



Languages Festival Week

An Extraordinary Story

The theme for this year's Languages Festival Week was 'Stories'. In fact, it is a story in itself how this one simple idea blossomed into a week of vibrant, multicultural, multilingual, cross-curricular and cross sectional events.

The majority of the articles in this publication were written by H3 English B students who were on the beat during the

week, attending events, interviewing participants and taking photos in order to bring you the whole story.

The festival took place during class time, during form registration and during break time activities. It could be witnessed on the bulletin video screens. It even ventured beyond the school to make connections to the broader commu-

nity.

Finally, the festival culminated in the Chinese New Year assembly.

As you browse through the pages, surely you will share in our enthusiasm for celebrating one of the best aspects of being part of TES, the ubiquitous linguistic talents of the school community.



These are the authors of this newsletter, H3 English B students.

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Special points of interest:

- *What's the hardest thing about being a lion dancer?*
- *Can you sign 'Monkey' in Mandarin sign language?*
- *In ten years, what will one student remember about the binary stories project?*
- *What did students do before Reading Spaces?*
- *How motivating is it to be able to make a speech in Chinese?*

Sign Language Stories

This year, Franck Lefevre, Head of Secondary French Section, thought that sign language would be a great way to help our students realize how important it is for everybody to communicate, so he contacted the National Association of Deaf People 中華民國聾人協會.

They were keen and sent us two great teachers, Miss Bai 白妝如, who is a deaf teacher of Taiwanese sign language, and Miss Hsu 許晶喬, to help a group of students learn enough sign language to sign a story to the whole school!

Giselle Feng, a Year 7 student, tells us all about it.

Why are you interested in this event?

I am interested in this event because it was new and special. This gave me a new view of what people do when they want to communicate.

“When they say ‘monkey’, they put one hand above the other and then scratch it”

The teacher told us to learn it, but I also wanted to find out what it is.

It seems hard to learn sign language. How hard is it?

It is much harder to learn sign language if you can't speak Mandarin because every language has its own sign language. We learned the Mandarin one.

What was the most interesting part of this event?

The most interesting part of this event is the wonderful imagination they use to make sign language fun and simple. For example, when they say ‘monkey’, they put one hand above the other and then scratch it. It was quite fun because we don't often think of monkeys like that.

What role will sign language play in your future?

I hope that in the future, I will be able to use sign

language to better understand people that have a disability.



Giselle demonstrates the sign for ‘monkey’

Favourite Fables in the German Section

By Albert Gesk

Of course the German section participated in the Languages Week as well. During the event Mr. Mangold and his Year 7 class decided to produce posters about their favorite fables since the class has been investigating this classic type of tale during their lessons for a while. Mr. Mangold also said it was an excellent practice for the students as ‘it was a platform for the students to show that they can narrate a story - that they can translate the story’.

‘Because we are doing fables at the moment,’ explained Mr. Mangold, ‘I thought they could select their favorite fable, and then, practice their analysing and visualizing skills

through illustrating them on posters. And finally they could summarize the stories.’ He believed that this would be a great way for Year 7s to practise translating, analysis and presenting skills. The posters were produced all in one lesson after a long process of research. ‘The teachers gave them 3 collections of

“Languages Week was a wonderful opportunity for the year 7s to practice some vital skills such as analysis and translation”

fables,’ explains Mr. Mangold. This included worksheets, the textbook and some more stories which they read over the Christmas holidays.

This event was not only a great opportunity for these students to prac-

tice their skills, but also just to have fun. Compared to regular lessons the students have definitely ‘read some more’ during this event. Even better, the students were able to choose stories which they like instead of having the teacher deciding for them.

The event was a great success. Not only did both students and teacher have a great time, but the Languages Week was a wonderful opportunity for the year 7s to practice some vital skills such as analysis and translation which will become useful in their future schoolwork. The year group is looking forward to more activities like these.

Chinese Speech Contest: Let me tell you about my day

By Miyaka Fujimoto and Ray Hsiao

Almost everyone would feel nervous taking an oral exam in a foreign language. Today's oral is for foreign students in year seven who need a challenge to see how good their Chinese is. Most of the students were not feeling really confident because Chinese is not their mother tongue. "I am nervous, because I really don't want to do it and I don't like to present in front of others," says Cheryl Lee. They are not used to speaking Chinese, but today they must describe their daily routine. Even though they are not familiar with speaking the language, they are still willing to put effort into learning it and even trying to imitate the Taiwanese accent.

