of the Presentation: English

Presenting Author Details:

Annabelle Sinclair is HOD Languages and teacher of French at Wellington Girls' College. She is currently Vice-President of NZALT and a member of the SEG for European Languages (as part of the currently paused Review of Achievement Standards). Annabelle is keen to see language teachers acknowledged within schools as core teachers of literacy.

PARALLEL SESSION 5

1:55 PM – 2:55 PM (Workshop)

OGGB Seminar Room | 260-040B

Trip planning for school students learning German to Puhoi and the Hundertwasserhaus

Nicole Polke¹, Alexandra Töniges²

¹Green Bay High School, ²Tui Tuia / Learning Circle

Abstract:

- explore how to plan a meaningful trip for high school students learning German to the Hundertwasserhaus
- share the outcomes of the Hundertwasser Workshop in 2023, delve into Hundertwasser's life, his profound connection to New Zealand, and his admiration for Māori culture and values. Explore the cultural intersections between the Austrian artist and New Zealand. This German trip underscores the importance of cultural exchange and language acquisition, fostering a deeper appreciation for the interconnectedness of global communities. Hundertwasser's Māori connections underscore his belief in the importance of incorporating diverse perspectives into art and design. His time in New Zealand left a lasting impact on his work and philosophy, enriching the cultural tapestry of both the German-speaking world and New Zealand.
- Discover Puhoi, a small settlement in New Zealand, as it holds significance in the context of German immigration and cultural heritage in NZ. Historical Settlement: Puhoi was established in the 1860s by a group of German-speaking immigrants from Bohemia, which is now part of the Czech Republic. Cultural Preservation: The settlers of Puhoi maintained strong ties to their German heritage, language, and customs, despite adapting to the New Zealand way of life. The community preserved its distinct Bohemian-German identity through traditions such as folk music and dance.

Language of the Presentation: English

Presenting Author Details:

Nicole Polke is Head of Department and a German Language Teacher at Green Bay High School, Auckland, New Zealand.

Alexandra Töniges is the German National Advisor at Tui Tuia / Learning Circle. Born and raised in Germany, she has spent most of her life in Cologne, a vibrant, friendly city in the western part of Germany. Alexandra moved to Cologne to study German and English at the University of Cologne. Alexandra's role is to support the promotion and development of German language education in New Zealand. She enjoys working with the German teaching community around New Zealand and aims to provide them with the best support possible.

PARALLEL SESSION 5
1:55 PM – 2:55 PM (Workshop)
OGGB Case Room | 260-223

Teaching calligraphy to inspire students' interest in characters and language

Jiwei Fu¹

¹Tui Tuia / Learning Circle

Abstract:

Calligraphy is an integral component of Chinese culture. This workshop aims to empower participants with the skills to effectively teach calligraphy, regardless of their own calligraphic expertise. Through observation, discussion, and hands-on practice, participants will learn how to facilitate connections between calligraphy, Chinese characters, and language for their students. By integrating calligraphy into teaching, participants can enable their learners to establish connections between calligraphy and characters, as well as the Chinese language, transforming the challenges of character learning into opportunities for deeper exploration and engagement.

Language of the Presentation: English

Presenting Author Details:

Dr Jiwei Fu is the Chinese National Adviser in the Tui Tuia team and provides support for the teaching and learning of Chinese in New Zealand schools. With an academic background in language philology (PhD), and over 30 years' experience in teaching Chinese as a second language, as well as administration experience in international education organisations, he is enthusiastic to facilitate the teaching, learning and understanding of Chinese language and culture in New Zealand. Jiwei has worked in China, South Korea, Pakistan, USA, and New Zealand in the capacity of Associate Professor, Exchange Professor and Assistant Director of the Confucius Institute of National University of Modern Languages and Western Michigan University.

PARALLEL SESSION 5
1:55 PM – 2:55 PM (Workshop)
OGGB Seminar Room | 260-323

My experimental journey since 2000: Maximising language use in and out of the class

Pui See (Edith) Poon-Lai¹

¹Kristin School (Junior)

Abstract:

The focus of this workshop is nothing new or innovative. One of my primary goals is to maximise the use of one's target language when a native speaking environment is not available. Welcome to this reflective, interactive and practical workshop that summarises my experimental journey for the past 24 years. You will meet other like-minded primary school educators sharing similar challenges. Effective and 'tested' strategies with authentic examples will be demonstrated. A checklist and all resources mentioned will be shared with all participants after the workshop. Participants are welcome to share their strategies before the conclusion of the session.

Language of the Presentation: English

Presenting Author Details:

Edith Poon-Lai has taught Chinese and Performing Arts at Kristin School (Junior) for the last 24 years. She is passionate about Chinese language learning, performing, choral directing, musical theatre and song composition. Edith gained her Master's degree in Education from the University of Auckland and a Professional Certificate in Chinese Language Teaching from the University of Melbourne. She has presented at various conferences in both language teaching and Music education contexts. Edith also has conducted workshops on teaching Chinese songs in Early Childhood centres in Auckland. Her loving and enthusiastic teaching style is her well-kept secret when motivating young people to learn the language. Edith's original songs composed for teaching Mandarin are being used by both local and overseas educators.

PARALLEL SESSION 5

1:55 PM – 2:55 PM (Workshop)

OGGB Seminar Room | 260-325

Le dépérissement du kauri: an environmental topic for all ages

Simon McGinley¹, Florence Lyons¹

¹Tui Tuia | Learning Circle

Abstract:

Kauri dieback is a disease that is killing one of Aotearoa's most precious taonga. Much work is being done to protect the species and ensure its survival. This workshop is designed for teachers to help raise student awareness of this uniquely New Zealand matter while focusing on how it can be integrated into the French classroom. Teachers will be presented with a short history of this tragedy and be shown how students can help fight to save these trees while also learning French. Resources appropriate for different year levels will also be used.

