

NZALT 2018 Conference proposals – Updated 7 July 2018

Monday 9 July

Breakout Session number 02

Title The intercultural dimension in language classrooms: highlights of a comparative study

Keywords iCLT, Teacher cognition and practice, Teacher's language proficiency

Presenters Elba S. Ramirez

Affiliation University of Auckland

Room	OGGB-4	Time	9:00 – 9:30	Presentation type	30 min – Paper
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Abstract:

The intercultural communicative language teaching (iCLT; Newton et al., 2010) principles are integral to the NZC for languages. My doctoral research investigated teachers' conceptualisations and practices of iCLT, and whether teachers' level of proficiency in the target language was related to their conceptualisations and practices. My study drew on qualitative data from semi-structured interviews, teachers' reflections, and classroom observations of 16 language teachers of Chinese, Japanese, French, and Spanish in Aotearoa New Zealand. Four key findings emerged: the inconsistent relationship between conceptualisations and practices; the target language appeared to play no role in the development of the intercultural dimension; some evidence of the efficacy of teacher professional development on iCLT; and that neither being a first language (L1) speaker, nor having high proficiency in the target language, ensured teachers' implementation of iCLT. This presentation will cover the highlights and nuances of my study, and recommendations for future developments of iCLT.

Practitioner notes:

Proficiency did not play a role regarding teachers' conceptualisations and practices of iCLT. Teachers' conceptualisations and practices did not always match.

Name: Elba S. Ramirez

Affiliation: University of Auckland

E-mail: e.ramirez@auckland.ac.nz

Biography:

Elba recently earned her doctorate from the University of Auckland. Her research focused on intercultural communicative language teaching among language teachers in Aotearoa New Zealand, looking at their conceptualisations and practices, and the role of proficiency. She currently lectures at Auckland University of Technology in the Faculty of Language and Culture; works as a language advisor for the University of Auckland; and is publishing from her thesis. Elba is currently seeking postdoctoral research positions to extend her engagement in the academic world.

Monday 9 July

Breakout Session number 02

Title Conceptions of culture in Languages Education

Keywords Culture, Intercultural learning, Resources

Presenters Andrew Scrimgeour

Affiliation University of South Australia/AFMLTA

Room	OGGB-4	Time	9:30 – 10:00	Presentation type	30 min – Paper
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Abstract:

Contemporary views of communication typically reinforce the notion of the inseparability of culture from language use and highlight the importance of developing an understanding of the target culture if learners are to acquire a meaningful proficiency in language. Given the value placed on culture in the language classroom, teachers often invest significant time and effort in teaching and learning about culture, across all levels of learning. This paper outlines how the concept of culture has been understood in second language teaching and learning, on how culture is represented in contemporary curriculum and textbooks, and how the move to a more intercultural orientation to language learning has impacted on understandings of culture and the practice of language learning in schools. It questions how teachers may become more intercultural in practice and how culture may be better represented in language learning.

Practitioner notes:

Reevaluation of cultural constructs in curriculum and textbooks

Reflection on cultural representations in teaching practice

Reconsideration of the concept of interculturality in Languages Education

Name: Andrew Scrimgeour

Affiliation: University of South Australia/AFMLTA

E-mail: andrew.scrimgeour@unisa.edu.au

Biography: Andrew Scrimgeour is a lecturer in Languages Education & Chinese in the School of Education at the University of South Australia, and a member of the Research Centre for Languages & 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 training.

Monday 9 July

Breakout Session number 02

Title Teaching social-emotional intelligences through languages

Keywords (Teaching) Social-emotional Intelligences

Presenters Tilka Brown

Affiliation The Language Toolbox

Room	Case Room 2	Time	9:00 – 10:00	Presentation type	60 min – Workshop
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Abstract:

With the world in chaos, there has never been a more important time for our students to gain the skills needed to thrive within our complex society. Participants of this workshop will acquire an understanding of the vital role for teaching social-emotional intelligences (SEI's) to our students of all ages and in any language. It contains ideas for incorporating SEI's into additional language lessons and classroom routines and will include student work-samples. Participants will be encouraged to work together to generate activities and sample lessons based upon the content of this interactive presentation. They will leave with their own 'Language Toolbox' of ideas and 'HeartFULL Teaching' practices, suitable for their own teaching situations.

Practitioner notes:

teaching social-emotional intelligences through languages education
celebrating diversity and multiculturalism through languages education
adhering to the Universal Declaration of Human Rights by guiding 'the full development of the human personality.'

Name: Tilka Brown

Affiliation: The Language Toolbox

E-mail: tilka@thelanguagetoolbox.com.au

Biography:

Tilka Brown is an experienced primary school teacher and motivational speaker with The Language Toolbox. As a passionate advocate for additional language programmes across all stages of education, her current role involves travelling to many classrooms - all over the world - teaching thousands of beautiful students and their teachers.

She has taught across the curriculum in all year levels for many years and has worked extensively in leadership positions. Tilka has presented her educational philosophies at several international conferences and seeks to inspire educators to incorporate quality language programs, such as CLIL programs, into their everyday teaching and learning practices.

Monday 9 July

Breakout Session number 02

Title Teaching tech: How to approach ICT in a languages classroom – tools for the student and teacher.

Keywords Technology, Pedagogy, Practical resources.

Presenters Aaron Nolan

Affiliation Birkenhead College

Room	Case Room 3	Time	9:00 – 10:00	Presentation type	60 min – Workshop
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Abstract:

Recent calls to prepare students to succeed in the 21st century (e.g., NZ vision for its education system in 2025) suggest that we, as teachers, should be taking full advantage of the digital environment for our learners. Questions remain though: what does that look like in our classrooms? Where do I find the time? How do we translate the vision of the Ministry into the languages classroom? What tools should we use? How are we best to use them? How can we tell the difference between tools which deepen understanding and those that don't?

This workshop will discuss the pedagogical underpinnings of the digital classroom using the SAMR model, including examples of what this can look like in context. It will present a suite of useful tools for teachers and akonga which help generate positive, student-centered outcomes and examine the benefits technology affords us as educators.

Practitioner notes:

Give tangible pedagogical guidance to teachers on how to use technology meaningfully in their classrooms.

Demonstrate the importance of embracing technology, adapting practice and making the most of resources to transform teaching and learning.

Show the potential of ICT to create genuine, meaningful and enriching learning experiences for our students.

Name: Aaron Nolan

Affiliation: Birkenhead College

E-mail: nn@birkenhead.school.nz

Biography:

Aaron is currently the Head of Department at Birkenhead College where he has been teaching French for the past six years. In this time Aaron has developed ways to augment his classroom using digital technologies and is recognised as an innovator in this space.

One of the College's Professional Learning Leaders responsible for the implementation of their Digital Learning Strategy, Aaron is also currently the Specialist Language Tutor for French Pre-service teachers at the University of Auckland as well as Public Relations Officer for the NZ Association of French Teachers. He is a guest lecturer on ICT in the Classroom for the University of Auckland's Graduate Diploma of Teaching (Secondary) and a guest presenter for ILEP on the use of technology in the language classroom.

Monday 9 July

Breakout Session number 02

Title Using Proficiency Scales as differentiation instruments

Keywords Proficiency, Scale, Differentiation

Presenters Carlos Franco

Affiliation Victorian Association for teachers of Spanish – VATS; Modern Language Teaching Association of Victoria – MLTAV

Room	040-B	Time	9:00 – 10:00	Presentation type	60 min – Workshop
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Abstract:

Many language teachers usually state having to work with students displaying mixed level abilities. Assuming that mixed abilities are reflective of different levels our students possess in the mastery of varied knowledge and skills, in this presentation language teachers will explore the structure of the Marzano's Proficiency scale as a research-based instrument for differentiation. Through samples of work for primary and secondary level, participants will address the following questions: What are the Marzano's scales? What is the research supporting scales? What can we use scales for? How do we write scales?

By the end of the session, participants will be expected to reflect on the potential use of the Marzano's Proficiency Scales for differentiation purposes based on the following statements: I can pre-assess a student's level on a scale - I can differentiate instruction based on a scale - I can organise my classroom and lesson for scales - I can track student progress on a scale.

Practitioner notes:

Identifying cognitive process occurring within the language learning process.
Drawing on cognitive levels for effective student-centred language lesson planning.
Establishing personal goals for language learning and development.
Developing practical knowledge of visible learning.

Name: Carlos Franco

Affiliation: Victorian Association for teachers of Spanish – VATS; Modern Language Teaching Association of Victoria – MLTAV

E-mail: franco.huapaya.carlos.a@edumail.vic.gov.au

Biography:

Carlos holds a Bachelor Degree in Education with major in applied Linguistics and a Licentiate in teaching Spanish Language and Literature. What is more, together with a Master degree in Communication and Language Teaching Methodology, he has gained TKT accreditation by Cambridge University and completed a Diploma in Psychology applied to Pedagogy. With experience as a language teacher, curriculum coordinator, head of languages, Assistant Professor, Carlos currently presides the Victorian Association for Teachers of Spanish (VATS). His fields of expertise includes language in use, language acquisition and literacy development, language assessment, and student-centred teaching strategies for language learning and development.

Monday 9 July

Breakout Session number 02

Title Introduction to Virtual Reality and Google Expeditions

Keywords Virtual Reality, Education, Google Expeditions

Presenters Scott Cardwell

Affiliation ImmerseMe

Room	040-C	Time	9:00 – 10:00	Presentation type	60 min – Workshop
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Abstract:

Bring your smartphone to this introductory workshop where you'll take a virtual field trip around the world with Google Expeditions. Learn to take students to cities like Paris, Tokyo, Berlin, Madrid using a simple (cheap) headset and smartphone. It's so easy!

Practitioner notes:

Introductory workshop to experience the possibilities of Virtual Reality for language teaching

Name: Scott Cardwell

Affiliation: ImmerseMe

E-mail: scott@immerseme.co

Biography:

Former Marketing Manager of Education Perfect, Scott is the Founder and CEO of ImmerseMe, the virtual reality-based language education company. With 10 years of experience in online languages education, ImmerseMe is at the global forefront of digital innovation and creative solutions for language learners. Scott is passionate about education, technology and ensuring a sustainable, creative future for students.

Monday 9 July

Breakout Session number 03

Title Asian Language Learning In Schools (ALLiS): The question of sustainability

Keywords Asian language learning, Language policy, Sustainability of language learning

Presenters Associate Professor Sharon Harvey; Annelies Roskvist; Dr Shanjiang Yu; Dr Moneeta Pal

Affiliation Auckland University of Technology

Room	OGGB-4	Time	11:25 – 12:55	Presentation type	90 min – Colloquium
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Colloquium abstract:

Asian Language Learning in Schools (ALLiS) is a three year programme of funding for schools to initiate or enhance Asian language learning across NZ. Funding was made available after a Prime Ministerial visit to China in 2014. The press release announcing the fund said that the National government particularly wanted to increase numbers of students learning Mandarin. ALLiS has supported the teaching of Mandarin, Japanese and to a much lesser extent, Korean. We will firstly provide a policy analysis of the ALLiS programme considering features such as its contestability, national spread and language focus. The role of cluster coordinators is an especially positive feature of the programme and this will be examined. In addition we will consider the part played by Mandarin language assistants in promoting language learning. Finally the colloquium will turn to the integration of external organisations into the delivery of Asian languages in NZ.