On the big day, we went to the Chinese class to witness the event. It was really interesting watching all of the students telling everyone their daily routine using Mandarin. Some were really struggling with some of the words that are hard to pronounce even for native Chinese speakers. During the oral, some of them were really confident about speaking up in front of the class because they had been practicing the whole night. Aaron Möpps, a KS3 student, says insistently, "I was pretty nervous but I prepared a lot yesterday and I think it went pretty well." Others needed help from the teacher for certain sounds and tones.

The interest in this event comes from wanting to understand how



Foreign Language Chinese student gives a speech about his daily routine.

foreign students in Taiwan develop and use Chinese. In Taiwan it is normal to hear a lot about students learning English, but it's not common to hear much about foreign students learning Chinese. So comparing this to the experience of learning English, it is eye opening to see the similarities between the two experiences; some students struggled to pronounce the tones correctly which is a problem that English doesn't have. However, the students still seem to enjoy it and want to continue. "It is a hard language but sometimes it's fun," says Aaron. Julia insists, "I am still going to learn Chinese in the future." It is nice to see these good attitudes.

After the oral, we interviewed a few students for whom Chinese is a big

part of their plans for their future. Aaron, who wants to continue learning Chinese even when he goes back to Germany, says confidently, "My parents will organise a Chinese teacher for me so when I go back to Germany, I can still learn Chinese." He continues, "When I am going to do some business when I am older it will help because a lot of people speak Chinese in business." Cheryl also feels that learning Chinese would help her find jobs in the future. "In other countries when they ask you what language you can speak, you have more variety of jobs that you can have," says Cheryl. It's clear that these students have big ideas for the future.

"I was pretty nervous but I prepared a lot yesterday and I think it went pretty well."

Modern Foreign Languages Videos

By Melody Lin and Kevin Huang

Since we come from different cultural backgrounds, most of us speak different mother tongues. It's quite interesting to hear different kinds of languages spoken by our classmates. The Modern Foreign Language Department organised students to create videos. We went to interview the students and teachers about what they think of modern languages and making the videos.

We were lucky to interview an Italian Year 9 girl, Mariangela Izzo. We asked her questions about using

her mother tongue to make the video. "I'm willing to participate in this event because I thought it was important to stay true to my roots

"I thought it was important to stay true to my roots and background"

and background," says Mariangela. Besides, she thinks this event was relevant as we go to the European School and it's good that all our international backgrounds feed into one school to make everything diverse.

Moreover, she also feels that people want to learn more modern languages because it shows that there are a lot of different people who come here and can really learn how to get along to understand each other. She said she learned a foreign language, because speaking



Federica Italia tells a story while her friend, Emily Chang, acts it out.

one language for a long time was a bit boring. When asked if there were any difficulties or successful parts when making the video, she explained that she could hardly speak Italian due to the amount of Chinese she has spoken at home and also because she has been in Taiwan.

After this awesome interview with Mariangela, we think Languages Week is a really good activity and opportunity for students to make language and cultural connections. Sometimes learning another language could be a benefit such as when seeking a future career or even finding girl or boy you like!



Brian and Shubb perform the Tortoise and the Hare in Spanish.

International Literature Quiz: It was quite a Kahoot!

By Titouan Catrice and Jonathan Yuan

On Thursday of the Language Week Festival at lunchtime, a quiz on literature was organised in which students could participate and win prizes. The organisers were a literature teacher from the French section, Miss Barre, and a librarian, Angela Chang! We were lucky enough to interview the organisers and some of the students who participated.

The quiz was planned in a way that no time was lost. As soon as the students arrived in the Phase 1 atrium, 5 tablets were distributed, teams were made and names were chosen. When the names were registered, a countdown started. Then

the first question appeared on the board, then 3 or 4 answers. Participants had 10 seconds to read and understand the question and 10 more to read and choose the correct answer. "That was fast!" said Jonathan, an H3 student, when the first question

disappeared. There were 25 questions in total in different languages such as English, French, German, Chinese and Spanish. After each one of them, the scores and top team appeared on the screens saying "Correct" in green or "Wrong" in red. Once all questions were completed, the winning team had "1st place" written on his screen and the teams appeared in the winning order on the big screen. When the quiz finished, the 1st, 2nd and 3rd teams went and got their prizes in the library.