Language of the Presentation: French and English

Presenting Author Details:

Simon McGinley is the National French Adviser at Tui Tuia | Learning Circle. He has held this position since 2021. Simon is a French and Spanish teacher and has worked at schools in New Zealand, UK and Spain. In his role as National French Adviser, his main objective is to provide support to teachers of French all across New Zealand. He is interested in finding connections between Aotearoa New Zealand and other places where French is spoken. He also assists in administering the international language assistant programme that is organised by Tui Tuia | Learning Circle.

Newly appointed French facilitator at Tui Tuia | Learning Circle, **Florence** has two decades of language teaching experience. With a keen interest in assessment and finding practical ways to support learning, she aims to empower her peers by offering support and resources, simplifying their professional journeys.

PARALLEL SESSION 5

1:55 PM – 2:55 PM (Workshop)

Pasifika Teaching Space | 275-104

Getting students talking

Jack Chapman¹

¹Takapuna Grammar School

Abstract:

This workshop will present ways to support our students to interact and talk in the target language. We will explore activities and resources for Years 9 - 13. These strategies could also be implemented in Primary and Intermediate language lessons. The workshop will offer ways to incorporate interactive strategies into schemes of work that build year on year, interactive tasks for lessons as well as a scaffolded sequence of lessons to prepare students for the NCEA interaction assessment. We will practise some of the activities in English during the workshop so that teachers can implement these with their students.

Language of the Presentation: English

Presenting Author Details:

I have been teaching Spanish for 15 years in NCEA, CIE and IB curricula. I am interested in education and have had a range of roles such as Dean, Within School Leader (Kāhui Ako), IB Diploma Coordinator, and Kāhui Ako Across School Leader and I am currently teacher in charge of Spanish at Takapuna Grammar School. I also contract to NZQA for external exams and am the Spanish Language Tutor - School of Curriculum and Pedagogy at the University of Auckland. I am enjoying being a student again studying NCEA Level 1 te reo Māori.

PARALLEL SESSION 5

1:55 PM – 2:55 PM (Workshop)

Pasifika Teaching Space | 275-107

Implementing task-based language teaching (TBLT) in beginner-level classrooms

Hyun-Joo Kim¹

¹Tui Tuia | Learning Circle

Abstract:

One of the hurdles that teachers, especially those involved in teaching beginner-level learners, encounter in implementing TBLT is the learners' limited linguistic capabilities (Erlam & Tolosa, 2022). This limited language proficiency often hinders these learners' effective participation in communicative tasks. Additionally, the significant time investment required for designing appropriate tasks further contributes to teachers' reluctance to implement TBLT. With access to the take-home adaptable task sheet, this hands-on workshop aims to provide teachers involved in teaching beginner-level learners with an opportunity to gain firsthand experience with a communicative task specifically designed for learners with no language proficiency - a task that exemplifies a balance between providing target language input and eliciting target language output. Participants will be able to develop an understanding of effective strategies for integrating TBLT in beginner-level classrooms and receive an overview of 'GROW TBLT - Years 1-10' offered by Tui Tuia | Learning Circle in 2025.

Language of the Presentation: English

Presenting Author Details:

Hyun-Joo Kim brings over 23 years of experience in education to her role as the Quality and Pedagogy Lead for Tui Tuia | Learning Circle's Languages Team. With a background in languages, linguistics, language teaching, and education, she is an accredited and experienced facilitator specialising in designing and delivering GROW and Strengthening Asia-Pacific Language Teaching – North Asia programmes. These programmes cater to primary and secondary teachers of all languages, emphasising effective language teaching approaches and strategies through well-researched theories in a blended learning format. Passionate about sharing professional knowledge and practical experiences with teachers, Hyun-Joo is dedicated to further enhancing their language teaching pedagogy and improving learning outcomes for their students. Her professional interests include language teaching pedagogy, blended learning, culturally responsive pedagogy, and materials development.

PARALLEL SESSION 5

1:55 PM – 2:55 PM (Workshop)

OGGB Decima Glenn | 260-310

Learning German through digital activities: embracing diverse needs of students.

Rachel Valent¹

¹Education Queensland (Ferny Grove ShS)

Abstract:

This presentation aims to show participants how digital activities can be incorporated into the Language learning space. It will also allow participants to see how I personally use these digital activities in the classroom and you will have the opportunity to see how engaged my classes are with these activities. There are a range of activities with numerous benefits for both the teachers and the students. Participants will also have the opportunity to participate in some of the digital activities in the presentation and see how much fun you can have without even realising you are learning!

Language of the Presentation: English with some examples in German

Presenting Author Details:

I have been teaching German in the Education Queensland (state school) sector for 15 years. I have taught both in rural and metropolitan settings. During this time I have had the opportunity to teach German, HPE, Agriculture and Humanities. Presently I am teaching at Ferny Grove State High School in Brisbane as part of the German and German Immersion program. During this time I have implemented a number of digital activities in my classroom while trying to engage and encourage my students while learning German.

PARALLEL SESSION 5
2:25 PM – 2:55 PM (Paper)
OGGB 4 Lecture Theatre | 260-073

A brief history of language teaching in Australia's centre

David Moore¹

¹Alice Springs Language Centre

Abstract:

Bilingual schooling was established with the first German schools in South Australia in the first half of the nineteenth century. With the establishment of missions in the interior of Australia, bilingual programs were developed for Australian Aboriginal languages. Aranda (Western Arrarnta) and English literacy were taught in the 1880s in the earliest bilingual education program in the Northern Territory at Hermannsburg Mission, 125 km west of Alice Springs (Roennfeldt 2019). Numerous letters written in Aranda from the early years of the twentieth century indicate that a high proportion of the community were literate in Aranda. The success of language education at Hermannsburg inspired Bilingual Education programs which commenced in Northern Territory government schools in 1974 (Devlin 2017). This account of the history of teaching Aboriginal languages in Central Australia, includes pedagogies, policies and politics and what is being learned from this history for current programs.

