

Teachers' Notes

The Diaries of Chinese
International Students In New Zealand

waves

a film by Li Tao



These notes accompany a DVD of the documentary film *WAVES* which has been sent to all secondary schools with international students. Teachers are asked to view the film, read through all these notes and the suggested assessment activities listed near the end, and then make a collective decision in your International/ESOL/English Department on how best to use this package.

Target Student Audience. Ideally the documentary film *WAVES* could be used at Year 12 for a variety of university entrance literacy units: AS 90379 (English 2.5) *Analyse a visual text*; AS 90376 (2.2) *Produce crafted and developed formal transactional writing* or AS 90381 (English 2.8) *Investigate a language or literature topic and present information in written form*. However, this will depend on such things as the structure of your English classes, the number of international students at your school and the cultural and linguistic mix of your students.

Many schools will have a variety of language proficiencies in one classroom. Therefore, these notes will also include ideas and assessments for a multi-level classroom. They will

show how the film can also be used for literacy units or ESOL unit standards. Note also that the content and skills needed for film related university literacy questions can equally be adapted for preparation for both formative and summative assessments in a variety of qualification pathways.

These notes will be posted on 'ESOL Online' in the classroom section for secondary school teachers. The online links provided in these notes will make this resource much richer. Teachers are strongly urged to frequently visit 'ESOL Online', 'English Online' and TKI – the former for strategies to use with English language learners, and all three to give the most up-to-date information on resources and qualifications.

Background information on the documentary film *WAVES*

WAVES is a documentary that was voted as one of the top ten films in the 2006 New Zealand Film Festival. It was filmed in New Zealand by Li Tao, a film maker and language teacher, who used as subjects her Chinese international students at Hutt Valley High School. It is a film not only for students, but for all those involved in the teaching or pastoral care of international students. Because its universal themes centre around cultural identity and fitting into a new country and school, this film will be of direct interest to all nationalities of international students in secondary schools who are studying in New Zealand.

In 2007, this documentary was also shown in four parts on satellite television in Asia, reaching Mandarin speaking audiences in China, Hong Kong and Taiwan. The writer and director Li Tao has stated that part of the reason for making this two hour film was to show Chinese parents and educators what the reality is for Chinese international students. The documentary was well received and was the subject of talk shows and reviews in Asian newspapers.

If you use a search engine using the key words you will be able to choose from thousands of responses to this film, both in Asia and New Zealand. Background information on both the film and Li Tao can also be found on the Hutt Valley High School website address as follows: http://www.nzschool.net/international_waves.htm

Use of the DVD and notes

Who For	What For
NCEA Level 2 English teachers who have a significant number of international students or English language learners in their class.	<p>University literacy credits</p> <p>AS 90379 (English 2.5) AS 90376 (English 2.2) AS 90381 (English 2.8)</p>
NCEA Level 1 English teachers who have a significant number of international students or English language learners in their class.	<p>Literacy credits</p> <p>AS 90056 (English 1.5) US 8810</p>
ESOL /English teacher	In a multi level class you could use this DVD and notes for teaching university entrance literacy, literacy (as above) or ESOL Unit Standard 17370.
Dean of International Students HOD ESOL	<p>Pastoral Care</p> <p>Homestay Parents (Copymaster 8) Staff Development (Copymaster 9)</p>
These notes can also be downloaded from 'ESOL Online' www.tki.org.nz/esolonline	

Background information for teachers on the teaching of film

Before starting any film unit you will need to teach or revise the language of film and the techniques used in film making. You can, if necessary, do a quick informal test of film terminology and understandings, or a pre-test, followed by necessary teaching and then a post-test. For teachers using the film for Level 2 university literacy, as well as your usual textbooks, there are three essential online links to use in conjunction with these notes.

- the English Online unit on *The Shawshank Redemption*
<http://english.unitecology.ac.nz/resources/units/shawshank>.
This unit plan gives links to the latest version of AS 90379 (English 2.5), a sound way to teach film an excellent handout of a list of film terms, as well as literary essay formats and sample external assessments.

- The 'ESOL Online' unit *You Be The Judge*
http://www.tki.org.nz/r/esol/esolonline/secondary_esol/classroom/ncea/judge/home_e.php.
This is a scaffolded teaching resource to be used for teaching and writing of a film review (for AS 2.2 or US 8825.). Use some of these teaching ideas after the film is studied for AS 2.5.
- http://www.tki.org.nz/r/esol/esolonline/strategies_e.php explains the strategies used in these notes. Strategies shown in bold are explained in this site.

Contents

Analysing the film.

The documentary is divided into 5 parts. Each section has teaching notes and student activities.