Ms. Chang, the librarian, stumbled upon an online application, Kahoot: "A while ago I came across this app online and it seemed quite fun." This motivated her to make a quiz when it was time for language week. "One of the reasons I put (together) this quiz is that so many



Yves Dubois and Henry Wang submit their well-considered answers.

activities were going on inside or outside of classrooms during the

"People started to get together then the teams started to get bigger and bigger"

week. Each section had its own activity and I think that all of them were really great," noted the librarian. All the sections participated in this event, "I collected questions from teachers

from different sections and then I just added them into the web," said Ms. Chang. Surprisingly, it only took half a day to prepare for this event.

About 15 students participated in the event and since it seemed like the students were having fun, the librarian made another round for the students who couldn't play in the first round. "We were stressed out just because of a quiz," commented Irene Dubois of Year 9, the winner of his event. As often happens when trying out new technology, there were some hiccups. "It was lagging," mentioned Irene, but that didn't stop them from having fun, "the questions were still well made."

While preparing this event, there were several goals that Mrs. Chang and Miss Barré wanted to achieve. The most important to

their eyes was "to make something which shows that we are TES, 3 sections in 1 school, and we live the value together and we do things, cultural things, together," said Mrs. Barré. Having fun while learning about literature from other countries was also one of the main purposes.

After the quiz finished, we went to ask about the results. "Well nothing really surprised me, but... I think it's good, like it's not really what I imagined. Because in my head it should be like different teams and competing with each other, but in the end you could see that people started to get together then the teams started to get bigger and bigger so it was slightly different from what I planned, but that doesn't matter as long as everyone thinks it's fun," reflected Ms. Chang.

It would seem that everyone involved would agree.



Reading Spaces: Not just for Rainy Days

By Canelle Woets and Lise Werquin

Some activities this week were aimed at spreading the idea of enjoying reading. Among those interesting events, was the Reading Spaces set up by the ASPIRE department. We had the chance to interview Miss Kennedy, the head of the ASPIRE Department, to tell us more about these Reading Spaces. This event took place the whole week, and was a comfortable place where students could go and enjoy reading outside of the class during their free time. Two spaces had been arranged in the school: one in the Phase 1 study area and one in the Phase 2 in front of the gym.

The whole concept of the project was based upon the idea of wanting students to enjoy reading. “We think that it’s really important for student’s skills to enjoy reading in English,” says Ms. Kennedy. Students will not enjoy reading if they don’t find the contents interesting. So, as she says, those reading spaces are “just an opportunity to enjoy reading in English”.

For Miss Kennedy, the idea of arranging those places was not about always reading those boring academic books; it’s more about reading something that we are fascinated by; for example reading magazines, or reading news about an interesting movie, or even just reading a particular book that is



not on the curriculum.

These spaces have comfortable sofas, and many different kinds of books, such as comics, novels,

sports magazines, are in the provision of the students. “Let’s get comfortable here, let’s get cozy and let’s make this a pleasure,” says Miss Kennedy, “because if you don’t

like reading and in particular reading in English, it’s not pleasurable. So you’re not going to do it anymore. But if it’s pleasurable, you’re going to do it more. And that’s what we’re trying to get to.”

We asked some students about their thoughts of the reading spaces. For them, reading spaces are places where you can read books and at the same time discuss with your friends about the contents of it. “Normally, I don’t really read those magazines and talk about it when I’m with my friends,” says

Cheryl Li of Year 7, who was recognised for her use of the Spaces.

“We just pick topics randomly, but reading spaces allowed us to focus on one subject to talk about.”

Some students also go there when the weather doesn’t allow them to go out to play football or basketball. “If there weren’t reading spaces during rainy days, instead of reading there, I would do nothing,” says another Year 7 awardee, Jack Li.

We can say that nowadays, technology completely has changed young people’s lifestyle. It’s hard to just simply sit somewhere and enjoy reading, without checking our phone every five minutes. By making those reading spaces, students could have the opportunity to read something that they are interested about. Forget the high-tech world and just go into the world of books and imagination; that’s what the reading spaces are for.

“Reading spaces allowed us to focus on one subject to talk about”

CNY Snapshots: So Much Going On!

Tengo hambre!



The Spanish teachers take students out on the town to a Spanish restaurant to practice their ordering skills.