Language of the Presentation: English

Presenting Author Details:

David Moore is a language teacher, linguist and translator who supports secondary language programs of Central Australian Aboriginal Languages at the Alice Springs Language Centre.

PARALLEL SESSION 5
2:25 PM – 2:55 PM (Paper)
OGGB Case Room 2 | 260-057

A virtual learning environment to learn Spanish language and culture

Karen Elisabeth Peredo Alarcon¹

¹Albany Senior High

Abstract:

Technology and globalisation facilitate increased interaction among individuals from diverse cultural and linguistic backgrounds, yet successful communication requires an understanding and awareness of the sociocultural norms expressed in language. Consequently, language education is shifting towards an intercultural approach, engaging innovative pedagogical resources and emerging learning environments. Despite this shift, digital tools remain underutilised in language teaching. This presentation will explore the potential of a virtual learning environment (VLE) in the metaverse to enhance Spanish language learners' intercultural communicative competence (ICC). This VLE is the final product (prototype) of a Master's thesis in applied linguistics developed using a design-based research (DBR) methodology. The study was informed by literature on ICC development in digital learning, and the VLE prototype features virtual auditoriums and art galleries showcasing videos of a native Spanish speaker portraying Frida Kahlo. The VLE aims to foster self-directed learning, engagement with intercultural content, and cultural awareness among learners. Feedback from Spanish teachers, adult learners, and educational technology experts guided the development process, leading to a set of design principles for enhancing ICC and promoting self-directed learning.

Language of the Presentation: Spanish / English

Presenting Author Details:

My name is **Karen Peredo**, I'm a high school teacher in Auckland. Teaching, to me, is more than just imparting knowledge; it's an opportunity to build meaningful connections with my students, support their growth, and encourage them to take risks in various areas. I love creating positive learning environments where everyone can thrive. In addition to my love for teaching, I have a deep fascination with the cultural aspects of the Hispanic community and the Spanish language. Traveling around South America has been enriching as it allowed me to immerse myself in diverse cultures and broaden my understanding of the diversity that characterises the Spanish-speaking countries. Currently, I teach Spanish and EAP at Albany Senior High, a wonderful place where I can share my enthusiasm for Spanish and help students develop linguistic and cultural skills that will be valuable in their personal and professional lives. I have two websites where teachers of Spanish can find resources, ideas, and suggestions to enhance your teaching practices.

<https://sites.google.com/view/pintocarasyflores/home>
<https://sites.google.com/view/herramientasprofes/home>
<https://nz.linkedin.com/in/karen-peredo-alarcon-9838b836>

Publications:
<https://www.researchgate.net/Details/Karen-Peredo-Alarcon>

PARALLEL SESSION 6

9:00 AM – 9:30 AM (Paper)

OGGB 4 Lecture Theatre | 260-073

Languages Teacher Associations: Driving and innovating Languages Education

Yvette Slaughter¹, Colleen Barclay⁷, Kelsey Cooper⁶, Lester Ford⁵, with Enaam Darido⁸, Darcy Fitzgerald⁴, Teresa Montague⁹, Prudence Roveta³, Candice Slingerland⁴, Nathan Williams⁵, Anita Wood⁶

¹University of Melbourne, ²University of Queensland, ³MLTAACT, ⁴LTANT, ⁵MLTAQ, ⁶MLTAT, ⁷MLTAWA, ⁸MLTANSW, ⁹MLTASA

Abstract:

Language Teachers' Associations (LTAs) play a critical role in driving innovation in Languages Education, in supporting teachers to maintain best practice pedagogy and in advocating for Languages education. This presentation, from Australian LTAs, looks at the nature of LTAs, and the issues they face in their role, typically, as the primary source of support for language teachers. Framed within a collaborative community of practice, data has been collected through a questionnaire and ongoing dialogue and shared practices. The findings highlight key areas of importance including governance, mentoring, leadership, advocacy, and professional learning initiatives. With distinct differences but also commonalities across LTAs, the findings form part of an ongoing project focused on understanding variables which inform the activities and practices of LTAs, including the inward-facing work with membership and outward facing work with stakeholders and community.

Language of the Presentation: English

Presenting Author Details:

Yvette Slaughter is Associate Professor in Languages and Literacies Education at the University of Melbourne. Her teaching and research focus on advancing theoretical and pedagogical innovations for languages education. She is co-editor of *Challenging the monolingual mindset*, and *Reframing language in teaching and learning*, a special edition for *Language Teaching Research*, and also publishes in *TESOL Quarterly*, *ReCALL*, *Early Childhood Research Quarterly* and *History of Education Quarterly*.

Colleen Barclay is the President of MLTAWA, and is an accomplished Level 3 educator with a passion for teaching Italian language and culture. She has expertise in using Digital Technologies in the Languages classroom, and incorporating the Cross-curriculum priority: Aboriginal and Torres Strait Islander histories and cultures. Colleen's contributions to the field of education extend beyond her role as an educator, having written learning support materials for the Western Australian School Curriculum and Standards Authority. She is deeply committed to Languages teaching and learning, and developing engaging activities which resulted in her winning the prestigious Hilde Dixon Award in 2022.

Kelsey Cooper champions quality Language education and sustainable teaching through her positions as the youngest MLTAT State President, FATFA representative, Alliance Française member and teacher in Tasmania. Her passion for collaboration and cross-curriculum connections awarded her the 2022 BELC scholarship and the 2019 Goddard Sapin-Jaloustre Scholarship, where she researched and promoted French-Tasmanian connections in France. At the 2023 Alliance Française congress in Paris, Kelsey bolstered global understanding of local challenges and sought international connections for schools. A passion for integrated learning drove her “Fransmania” project, combining authentic Tasmanian Aboriginal culture with local French connections and hands-on, diverse experiences beyond classrooms.