- Introduction
- Chapter One: The Alien Land
- Chapter Two: School
- Chapter Three: Self
- Chapter Four: Beijing Time

Assessments related to NCEA

- University entrance literacy standards (NCEA Level 2 English)
- Literacy standards (NCEA Level 1 English)
- ESOL Level 3 Unit Standard

Acknowledgements

Copymasters to use with students

- Copymaster 1: Anticipatory Reading Guide
- Copymaster 2: WAVES New Vocabulary Log
- Copymaster 3 : WAVES Structure
- Copymaster 4: WAVES Characterisation
- Copymaster 5: WAVES The Main Theme or Issue
- Copymaster 6: WAVES Film Production Techniques and their effect
- Copymaster 7: WAVES Film Review Planning Page
- Copymaster 8 : Pastoral Care for Homestay Parents.
- Copymaster 9 : Staff Development

Before the class views the film *WAVES*

Briefly explain what the film is about and how it will fit into their learning and assessment schedule.

- Pre-test/teach/post-teach essential skills of film. Use the essential online links given above in the background notes to teachers.
- Brainstorm then discuss what a documentary is.

Some key points about documentaries

- It's an informative film about a particular topic.
 - It shows what happens by talking to, or interviewing, those involved.
 - The most important individuals are those whose stories are being told.
 - The presenter/narrator/interviewer plays a secondary role.
 - The best documentaries get behind the surface of the stories.
 - Real life sounds such as background noise are important.
 - A good documentary can teach us the reality of what we thought we already knew.
 - The people being interviewed are subjects/ individuals. The word character applies to fiction.
 - You will not get the range of film techniques seen in fiction films. They often rely on special effects to enhance their entertainment value.
- Be sure students have a glossary for film terms and a vocabulary log for new academic vocabulary. An effective outline can be the page ruled or formatted with headings like these.

New word to learn (correctly spelled with pronunciation detail)	Word written in context. meaning	Word in first language and	Meaning of the new word in English
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- A selected list of potentially difficult words taken from the subtitles can be found in Copymaster 2: *WAVES* New Vocabulary Log. Discuss and pre-teach these words before viewing each section of the film. These words are important, especially for English language Learners who do not speak Mandarin. Much of the film is narrated in Mandarin or has individuals talking in Mandarin, so other non-Mandarin speaking English language learners will need to rely solely on reading the subtitles and the visual language to understand the film. Throughout the unit students should add other difficult or new words to their own individual logs. 'ESOL Online' also has a comprehensive section on how to teach vocabulary.

Analysing the film WAVES

When you play the film the following headings will appear: Introduction, The Alien Land, School, Beijing Time, Self. The following notes relate to the above headings. At NCEA Level 2 you will need to view the whole film. For NCEA Level 1 you may wish to view the introduction and just one 30 minute chapter. Chapter 1, The Alien Land, would be especially relevant if you had a lot of international students in homestays. Chapter 2, School, would be of interest to all English language learners whether they are international students, new migrants or refugee students.

WAVES Introduction

Overview

In the introduction to the film WAVES, the producer and director Li Tao explains that she was a Chinese international student who came to study film at post graduate level at Victoria University in Wellington. She eventually began teaching at Hutt Valley High School. As an experienced journalist and film maker she decided to make a film about the experiences of some of her Chinese international students. This section briefly introduces the geographical setting, Wellington, New Zealand, as an aeroplane flies in to the Wellington International Airport. Then the film briefly focuses on a group of international students at Hutt Valley High School. The rest of the film will focus on four of these students: Ken, Rose, Lin and Jane.

Before viewing - introducing the students to the film

1. Arriving in a new Country. **Think - Pair - Share.** Ask the students to write down a few words or phrases to describe how they felt as they looked down at New Zealand when they flew here for the first time. Then ask them to write down a few words or phrases to describe what they saw and how they felt when they first arrived at either their school or their homestay. They may share this with a partner and then the class. Write the responses on the board and put ticks beside common experiences. If you can, make **word clusters** or **word lines** from the pupil responses. Are there different reactions from students from different countries?
2. First impressions **word association.** Ask the students to jot down a few words related to the sort of things they would film if they were a film director introducing New Zealand. What type of camera shots, what sort of lighting and what sort of sound effects would they use? Explain. See if they know the Maori name and meaning for New Zealand. How could 'The *Land of the Long White Cloud*' be visually conveyed?
3. Discuss if this is a film about *Chinese* international students. Is it helpful to use Mandarin in the film? If so, how would you get your message across to a local New Zealand viewing audience? Would a film about Chinese international experiences be relevant to other international students or any student coming to study in New Zealand from another language background and culture? Perhaps explain here that although many of the English language learners in the class will not be Chinese international students, any international student or English language learner, refugee or new migrant, will have many experiences that they can relate to in this film.
4. Set up the vocabulary logs by using terms such as narrator, voice over, sub title, Aotearoa. Explain that you will be giving them a template for potentially difficult words, taken from the English subtitles in the film, but English language learners should keep their own logs for new words that arise in discussion and their own research, reading and conversation.
5. Hand out Copymaster 2 *WAVES* New Vocabulary Log. This can be given as a homework exercise and be checked the next day. Also these could be used for spelling or vocabulary tests. Make sure you only focus on the vocabulary of the section you are about to view.
6. Have students fill in an **Anticipatory Reading Guide** on the film as a whole (Copymaster 1). Discuss the results in pairs and then share ideas with the class. Refer to teaching strategies on 'ESOL Online' for the advantages of this strategy. http://www.tki.org.nz/r/esol/esolonline/strategies_e.php. Also use this site for other strategies which will be highlighted in bold.