Abstract 1 Analysing ALLiS as educational language policy.

In this presentation we will analyse the ALLiS programme as an educational language policy. Language teaching and learning is one important way countries can educate their young people to engage humanely, reflexively and productively with ethnic and linguistic diversity at home and abroad, as well as to build resilient identities connected to their home languages and cultures. Why, how, when, where, which and for whom languages are taught in schools, are therefore important questions for education policy makers. However these questions are not always dealt with in a strategic way and language education initiatives can literally 'pop up'. We investigate this recent 'pop up' policy initiative that considerably boosted funding for learning Asian languages in New Zealand schools. In this presentation we examine the funding model for ALLiS and the neoliberal policy frame it sits within, analysing the constructions of government aspirations for and understandings about languages in New Zealand.

Abstract 2 - The role of cluster coordinators in ALLiS.

This presentation explores the role of cluster coordinators and the benefits and challenges of the cluster model for ALLiS. Quantitative and qualitative data were collected through questionnaires, interviews and cluster milestone reports. We report in particular on the perceptions of cluster leaders as to outcomes, opportunities and challenges afforded by ALLiS funding to date. Initial findings from clusters show the funding has made a positive difference in many areas including student numbers, student engagement, and new and improved pathways for students. However, despite the opportunities provided by the funding, there is also a sense of concern regarding the sustainability of Asian language learning beyond the funding period. This paper provides insights from the perspectives of these key informants as to what is needed to support Asian language learning into the future.

Abstract 3: The role of Mandarin Language Assistant (MLA) in promoting language learning in schools.

The teaching and learning of Mandarin Chinese in New Zealand schools has been encouraging in recent years with Mandarin becoming the most popular language at primary school level. The achievement is a result of close collaboration and cooperation between many parties. In addition to the support at different levels, ranging from government, to schools and communities, Mandarin Language Assistants (MLAs) have played an important role. The results of our research show that MLAs have made significant contributions to three areas: classroom teaching assistance, material development and provision of authentic cultural experiences. Some MLAs have also helped with networking between schools in New Zealand, as well overseas. It is not an exaggeration to say that some Chinese language programmes would be difficult to run without MLAs. This presentation considers whether this dependence on MLAs is sustainable in the long-term and whether it supports the development of robust NZ Chinese language programs.

Abstract 4 – The impact of engagement with professional and cultural organisations (PCOs) for language learning.

The reliance on PCOs in the delivery of Asian languages in New Zealand schools is often overlooked and has barely been discussed in the literature. The ALLiS evaluation team has conducted a probe study to investigate the nature of the relationship between PCOs and Asian language learning in schools. Our data shows that PCOs play a vital role in supporting language learning. PCOs provide varying forms of support including professional development, provision of language assistants and language learning materials, spreading cultural awareness, and providing networking opportunities. PCOs may be a factor in the sustainability of Asian language learning beyond ALLiS funding. However, this support is precarious because PCOs wax and wane in their ability to provide support depending on their own funding and other policy mechanisms. This presentation will therefore examine these issues with a view to considering possible ways forward that may be less reliant on PCOs.

Practitioner notes:

Critically examine language policy and funding programmes in education for practice and sustainability implications.

Consider the importance of cluster coordinators in leading language education across neighboring or linked schools.

Engage the support of external organisations and language assistants with care, considering sustainability implications

Name: Associate Professor Sharon Harvey
Affiliation: Auckland University of Technology
E-mail: sharon.harvey@aut.ac.nz

Biography:

Sharon is the lead investigator for the ALLiS evaluation. She is Head of the School of Language and Culture and Deputy Dean (Research) of the Faculty of Culture and Society. She is an expert in language learning pedagogy and has been professionally involved in language teaching for the last thirty-five years. From 2007-2011 Sharon led three national Ministry of Education research evaluations in the areas of ESOL paraprofessionals and language teacher professional development. In addition to the evaluation work, Sharon is also currently participating in an internationally funded Norwegian/New Zealand/Australian partnership investigating citizenship and indigeneity.

Name: Annelies Roskvist
Affiliation: Auckland University of Technology
E-mail: annelies.roskvist@aut.ac.nz

Biography:

Annelies is a senior lecturer in the School of Language and Culture at Auckland University of Technology. In the past she taught English to migrants and refugees but now teaches mainly in the school's Language Teacher Education programmes. Her research interests include professional learning for language teachers, study abroad, and the development of intercultural competence.

Name: Dr Shanjiang Yu
Affiliation: Auckland University of Technology
E-mail: shanjiang.yu@aut.ac.nz

Biography:

Shanjiang is a native Mandarin speaker whose research expertise lies in the teaching and learning of Mandarin Chinese. He has an extensive background in language learning pedagogy, and research interest in bilingualism in schools. He has regular contact with schools teachers and substantial knowledge of the compulsory education sector in New Zealand. His current research focus is strategies in learning Chinese as a foreign language, with his most recent publication being entitled "Teaching and Learning Mandarin Chinese in New Zealand: opportunities and challenges". His expertise has recently been called on for the examination of postgraduate theses investigating the MLA programme.

Name: Dr Moneeta Pal
Affiliation: Auckland University of Technology
E-mail: moneeta.pal@aut.ac.nz

Biography:

Moneeta joined the School of Language and Culture in 2016 as a research officer for the evaluation of the Asian Language Learning in Schools programme. She has experience in quantitative and qualitative methodology from her research work in the public health sector. Moneeta is deeply involved in all facets of the ALLiS evaluation. Her primary role includes communication and liaison with the ALLiS clusters and coordination of daily the research activities. While working on the ALLiS evaluation, Moneeta has developed an interest in understanding the role played by PCOs in supporting language education in NZ.

Monday 9 July

Breakout Session number 03

Title Language Perfect's Languages in Action 2.0: Online learning and assessment starts here!

Keywords Online, Assessment, Flipping

Presenters Trudi Wigg

Affiliation Education Perfect

Room	Case Room 2	Time	11:25 – 12:25	Presentation type	60 min – Workshop
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Abstract:

Language Perfect has evolved! For the last ten years we have been providing a consistently expanding number of teachers with an effective digital method of learning, practicing and retaining vocabulary. With the expansion of Languages in Action we now offer a comprehensive online teaching and learning resource, which encourages and supports practice across all key language skills - Reading, Writing, Listening, Speaking, Culture, Grammar and Vocabulary. Our speaking practice sections offer safe ways for students to practice pronunciation and interaction. The inclusion of Dash adds a fun incentive to work completion. Useable data on engagement and achievement is now readily available, and we can also help you move your assessments for languages online. Find out more about how Language Perfect can enhance teaching, learning, assessment and reporting for your Languages department - and how you and your team can access ongoing professional development opportunities

Practitioner notes:

Provide a 'beyond the classroom' chance for immersion and engagement in Language learning
Empower teachers to develop skill and confidence in digital and multi-media presentation of learning material

Streamline the presentation, monitoring, revision and assessment of key language skills

Name: Trudi Wigg

Affiliation: Education Perfect

E-mail: globalprojects@educationperfect.com

Biography:

Trudi initially joined the team at Education Perfect in 2015 as an Implementation Expert after working as a Japanese teacher at Bayfield High School in Dunedin, and Mission Heights Junior College in Auckland. She has successfully used Language Perfect in her classroom for years, and left a winning legacy at Mission Heights Junior College - one of our regularly successful schools in the Education Perfect World Series. Trudi is now our NZ Languages Manager, and she loves being able to bring together her passions for second language learning and education, while supporting teachers to use Education Perfect to enhance teaching and learning at their schools.

Monday 9 July

Breakout Session number 03

Title Teachers as learners: Supporting growth of purposeful community languages programmes

Keywords Community languages, Reflective practice, Concepts

Presenters Cynthia Dodd

Affiliation Australian Federation of Modern Language Teachers' Associations (AFMLTA) - Treasurer

Room	Case Room 2	Time	12:25 – 12:55	Presentation type	30 min – Paper
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Abstract:

As is the case around the world, many language and culture communities in Queensland support access to languages programs provided for students through the work of volunteer community languages teachers. Often, these languages teachers face broad and disparate contexts, a task made more challenging by sometimes not being trained teachers themselves.

In this presentation, we describe the process undertaken to provide a quality professional learning program with the aim of upskilling the participant volunteer community languages teachers to develop differentiated, purposeful programs for their students in an ethnic school context. We will outline processes used in striving to meet the three key elements of the project which were: unearthing and valuing what these volunteers brought to their roles in teaching in after-hours schools; encouraging reflective practice; and modelling teaching through concepts to align with contemporary curriculum expectations.

Practitioner notes:

Catering for learner difference in community languages

Designing purposeful year-long learning

Understanding the links between curriculum, pedagogy and assessment

Name: Cynthia Dodd

Affiliation: Australian Federation of Modern Language Teachers' Associations (AFMLTA) - Treasurer

E-mail: cynthia@era.com.au

Biography:

Cynthia has a history of intercultural engagement across a number of careers in primary industry, investment analysis, tourism and education. Her aspirational view of education is informed by a strong grasp of big picture issues filtered through the pragmatism born of 25 years of classroom practice and ongoing engagement with the design and facilitation of professional learning. Cynthia engages actively in action research in intercultural Languages education, currently as a Masters researcher into the development of intercultural capability in Senior Languages programs. Supporting teachers in the development of engaging, viable and valuable programs drives her involvement on the executive of the AFMLTA and MLTAQ over the past decade, and her work as a facilitator of projects and the AFMLTA Workshop Series Ready Set.

Monday 9 July

Breakout Session number 03

Title Preparing for the external assessments in Learning Languages

Keywords External assessment, Listening and reading, Strategies

Presenters Annabelle Sinclair

Affiliation NZALT / Wellington Girls' College

Room	040-B	Time	11:25 – 12:55	Presentation type	90 min – Workshop
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Abstract:

In this workshop we shall explore a range of ways to prepare our students for external assessments in the Learning Languages area. The workshop will focus on the NCEA listening and reading external assessments, but also look at the scholarship examination.

How can we better understand the requirements of the assessments, in order to enable our students to approach them confidently? What are some strategies and classroom activities that will help our students to prepare for the externals? How can we better understand the examination setting process itself, and the various roles within it, and participate more actively if we want to?

The workshop will focus on the listening and reading assessments, so anyone who is preparing students for assessment in these skill areas is welcome to attend.

Practitioner notes:

Unpack the resources and documents available to teachers relating to external assessment
Offer strategies and classroom activities to help students prepare for the externals, and give teachers a chance to share other activities that have worked in their classrooms
Explain the examination setting process and the various contract roles involved

Name: Annabelle Sinclair

Affiliation: NZALT / Wellington Girls' College

E-mail: annabelle.sinclair@wgc.school.nz

Biography:

Annabelle has been teaching French since 1995 – mainly in Wellington but also briefly in Christchurch. She is currently HOD Languages at Wellington Girls' College, and has been the president of NZALT since July 2016. She has been lucky enough to work with a number of highly experienced colleagues, and has picked up a range of ideas for preparing students to experience success in external examinations. Her position as NZALT president has also enabled her to liaise with NZQA in preparing this workshop, to find out answers to questions that have been raised by members in recent years

Monday 9 July

Breakout Session number 03

Title Make a joyful noise!