Lester Ford is Immediate Past President, Languages Teachers QLD. A secondary teacher for 21 years, Lester set up an 8-school cluster introducing languages to years 5-7 in the early 1990s. Seconded to the ‘Board of Studies’, he spent 18 years advising/training teachers on senior syllabus implementation, assessment design and moderation/QA processes. Concurrently, he began tutoring preservice teachers at Queensland University, becoming course coordinator, Languages Curriculum Studies, in 2004, and taking a similar role at the Australian Catholic University in 2017. Leaving the ‘Board of Studies’ in 2017, Lester spent 20 months teaching years 3-8 part time, and now focuses on his tertiary and association work.

PARALLEL SESSION 6

9:00 AM – 10:00 AM (Workshop)

OGGB Case Room 2 | 260-057

Exploring AI applications in task-based language teaching and learning

Sim Yang¹

¹Northcote College/The University of Auckland

Abstract:

In recent years, Artificial Intelligence (AI) has revolutionized language learning by offering innovative tools and techniques for task-based instruction. This workshop aims to explore the current applications of AI in task-based language teaching and learning methods and share groundbreaking discoveries and experiments in AI-driven second language acquisition.

Language of the Presentation: English

Presenting Author Details:

Sim Yang, influenced and nurtured by language teacher parents from a young age, is an experienced educator with a rich background in language teaching and learning. In China, he contributed over a hundred articles to Overseas English and English Salon magazines and founded Impact English, a pioneering initiative dedicated to English acquisition in the Chinese community. With expertise in effective language pedagogy, he teaches Chinese and ESOL at a New Zealand high school. Sim holds three Master's degrees in secondary education, language teaching and learning, and translation from the University of Auckland, along with a CELTA certificate from Cambridge University and translation certification from the New Zealand Society of Translators and Interpreters. Currently pursuing a Ph.D. in applied linguistics at the University of Auckland, Sim continues to contribute to the development of language teaching practices through research and practical application.

PARALLEL SESSION 6

9:00 AM – 9:30 AM (Paper)

OGGB Case Room 3 | 260-055

How to teach handwriting Chinese characters, and develop language skills

Jing Chi

¹Southport State High School

Abstract:

As a junior high school Chinese teacher, I understand the argument all over the globe in my teaching area about what role handwriting Chinese characters play in the classroom. Do we teach students to read and recognise Chinese characters, and handwrite Chinese characters or just Pinyin? If we teach handwriting Chinese characters, do we teach the radicals, stroke direction and order? Do we test memorised writing? Some teachers think it is not important to second language learners to do handwriting, just have the combination of handwriting and Pinyin, but how much percentage for each one? I made video presentation to share some of my teaching experiences.

Language of the Presentation: Chinese or English

Presenting Author Details:

Jing Chi has been a language teacher all her life. She was an English teacher at a high school in China for twenty-five years and has been a Chinese teacher in Australia for 13 years. Jing is currently teaching at Southport State High on the Gold Coast as an experienced senior teacher. She is passionate about finding ways to make learning language fun, and effectively teach students how to write Chinese characters and texts.

PARALLEL SESSION 6
9:00 AM – 9:30 AM (Paper)
OGGB Seminar Room | 260-040B

Enhancing L2 writing skills through synchronous WeChat discussions

Rui Ma¹

¹University of Otago

Abstract:

Social media platforms like WeChat present promising opportunities for L2 learning, yet the complexities and effective strategies for their use in education are not fully understood. In this context, a study was conducted at two public universities in China, involving 55 sophomore students with low to moderate L2 proficiency engaged in task-based synchronous discussions. Using a multiple-case study approach guided by social constructivism and pragmatism, the research explores the nuances of WeChat platform. The preliminary findings indicate that while social media can enhance convenience, flexibility, and student-teacher relationships etc., it demands considerable self-learning ability and preparedness from students. Moreover, the effectiveness of this form of learning is notably affected by internet environment.

Language of the Presentation: English

Presenting Author Details:

My Chinese name is **Rui Ma**, and I go by Mary in English. I spent seven years as a full-time English teacher at a public university in Xi'an, China. Teaching has always been my passion, yet I find even greater fulfillment in helping students enhance their English skills. However, language learning presents a highly complex challenge. As technology began transforming the traditional classroom, I felt increasingly compelled to explore technological solutions to these challenges. This interest led me to begin research in this field at the University of Otago in 2021 for my PhD project. The results shared today are drawn from this project, conducted from August 2022 to February 2023.

PARALLEL SESSION 6
9:00 AM – 9:30 AM (Paper)
OGGB Case Room | 260-223

Running a Heritage Languages and Cultures course - our journey

Annabelle Sinclair¹, Anna Scadden

¹NZALT Executive / Wellington Girls' College

Abstract:

Ko tōu reo, ko tōku reo, te tuakiri tangata. This presentation shares our journey so far in the first year of a new course at Wellington Girls' College, supporting speakers of languages that we do not teach in the department. The course is aimed at students who already have some knowledge of a heritage language, and is designed to provide students with the opportunity to become more confident using their heritage language, to explore their heritage language and identity, and to connect with their heritage culture. We are co-teaching a mixed-level Y11/12 course of 16 students, who speak ten different languages between them. We'll share information about how we are running the course, including the different assessment options for students. This is an oral presentation, but there will be time for questions.

Language of the Presentation: English

Presenting Author Details:

Annabelle Sinclair is HOD Languages and teacher of French at Wellington Girls' College. She is currently Vice-President of NZALT and a member of the SEG for European Languages (as part of the currently paused Review of Achievement Standards). In 2024 she is co-teaching a new course at WGC: a combined Y11/12 Heritage Languages and Cultures class.

Anna Scadden is TIC German at Wellington Girls' College and also teaches the Year 9 NZSL taster course. She has taught at a range of schools in New Zealand and the UK. In 2024 she is co-teaching a new course at WGC : a combined Y11/12 Heritage Languages and Cultures course.