Chinese Drumming



The Chinese drumming show gets more amazing each year.

Language Teaching at the EPC



High school students make Modern Foreign Languages a little less foreign for students at the EPC

During languages week, the H1 Drama class experiment with costume whilst exploring Act 3 from Arthur Miller's 'The Crucible'.



This picture illustrates the H1 looking at the language in the prosecution scene of the play. They are improvising the scene whilst exploring the themes and issues this scene raises.

Lion Dancer: Interview with Perry Lin

By Mr. DeLange

One of the biggest events during Languages Festival Week is the Chinese New Year assembly, where the front row Year 7s are annually mesmerized by the movement and startled by the charges of the dancing lions. At the end of the dance it is revealed who the human actors are beneath the marvel. This year I was surprised to see the smiling face of my H1 student, Perry Lin.

How did you become interested in and get started with the lion dance?

The Chinese department saw Brian and I were dancing during Christmas Carol Singing and they thought we could help them perform the lion dance. We'd never tried the lion dance before and it seemed like it would be really fun and challenging.

How do you prepare for a show like that?

There were two professional lion dancers who led us step by step through all the moves that we had to learn. We used some of our lunch breaks and after school time to run through the performance again and again to try to perform our best

What is the worst part about do-

ing the lion dance?

Doing the lion dance is a tough job. In order to perform a lion dance, there will be a person at the front and one at the back. The front person has to move the mouth and the eyelid by pulling the strings inside the head of the lion. The person behind has to bend over with his back straight to make the lion's back more realistic. I was the person behind and it was tiring because I had to keep my back bent and straight during the whole performance.

That's interesting. It seems like vision would be an issue. Can you see?

Walking down the stairs with my back bending over was really hard. The back person has to hold the front person's hips when the lion is walking down the stairs. Everyone thinks the front person can look clearly during the dance; however, the front person can only peek through the mouth of the lion and follow the person in front.

Ok, what's the best part?

The best part is the teamwork. To make a good performance, the two people have to have great



teamwork because two people have to work together as one to make the lion more realistic. At the beginning, Brian and I didn't really work as a team which made the lion walk awkwardly. However, after hours of hard work, we began to trust each other more and started performing as a team. Therefore, I think seeing how the teamwork between us has improved is the most appealing part of doing the lion dance. Plus, the Chinese department gave us red envelopes after the performance which really wished us a happy New Year!

What does it mean to you to be a part of the lion dance troupe?

I like to try new things and the lion dance seem to be quite a unique thing to do. Even though, it is extremely tiring when we were practicing, I still enjoyed the lion dance a lot.

English Department Activities

By Myriam Baitieh and Michelle Ma

The English Department presented an entertaining full week of activities, aimed at sharing cultures by telling stories, dressing up and having fun! To know more about people's feelings about this event we interviewed teachers Dr. Matthews and Mr. Taylor and also H3 students Andrea Grigsby and Zachary Samaniego.

Storytelling is an activity in which many teachers from the British section like Mr. Kenny, Mr. Taylor, Mr. Booth, Mr. Bracken and Mrs. Bacon, told different stories in the Phase Two's atrium during lunch time. "This story is what we call an allegory," Mr. Taylor mentions. "An allegory is a story where you have a simple narrative which reflects something bigger." Obviously, in all stories, a message is hidden behind the words. As Mr. Taylor says, "There's a message in all stories. Every story has a message whether it's just for entertainment or for something else going on." Even if it's nerve wracking to tell stories in front of many students, some teachers like Mr. Booth think "it's a great experience". The students were all excited when they first heard that teachers were going to tell stories.

Everybody was happy to listen to stories. Some of us stood up on the second floor because there was no



English teachers dramatizing *Of Mice and Men* by Steinbeck.

"Some of us stood up in the second floor because there was no space in the first"

space on the first, which shows how successful the event was. We could describe it as a lovely scene because it reminded us of our childhood when we used to listen to our relatives telling us stories.

Students also participated in this language week by dressing up as a book character. "It's so fun! You only live once," says Andrea Grigsby, a student from H3. The dressing activity was mostly organised by Mr. Booth and Mr. Bracken who had the idea of this activity. Students had the opportunity to see their teachers and principal in funny ways, like Dr. Matthews who was dressed as a character from *Of Mice and Men*.