Keywords Speaking, Fluency, Confidence

Presenters Janet McCallister

Affiliation Wellington Girls' College

Room	040-C	Time	11:25 – 12:55	Presentation type	90 min – Workshop
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Abstract:

A hands-on workshop in which we will explore and try out a wide range of activities designed to get our students talking in the target language. How can we help our students to overcome their self-consciousness or fear of getting things wrong when speaking the languages they are learning? By giving them a real purpose to speak, and above all, by activating their sense of play. Come along and play “Hunt the frog”, timed speaking games, and “Stand up and shout!” Investigate ways to give students the confidence to express and justify their own ideas and to explore the views of others. Suitable for teachers of any language, at any level. The workshop will be conducted in English, but participants should be prepared to learn some words and phrases in new languages, as all the activities will require audience participation!

Practitioner notes:

This workshop will:

- offer a range of tools to improve student oral fluency and confidence
- allow teachers to try out these tools in practice
- allow teachers to share other ideas which have worked in their classrooms

Name: Janet McCallister

Affiliation: Wellington Girls' College

E-mail: janet.mccallister@wgc.school.nz

Biography:

Janet has been teaching French in Wellington since 1990. She loves to play, and believes that effective language learning often occurs when we are playing with language. Over years of attending conferences and workshops, and through having the chance to work alongside inspiring colleagues, as well as through listening to student voice, she has picked up many ideas for building student confidence in speaking.

Monday 9 July

Breakout Session number 04

Title “Adomania” and Task Based methodology in practice for secondary school students of French

Keywords French, Task-based, Adomania

Presenters Jillian Symons

Affiliation

Room	OGGB-4	Time	1:45 – 2:45	Presentation type	60 min – Workshop
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Abstract:

Adomania is a new course from Hachette which is based on “l’approche actionnelle”. Now available to level 4/B1 of the Cadre europeen, the course has been adapted with English instructions for levels 1 and 2. As well as paper books, Intext also offers a hybrid pack with the eBook for students and full digital resources are available for teachers.

Intercultural understanding, subject integration, DELF, online learning platform through the Parcours digital, targeted videos per lesson, pair/group work and tasks, tests, extension and revision activities, Adomania has it all.

Practitioner notes:

Task-based methodology

Curriculum

DELF

Name: Jillian Symons

Affiliation:

E-mail: jillian@intextbook.com.au

Biography:

After a period teaching languages and librarianship in NSW and E.S.L. in New Caledonia, Jillian Symons has been Managing Director of Intext Book Company since 1983 and opened the retail shop, Language International, in 1995.

In 2001, she was awarded the “Chevalier dans l’Ordre des Palmes Académiques” by the French Government for services to French as a foreign language in Australia and New Zealand. In 2007 she was awarded a Diamond Jubilee Certificate of Merit by the MLTAV for “exceptional and outstanding contribution to languages teaching in Victoria”.

Her experience of teaching and resources have led to the ongoing interest in Intext of maintaining current and relevant teacher resources for the language classroom.

Monday 9 July

Breakout Session number 04

Title Skipping up Chinese mountains in one lesson a week

Keywords Primary, Chinese, Methodology

Presenters Belinda Dello-Iacovo

Affiliation Jiale Zhongwen

Room	Case Room 2	Time	1:45 – 2:45	Presentation type	60 min – Workshop
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Abstract:

How much language can young children acquire in a once a week Chinese language program? In this session the presenter will share her ten year action research project running 'Chinese for Families' classes in Adelaide. The key to the children's learning progression is the integrated and systematic use of a range of methodologies including comprehensible input, stories, interactive vocabulary activities, multimedia and open-ended literacy development activities. A few short classroom videos demonstrating key methodologies will be shown and discussed through the lens of teacher belief and purpose, with participants encouraged to comment on the learning process. The presenter will also share a range of measures of student progress. Participants will be invited to reflect on and discuss the effect of teacher belief and methodology on student learning.

Practitioner notes:

Positive teacher beliefs are central to student learning

Effective methodology can lead to greatly improved learning outcomes

The status and perceived purpose of the language program impacts on its effectiveness

Name: Belinda Dello-Iacovo

Affiliation: Jiale Zhongwen

E-mail: belinda@jialezhongwen.com.au

Biography:

I have been teaching Chinese in Adelaide since 1995 and still teach part time at a secondary school. In 2008 I started my own business called 'Jiale Zhongwen' running 'Chinese for Families' private classes for children aged 2 to 14. Through this I came across US based publisher Better Chinese and then became the Australian and New Zealand Better Chinese distributor. Better Chinese produce a wide range of engaging print, online and app materials for students learning Chinese as a second language. I have also been actively involved in the Chinese Language Teachers Association of South Australia for many years.

Monday 9 July

Breakout Session number 04

Title Discovering new worlds through Spanish

Keywords Learning, Spanish, Children (ELEN)

Presenters Gregoria López García

Affiliation Instituto Cervantes

Room	Case Room 3	Time	1:45 – 2:15	Presentation type	30 min – Paper
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Abstract:

In a globalised world like ours, learning languages is essential due to their impact in the personal, academic and professional spheres. We also acknowledge that learning languages should commence from infancy and that we find ourselves in the digital age. This is why we should have access to learning tools like online Spanish program for kids “Hola, amigos”. We have enriched the pilot program by adding a teacher’s guide in English with suggestions of use in conjunction with progress tests at the end of each unit. The platform has been updated so that teachers can evaluate student progress and see their results and, overall, it has been formatted to follow protocols of the Australian curriculum ACARA. Incorporated in each unit are questions for reflection regarding the role of language and culture, both for the students’ own and target culture with the objective of linking up worlds and cultures through language.

Practitioner notes:

Access to attractive online tools
Linguistic and cultural immersion
Respect and tolerance for other cultures and languages

Name: Gregoria López García
Affiliation: Instituto Cervantes
E-mail: prof1syd@cervantes.es

Biography:

Bachelor of Classical Philology, with a Masters in ELE by the University of Barcelona. Teacher at the University Kapodistriaca in Athens and the Athens Language School. Teacher at Instituto Cervantes in Athens, Moscow and Sydney, also in the role of academic coordinator and currently in charge of DELE professional examiner training. Author of journal articles in relation to the world of ELE and co-author of the Expression Oral manual, intermediate level of the EnClave editorial.

Monday 9 July

Breakout Session number 04

Title Corrective feedback: novel approaches in the second language learning conversation class

Keywords Corrective feedback, Uptake, Spanish preterit

Presenters Mónica Colás Aparicio

Affiliation Seoul National University (Seoul, South Korea)

Room	Case Room 3	Time	2:15 – 2:45	Presentation type	30 min – Paper
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Abstract:

Conversation classes are a ‘must’ in this globalised world in which language has gained such importance. There is a continuous struggle trying to make language learning more effective. In this context, corrective feedback is receiving increasing attention. There are several kinds of corrective feedback; this study wants to address the effectiveness of two types of corrective feedback, namely, elicitation and metalinguistic clues, which are explicit ways of correcting the student through prompts, as opposed to reformulations. There seems to be a tendency to reject these kinds of correction as being too invasive, for they explicitly present the problem to the student. However, by considering also student uptake and intake, we want to see whether these two ways of correcting are effective. The presentation will draw on illustrations from teaching the preterit (pretérito perfecto simple) in Spanish conversations classes held in Korean universities, where an experimental study was conducted.

Practitioner notes:

This study in a Spanish classroom focused on two types of corrective feedback: elicitation and metalinguistic clues.

This study proposes a new approach to corrective feedback use in the context of the second language learning conversation class.

Name: Mónica Colás Aparicio

Affiliation: Seoul National University (Seoul, South Korea)

E-mail: monicacolas@gmail.com

Biography:

After finishing my undergraduate studies in ‘English Language and Literature’ I moved to South Korea. Then, my life gave a twist as I got involved in the world of Spanish teaching. Due to this, I decided to start my post-graduate studies in Seoul, with the purpose of contributing to the development of the field of applied linguistics. Being myself a conversation-class teacher I faced different problems, which were a trigger to make me deepen in my knowledge and better my teaching techniques.

Monday 9 July

Breakout Session number 04

Title Now we're talking! Using avatars and filters to promote oracy

Keywords Speaking, Creativity, Filmmaking

Presenters Joe Dale

Affiliation

Room	040-B	Time	1:45 – 2:45	Presentation type	60 min – Workshop
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Abstract:

Using video avatars in the languages classroom can boost the confidence of learners and facilitate their creativity. Avatars allow learners to play a role rather than be themselves in front of the camera which can be particularly effective with shier students and encourage them to extend their speaking.

In this hands-on session, we shall be looking at a number of different apps for promoting listening and speaking by making voice recordings fun, bringing pictures to life through multimedia and turning inanimate objects into talking characters and creating customisable avatars to describe written work in any subject. I will demonstrate how a range of free apps can be incorporated appropriately into lessons enabling learners to present both spoken and written information in different dynamic ways.

Practitioner notes:

- demonstrate how avatar apps can motivate learners to extend their speaking
- show how all learners are able to produce professional looking multimedia outcomes to promote speaking
- simplify the process of movie-making so learners focus on learning and not on the technology

Name: Joe Dale

Affiliation:

E-mail: joedale@talk21.com

Biography:

Joe Dale is an independent languages consultant from the UK who works with a range of organisations such as Network for Languages, ALL, The British Council, Skype, Microsoft and The Guardian. He was host of the TES MFL forum for six years, former SSAT Languages Lead Practitioner, a regular conference speaker and recognised expert on technology and language learning. He has spoken at conferences and run training courses in Europe, North America, South America, the Middle East, the Far East and Australasia. He was recently described in a Guardian article as an 'MFL guru' and 'the man behind the #mfltwitterati'.

Monday 9 July

Breakout Session number 04

Title "Living a meaningful life / Ikigai" and idioms for reading and listening tasks for Year 12/13

Keywords Ikigai, "Meaningfulness in life", Idioms

Presenters Fiona Howat

Affiliation Te Aho O Te Kura O Pounamu

Room	040-C	Time	1:45 – 2:15	Presentation type	30 min – Workshop
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Abstract:

In my work at Te Kura, I am interested in explicitly teaching values such as resilience, self-control, gratitude, empathy, overcoming disappointment and having a life mission. I have also studied conditions for "living a meaningful life" – in Japanese – "Ikigai."

I will present senior reading and listening tasks in Japanese about these values and Ikigai. Relevant Japanese idioms are made use of as well. Related short speaking tasks utilising level 7/8 grammar will follow. Finally, I will lead a discussion of cross-cultural understanding of Ikigai and Japanese idioms. Teachers of Year 12 and 13 students may find my presentation useful for teaching noun modification / nominalization grammar as well as for students requiring extension or combined level classes.