PARALLEL SESSION 6

9:00 AM – 9:30 AM (Paper)

OGGB Seminar Room | 260-323

Exploring older migrants' language challenges of daily-life tasks through go-alongs

Yingqiu (Mac) Chen

¹The University of Auckland

Abstract:

This article explores the relationship between place and the language challenges experienced by older Chinese migrants with low English proficiency while undertaking daily-life errands. Informed by the sociocognitive perspective of everyday contexts as presenting place-based learning opportunities, we undertake 57 go-alongs with 18 participants to examine how older migrants perform errands (tasks) at different venues (e.g., supermarkets, public transport). We find that the construct of task-based language use to be a useful analytical tool to understand the complexity of language skills needed for daily-life errands. Our understanding of task complexity largely aligns with previous findings in classroom-based contexts; however, a greater variety of contextual conditions were found (e.g., the perception of time pressure, social context), and we demonstrate how particular conditions impacted on participants' ability to undertake specific tasks. Lastly, we offer implications for institutional language support and for classroom-based language teaching for older migrants.

Language of the Presentation: English

Presenting Author Details:

Yingqiu (Mac) Chen is a PhD candidate specialising in Applied Linguistics at the School of Cultures, Languages, and Linguistics, University of Auckland. His dissertation focuses on language issues and coping strategies among older Chinese migrants. His current interests include gerontology in migrant contexts (including older migrants, migrant ageing), language challenges in migrant contexts, and the go-along data collection method. He is also interested in teaching English to older migrants with limited English education backgrounds. He has integrated go-alongs into English classrooms for older migrant learners, developing a pedagogical approach called 'go-along language teaching,' and has published an article on this approach.

PARALLEL SESSION 6
9:00 AM – 10:00 AM (Workshop)
OGGB Seminar Room | 260-325

Enhance literacy skills within the context of foreign language teaching

Nicole Polke¹

¹Green Bay High School

Summary:

Topic: to enhance literacy skills within the context of foreign language teaching

AIM: To make the PROCESS of teaching and learning literacy explicit for teachers and students.

- It can be used as a resource to identify where students are “stuck.”
- Students can use the process themselves - could be laminated cards with additional prompting questions.
- It can be used by teachers for planning and creating resources.

By incorporating trap door reading into the foreign language classroom, students can engage in meaningful reading activities that not only improve their comprehension skills but also help expand their vocabulary, pronunciation, listening skills and language proficiency.

Language of the Presentation: English

Presenting Author Details:

Nicole Polke is Head of Department and a German Language Teacher at Green Bay High School, Auckland, New Zealand.

PARALLEL SESSION 6
9:00 AM – 9:30 AM (Paper)
Pasifika Teaching Space | 275-104

Developing learning activities and formative assessment tasks for secondary students

Marina Anokhina¹

¹New South Wales School of Languages, ²Secondary College of Languages

Abstract:

This presentation will discuss the effectiveness of different learning activities and formative assessment tasks developed for senior secondary students of Russian studying at the NSW School of Languages (NSL) and Secondary College of Languages (NSW). Ample practice is provided for students to develop their reading, listening, speaking, and writing skills through a number of diverse activities, tasks and text types that reflect the prescribed topics. The examples of the most effective activities and tasks used in the Year 11 Russian course will be demonstrated. The session may be of special interest to senior secondary language teachers who are interested in designing or improving a language course.

Language of the Presentation: English

Presenting Author Details:

Marina Anokhina holds a Bachelor's degree in Education teaching English and German, an MBA and a Doctoral Degree in Philology. She taught Russian and English at various educational institutions in Russia, USA and Australia. Currently she is teaching Stage 6 Russian at Secondary College of Languages and NSW School of Languages as well as business units at Macquarie University (Sydney, NSW).

PARALLEL SESSION 6

9:00 AM – 9:30 AM (Paper)

Pasifika Teaching Space | 275-107

German, French and Spanish meet in Córdoba. Multilingualism in Argentina

Gonzalo Oyola¹

¹Goethe-Institut Córdoba, ²Argentine association of german teachers

Abstract:

Fomentar el plurilingüismo es una tarea de suma trascendencia y nada simple en el contexto de una ciudad como Córdoba, en Argentina. Podemos recorrer miles de kilómetros y seguir comunicándonos en español. Este es el desafío del Instituto Cultural Franco-Alemán de Córdoba y con dos idiomas no tan habituales como el alemán y el francés. Con el tratado de Asquisgrán, firmado en 2019, como trasfondo y con la Ciudad de Córdoba como una de las 8 elegidas para la cooperación a nivel cultural de dos países europeos, el ICFA tiene el objetivo de ser un lugar de diálogo e intercambio cultural entre Francia, Alemania y Argentina, donde la diversidad idiomática se viva en cada rincón en todo momento. El ICFA como resultado del trabajo conjunto entre el Goethe-Institut y la Alianza Francesa brinda ejemplos de actividades que buscan fomentar el plurilingüismo en un contexto en el cual no es habitual.

Language of the Presentation: Spanish

Presenting Author Details:

Gonzalo Oyola was born in 1983 in the city of Córdoba. He is a German teacher, graduated from the National University of Cordoba. He is currently writing his final thesis for the Master of Business Administration (MBA) at the Catholic University of Cordoba. He was a teacher of German as a foreign language at the German School of Córdoba. For the last 15 years he has been working at the Goethe-Institut Córdoba, where he was a teacher, coordinator of the language courses and currently Director. For the last two years he has been president of the Argentine Association of German Language Teachers.