During viewing – thinking through the film

- Scaffold the students' initial understanding of the introduction to the film by writing a 4 by 3 grid on the board, or hand out enlarged copies of the following. Check that your students understand what they should notice during their first viewing.

Introduction to WAVES 4 x 3 Grid

Three things you notice about New Zealand as the plane approaches the country.	Three different aspects of effective cinematography (camera shots, camera angles, lighting, transition between shots) and an example of each.	Three different aspects of the soundtrack and what each one tells us.	Three things that were difficult to understand.

- The introduction may have to be played several times. Fill the first 3 columns individually or in pairs. Discuss the answers as a group. Here the teacher should be able to gain a feeling for the competence of individuals and the group as a whole and what skills students may also need to focus on.
- The close viewing exercise below may help fill some of the gaps in student knowledge.
- Students who are not from China may need to have the 'one child family' explained and also why 'pearls in their parents hand', is such a lovely and apt image.

After viewing – Using new understandings

Make an enlarged copy of the dictogloss text for your OHP or data projector. Do not show the text to the students at this stage. Slowly read it to the students. Do this twice. The first time they are to listen for meaning. The second time they have to take their own notes. Depending on the

level of the class you may need to write any key words on the board. In groups they should construct a text which is similar in meaning. After this they can check with the original text to see if they have the main ideas. They could also write a copy of the original text into their notebooks.

This will help with fluency and accuracy in academic writing. For an explanation of dictogloss and its advantages see

http://www.tki.org.nz/r/esol/esolonline/strategies_e.php

TEXT

WAVES: The Dairies of Chinese International Students in New Zealand is a two hour documentary written and produced by Li Tao. It tells of the experiences of four international students in a New Zealand secondary school. Each of the four students is given a half hour chapter in the film. Each student's experiences show us a different aspect of the international student life at home or at school. It is a film that will interest many people involved in travelling between different countries, languages and cultures.

Close Viewing of the beginning of the film

This exercise is better left to the second viewing of the film and is especially useful for students using this film for AS90379 English 2.5. Present the table on the following page enlarged or cut up and have students assemble it in pairs – preferably of different first languages so that they negotiate in English and practise using the terminology of film. Make it a timed exercise with the winning pair getting everything correct in the quickest time. Later in the year, when they are revising for exams, the same table can be presented but with sections missing so students have to fill in the missing boxes in their own words. In assessments they will have to be able to apply this skill to different parts of the film.

Analyse **how** the beginning of the film helped you understand the main idea of the challenges faced by international students living and learning in a new country with a different language and culture.

HOW: Film production technique	Specific detail or example	EFFECT: How it relates to the theme or main idea.
Wide shot/ Establishing shot	The first shot is a wide shot which establishes the scene. It shows a blue sky, a long white cloud, green land with scattered houses and a blue sea. It is taken from an aeroplane.	This shot hints that this film is about a journey. We are looking down on a new country, New Zealand, known to the indigenous Maori people as, "the land of the long white cloud."
Soundtrack.	First we hear only the sound of an aeroplane. Then a narrator's voice begins in Mandarin. After the narration (explained by subtitles) we hear an airport arrival announcement.	This early soundtrack reinforces the idea of a journey, by Chinese students, to a new country. Their arrival sets up their journey to a new land and new challenges.
Language feature (pun, comparative adjectives, saying or quotation) students	The narrator/subtitles tell us that the parents of these young Chinese students want them to <i>fly higher and see further</i> , than they have themselves.	This saying is also a pun. While students can fly high in an aeroplane, this saying also refers to the fact that the parents of the want them to experience a lot of new things and face new challenges and broaden their experiences.
Cut/Transition between shots	The film cuts from the airport to Hutt Valley High School in New Zealand. Students are seen singing their song <i>WAVES</i> in the Multi-cultural Day concert.	This cut moves the film from the general idea of a journey to a specific location. It shows the Chinese international students in an authentic setting, a school where they have come to study English and to learn new subjects and begin new challenges. This scene sets up the four characters and their stories and also introduces the theme song <i>WAVES</i> , (which eventually helps tie the film together).