Another interesting activity during

this week, which was the QR Code, has left students to read their own stories. "We wanted the students to appreciate the Atayal culture, and we wanted them to use this to be creative," Mr. Bracken explains. "Yes we want this to be continued next year," says Dr. Matthews. Students apparently agree. "It's an amazing experience. This is a unique week, every year we do it and we have to continue it," beams Zachary Samaniego from H3. Students like to see their teachers in different funny ways. Also, story telling is an interesting activity because students want to know what some teachers are going to talk about and what they want to say. It's a another way of learning and of seeing teachers.

Binary Stories: An Interview with Jeni Liu that's on again, off again, off, on..

By Mr. DeLange

First of all, for the rest of us, what is binary?

Binary is basically only ones and zeros that represent your text in the computing or technology system. So, for example, when you type something into the keyboard, the binary numbers go into the system in the computer, but when we see it on the computer, it is the letters we are typing. Every single thing you are able to type onto a document will be in binary, but you can't see it.

Okay, now what is a story written in binary? Can you explain?

A story written in binary is simply a story that is written with only ones and zeros. For our part, we had to first write a story in English, then using

Maths to convert everything into ones and zeros. We were given a sheet of paper that we were supposed to figure out the binary for each letter. A few people in my class worked out a pattern for this really quickly and shared all the letters and numbers in binary form to us, but I just did it the old fashioned way: working everything out slowly, so you are sure that something will not go wrong.

What was the most challenging

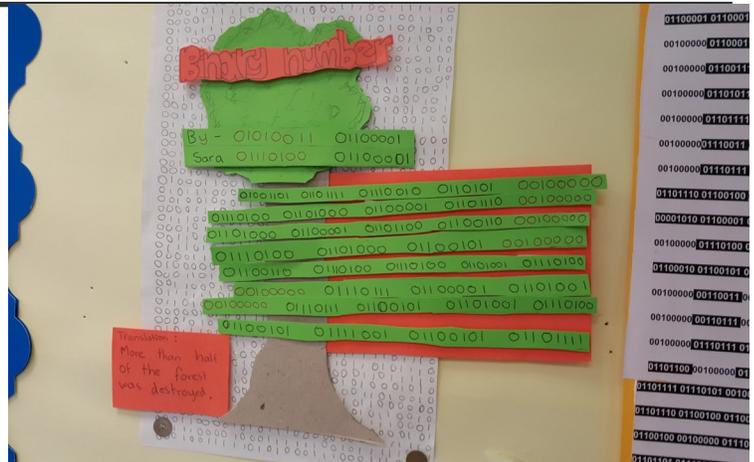
part?

Well, the hardest part was actually not getting anything wrong. See, if you got just one zero or one mixed up, the whole letter, word, or paragraph could be ruined. At first, everyone in our class was like, "Could we please just use the converter and get it done with?" and Mr. Harris encouraged us to follow through with the process, so we were only

"You'd be really surprised to see that three lines of words will equal to about ten lines of binary"

allowed to use the converter to check if our binary was correct. We were told to write it in one huge chunk, but I learned quickly that that wasn't the best way to do things since if you got one letter wrong, you needed to keep counting in eights until you found that number, which was really tiring. You'd be really surprised to see that three lines of words will equal to about ten lines of binary since every letter equals to eight numbers.

In ten years when you'll probably be in university, what do you



A binary story by Sara Hynninen

think you will remember about this project? Why?

This project is something that I'm probably going to remember, but it really depends on what subject I choose in uni. If I choose computing, this will be one of the memories I will remember most, but no matter what, I think this was an incredibly special opportunity that we got to try what experts in computing do in their lives. In addition, if I don't choose the 'computing' job, this is probably the only time I would ever do this, since it kind of isn't something someone would do deliberately (But I actually do recommend you try if you haven't. You'll find that it is a lot harder than you thought, and it does give you something to work on). What also made it so incredible, was that I managed to finish my whole story without one mistake in it!

Atayal Coming of Age Story

By Erik Hsiao and Abdoul Sankara

During the Languages Festival Week, our school aims to raise awareness of languages and cultures that we don't usually come in contact with, so the Drama and English department decided to do a project with Year 8 students to perform a story from the Atayal tribe, one of the Taiwanese aboriginal groups.