PARALLEL SESSION 6
9:00 AM – 10:30 AM (Colloquium)
OGGB Decima Glenn | 260-310

Literature and culture in the German classroom

Anne Blumenthal¹, Michael Bourguignon², Krisdi Chairatana²

¹Canterbury University, ²Kasetsart University

1) Honouring the past – Integrating a cultural component into German Language Courses

Abstract:

Honouring the past – Integrating a cultural component into German Language Courses Language classes are so much more than mere learning of vocabulary and grammar. Culture is an integral part, and it often helps to look back to the past to understand the present. Therefore, as part of our intermediate and advanced language classes at the University of Canterbury, one of our four contact hours per week is dedicated to the history and culture of Germany in the 19th (stage 2 courses) and 20th century (stage 3 courses). The structure alternates between a biweekly lecture and seminar, and the component is completed by the submission of an essay. In stage 2, the cultural component is taught in English, whereas in stage 3 it is taught in German with the option of submitting the essay for the first semester in English. This presentation aims to show the connection between cultural learning and language learning and how the integration supports the CLIL approach in stage 3.

Language of the Presentation: English/German

Presenting Author Details:

Blumenthal, Anne: DAAD Lecturer, Canterbury University, Christchurch,
anne.blumenthal@canterbury.ac.nz

2) Alienation in foreign language teaching. (With) Harald Weinrich on underdetermination, metaphor, and boredom

Abstract:

In a short essay by Harald Weinrich entitled *On the Boredom of Language Teaching* the following sentence can be found: “In this sense, the intentions of didactics run counter to those of aesthetics.” What is meant by this is that while it is generally the task of foreign language teaching to dismantle foreignness as much as possible, it is the task of a literature to build it up. Specifically such type of literary alienation is achieved, among other things, through purposely slowing down the reading process. In Weinrich's words: “Reception is artificially slowed down.” When Weinrich thus advocates for a “literarization” of language teaching, this obviously creates a tension with the problem mentioned in the title. Because countering 'boredom' with 'slowness' may come as a surprise. Surprise, however, is also what Weinrich is ultimately after when he concludes the abovementioned essay with the words: “so that we not only speak the languages with interest, but also learn to see our environment with surprises.” This kind of learning happens through reading literature. Because surprise, understood non-judgmentally, can be seen as disappointment in expectation. At least that's how Weinrich defines it in his 'Linguistics of Lies'. There it is said that “metaphorical tension”, certainly one of the hallmarks of literature, disappoints (reading) expectations by determining a word not “within” but “outside” its known meaning. This would probably be the moment Weinrich has in mind when he quotes Goethe with the words: “This [the writer, M.B.] will cause boredom if he leaves nothing to think about.” But because thinking, however, is usually thought of as applying of what we have learned,

experience shows that such “underdetermination” is rather the cause of excessive demands and challenge to language learners. And, as is well known, this leads to boredom. Compared to the aim of making language lessons not boring but rather exciting with the help of literature, 'metaphorical tension' is downright counterproductive. However, this is not intended to suggest a criticism of Weinrich's theory, but rather of what – according to the suggested hypothesis of this article – is the cause of such a failure: – application-oriented language teaching.

Language of the Presentation: English/German

Presenting Author Details:

Bourguignon, Michael: German Lecturer, Kasetsart University Bangkok, Thailand,
Ignaz.Reilly@Yahoo.de

3) Promoting multilingual awareness of pragmatic understanding through contextualized reading of medieval texts

Abstract:

Literature instruction or seminars in the context of studying German abroad are typically aimed at enhancing reading comprehension. However, the development of specialized literary skills, specifically the ability to engage with literary texts in a personally meaningful and proficient manner, often takes a back seat. This imbalance has long been recognized as an issue in university-level literature education for foreign German studies, where the primary focus tends to be on language proficiency rather than deeper literary analysis. Even more negligible is the sensitivity of pragmatic consciousness, allowing students to critically assess chunk-like expressions acquired at the elementary level and extend their linguistic competence to situational language usage in a pragmatic fashion. Subsequently, to systematically develop one's own conceptions of pragmatically conscious and interculturally sensitive language usage, thereby attaining advanced-level linguistic proficiency, encompassing considerations of informal versus formal address (duzen vs. siezen), German politeness forms, and decoding ironically or connotatively charged statements. Given this context, as a literature lecturer specializing in foreign German studies, I recognize the importance of developing a curriculum that effectively cultivates language, literary, and pragmatic competencies in balance. With this objective in mind, I intend to utilize the Middle High German text *Dû bist mîn, ich bin dîn*, which, despite its apparent linguistic simplicity, is widely recognized and offers valuable instructional opportunities. From a diachronic perspective, Middle High German proves to be a rather foreign language, even for native speakers, due to its divergence on various linguistic levels, specifically phonetic and pragmatic, exhibiting estrangement akin to Viktor Shklovsky's concept. Through the active engagement with tasks aimed at comprehension and interpretation, students are gradually encouraged to pragmatically question their personal interpretive hypotheses using the co-text, the text within which another text is embedded. Subsequently, by engaging with the pragmatic estrangement of the text from a literary perspective, students are prompted to develop or reactivate the concept of pragmatic awareness, which can then be applied to their own language usage.

Language of the Presentation: English/German

Presenting Author Details:

Dr Chairatana, Krisdi: German Lecturer, Kasetsart University Bangkok, Thailand,
krisdi.chairatana@hotmail.com

PARALLEL SESSION 6
9:30 AM – 10:30 AM (Workshop)
OGGB 4 Lecture Theatre | 260-073

Building student agency for engagement and achievement

Amanda Pentti¹

¹AFMLTA

Abstract:

The revised AFMLTA Professional Standards for Accomplished teaching of Languages, published in 2021, include a focus on building student agency, voice and wellbeing through their language learning. The rate of change in society and the workplace is such that all we can say for certain is the future will be very different. With so much uncertainty and challenges, schools must find ways to enable young people to cope with uncertainty and experience hope and optimism. For young people to flourish and experience wellbeing, they need to experience mastery, agency, and purpose. Student wellbeing can be improved if students believe that their school enables them to have greater agency and a voice. By giving students agency, they are encouraged to take ownership of their learning, which in turn can lead to increased engagement, motivation, and academic achievement. Additionally, a student agency can help foster a sense of community and collaboration among students, creating a more positive and inclusive school or university culture. In this session, we will explore the concept of student agency and how we can empower students to take an active role in their language learning to promote a more student-centred and inclusive approach.