Practitioner notes:

My presentation connects with some of the World Economic Forum "20/20 Top Skills in the Work Place"

My resources will be a springboard for further development of idiom-use to present grammar.

Name: Fiona Howat

Affiliation: Te Aho O Te Kura O Pounamu

E-mail: fiona.howat@tekura.school.nz

Biography:

Originally a History and Philosophy major, I lived in Japan for 7 and a 1/2 years and have taught Japanese in Wellington for 13 years at high school level. I have worked at Te Kura for the past 12 months. I am interested in incorporating resilience and Ikigai in my practice. I am also passionate about increasing my knowledge of Reo Maori while fostering the development of students' secure personal and cultural identity

Monday 9 July

Breakout Session number 04

Title Learning vocabulary in semantic sets: Myths about myths

Keywords Semantic clusters, Thematic clusters, Synforms

Presenters Zorana Vasiljevic

Affiliation Bunkyo University, Japan

Room	040-C	Time	2:15 – 2:45	Presentation type	30 min – Paper
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Abstract:

The study compared productive and receptive learning of L2 vocabulary when the target words were grouped semantically, thematically and when the grouping was based on formal similarity. The results of the immediate and delayed post-tests in which the students were asked to translate the target items from Japanese to English and English to Japanese, showed that the words presented in a semantic set were recognized and recalled either better or as equally well as the words taught in a thematic group. The words with similar lexical forms were the most difficult to learn, with an interference effect being particularly strong when it came to recognition of the target vocabulary. The obtained results do not suggest that semantic vocabulary grouping is detrimental for learning and call for more research on the impact that organization of target words has on L2 vocabulary acquisition.

Practitioner notes:

Presenting L2 words in semantic clusters facilitates learning.
Words with similar lexical forms should not be taught together.

Name: Zorana Vasiljevic

Affiliation: Bunkyo University, Japan

E-mail: zoranavasiljevic@yahoo.com

Biography:

Zorana (PhD, University of Queensland) is professor at the Faculty of Language and Literature at Bunkyo University, Japan, where she teaches courses in English as a foreign language, L2 teaching methodology and research methods. Her research interests include L2 vocabulary acquisition, EFL methodologies and learner autonomy.

Tuesday 10 July

Breakout Session number 05

Title Teaching second language through literacy

Keywords Curriculum development, Literacy, Early learners

Presenters Kathleen Duquemin

Affiliation Gardenvale Primary School, Melbourne, Victoria

Room	OGGB-4	Time	9:00 – 10:00	Presentation type	60 min – Workshop
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Abstract:

Teaching a Second Language through Literacy simply refers to the way in which we bring our second language to the students. Rather than focus on grammar, workbooks and worksheets, we need to re-imagine language learning – think about how we engaged in our first language as children and what excited us – Literature!

In this workshop, we will see how some simple texts have been re-modelled into complete second-language-learning units. We will then be challenged to work together to develop a formula for bringing literature into our language learning, and to create engaging units of learning that result in real language learning.

Practitioner notes:

Engaging learners through literacy – stories, songs, books, tongue twisters and poems

Curriculum development using a text as a focal point for learning

Using first language texts to frame second language learning

Name: Kathleen Duquemin

Affiliation: Gardenvale Primary School, Melbourne, Victoria

E-mail: duquemin.kathleen.k@edumail.vic.gov.au

Biography:

Kathleen holds a Master's Degree in Applied Linguistics and Graduate Diplomas in Japanese Language and in Primary Education. She has been involved in curriculum development for second language education, and as a writer and curator in the development of digital resources for Japanese language learning. She currently teaches Japanese from Foundation to Year 6 and has implemented the Australian Curriculum within the classroom, using texts at every year level to provide both context for language learning and opportunity for extension.

Tuesday 10 July

Breakout Session number 05

Title Teaching language from culture – an integrated approach

Keywords Spanish, Culture, Learning

Presenters Sorrel O’Leary

Affiliation

Room	Case Room 2	Time	9:00 – 10:00	Presentation type	60 min – Workshop
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Abstract:

Language emerges from societal interactions. By learning from authentic cultural elements, students absorb language embedded in its actual sociocultural context. Tasks based around these authentic resources facilitate students in applying and internalising language. This enables them to “use and identify the linguistic and cultural forms that guide interpretation and enable them to respond critically to texts” (New Zealand Curriculum). It also cultivates a lifelong passion for the language and the culture(s) from which it emerges.

This workshop will focus on teaching language and approaching assessment from a range of cultural topics for Curriculum Levels 5-8. These are based on authentic language now within anyone’s reach with Internet. I will use examples for the Spanish classroom to illustrate the use of authentic resources. The geography, popular culture, ads, television series, literature, food, music, history, art and politics of Spain all provide a rich source for learners.

Practitioner notes:

Task based teaching approach

Teacher ability to engage with and use/adapt authentic resources

Name: Sorrel O’Leary

Affiliation:

E-mail: s.oleary@orewacollege.nz

Biography:

I have been teaching Spanish for 17 years at secondary level in NZ. I am currently leading PD in, and acting HOD of Languages. I am a member of our Curriculum Review committee, and an Across Community of Learning Leader for our Kāhui Ako. I completed my MA in Latin American studies at Auckland University while on sabbatical from teaching. My interests in teaching language from cultural perspectives derives both from direct experience of effectively engaging students with authentic materials and personal research regarding the efficacy of this approach.

Tuesday 10 July

Breakout Session number 05

Title Using Apple Clips, animation and filmmaking in the languages classroom

Keywords Speaking, Creativity, Filmmaking

Presenters Joe Dale

Affiliation

Room	Case Room 3	Time	9:00 – 10:00	Presentation type	60 min – Workshop
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Abstract:

The Clips app from Apple has proved a real classroom hit around the world since its launch last year. Clips can be put together with little technical expertise. They can feature animated titles, labels, emoticons, arrows, shapes filters and a soundtrack. These support all learners in producing professional-looking multimedia outcomes to showcase their learning.

In this session, we will be learning how to produce short animations on the iPad to enhance language learning with one stop animation, personalised GIFs for learning vocabulary and explaining grammar and creating live subtitles in real time! Where relevant, Android app alternatives will be mentioned too and I will also play some different Clips I have previously made by way of example.

Practitioner notes:

- demonstrate how all learners are able to produce professional looking multimedia outcomes to promote speaking
- simplify the process of movie-making so learners focus on learning and not on the technology

Name: Joe Dale

Affiliation:

E-mail: joedale@talk21.com

Biography:

Joe Dale is an independent languages consultant from the UK who works with a range of organisations such as Network for Languages, ALL, The British Council, Skype, Microsoft and The Guardian. He was host of the TES MFL forum for six years, former SSAT Languages Lead Practitioner, a regular conference speaker and recognised expert on technology and language learning. He has spoken at conferences and run training courses in Europe, North America, South America, the Middle East, the Far East and Australasia. He was recently described in a Guardian article as an 'MFL guru' and 'the man behind the #mfltwitterati'.

Tuesday 10 July

Breakout Session number 05

Title Progress on embedding an intercultural orientation to teaching languages

Keywords Interculturality, Curriculum, Pedagogy

Presenters Professor Anne-Marie Morgan

Affiliation University of New England/AFMLTA

Room	Room 040-B	Time	9:00 – 9:30	Presentation type	30 min – Paper
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Abstract:

Persuasive arguments for adopting an intercultural orientation to languages and cultures teaching and learning have been dominant in the research literature and curriculum development in both Australia and New Zealand over the past two decades. Realisation of this orientation in classroom teaching and learning practice has, however, varied, and there are differences between New Zealand take-up and approaches, and those in Australia, in part related to curriculum development, and also contextual factors such as teacher supply, teaching contexts, and professional learning opportunities. In this session, two of the academics behind the early theorisation of an intercultural orientation in Australia provide observations of developments in Australia in this space over the past decade, and invite discussion with New Zealand, Australian and other international teachers and academics.

Practitioner notes:

- Invites discussion about an intercultural orientation
- Promotes critical reflection on curriculum constructs
- Encourages personal inquiry on classroom practice

Name: Professor Anne-Marie Morgan

Affiliation: University of New England/AFMLTA

E-mail: amorga23@une.edu.au

Biography: Anne-Marie is the President of the AFMLTA, and is Associate Dean, Teaching and Learning, in the Faculty of Humanities, Arts, Social Sciences, and Education, at the University of New England in Australia. She has a long history 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.

Tuesday 10 July

Breakout Session number 05

Title Unleash the orchestrators! Enable the collaborators!

Keywords Intercultural capability, Agency

Presenters Cynthia Dodd

Affiliation UTS Sydney; Treasurer, AFMLTA

Room	Room 040-B	Time	9:30 – 10:10	Presentation type	30 min – Paper
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Abstract:

Amongst the obstacles to developing meaningful, intercultural languages programmes in the Senior years are misconceptions caused by the the plethora of versions of what intercultural competence means; the inadequacy of the term 'competence', when what modern students need is the applied level better termed 'intercultural capability'; and the prevailing tension between the league tables perspective and learner-centred, transformative Education.

The researcher will discuss the current mixed method ethnographic study focussed on eight Senior years school language teachers in Queensland. It aims to explore what understandings, questions and definitions about intercultural language teaching and learning these teachers articulate; how they enact this in practice; how they perceive their diverse students and their intercultural capacity; whether and how teaching is designed to unearth that; and to what extent these students are given agency in relation to intercultural language use.

Practitioner notes:

the need for intercultural language teachers to apply foresight, be dynamic and responsive
the need to develop learner agency, teaching language as productive social practice, not just code

the need for policy makers to recognize how hegemonic, rigid assessment regimes stifle learning

Name: Cynthia Dodd

Affiliation: UTS Sydney; Treasurer, AFMLTA

E-mail: Cynthia.M.Dodd@student.uts.edu.au

Biography:

Cynthia's history of intercultural engagement spans careers in primary industry, investment analysis, tourism and education. Her aspirational view of education is informed by a commitment to the centrality of the learner in inquiry learning; a strong grasp of big picture issues filtered through the pragmatism born of 25 years of classroom practice; and ongoing engagement with the design and facilitation of professional learning. As she continues to actively design and participate in quality, research-informed Languages education, Cynthia's perspectives have influenced leadership approaches, supported teacher practice and contributed to the building of stronger networks in the growth of engaging, viable and valuable programs. Cynthia is currently on the executive of the AFMLTA and MLTAQ and is well-known as a facilitator of the AFMLTA Workshop Series Ready? Set?

Tuesday 10 July

Breakout Session number 05

Title Focus on feedback: Moving online helped us re-assess our practice

Keywords Feedback, Lifelong learning, Online

Presenters Dr. Adèle Scott

Affiliation Te Aho o Te Kura Pounamu (Te Kura)

Room	040-C	Time	9:00 - 10:00	Presentation type	60 min – Workshop
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Abstract:

Te Aho o Te Kura Pounamu (Te Kura) is undergoing an exciting journey to develop innovative teaching and learning strategies in our asynchronous, distance, online environment. Digitally-enhanced teaching and learning practices allow us to continuously improve our formal and informal feedback to learners with a view to promote engagement and support them in their lifelong learning journey.