Chapter One: The Alien Land

Overview

Ken's home stay family is celebrating Fathers' Day. Ken wants to buy a present and a card for his homestay father. The experience of this New Zealand celebration reminds him of his own father back in China.

Before Viewing

- **Think – Pair – Share** about festivals or celebrations. Draw two intersecting diagrams showing celebrations in NZ and celebrations in the home county. Place in the intersection celebrations in both countries.
- **Think – Pair – Share** about NZ Fathers' Day, what is done and how it is different from similar celebrations in the ELLs' home countries.
- Discuss the vocabulary in the New Vocabulary Learning Logs.
- Prepare the students for their first adapted **Jigsaw** on *WAVES*. For an explanation of **jigsaw** and its advantages see http://www.tki.org.nz/r/esol/esolonline/strategies_e.php.

Jigsaw Film Activity: Structure, Characterisation, Theme and Production Techniques

Film studies require this technique, commonly used in reading, to be adapted a little. Put four students into a *home group*. Each student is given a number and moves to join other students with the same number to create an *expert group*. Each of the four groups has a different aspect of the film chapter to focus on. Hand out the master copies of the **Jigsaw** activities. (See **Jigsaw Copymasters 3,4,5,6.**) The four areas students need to concentrate on are Structure, Characterisation, Theme and Production Techniques.

Make sure each group has an academically and linguistically proficient student as its leader. Try to pre-sort groups so they have a variety of abilities. You may like to keep them in these groups for the duration of the unit. Ask the students not to fill in a good copy of these sheets until the expert groups have reported back and there is a teacher led classroom discussion. Because these completed overviews will be used for revision for the school and external examinations it will be important that all the information is complete and correct.

During the viewing each student should take their own notes on their own notepaper. At the end of the viewing the expert group meets and shares their information. Ideally each group should have an opportunity to view the DVD on their personal computer or a classroom computer. The teacher should roam the room, giving support. The students then return to their home group to teach what they have learned to the other students. Other students may also contribute. The class then meets as a whole for a teacher directed discussion. The teacher will need to replay some parts of the film, pause and discuss any questions that need clarification. When the teacher is sure that the students have a good comprehension of the task, then students should write up a good copy of the templates.

- Look at the **Jigsaw Copymasters**. You will need to review some of the terms used and the concepts in these sheets. Explain to each group what to do by looking for a few minutes at this chapter. Model a good answer for at least one question in each group. Explain to the class that for each of the 4 sections their expert group will be looking at a different question so they will need to pay close attention to your explanation.

During Viewing – thinking through the film

- Students pay close attention to their **Jigsaw** questions and take relevant notes on their own paper.
- This chapter may need to be played several times and paused to teach or reinforce skills that you perceive need attention.

After viewing – Using new understandings

- Check any questions on new vocabulary.
- Check with crucial aspects of film interpretation and answer any questions.

- Students go to expert groups, home groups, and engage in a teacher led discussion as explained above. Each student writes up a neat and full version of the **Jigsaw** Copymaster.
- **Personal response:** Close Viewing of the ending. Review the last few shots in this chapter, beginning with Ken going into his bedroom to ring his father. Students need to have the skills to respond personally and also support their answers from the text. If they need extra support, you could discuss responses and then either give them likely starters for their sentences, or model a response.

Close viewing of the ending of *The Alien Land*.

Answer the following questions.

1. Why is Ken ringing home?
2. Why has he waited a day?
3. What does he tell his father?
4. Where is his father when Ken rings him?
5. What sort of camera shot is it when we see Ken looking sad and reflective and fighting back tears?
6. When Ken puts his head down on his arms on his desk, what do you think he is thinking and feeling?
7. The next shot cuts to the outside. It is dark. What effect does this shot and the change of lighting have?
8. Ken goes back to the kitchen/TV room where Tracey, his homestay Mum, asks him how his father is. He says OK. Then he goes back to his own room and looks at the photos of his parents on his computer. What is he thinking and feeling?
9. Ken shuts the door to his room. He turns off the light and we see only the photo of his parents, smiling with a background of cherry blossoms. He sobs. Write down three words to describe how you felt when you saw this shot.

Now in one or two sentences make a personal response to show how you felt or what you thought about this ending. Then give two specific details from the film to back up what you say.