Language of the Presentation: English

Presenting Author Details:

Amanda Pentti is an experienced teacher of Japanese in Years P-10 and has held various roles in curriculum development and as a consultant to support implementation of new curriculum in Queensland. She also has experience as a teacher of pre-service educators in the areas of languages and middle schooling. Amanda has fulfilled several roles on the Executive Committee of the MLTAQ since 2000 and the AFMLTA.

PARALLEL SESSION 6
9:30 AM – 10:30 AM (Workshop)
OGGB Case Room 3 | 260-055

The Chinese Classroom Activity Handbook

Annelise Borger¹

¹Tui Tuia | Learning Circle

Abstract:

The Chinese Classroom Activity Handbook is a tailored resource for Chinese language educators, featuring a variety of engaging activities utilising flashcards and match cards. Discover creative ways to review and start lessons, alongside suggestions for leveraging online tools to enhance learning experiences.

Language of the Presentation: English

Presenting Author Details:

Annelise Borger is a facilitator for Tui Tuia | Learning Circle's Language Team. She resides in Lake Hāwea with her husband and two young children. Passionate about learning, she enjoys sharing her experiences through facilitating workshops and programmes on leveraging digital technologies to enhance student learning, including Flipped Learning and using GenAI in the classroom. Before joining the Tui Tuia | Learning Circle Languages team, she was a Chinese teacher in Christchurch and contributed to the development of Chinese language programmes at four schools.

PARALLEL SESSION 6

9:30 AM – 10:30 AM (Workshop)

OGGB Seminar Room | 260-040B

From Silence to Socialising

Colleen Barclay¹

¹Modern Language Teachers' Association of Western Australia (MLTAWA)

Abstract:

This session will look at strategies for the Languages classroom that promote students speaking in the Target Language. Participants will gain insight into how to create a learning environment that promotes active participation and increases students' oral language skills. Additionally, the session will discuss how progressing from using Dr Gianfranco Conti's Read Aloud and Listening-for-modelling strategies to scaffolded and explicit speaking tasks/games has resulted in an increase in students' Socialising skills even for those with social anxiety. No prior knowledge of Conti's strategies is necessary. This session is applicable for both primary and secondary and for teachers of all languages.

Language of the Presentation: English

Presenting Author Details:

Colleen Barclay is the President of MLTAWA, and is an accomplished Level 3 educator with a passion for teaching Italian language and culture. She has expertise in using Digital Technologies in the Languages classroom, and incorporating the Cross-curriculum priority: Aboriginal and Torres Strait Islander histories and cultures. Colleen's contributions to the field of education extend beyond her role as an educator, having written learning support materials for the Western Australian School Curriculum and Standards Authority. She is deeply committed to Languages teaching and learning, and developing engaging activities which resulted in her winning the prestigious Hilde Dixon Award in 2022.

PARALLEL SESSION 6
9:30 AM – 10:30 AM (Workshop)
OGGB Case Room | 260-223

Reoruatanga - Dual Language Aquisition

Aroha Ngaropo¹

¹Tui Tuia / Learning Circle

Abstract:

We contend that by not responding to research we are maintaining colonized monolingual thinking which originates with the two balloon model, resulting in bilingual programmes which do not achieve their espoused language goals in either language. This workshop will:

- challenge our thinking about Māori Bilingual classes / units
- critique underpinning philosophies and practices
- make a case for rethinking our ability to fulfill the espoused goals of a bilingual programme
- explore some pedagogical underpinnings for successful programmes

Participants will be engaged in a number of practical activities found in effective dual language programmes.

Language of the Presentation: English

Presenting Author Details:

Aroha Ngaropo is a Kaiwhakarurukau for Tui Tuia / Learning Circle's *Te Whānau Maioha* Team. She has 20 years teaching experience as an Educator in Te Kohanga Reo, Early Childhood Education and Māori Medium in Primary. She also has 10 years experience in management roles as an Early Childhood Centre manager, Team Leader and Deputy Principal.

PARALLEL SESSION 6
9:30 AM – 10:00 AM (Paper)
OGGB Seminar Room | 260-323

Neoliberal English private tutoring working culture and tutor identity

Kai Li¹, Susan Sandretto¹, Steven Sexton¹

¹University of Otago

Abstract:

This presentation investigates the tutoring working culture in a large private International English Language Test System (IELTS) tutoring institution in China and tutors' identity negotiation. Drawing on Foucault's disciplinary power and Bourdieu's symbolic power analysis, we reveal the neoliberal working culture and how it shaped neoliberal marginalized tutor identity in this market- and profit-driven context. We argue tutors' ceaseless negotiation of irreplaceability is the neoliberal working culture, in which tutors are instrumentalized and trapped in peer competition where the institution extracts a constant tutoring workforce and avoids tutors becoming business competitors. Three marginalized identity positions: a potential business competitor, an instrumentalized replaceable tutor, and an inter-class-type tutor were identified. We found the ceaseless discourse of institutional tutor competition disciplines them to accumulate cultural capital, increasing their irreplaceable work status to the detriment of their colleagues. This finding from the private sector has implications for English teachers in formal education.

Language of the Presentation: English

Presenting Author Details:

Kai Li is a doctoral student at the University of Otago in the Faculty of Education. He had worked in the field of private IELTS tutoring in China for 10 years before he started his PhD program on shadow education.

Susan Sandretto is an Associate Professor at the University of Otago College of Education, Dunedin, New Zealand. Her research interests include critical literacy, mis/disinformation, education policy, practitioner research, and gender issues. She has published in the Journal of Adolescent and Adult Literacy, Journal of LGBT Youth, and Gender and Education.