Feedback: written, infrequent, and delayed - sound familiar? Prior to teaching and learning online, this characterised many of the responses given to Te Kura learners. Embarking on the online journey has afforded us the opportunity to explore ways for multi-modal, varied, frequent and timely feedback in order to enhance engagement. When using the term feedback, I will be incorporating the concept of feedforward as an integral part of the feedback process. This interactive workshop will use the Te Kura context to explore and grow understandings of feedback possibilities for languages in the online environment.

Practitioner notes:

- share understandings of the links between effective feedback and lifelong learning;
- apply some feedback frameworks to student work across a number of languages;
- evaluate the strengths and weaknesses of a range of feedback types for language learning.

Name: Dr. Adèle Scott

Affiliation: Te Aho o Te Kura Pounamu (Te Kura)

E-mail: adele.scott@tekura.school.nz

Biography:

Adèle is the pedagogical leader of the languages team at New Zealand's largest school and online education provider, Te Aho o Te Kura Pounamu. Te Kura offers six languages programmes for beginner and intermediate Mandarin, French, German, Japanese, Spanish and Te Reo Māori. Previously Adèle was a classroom teacher of Japanese and French and also spent 19 years as Senior Lecturer at Massey University in the secondary initial teacher education where she conducted research and published articles on languages teacher education.

Tuesday 10 July

Breakout Session number 06

Title Enhancing language learners' intercultural capability: Possibilities, challenges, and ways forward

Keywords Intercultural capability, Cultural knowledge strand, Teaching as inquiry

Presenters Martin East, Anne-Marie Morgan, Constanza Tolosa, Christine Biebricher, Jocelyn Howard, Adèle Scott

Affiliation The University of Auckland, University of New England, The University of Auckland, The University of Auckland, The University of Canterbury, Te Aho o Te Kura Pounamu - The Correspondence School

Room	OGGB-4	Time	11:25 – 12:55	Presentation type	90 min – Colloquium
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Abstract:

Intercultural capability is an important 21st century skill for young people. Programmes offered as part of the Learning Languages area of the revised New Zealand Curriculum (NZC) provide key means to enhance this capability. For the past two years a New Zealand research team has investigated how five teachers of languages in four intermediate schools were meeting the challenge to develop students' intercultural capability. The team introduced the teacher-partners to principles of intercultural language teaching and supported the teachers as they constructed a range of teaching as inquiry cycles with an intercultural focus. This colloquium provides the opportunity to present both key findings emerging from our project and a comparative view which considers the ways in which developing students' intercultural capability is enacted in the Australian context. We will also launch a booklet containing examples of teachers' practices in each of the five contexts.

The colloquium will last 90 minutes and will incorporate a series of short presentations (10-15 minutes each). We will invite audience participation through a Padlet activity. To facilitate attendees' transition into and out of aspects of the colloquium, we will structure the colloquium around three 30-minute segments:

Part I: Introduction to the project and the teachers' stories

In Part I we will introduce colloquium attendees to the project, a two-year Ministry of Education funded project into the development of language learners' intercultural capability in New Zealand. We will also present key findings related to what the teachers learned through the inquiry cycles. We will allow brief time for discussion, including feedback from the Padlet activity.

Part II: The students' stories, issues arising and booklet launch

In Part II we will present key findings related to what the students learned as they engaged in reflection on intercultural incidents, and we will talk about the issues raised by the teacher and student data. Again we will allow a brief time for discussion, including feedback from the Padlet activity. We will launch the Engaging Examples of Practice (the teacher stories) that arose from the project and that we anticipate will be a useful resource for other teachers.

Part III: The Australian context and discussion

In Part III Anne-Marie Morgan will present a perspective on how intercultural capability is being addressed through language learning in the Australian context, relating this to the

issues that have emerged from our project in the NZ context. There will be time for a concluding discussion of any aspects raised by the colloquium.

Name: Martin East
Affiliation: The University of Auckland
E-mail: m.east@auckland.ac.nz

Name: Anne-Marie Morgan
Affiliation: University of New England
E-mail: at-lhasse@une.edu.au

Name: Constanza Tolosa
Affiliation: The University of Auckland
E-mail: c.tolosa@auckland.ac.nz

Name: Christine Biebricher
Affiliation: The University of Auckland
E-mail: c.biebricher@auckland.ac.nz

Name: Jocelyn Howard
Affiliation: The University of Canterbury
E-mail: jocelyn.howard@canterbury.ac.nz

Name: Adèle Scott
Affiliation: Te Aho o Te Kura Pounamu - The Correspondence School
E-mail: adele.scott@tekura.school.nz

Biography:

This colloquium is co-convened by Professor Martin East (University of Auckland, New Zealand) and Professor Anne-Marie Morgan (University of New England, Australia). Co-presenters include: Constanza Tolosa and Christine Biebricher (The University of Auckland), Jocelyn Howard (The University of Canterbury) and Adèle Scott (Te Aho o Te Kura Pounamu - The Correspondence School).

Tuesday 10 July

Breakout Session number 06

Title Aligning curriculum levels and language expectations with NCEA standards

Keywords Standards, Language levels, Tasks

Presenters Shirley Bain

Affiliation NZQA

Room	Case Room 2	Time	11:25 – 12:55	Presentation type	90 min – Workshop
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Abstract:

This workshop will look at unpacking the standards and aligning the Curriculum levels and language expectations with the standards. Time permitting there will also be discussion around feedback and feed forward and the importance of task in relation to meeting the criteria of the standard.

Note – this workshop is not suitable for teachers who have attended a languages BPW in the last two years as material is repeated.

Practitioner notes:

Increased awareness of the internal standards.

A reminder of the expected levels of language for each standard level.

Awareness of appropriateness of tasks to meet the standard and NZC language requirements.

Name: Shirley Bain

Affiliation: NZQA

E-mail: Shirley.bain@nzqa.govt.nz

Biography:

I taught French for 30 years. During the latter years I worked part time in a school and combined this with advisory work and/or work as National Moderator. As of 2 years ago I now work .8 as the National Assessment Moderator for Languages at NZQA.

Tuesday 10 July

Breakout Session number 06

Title ImmerseMe: Virtual Reality-based software for innovative, interactive language learning

Keywords Virtual Reality, Education, Research

Presenters Scott Cardwell and Chloe Briand with Joan Palmiter Bajorek

Affiliation ImmerseMe; Methodist Ladies' College, Melbourne, Australia

Room	Computer Lab 1	Time	11:55 – 12:55	Presentation type	60 min – Workshop
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Abstract:

Learn about virtual reality-based (VR) software as a way to introduce learners to authentic and interactive learning! At NZALT in 2016, Scott presented the first proposal and prototype of using VR for state-of-the-art language learning. Since then, Scott has created the software ImmerseMe with help from NZ schools and a fully-funded Kickstarter campaign. Today, ImmerseMe is licensed to over 13,000 language students in NZ and Australia.

Presenting preliminary research findings from learner experiences from 200 students of French, Scott will discuss learner experiences and outcomes of ImmerseMe software on behalf of research collaborator Joan Palmiter Bajorek (PhD Candidate, University of Arizona) The workshop will conclude by looking ahead at the future potential of technology to improve listening, speaking, fluency, and confidence of second language learners. Chloe will discuss how she is integrating ImmerseMe into their curriculum at Methodist Ladies' College in Melbourne, Australia

Bring your laptop! Participants will get a chance to experience the software, including activities “telling a joke” and “talking about health and fitness.”

Practitioner notes:

Interaction training – Engage students in personalized, simultaneous and accurate interactions, whilst you focus on those who need extra support.

Flipped classroom – Let students individually practice interactions at home then use class time for live role play.

Build confidence – Practical and scaffolded scenarios with native speakers are designed for bite-sized learning and confidence building.

Name: Scott Cardwell and Chloe Briand with Joan Palmiter Bajorek,

Affiliation: ImmerseMe

E-mail: scott@immerseme.co

Biography:

Former Marketing Manager of Education Perfect, Scott is the Founder and CEO of ImmerseMe, the virtual reality-based language education company. With 10 years of experience in online languages education, ImmerseMe is at the global forefront of digital innovation and creative solutions for language learners. Scott is passionate about education, technology and ensuring a sustainable, creative future for students.

Chloe is the Head of Languages at Methodist Ladies' College, Melbourne, Australia, where she leads a team of 20 staff across 4 languages. Academic excellence and innovation drive her curriculum design, pioneering forms of teaching languages, through authentic language and experiential learning.

Educational Technology Researcher and Doctoral Candidate, Joan is finishing her PhD at the University of Arizona. Exploring the learning experience of 200 American students learning French through ImmerseMe software, she is conducting a large-scale research study that analyses qualitative, quantitative, and backend learner data.

Tuesday 10 July

Breakout Session number 06

Title Thriving with combined classes

Keywords Combined classes, Multi-level teaching

Presenters Morgan Patterson

Affiliation ILEP, International Languages, Exchanges and Pathways

Room	040-B	Time	11:25 – 12:55	Presentation type	90 min – Workshop
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Abstract:

Faced with classes combining and the daunting prospect of teaching and learning across levels, teachers can often find themselves doing double the work for one timetabled line. This workshop will allow teachers to explore new possibilities, share ideas and network to strengthen capabilities regarding combined classes. The format will introduce participants to thinking beyond the norm and deconstructing current practice in order to create new and wonderful ways to deliver the curriculum to classes of multi-levels. Participants will be asked to contribute as individuals and work in teams to bring new ideas for thriving in combined classes to life.

Practitioner notes:

Course design for multi-level classes

Name: Morgan Patterson

Affiliation: ILEP, International Languages, Exchanges and Pathways

E-mail pathwaymanager@ilep.ac.nz

Biography: A former teacher of French, Head of Department and current manager of ILEP (curriculum support for teachers of languages), Morgan has experience in teaching combined classes across a variety of levels in a secondary setting.

Tuesday 10 July

Breakout Session number 06

Title Is this a group decision? Creating social autonomy in language learners

Keywords Social autonomy, Group interaction, Participation

Presenters Dr. Diana Feick

Affiliation University of Auckland

Room	040-C	Time	11:25 – 11:55	Presentation type	30 min – Paper
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Abstract:

Learner Autonomy in the foreign language classroom has been conceptualised during decades from a rather individualistic perspective. Therefore established measures of fostering individual learner autonomy reach it's limits in most of the institutional teaching contexts. This motivated my investigation into the socio-interactional nature of learner autonomy. It is situated in a group work situation of a mobile phone video project with Mexican adult learners of German as a Foreign Language. The aim was to examine autonomy, heteronomy and participation in L2 classroom negotiations. These constructs have been shown to be highly influential to second language learning (O'Leary 2014, Schmenk 2008, Thornbury 2012). The data unveil a strong link between individual interaction styles, different types of participation, group discourse patterns and the display of group autonomy and/or personal autonomy. Using transcript examples the paper presents an empirically grounded, innovative theoretical model of social autonomy in the L2 classroom.