Answers – Close Viewing of the ending of *The Alien Land*

1. Ken is ringing home to China to wish his father Happy Birthday.
2. He has waited for a day so his phone call will coincide with Fathers' Day in New Zealand.
3. He tells his father that he found a job today.
4. His father is on a business trip when he rings him up.
5. It is a mid-shot of Ken showing him from his waist up.
6. He is probably thinking how busy his father is on his business trip and that now he is alone in New Zealand and has to cope as best he can.
7. The outside shot shows the dark of the night. It is a contrast to the natural light of the day when the meal began. It shows a period of time has elapsed.
8. When he looks at his parents' photo on his computer he is thinking of them and probably

China and what he has left behind. He is feeling homesick.

9. Words such as sad, moved, upset, empathy.

Chapter Two : School

Overview

To begin with Rose feels lonely and frustrated as she struggles to cope with a new language, a new school culture, new teachers and new school subjects. However, as time goes on, thanks to Rose's positive attitude and determination, she begins to change. School in New Zealand takes on a whole new perspective. By the end of this chapter Rose feels she has grown up and discovered the sincere love of new friendships.

Before Viewing

- Adapting to New Zealand. Ask the class to imagine there is an imaginary line at the front of the classroom (or wherever you have space). Each student is going to stand on it. Draw a diagram on the board like the one below. The line is a continuum.

Adapting to Life in New Zealand

Not adapting. Feel like a total stranger.		Adapted. Feel and act just like a Kiwi. Assimilated.
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- Ask the students to think about their first day at school then go and stand on the line in the part where they think they would have fitted. Discuss with those around them why they are at that point. Then ask the class to stop and listen. Next the students have to think about where on the line they would be today. Is there any change or movement? They are to move and stand in this place. Negotiate with others where their place is on the line.
- Ask the pupils to sit down. Discuss as a class what sort of things would make students choose both ends of the continuum or places along the line. What sort of changes could occur over time? Ask the students to then draw their personal continuum and put in a key with dates for their arrival and today's date. Write 3 – 4 key words under the continuum to back up their choice.

- Discuss the vocabulary in the New Vocabulary Learning Log.
- Hand out the **Jigsaw** templates. Assign a new question to each group. It may be useful to keep the same groups, but make any obvious adjustments. Pre-teach/revise any skills that seemed to be lacking after the discussion following Chapter One on Ken.

During Viewing – thinking through the film

- Students pay close attention to their **Jigsaw** questions and take relevant notes on their own paper.
- You may need to play this chapter several times and pause to teach or reinforce skills that you perceive need attention.

After viewing – Using new understandings

- Check on any questions with regards to new vocabulary.
- Check with crucial aspects of film interpretation and answer any questions.
- Students go to expert groups, home groups, and engage in a teacher led discussion as explained above. Each student writes up a neat and full version of the **Jigsaw Copymasters**.

- **Language Focus: The language of Comparison.** This section of the film makes a comparison of the school systems of China and New Zealand, as seen through Rose’s eyes. Remember when Li Tao made this film she had the parents of these children in mind. Chinese parents may find it difficult to understand or justify why their children should be taking subjects such as design or music when they don’t appear to be related directly to a “good” job. If you have a multi level class then this may be a good topic to do for writing an argument (see suggestions at the end of these notes). You may need to revise the language of comparison from a good grammar reference book or online sites. <http://papyr.com/hypertextbooks/grammar>
- Then you can use some of the examples given in this film to write up grammatically correct comparisons.
- Write up a blank table for students to take notes in using a template like the one below. See possible ideas in the template below. The students should work in a **Listen – Pair – Share** situation to compose their own table. They can fill in the first two columns from the film (and a third one on their own country, for example Russia, Brazil, Korea, Thailand, individually or in pairs, if they are not from China).

Comparisons of school experiences between New Zealand and China as seen through Rose's eyes in the Film WAVES

	New Zealand (as seen in Hutt Valley High School)	China
Senior secondary school structure	Go to different rooms for different subjects. Each subject has a different teacher with a different set of students who are taking that option.	
Characteristics of the students	Kiwi students seem confident, energetic, don't study too much. Individualistic. Know what they like and dislike and often follow this through in subject choice.	Go to the classroom and study the whole day. Under pressure. Follow their teachers' and parents' expectations. Put all your effort into this and do not have any individuality or sense of who you are as a person.
The teachers and their relationships with the students and teaching style	Teachers are more flexible and give the students more space. Not as strict. Often they will joke with the students or try to make their lessons fun or relate to the real world. Teachers allow more time for the students to work on projects independently. Also teaching through role play and use of the imagination.	
Options/ subjects taken	Students have more freedom in choosing their subjects. There are not only academic subjects but creative subjects like design, drama, art, media studies etc. Many interesting things. Focus on extending the student's own interests.	Forced to do certain subjects. Students are expected to concentrate on academic subjects.
The qualities of the pupils that the school system seems to value	Multiculturalism (as demonstrated in the multi-cultural day), creativity and practical and performance skills e.g. many subjects have a performance element e.g. musical performances, making of T shirts, bags etc	Following the teachers and parents expectations. Work hard at all times. Study.
Homework		More than in New Zealand.