The Atayal lifestyles and cultural beliefs are unique and vibrant. In fact, the group is known for facial tattoos, called Psatan, which they traditionally received after completing coming of age achievements. The story that students are dramatising is one such real-life growing up tale told by Wilang Yumin, an elder Atayal of 80 years old. The Drama Department took the stories from his youth about hunting a bull and becoming strong, and are trying to incorporate physical theater and dance techniques.

This importance of culture makes it difficult for the Drama Department to act out the story. "One of the problems we have as a Drama Department is that there are many traditional ways of performing for the Atayal tribe, and if we performed it wrong, or we had the wrong gender perform it, it could be seen as taboo, or almost disrespectful," explains Mrs



Bracken, the Head of our Drama Department. Atayal people have very strong cultural norms, which really bind them together as a big family.

Students were inspired as they went deeper into their research about the Atayal belief system. They were particularly fascinated by the Atayal philosophy about how to be a good human being.

The Drama Department is planning to make it into a long term project. "We chose Atayal because we had them at school for Values Day. Some of our students have gone to their school and we carried out a musical project with them, but all of them are still works in pro-

gress," says Mrs. Bracken. Her inspiration for the production style comes from a short scene from Peter and the Wolf, in which everyone acts out different parts of the scene by using body movement, even elements of nature, such as trees or wind or a little bird.

The Atayal event clearly allows us to go even deeper into the spiritual part of the Language Week Festival, to learn and accept another culture that is not from any of the three sections.



The Geography of Language: A Profile of TES

By Jilliana Huang and Albert Gesk

The Geography department organised a school wide survey, which linked language and Geography, by sending out the survey through school email. The project, called 'Language Profiling', aimed to investigate different languages spoken by staff and students, including first, second or even third languages, and represent the information on a world map.

Ms. Brooks and Mr. Weston designed the project, because they were wondering what it would look like to see all the languages spoken in the school represented visually: 'We are going to do some graphs to see a breakdown of what percentage of these languages are spoken by staff and students and then find some facts out about the languages.' After collecting data from the internet sur-

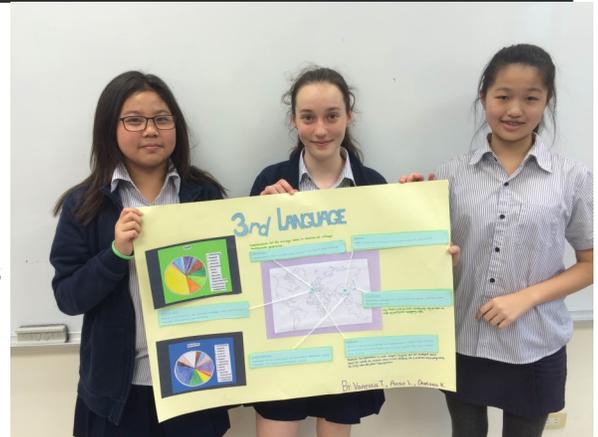
"They were wondering what it would look like to see all the languages spoken in the school represented visually"

vey, Year 7 students and Year 8 students are collaboratively working to produce posters.

'So this is what the students are meant to be doing,' says Ms. Brooks pointing at a drawing on the whiteboard, 'This is the outline with the world map at the

middle, students' and staff responses and some facts about the languages." Around this will be posters with translations of the information in different languages. 'He is a Kiwi!', observes Ms. Brooks, remarking on the interesting results that the survey has collected. For example, 'Mr Papps speaks a bit of Maori', a language that no other students could speak.

Year 7s and 8s started the project on Wednesday and they found it quite challenging in terms of drawing



Vanessa Teong, Chelsea Kuys and Anzo Lu

skills. 'We have drawn three degrees and five degrees for the pie charts', remarked some students. Students briefly explained, 'We just used spreadsheets.' On this project, students used different skills to represent the posters, so they found this kind of lesson more 'interesting' and 'fun', compared to the normal lessons. 'It is surprising to see how many languages are being spoken', a student emphasises with surprise in his voice, and continues, 'I didn't expect that many languages to be spoken.'

Ms. Brooks states, 'It turned out to be more interesting than useful data to work with.' Despite many 'technical difficulties' throughout the project, students and teachers have overcome those challenges by using their intelligence. If they could do it again, they would have: 'sent out the survey earlier and checked for errors potentially.' All in all, this project was an interesting way to show the language diversities and practice Geography skills at the same time. Perhaps next year will be even better!