Practitioner notes:

The study leads to recommendations for activating group autonomy in the language classroom.

Its results allow for the recognition and adaption of individual interaction styles and forms of participation in groups.

It shows the importance of training of negotiation techniques for group decision making/ group work.

Name: Dr. Diana Feick

Affiliation: University of Auckland

E-mail: diana.feick@auckland.ac.nz

Biography:

Diana is Senior Lecturer in German and Applied Linguistics at the University of Auckland. After gaining her Masters from the University of Leipzig in 2004, Diana was Lecturer of German as a Foreign Language at the National University of Colombia in Bogotá. She completed her PhD in 2015 at the University of Leipzig. Diana has arrived in 2017 from Austria, where she held a post-doc position in German as a Foreign and Second Language at the University of Vienna. Her research interests are digital media, learner autonomy, and foreign language interaction.

Tuesday 10 July

Breakout Session number 07

Title Ready? Set? Assess! – A collaborative approach to assessment practice

Keywords Assessment, Planning

Presenters Sherryl Saunders; Nathan Harvey

Affiliation Australian Federation of Modern Language Teachers Associations (AFMLTA)

Room	OGGB-4	Time	1:45 – 2:45	Presentation type	60 min – Workshop
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Abstract:

In this session, we explore principles and practices of languages assessment. We will consider the relationship between planning, teaching and assessment, as evidenced in the literature and explored in practice. In particular, a portfolio approach to the collection of assessment data will be reviewed where systematic, intentional data collection is promoted; where assessment design takes into account achievement requirements (as determined by curriculum or syllabus) and contextual differences (such as time on task or program emphasis) are considered. The presentation will draw on recent experiences of implementing a suite of professional learning materials across Australia and for teachers of all languages, primary and secondary. Exemplars from the Ready? Set? Series will be used.

Practitioner notes:

development of collaborative processes for assessment that facilitate consistency of teacher judgement in reviewing student work

development of collaborative processes to enhance teacher capacity that can be used on faculty, district or national basis

Name: Sherryl Saunders

Affiliation: Australian Federation of Modern Language Teachers Associations (AFMLTA)

E-mail: secretary@afmlta.asn.au

Biography:

Sherryl is currently Secretary of the Australian Federation of Modern Language Teachers Associations. She has fulfilled a variety of roles with AFMLTA including Promotions Officer and a term as President. Sherryl has a long relationship with her state body, the Modern Language Teachers Association of Queensland (MLTAQ). She has been a member of the executive of her MLTAQ since 1997 and is currently the Professional Learning Officer for MLTAQ.

Sherryl has been a teacher of students from Year 1 through to secondary students in schools and a teacher of pre-service education students. She has been a teacher, including languages, in particular Japanese; a curriculum consultant and an assistant principal in a P-12 school. Sherryl has a keen interest in maximising teacher quality to ensure maximised opportunities for learners

Name: Nathan Harvey

Affiliation: Australian Federation of Modern Language Teachers Associations (AFMLTA)

E-mail: promotions@afmlta.asn.au

Biography:

Nathan is a member of the AFMLTA Executive, currently in the role of Promotions Officer. He is Head of Languages at Willetton Senior High School, Western Australia's largest secondary school. Nathan is also the Manager of the Teacher Development School for Languages, which provides tailored professional learning to best meet the needs and context of teachers of all

languages K-12. He and his team provide practical support for whole school planning, teaching, learning and assessment in languages. Through these initiatives, Nathan acknowledges that teachers learn best from other teachers and is passionate about sharing expertise and classroom innovation across schools, networks and professional learning communities throughout WA and nationally

Tuesday 10 July

Breakout Session number 07

Title Exploring the world of school leaders in quality language programmes

Keywords Leadership, Quality language programme, Advocacy

Presenters Amanda Pentti

Affiliation Australian Federation of Modern Language Teachers Associations (AFMLTA)

Room	Case Room 2	Time	1:45 – 2:45	Presentation type	60 min – Workshop
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Abstract:

The role of school leadership in both supporting languages learning and in integrating the benefits of language learning into the whole curriculum are well understood. This workshop aims to share research findings on successful strategies that school leaders utilise to engage with the language(s) programme(s) offered at their school in order to build a whole of school culture that promotes language learning and intercultural understanding more generally.

Participants in the workshop are encouraged to share their own ideas and discuss approaches to harness the engagement of school leaders in their language(s) programme(s) and contribute to whole of school improvement through the school languages programme.

Practitioner notes:

- Share research from Australia regarding the central role of school leaders in successful language programmes
- Share perspectives on how to advocate for school leaders' involvement in language(s) programme(s)

Name: Amanda Pentti

Affiliation: Australian Federation of Modern Language Teachers Associations (AFMLTA)

E-mail: presidentelect@afmlta.asn.au

Biography: Amanda is a Principal Project Officer on the Global Schools through Languages team within Curriculum, Teaching and Learning, State Schools – Performance, Department of Education, Queensland. Amanda has taught across Years P-10 in Queensland and has held various roles in curriculum development and as curriculum consultant to support implementation of new curriculum in Queensland. Amanda also has experience as a teacher of pre-service educators in the areas of languages and middle schooling. Amanda currently serves as President-Elect for the Australian Federation of Modern Language Teachers Associations (AFMLTA).

Tuesday 10 July

Breakout Session number 07

Title “Speak freely”! - Enhancing speaking skills including for those reluctant to talk

Keywords Speaking with confidence, Methods and tasks, Digital devices

Presenters Heike Papenthin

Affiliation Goethe-Institut New Zealand

Room	Case Room 3	Time	1:45 – 2:45	Presentation type	60 min – World Café
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Abstract:

The building of speaking skills can be likened to the construction of a house. The learners need tools and materials and a firm basis which enable them to gradually produce more and more spoken language, speak with confidence and own their interaction. The development from chunks and formulaic language to extended communicative forms of interaction seems challenging at times. How can we as language teachers enhance this process, especially when students seem reluctant to speak? What methods and types of tasks work best in building speaking competence and confidence in our learners? What seem to be the main obstacles in this process? How can digital tools add to expanding speaking skills? And what can we do to support those who would rather remain silent in our language classrooms?

You are invited to a World Café session hosted by Heike Papenthin, National Adviser of German (also teacher of English/EFL and Japanese).

Practitioner notes:

Keeping the objectives of the NZ curriculum re. language learners becoming “effective communicators” in mind

Sharing best practice

Analysing needs and exploring effective methods, tasks and digital tools

Name: Heike Papenthin

Affiliation: Goethe-Institut New Zealand

E-mail: heike.papenthin@goethe.de

Biography:

Heike Papenthin has been working as the National Adviser of German to schools in New Zealand since 2013. She trained as a high school teacher in Germany, has 15 years experience teaching German as a Foreign Language at universities in Japan and is co-author of the textbook “Szenen”, widely used at Japanese universities. Her special areas of interest are the meaningful use of digital tools to enhance speaking and the use of rhythm and music in the foreign language classroom.

Tuesday 10 July

Breakout Session number 06 Repeat session

Title ImmerseMe: Virtual Reality-based software for innovative, interactive language learning

Keywords Virtual Reality, Education, Research

Presenters Scott Cardwell and Chloe Briand with Joan Palmiter Bajorek

Affiliation ImmerseMe; Methodist Ladies' College, Melbourne, Australia

Room	Computer Lab 1	Time	1:45 – 2:45	Presentation type	60 min – Workshop
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Abstract:

Learn about virtual reality-based (VR) software as a way to introduce learners to authentic and interactive learning! At NZALT in 2016, Scott presented the first proposal and prototype of using VR for state-of-the-art language learning. Since then, Scott has created the software ImmerseMe with help from NZ schools and a fully-funded Kickstarter campaign. Today, ImmerseMe is licensed to over 13,000 language students in NZ and Australia.

Presenting preliminary research findings from learner experiences from 200 students of French, Scott will discuss learner experiences and outcomes of ImmerseMe software on behalf of research collaborator Joan Palmiter Bajorek (PhD Candidate, University of Arizona) The workshop will conclude by looking ahead at the future potential of technology to improve listening, speaking, fluency, and confidence of second language learners. Chloe will discuss how she is integrating ImmerseMe into their curriculum at Methodist Ladies' College in Melbourne, Australia

Bring your laptop! Participants will get a chance to experience the software, including activities “telling a joke” and “talking about health and fitness.”

Practitioner notes:

Interaction training – Engage students in personalized, simultaneous and accurate interactions, whilst you focus on those who need extra support.

Flipped classroom – Let students individually practice interactions at home then use class time for live role play.

Build confidence – Practical and scaffolded scenarios with native speakers are designed for bite-sized learning and confidence building.

Name: Scott Cardwell and Chloe Briand with Joan Palmiter Bajorek,

Affiliation: ImmerseMe

E-mail: scott@immerseme.co

Biography:

Former Marketing Manager of Education Perfect, Scott is the Founder and CEO of ImmerseMe, the virtual reality-based language education company. With 10 years of experience in online languages education, ImmerseMe is at the global forefront of digital innovation and creative solutions for language learners. Scott is passionate about education, technology and ensuring a sustainable, creative future for students.

Chloe is the Head of Languages at Methodist Ladies' College, Melbourne, Australia, where she leads a team of 20 staff across 4 languages. Academic excellence and innovation drive her curriculum design, pioneering forms of teaching languages, through authentic language and experiential learning.

Educational Technology Researcher and Doctoral Candidate, Joan is finishing her PhD at the University of Arizona. Exploring the learning experience of 200 American students learning French through ImmerseMe software, she is conducting a large-scale research study that analyses qualitative, quantitative, and backend learner data.

Tuesday 10 July

Breakout Session number 07

Title Infusing our language classrooms with positive education

Keywords Positive education, Wellbeing, Character strengths

Presenters Gabriela Maldonado

Affiliation Kristin School

Room	040-C	Time	1:45 – 2:45	Presentation type	60 min – Workshop
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Abstract:

Informed by research in the field of Positive Psychology, Positive Education puts the wellbeing of individuals at the centre of what we do in our teaching and learning communities. In line with best practice, Positive Education offers a framework through which we teachers can explore and develop our own wellbeing and that of our students. This workshop focuses on building an understanding of the principles, concepts and practices of Positive Education and how they can be embedded in a language learning course. Hands-on activities aimed to build positive relationships, positive emotions, engagement, mindfulness, meaning, achievement and character strengths will be shared.

Practitioner notes:

Raise awareness of Positive Education
Increase teacher and student wellbeing

Name: Gabriela Maldonado

Affiliation: Kristin School

E-mail: galdonado@kristin.school.nz

Biography:

Gabriela is a teacher of Spanish and English as an Additional Language as well as a Curriculum Leader of Teaching and Learning at Kristin School in Albany. Originally from Paraguay, she completed a BA in Linguistics and an Honours Degree in Latin American studies in Canada, and then a Master of Professional Studies in Language Teaching at the University of Auckland. Gabriela is always curious to explore different paradigms, evidence-based approaches and new inquiries to grow with her students and colleagues. Her most recent areas of interest include Concept-Based Teaching and Positive Education. Gabriela loves learning, teaching, travelling and dogs.