Students could use some of the ideas from this table to write comparisons in their writing logs.

- **Acculturation:** Making the most of your time as a student in New Zealand.

This chapter, in *WAVES*, would be useful for the students themselves to note what makes a successful language learner in a new environment. This is all part of the umbrella theme of the challenges international students face, and English language learners will need to think of the best strategies to be successful language learners.

- Brainstorm the idea of acculturation with the class.

- Then use a question sheet on the interview of Mr Wilby, the music teacher, to see what he thinks. Mr Wilby thinks that Rose is a good music student, a very good listener and very keen to learn. Note, however, that Rose herself says that to improve her English she talked a lot with her homestay mother and studied English really, really hard, though she felt her breakthrough was when she made friends with Nicola, a Kiwi student. Through their mutual love of music they taught and learned from each other.

Stop the documentary at this point if you want to do the exercise on the ending which is given below.

The Professional Readings section on ESOL Online has an excellent selection of readings on *Language Acquisition*.

Listening Skills: Adapting to New Zealand.

Listen again to the interview with Mr Wilby, the music teacher at Hutt Valley High School. He is giving his opinion on why Rose has adapted so quickly to a New Zealand school. Write your answers to the questions in the left hand column.

<p>Q1. How does Mr Wilby view many Asian students from China, Japan or Korea when they first come to New Zealand?</p>	
<p>Q2. He states it usually takes a year or more for some of these students to adapt. Give the 3 reasons he gives to explain why Rose adapted more quickly.</p>	<p>1. 2. 3.</p>
<p>Q3. Do you agree with Mr Wilby? What else did Rose do that encouraged her use of English and helped her fit into the school? What other things are important if a student wants to adapt more quickly to a new environment?</p>	

- **Rose in the Hot Seat.**

First as an individual and then as a pair write down questions that the students would like to ask Rose about her life in NZ as portrayed in the film. The teacher should roam the room to answer any questions and check that the questions are grammatically correct. A volunteer should be selected to be Rose. It could be one of the students in the expert **Jigsaw** group who worked on the character question. Encourage the students to give their

answers with specific reference to things that happened in the film. Swap the person in the hot seat.

- **The Song WAVES**

The song is sung in Mandarin. Here is an English translation of the words. It will be sung again at the very end of the film by all the Chinese international students in the film. What significance do you think this song has for the film as a whole?

WAVES

I want you to be with me

To watch the turtles swimming in the sea.

Slowly they crawl towards the beach.

Please, don't feel scared,

Don't feel lonely. I will be with you to make you happy forever. (repeat)

Day by day we are growing up slowly

I don't care if you don't understand my song

I'm sure that one day you will fall in love with me

Because I'm not too bad anyway

Time passes by so quickly and never comes back

Even a beautiful lady will grow old

And I will become an old useless guy

And we are still holding hands together

Counting the waves in the sea.

- **4/3/2**

Use this strategy to consolidate what the students know about how this chapter contributes to the theme or main issue of the film.

- Put students in pairs.
- Ask students to talk *for four minutes* about the challenges Rose faced and how she dealt with them. Students then swap roles. (Listening and speaking)
- Change partners. Students now talk about the same topic *for three minutes*. Swap roles.

- Change partners. Finally, students talk about Rose and her challenges and solutions *for two minutes*. Swap roles.

- Students should now be more confident to write about any question on Rose's contribution to the theme. (Note that you can use this 4/3/2 strategy before you attack any written question. It is good to do this before revision. From oral confidence you can then move on to how to write a suitable answer.)

Close Viewing of the ending of *School*

Start the film just after the interview with Mr Wilby. There is a cut to the school bus and it is Rose's birthday. Answer the following questions.