Steven Sexton holds a Ph.D. in education from the University of Sydney, Sydney, Australia. He has been Postgraduate Program Coordinator, Primary Program Coordinator, and Head of Teacher Education for the University of Otago, College of Education, Dunedin, New Zealand. His research interests are in teacher cognition, science education, and heteronormativity in the classroom. He has presented papers and organized symposia at annual meetings of several professional organizations including the International Council of Associations for Science Education (ICASE) and New Zealand Association of Science Educators (NZASE). Among his other professional activities, he was the editor of Science Education International from 2017 to 2023.

PARALLEL SESSION 6

9:30 AM – 10:30 AM (Workshop)

Pasifika Teaching Space | 275-104

NCEA level 1 external assessment and the classroom teacher

Annelies Mead¹, Belinda Sydenham²

¹Ministry of Education, ²Baradene College

Abstract:

This workshop will explore practical ways teachers can prepare their students for the Level 1 NCEA external examinations. We will discuss how to create and adapt questions and existing resources to get students to focus on the audience, context, and purpose of a text. We will also include a discussion on how you are using your school's existing digital platform to prepare students for digital assessment.

Language of the Presentation: English

Presenting Author Details:

Annelies Mead is currently an NCEA Implementation Facilitator at the Ministry of Education supporting Learning Language teachers in Wellington and the South Island. Prior to joining the Ministry, she was a Spanish teacher and Head of Languages. She has also worked in learning design and development in the tertiary space with a particular focus on assessment design.

Belinda Sydenham has been a facilitator in the Learning Languages space over the past 7 years. She was a teacher of Japanese and French and has a passion for developing the pedagogy of classroom teachers.

PARALLEL SESSION 6

9:30 AM – 10:30 AM (Workshop)

Pasifika Teaching Space | 275-107

Aspiring to universal plurilingual early learning: Evidence and benefits

Kylie Farmer¹, Anne-Marie Morgan, Gillian Cordy, Miyako Matsui

¹AFMLTA

Abstract:

From the UN Convention on the rights of the child to initial education in their home language(s), to international implementation of first language or mother tongue based multilingual language learning, to recommendations from the recent Royal Commission into Early Childhood Education and Care in Australia and policies across Australian states and territories, there is growing support and evidence for the benefits and common sense of bilingual preschools, and home and additional languages programs in the early years of schooling. As a platform for ongoing learning, a national strategy for languages education, and to support improvement of learning and especially literacy outcomes for young Australians, an early start for plurilingual education, in demonstrably 'successful' approaches, is something Australia can no longer ignore. This presentation draws on multiple research sources, including an Australian Research Council project on success criteria for early years languages learning, the AFMLTA-developed national plan for languages education, findings from the Multilingual Languages Education activities of the UN, PhD research into heritage language learning, policy approaches in Australian states, and the research literature to present this compelling case. The presentation poses challenges to the university languages education sector on how to support growth and facilitation of early years programs, through provision of languages and preparation of teachers of languages. Insights from a group of languages educators and researchers working in multiple contexts, and examples and evidence of programs that work will be provided as exemplars for ways forward.

Language of the Presentation: English

PARALLEL SESSION 6

10:00 AM – 10:30 AM (Paper)

OGGB Case Room 2 | 260-057

Using VR technology to improve speaking proficiency

Manar Baabbad¹

¹The University of Auckland, Princess Nourah Bint Abdulrahman University

Abstract:

This study constitutes a segment of doctoral research, examining the impact of utilizing the VR-mediated Task-Based Language Teaching (TBLT) approach on learners' speaking proficiency, particularly Arabic speaking proficiency. This mixed-method study implemented an experiment involving two groups, each performing identical tasks but in different settings: one in a virtual reality (VR) environment and the other in a traditional classroom setting. Various forms of data, including test results, journal entries, and recordings, were collected to explore some aspects related to language proficiency and the willingness to communicate (WTC). The findings from this 20-week study indicate improvements in speaking proficiency within both the experimental and control groups. Additionally, the findings reveal that the willingness to communicate (WTC) level exhibited dynamic fluctuations throughout the study period.

Language of the Presentation: English

Presenting Author Details:

My name is **Manar Baabbad**. I am currently a PhD student in Applied Linguistics at the University of Auckland, and I hold a position as a lecturer at Princess Nourah bint Abdulrahman University in Saudi Arabia. Since 2013, I've been dedicated to teaching Arabic as a second language. My professional undertakings include language education, designing and development language teaching materials, and curriculum reform. I am particularly passionate about research in second language acquisition, exploring the integration of Virtual Reality (VR) into language learning, and advancing the development of language learning materials.

PARALLEL SESSION 6

10:00 AM – 10:30 AM (Paper)

OGGB Seminar Room | 260-323

Students' language anxiety in higher education institutions

Ildiko Tar¹, Maria Czeller¹

¹University of Debrecen

Abstract:

The need to learn languages in the age of globalisation is unquestionable. Globalisation is influencing teaching and learning in higher education institutions as market competition intensifies, and universities have a responsibility to prepare students for work, study trips and competitive employment abroad. A cornerstone of this is the language, professionalism, and employability skills of our students. However, language anxiety is an insurmountable problem for many people, making it difficult to learn foreign languages, even though a confident command of them is a key factor in any job interview and essential in the world of work. An anxiety complex is one of the main factors hindering language learning and affects all people to a greater or lesser extent. Recognising, helping and resolving it, therefore, falls to language teachers to a large extent. The presentation presents research conducted on foreign language students in a Hungarian higher education institution, which examined the main factors of successful and unsuccessful language learning, the essential elements of language anxiety, its negative impact on learning and performance, the misconceptions and beliefs about language learners' abilities, the positive and negative effects of the teacher and the classroom atmosphere. Special focus was placed on the analysis of the social background variables of language anxiety. It has also collected information and data on students' language learning types and strategies and, based on this, has made recommendations to improve students' language learning skills by improving their language learning strategies, with a particular focus on reducing language anxiety.

Language of the Presentation: English



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