Wednesday 11 July

Breakout Session number 08

Title Assessment of Languages using the ALC tests: test structure and school experience

Keywords

Presenters Gabriella Bertolissi

Affiliation Australian Council for Educational Research (ACER)

Room	OGGB-4	Time	9:00 – 9:30	Presentation type	30 min – Workshop
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Abstract:

The Assessment of Languages Competence (ALC) tests are used by a number of schools in New Zealand as well as many throughout Australia. The tests are developed to assess both Listening and Reading skills and reward students with a Certificate of Competence and teachers with a comprehensive school report.

The first part of this presentation will inform the audience of the test development and test analysis process applied to the ALC tests. The second part of this presentation will focus on the experience of a sample of New Zealand schools currently using the ALC tests. Why, how and for what purpose are the ALC tests used? What role does the ALC have in assessing student competence? Do the tests have a role in planning curriculum?

Biography:

Gabriella is Project Director for Languages at the Australian Council for Educational Research (ACER). In this role she is responsible for the ALC tests. Gabriella has been with ACER for two years.

Prior to this Gabriella worked at the Victorian Curriculum and Assessment Authority (VCAA) as a Project Manager for Languages, Curriculum. Gabriella has dedicated her career to languages education within Australia and as current President of the Modern Languages Teachers' Association of Victoria, continues to advocate for the recognition of Languages education in Policy.

Wednesday 11 July

Breakout Session number 08

Title Purposeful technology for 21st century language teachers

Keywords technology; language teachers

Presenters Joe Dale

Affiliation

Room	OGGB-4	Time	9:30 – 10:00	Presentation type	30 min – Paper
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Abstract:

Publishing pupils' multimedia work to a potentially worldwide audience can motivate children, raise standards in their work, promote creativity and give them a real purpose for their language learning. It can also facilitate assessment for learning opportunities, distance learning, forge international links, and celebrate pupil voice.

However, the plethora of web tools and apps currently available to teachers is overwhelming. So which ones are the most effective for enhancing language learning? One powerful solution to this question is drawing on a personal learning network and crowd sourcing ideas. This is exactly what is happening on a daily basis with the #MFLtwitterati, a trailblazing community from the UK interested in exploring the power of technology in the languages classroom in a positive and collaborative way.

This presentation will highlight the importance of having a growth mindset when approaching the use of technology and how we should use it only when it leads to enhancement or transformation in learning not as a bolt on or substitute for traditional pedagogy.

Name: Joe Dale

Affiliation:

E-mail: joedale@talk21.com

Biography:

Joe Dale is an independent languages consultant from the UK who works with a range of organisations such as Network for Languages, ALL, The British Council, Skype, Microsoft and The Guardian. He was host of the TES MFL forum for six years, former SSAT Languages Lead Practitioner, a regular conference speaker and recognised expert on technology and language learning. He has spoken at conferences and run training courses in Europe, North America, South America, the Middle East, the Far East and Australasia. He was recently described in a Guardian article as an 'MFL guru' and 'the man behind the #mfltwitterati'.

Wednesday 11 July

Breakout Session number 08

Title Excellence – what does it look like?

Keywords Excellence, Discuss, Feedback

Presenters Shirley Bain

Affiliation NZQA

Room	Case Room 2	Time	9:00 – 10:00	Presentation type	60 min – Workshop
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Abstract:

Excellence – this workshop will discuss the award of Excellence for the assessment of the Internal standards. Alongside this will be discussion on assessor feedback and feed forward for the writing and presentation standards.

Note – this workshop is not suitable for teachers who have attended a languages BPW in the last two years as material is repeated.

Practitioner notes:

Increased awareness of the internal standards.

A reminder of the expected levels of language for each standard level.

Awareness of appropriateness of tasks to meet the standard and NZC language requirements.

Name: Shirley Bain

Affiliation: NZQA

E-mail: Shirley.bain@nzqa.govt.nz

Biography:

I taught French for 30 years. During the latter years I worked part time in a school and combined this with advisory work and/or work as National Moderator. As of 2 years ago I now work .8 as the National Assessment Moderator for Languages at NZQA.

Wednesday 11 July

Breakout Session number 08

Title Decolonising language education: Our role as language teachers

Keywords Pacific language education, Social justice in education, Heritage Language education

Presenters Juliet Kennedy

Affiliation Victoria University of Wellington

Room	Case Room 3	Time	9:00 – 9:30	Presentation type	30 min-Paper
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Abstract:

Pacific language education has existed at the margins of many of our schools for too long. Pacific languages have suffered considerable loss, with three languages in the Realm of New Zealand, Tokelauan, Niuean, and Cook Islands Māori, categorised by UNESCO as either vulnerable or endangered (McCaffery & McFall-McCaffery, 2010). As a Pacific nation with many people of Pacific descent, our schools have a role to play in maintaining Pacific languages. This paper presentation explores the stories and experiences of learning and using Pacific languages in secondary schools from teachers, students, families and communities around Aotearoa. Through analysis of these stories, this paper discusses and provides practical suggestions as to how and why we as language teachers, Pacific, Palagi, or of other heritage, can and should support Pacific language education in our schools.

Practitioner notes:

- Implications and suggestions for different school programmes and initiatives to support Pacific languages
- Discussion of Official Community Languages policy and how this plays out in different school contexts

Name Juliet Kennedy
Affiliation Victoria University of Wellington
E-mail Juliet.kennedy@vuw.ac.nz

Biography Juliet is a French, German and Chinese teacher from Wellington. She has also worked in language teacher professional development with ILEP and TPLT. Juliet is currently undertaking PhD research looking at Pasifika heritage language education in New Zealand secondary schools.

Wednesday 11 July

Breakout Session number 08

Title Reflecting in learning logs when writing for portfolio assessment: Impact and implications

Keywords Reflection, Writing, Self-regulation

Presenters Dr. Anne Moir Scott

Affiliation Epsom Girls Grammar School

Room	Case Room 3	Time	9:30 – 10:00	Presentation type	30 min – Paper
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Abstract:

NCEA measures foreign language writing skills in internally-assessed portfolios. Because the writing is collected over time, and feedback can be given, portfolios offer students the opportunity to reflect on their progress. However, in a crowded curriculum where time is tight, teachers tend to omit unassessed components from their programmes. This presentation details my doctoral research that investigated whether the omission or inclusion of a dedicated reflection component makes a difference to students' writing performance and language learning. The study was conducted in five secondary school French classrooms and measured learning gains in second writing when the participants reflected and when they did not. It also sought insights from their first language reflections in terms of language learner strategies and self-regulation. The research found a strong correlation between the participants' second language achievement levels and the effectiveness of the strategic and self-regulatory practices that they reported using.

Practitioner notes:

Reflection in learning logs focusses attention in a such a way that language learning increases It increases for those who are are ready to take next steps in interlanguage development It provides invaluable data on individual learning and builds strong learning relationships.

Name: Dr Anne Moir Scott

Affiliation: Epsom Girls Grammar School E-mail: ascott@eggs.school.nz

Biography:

Anne is currently Director of Languages and HOD French at Epsom Girls Grammar School where she was once a student and where she has taught since 2011. Prior to that, she was HOF Languages and HOD French at Mt Albert Grammar School and Diocesan School for Girls and has also taught at Massey High School and Rutherford College. While most of Anne's teaching experience had been in NZ secondary schools, she has also taught English Foreign Language at the Lycée Pomare IV, Tahiti, and ESOL to new immigrants in Seattle, WA, USA.

Wednesday 11 July

Breakout Session number 08

Title Emerging technologies in languages education

Keywords ICT, Pedagogy, Innovation

Presenters Nathan Lane

Affiliation Presentation College Windsor

Room	040-B	Time	9:00 – 9:30	Presentation type	30 min – Workshop
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Abstract:

Digital technologies are a powerful way to engage students with their learning of languages. From YouTube to online language learning games, there is a variety of tools available for teachers to access and embed in their teaching. Virtual Reality (VR) headsets are the newest wave in digital technology. Through the use of the headset and mobile device, the user is provided with a three-dimensional simulation. The headsets and associated VR apps on mobile phones have practical applications to the languages classroom. This presentation will explore how the use of VR headsets can be used effectively in the teaching of languages to provide authentic learning experiences that introduce students to aspects of the culture of the target language as well as develop their language skills. The presentation will also focus on: What is VR; how VR has been implemented to enhance the languages program; the feedback from the students and the teacher.

Practitioner notes:

Blending ICT with language learning and teaching
Student engagement in language learning

Name: Nathan Lane

Affiliation: Presentation College Windsor

E-mail: nrlane@pcw.vic.edu.au

Biography:

Nathan Lane has been teaching Japanese in Victorian Government and Catholic secondary schools for the past eighteen years. Currently he is the Director of Pedagogy and Innovation at Presentation College Windsor. Nathan has presented at state, national and international language conferences and has been involved in resource development and external assessment for students studying Japanese at secondary level. He is the current President of the Japanese Language Teachers' Association of Victoria Inc. (JLTAV).

Wednesday 11 July

Breakout Session number 08

Title Language Perfect for younger and entry-level learners of second languages

Keywords

Presenters Trudi Wigg

Affiliation Education Perfect

Room	040-B	Time	9:30 – 10:00	Presentation type	30 min – Paper
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Abstract:

Interested in using Language Perfect with younger students? With the development of both our Māori content and the expansion of our Elementary levels of Languages in Action, we are able to support students at the beginning of their language learning journey more comprehensively than ever before. Our digital method of learning, practicing and retaining language encourages and supports practice across all key language skills - Reading, Writing, Listening, Speaking, Culture, Grammar and Vocabulary. Students enter the exciting world of language learning at varied ages; come and find out how Language Perfect can support the teaching and learning of beginner language studies at your school.

Name: Trudi Wigg

Affiliation: Education Perfect

E-mail: globalprojects@educationperfect.com

Biography:

Trudi initially joined the team at Education Perfect in 2015 as an Implementation Expert after working as a Japanese teacher at Bayfield High School in Dunedin, and Mission Heights Junior College in Auckland. She has successfully used Language Perfect in her classroom for years, and left a winning legacy at Mission Heights Junior College - one of our regularly successful schools in the Education Perfect World Series. Trudi is now our NZ Languages Manager, and she loves being able to bring together her passions for second language learning and education, while supporting teachers to use Education Perfect to enhance teaching and learning at their schools.

Wednesday 11 July

Breakout Session number 08

Title Teaching and learning in the virtual space

Keywords Distance learning, ZOOM, Virtual space

Presenters Emma Bergh

Affiliation NZAFT Member

Room	040-C	Time	9:00 – 10:00	Presentation type	60 min – Workshop
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Abstract:

In this workshop, I will share my journey of distance learning over the past few years at Westmount School. The focus will be on effective use of ZOOM and how I am attempting to translate effective language teaching into this context. We will cover practicalities such as online behaviour management strategies, setting homework and monitoring student achievement as well as an overall digital strategy including integration of an LMS and online resources. We will also look at applications for ZOOM outside of the classroom and how this technology could be employed in a face-to-face environment.