1. Rose is celebrating her birthday. What is the big difference about the way she is now celebrating her birthday compared with how she celebrated it last year?
2. After talking about her presents it cuts to the next shot of Rose with friends. Who is this friend and why is she significant?
3. The following shot is of Rose on the beach with her Chinese friends. They are in school uniform. The next shot is of her with her friends above Oriental Bay looking down on Mt Victoria and Wellington Harbour. What is the name of this camera angle? What is the effect of this shot?
4. Rose now talks to the interviewer about how she feels. What is the name of this shot when we see her waist up? It is a common shot in this film.
5. Rose lists four things that she thinks she has improved on. What are they?
6. She says that she still remembers her friends in China but in her memory she thinks of two things in particular. What are they?
7. The transitions in this film are not as sophisticated as you would get in a big budget commercial movie. There is often a cut then blackness. Between the four chapters there is an obvious cut because the film was also viewed as separate documentaries. Are the cuts and blackouts between one setting to another irritating? Do you just accept that this is necessary for a relatively low budget documentary?
8. The next shots are of the senior school prize giving. State three aspects of this prize giving. Is it the same as prize giving in your home country? Then there are close ups of the faces of the year 13 students. What effect does this have?
9. The students come together for the Christmas party for the international students. Name three things that happen at this time.
10. The final shots of the school emphasise friendships. What actions/words show this?
11. Lighting changes for the final shot of the school. It is in darkness and only shapes are seen. What is the term we use when we only see the outline of a shape and the rest is in darkness?
12. Rose is now at the airport. What does she say was her greatest discovery? How is this shown visually?
13. What links are there in these final few shots with the beginning of the film as a whole?
14. Briefly make a personal response to show how you felt or what you thought about this ending. Then give two specific details from the film to back up what you say.

Answers – Close Viewing of the ending of *School*

1. Last year Rose celebrated only with Chinese friends whereas this year she is celebrating it with friends from many different countries.
2. This friend is Nicola who is a Kiwi friend. She is in her music class and shares her love of music. Rose describes this friendship as the turning point in her life as a student at Hutt Valley High School.
3. This is a high angle shot looking down. It gives a panoramic view of Wellington Harbour and some of the city where the students are now living and studying. It gives the city a sense of place so that the viewing audience will be able to know something of the context of the students' new lives.
4. Medium shot. This is common in documentaries where we are really concentrating on what the character is saying.
5. Rose says she is 'more confident, more brave (braver), more independent, more creative'.
6. Rose remembers her friends but says she doesn't really know what they are like. 'They work hard every day – writing, writing, studying, studying...'
7. Viewing it as a film the blackout between chapters is irritating but it is understandable as this was also made as four separate television documentaries to be shown in Asia. As the film maker is not a huge company with a huge budget there are bound to be technical deficiencies compared to films made with bigger budgets and a single purpose.
8. Close Ups show reactions and emotions. Here we see the senior students at a very emotional time as it is their last day of school ever and some seem to be fighting back tears while others look slightly relieved.
9. At the Christmas party the students have a Christmas tree which they decorate. There are presents under the tree. The students come together to say goodbye. They sign the leavers' shirts.
10. Friends are hugging and giving presents. They are writing messages of friendship on the leavers' t-shirts such as 'Friends are Forever'. One Korean student says that he will never use his shirt, presumably because the messages are so precious to him.
11. Silhouette.
12. Rose says her greatest discovery is the sincere love of new friendships. This is shown by the hugging and kissing with her friends who have gone to the airport to see her off.
13. This scene continues the theme of travelling between two cultures, of the arrival at the beginning and now her departure back to China for the Christmas break. We return to the setting of the airport.
14. If your students are sitting 2.5 externals, at the end of year revision you should attempt a Character question on Rose (see a suggestion in the NCEA level 2 section. Note that in a documentary Rose is an individual - 'character' refers to an imaginary person.)

Chapter Three: Self

Overview

Lin is worried about the senior school ball. In this chapter we see that a tradition that is looked forward to in great anticipation by most Kiwi students can be a time for great confusion and anxiety for some international students.

Before Viewing

- Ask the students who has been to a school ball. If there is a significant number ask them to **Think-Pair-Share** the positives and negatives of the experience. If few have been to a ball ask them to **Think-Pair-Share** what you would need to consider to prepare for a formal ball.
- This may also be a good time to alert the students to any balls or formal dances that they may be asked to attend at your school.
- Some students at NCEA level 2 also study the short stories, *Her First Ball* by Katherine Mansfield and *His First Ball* by Witi Ihimaera for AS 90378 *Analyse short written texts* or for the short story anthology of their reading logs in US12905. This chapter of the film links in well with both these stories.
- Discuss the vocabulary in the New Vocabulary Learning Log.
- Hand out the **Jigsaw** templates. Assign a new question to each group. It may be useful to keep the same groups, but make any obvious adjustments. Pre-teach/revise any skills that seemed to be lacking after the discussion following Chapter 2 on Rose.

During Viewing – thinking through the film

- Check with crucial aspects of film interpretation and answer any questions.
- Students go to expert groups, then home groups, and engage in a teacher led discussion as previously discussed. Each student writes up neat and correct notes on their Copymaster.