Practitioner notes:

Importance of an integrated digital strategy
Possibility of participating in authentic language exchanges
Tools for effective virtual classroom delivery

Name: Emma Bergh

Affiliation: NZAFT Member

E-mail: emma.bergh@westmount.school.nz

Biography:

Emma is currently Curriculum Leader Languages at Westmount School, Auckland Campus. Prior to this role, she has worked in a range of contexts including private schools, co-ed, low and high decile as a languages teacher. Westmount has been her first foray into the exciting and challenging world of distance learning. Emma is primarily a French teacher although she has taught Japanese and Spanish over the years.

Wednesday 11 July

Breakout Session number 09

Title Teaching beginner learners through input-based task :

Keywords Tasks, grammar explanations, input

Presenters Rosemary Erlam

Affiliation University of Auckland

Room	OGGB-4	Time	11:25 – 11:55	Presentation type	30 min – Paper
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Abstract:

This presentation reports on an experimental study that investigated the effectiveness of input-based language tasks with beginner learners of French. The Year 9 students completed a series of tasks that were designed to help them acquire incidentally new vocabulary and markers of plurality (i.e., des, sont). The tasks were taught by their regular French teacher. The students were given no grammatical explanation about these structures. Results show that the students learnt to both understand and produce the new vocabulary even though they had not had the opportunity to produce it in class. They also show that they learnt to understand but not produce the new grammatical structures. This study is interesting because it addresses a number of issues: whether task-based language teaching can be used effectively with beginner learners, whether grammatical explanations are essential for learning, to what extent an input-based approach facilitates language learning.

Practitioner notes:

To what extent tasks can be used with beginner language learners
Whether grammatical explanations are necessary for successful language learning
To what extent an input-based approach, rather than an emphasis on language output, can facilitate language learning

Name: Rosemary Erlam

Affiliation: University of Auckland

E-mail: r.erlam@auckland.ac.nz

Biography:

Rosemary Erlam is Senior Lecturer in the School of Curriculum and Pedagogy at the Faculty of Epsom, University of Auckland. She comes from a background in teaching French and remains passionate about the promotion of language learning in the New Zealand educational context. She has had a long association and involvement with TPDL/TPLT. Her research areas of interest include TBLT, language assessment and language teacher education.

Wednesday 11 July

Breakout Session number 09

Title Intercultural Understanding and World Citizenship: WW1 Commemoration Project, 2014-2018

Keywords Intercultural understanding, WW1 commemoration, international project

Presenters Dr Anne Moir Scott with Dr Céline Dupuis

Affiliation Epsom Girls Grammar School

Room	Case Room 3	Time	11:25 – 11:55	Presentation type	30 min – Paper
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Abstract:

This presentation describes the ups and downs of a five-year WW1 commemoration project and includes contributions from the two lead teachers, Dr Céline Dupuis from the Lycée Gay-Lussac, Chauny, Picardie (pre-recorded video in subtitled French) and Dr Anne Moir Scott from Epsom Girls Grammar School, Auckland, as well as written reflections from six of the participating students, three in France and three in New Zealand. The presentation details the purpose and practicalities of the project, and the ultimate benefits to the participant students and teachers and their wider communities. It measures these benefits in light of curriculum documents and literature on intercultural democratic citizenship.

Practitioner notes:

Involvement in the project has fostered international understanding and intercultural citizenship.

The project has highlighted the cultural and community values of language learning to our school communities.

A new generation of students has been inspired to fulfil its duty of remembrance.

Name: Dr Anne Moir Scott with Dr Céline Dupuis

Affiliation: Epsom Girls Grammar School

E-mail: ascott@eggs.school.nz

Biography:

Anne is currently Director of Languages and HOD French at Epsom Girls Grammar School where she was once a student and where she has taught since 2011. Prior to that, she was HOF Languages and HOD French at Mt Albert Grammar School and Diocesan School for Girls and has also taught at Massey High School and Rutherford College. While most of Anne's teaching experience had been in NZ secondary schools, she has also taught English Foreign Language at the Lycée Pomare IV, Tahiti, and ESOL to new immigrants in Seattle, WA, USA.

Dr Céline Dupuis lives in Tergnier, France, where she serves on the local council. She is also a part time English foreign language teacher at the Lycée Gay-Lusac, Chauny and spear-headed the EGGG-Gay-Lussac WW1 commemoration project. Both Tergnier and Chauny lie in the heart of the Picardie region that suffered extensively during WW1 and 2. Céline was educated at the Collège César Savart, Saint Michel, and the Lycée Joliot Curie, Hirson. She went on to study English foreign language at the University of Lille and spent several years in England as a Foreign Language Assistant. Céline hopes to visit New Zealand one day.

Wednesday 11 July

Breakout Session number 09

Title Intercultural communicative language teaching (iCLT): Selected practical points of departure

Keywords iCLT, teachers' practices, teachers' potential for iCLT

Presenters Elba S. Ramirez

Affiliation University of Auckland

Room	Case Room 2	Time	11:55 – 12:25	Presentation type	30 min – Workshop
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Abstract:

Authorities in the field of intercultural communicative language teaching (iCLT; Newton et al., 2010) have highlighted the dearth of practical opportunities and resources for language teachers to visualise how iCLT operates in practice (e.g., East, 2012; Richards et al., 2010). In response to this, this interactive session will present a selection of practical examples of iCLT drawn from classroom observations of 16 language teachers of Chinese, Japanese, French, and Spanish carried out for my doctoral research. While none of these examples represent the fully developed iCLT principles, they provide points of departure to inspire teachers to implement and develop the intercultural dimension in their language classrooms. I have designed this interactive session as a platform for discussing ways to develop the examples presented. Together, we can create more intercultural worlds through language teaching.

Practitioner notes:

Providing practical examples of iCLT.

Starting a discussion on ways to develop iCLT.

Teachers' potential for iCLT.

Name: Elba S. Ramirez

Affiliation: University of Auckland

E-mail: e.ramirez@auckland.ac.nz

Biography:

Elba recently earned her doctorate from the University of Auckland. Her research focused on intercultural communicative language teaching among language teachers in Aotearoa New Zealand, looking at their conceptualisations and practices, and the role of proficiency. She currently lectures at Auckland University of Technology in the Faculty of Language and Culture; works as a language advisor for the University of Auckland; and is publishing from her thesis. Elba is currently seeking postdoctoral research positions to extend her engagement in the academic world.

Wednesday 11 July

Breakout Session number 09

Title The new PLD landscape – What do you need from it?

Keywords Professional learning and development, Languages

Presenters Annabelle Sinclair

Affiliation NZALT / Wellington Girls' College

Room	Case Room 3	Time	11:25 – 12:25	Presentation type	60 min – World Café
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Abstract:

This world café session will give participants the chance to discuss the new PLD landscape. This year the MOE has provided funding to NZALT for teacher PLD as part of the Networks of Expertise. This model looks set to continue into 2019 and beyond, and we would love to have your feedback on the following: What PLD you would like us to provide? Are there language areas that need specific support? What feedback do you have regarding the PLD opportunities provided in 2018? What support do you need in your region?

Practitioner notes:

Discuss and give feedback on PLD that is needed in 2018/2019
Network with other groups to discuss specific PLD needs

Name: Annabelle Sinclair

Affiliation: NZALT / Wellington Girls' College

E-mail: annabelle.sinclair@wgc.school.nz

Biography:

Annabelle has been teaching French since 1995 – mainly in Wellington but also briefly in Christchurch. She is currently HOD Languages at Wellington Girls' College, and has been the president of NZALT since July 2016. She has been lucky enough to work with a number of highly experienced colleagues, and has picked up a range of ideas for preparing students to experience success in external examinations. Her position as NZALT president has also enabled her to liaise with NZQA in preparing this workshop, to find out answers to questions that have been raised by members in recent years.

Wednesday 11 July

Breakout Session number 09

Title How do you say “how do you say”?

Keywords Formulaic expressions, Beginners, Target language use

Presenters Nathalie Bourneville

Affiliation TPLT

Room	040-B	Time	11:25 – 11:55	Presentation type	30 min – Workshop
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Abstract:

Promoting and encouraging communication and exchange of information with total beginners is a hurdle all teachers meet at the beginning of each year. How do we start a language class using no English while creating a positive learning atmosphere?

In this fast-paced workshop, you will be doing short activities which will help set up your language class to promote maximum use of target language from both teacher and students. Focusing on immersion teaching style at a comprehensible +1 level, this presentation will be done in French with no pre-knowledge of French needed.

Practitioner notes:

Meaningful teaching moments

Improved quality of exchanges in the target language in the classroom

Understanding principles of effective language teaching

Name: Nathalie Bourneville

Affiliation: TPLT

E-mail: n.bourneville@auckland.ac.nz

Biography:

Nathalie Bourneville is the National Coordinator for Transforming Practice in Language Teaching (TPLT) which is a full year programme for teachers of languages at all levels. Nathalie was a teacher of French, Spanish and PE who has taught pre-school, secondary, tertiary and adult classes. Nathalie practices what she teaches and enjoys learning languages. She has sat international examinations in Spanish, German and Chinese and was the approved trainer of examiners for the DELF in New Zealand.

Wednesday 11 July

Breakout Session number 09

Title A take on Māori culture in a second language classroom

Keywords Interactive singing, Intercultural, Māori and French

Presenters Sonia Slade

Affiliation Cashmere High School, Christchurch

Room	040-B	Time	11:55 – 12:25	Presentation type	30 min – Workshop
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Abstract:

Haere mai! Welcome to an interactive workshop where you will learn a bilingual waiata (Māori song) with the actions. You will be guided through the whole process so you will know how to teach it to your students. No prior knowledge of te reo, dancing or singing required!

You will leave the workshop with a ready made welcoming waiata and a response in te reo Māori and French, ready for your next pōwhiri or mihi whakatau, or for a fun, interactive class for any level.

If you teach another language, you will know how to create your own version.

At the conclusion of the workshop there will be an opportunity for you to share your personal take on how to include the Māori culture in your classroom.

Practitioner notes:

Te Tiriti o Waitangi Partnership: Particularly challenging for second language teachers to uphold.

Benefits of the development of Second Language Acquisition through movement, particularly dancing.

Name: Sonia Slade

Affiliation: Cashmere High School, Christchurch

E-mail: sls@cashmere.school.nz

Biography:

Born and raised in the South of France, Sonia studied Languages and Civilisations in Toulouse, German Literature at Freie Universität in Berlin, and completed her teaching diploma at the University of Auckland. Staying 16 years in Auckland, Sonia has embraced the bicultural aspect of Aotearoa and has so far gained qualifications from Te Wananga o Raukawa (Poupou Huia Te Reo, Level 4) and Te Wananga o Aotearoa (He Papa Tikanga, Level 3 and currently working on He Papa Reo). Sonia Slade taught German and French at AUT, te reo Maori (Y7), and French from Y1 to Y13 in various schools. She is currently Head of the French Department at Cashmere High School in Christchurch.