After viewing – Using new understandings

- Informal formative test of understanding of the end of this chapter. Now that you have looked at the end of two other chapters students can be given this exercise as a quick short test marked out of ten to gauge the students' progress of both content and terminology. Read over the questions first. Play the clip twice. Begin the close viewing with the subtitle, *Afternoon of the school ball*.

Close Viewing test of the ending of SELF

Your name:

Answer the following 10 questions. The film will be started on the afternoon of the school ball. Each question is worth one mark. Write your answers on the sheet.

1. The text written on the screen, *Afternoon of the School Ball....* is known as
2. Here is an example of how costume or dress tells us about an individual or situation. Lin has gone to a lot of trouble to prepare herself for a formal school ball. Name 4 things about her appearance that she has changed so she feels she will fit in at the ball.
3. The scene shifts to Lin's homestay house to the school ball itself. What is the name of the film editing technique that moves from one scene to another in this abrupt way?
4. The ball scene begins with the jazz band playing and a singer singing *I've got the world in my hands....* Name one effect of using music in this scene?
5. Lin is asked a question in Mandarin by the person interviewing her. Then this person comments on what Lin says. What is the technical term for a person who tells the story in a documentary?
6. What is Lin's dream for that night?
7. What is the name of the shot used to show the piano and what is the effect of this shot?
8. Another film technique is the use of lighting. This includes contrast in lighting. Describe the lighting used in the last shots of the ball and what is the effect of this?
9. There is a saying in English which comes from Shakespeare '*All's Well that Ends Well*'. What do you think this means and how does it relate to Lin in the final scenes of the ball?
10. The last shots in this chapter are of the school hall and the senior students preparing for the external

Answers- Close Viewing of the ending of *Self*

1. Sub-titles.
2. Lin is wearing a beautiful long, green, silk ball dress. She has pearls around her neck and her hair has been stylishly put up. She has French style finger nails and carefully applied makeup.
3. A cut.
4. The music is lively/upbeat/jazzy and evokes a sophisticated party atmosphere. The lyrics suggest it is a special night when it seems as if you have the world in your hands, when you are in control and it is full of possibilities.
5. A narrator.
6. Her dream is to be the queen of the ball.
7. A close up emphasises the piano and the importance of music and a live band on a night like the senior school ball.
8. Bright lights contrast with the dark of the night. Strobe lights flash on and off and spotlight the dancers giving a zany/dizzy effect. This lighting reinforces the celebratory party atmosphere of this special night.
9. It means when the ending is satisfactory you can forgive the things that may have gone wrong along the way. Lin has had to overcome a number of obstacles such as not having the right dress and not having a partner. But now she is at the ball in a beautiful dress with a new partner and she is looking happy.
10. Lin passed her school exams and will study architecture at Victoria University.

Chapter Four: Beijing time

Overview

The DVD cover says that in this chapter we see Jane 'at her most triumphantly unassimilated'. Jane doesn't want to fit into life in New Zealand. She wants to learn English, get her qualifications and return home to China to help her mother manage her factory. To remind her of her homeland Jane keeps her watch on Beijing time.

Before Viewing

Think–Pair–Share. When you have been a student in a new country for a while you can start to forget things about your own home country and culture. Write down some ways that you can keep alive the contact with your old friends, language and culture.

- Discuss the vocabulary in the New Vocabulary Learning Log.
- Hand out the **Jigsaw** templates. Assign a new question to each group. All groups by now should have had a chance to be experts on the four question types. Try to keep the same groups, but make any obvious adjustments. Pre-teach/revise any skills that seemed to be lacking after the discussions of the preceding chapters.

During Viewing – Thinking through the film

- Students pay close attention to their **Jigsaw** questions and take relevant notes on their own paper.
- This chapter may need to be played several times and paused to teach or reinforce skills that you perceive need attention.

After viewing – Using new understandings

- **Think–Pair–Share.** Try the continuum activity on adjusting to a new country which the students did at the beginning of the chapter on School. Now they should try to put Ken, Rose, Lin and Jane on an adjustment continuum. Discuss reasons for these decisions.

Focus on characterisation. Go over the answer sheets on Jane’s character. You will see she is the most complex character and full of contrasts. She actually states this herself, while she is highlighting a complex computerised chart.

“Please don’t think I am an isolated person. Some people think that I am a quiet person. I am actually two different people – in China and in New Zealand. Totally different. My friends in China don’t believe I am such a quiet person here. Quiet and passive. Not even a word in a day at school”.

For NCEA level 2 external exams there is always a question on character/ individuals in the *Analyse a Visual text* external question. Sometimes it’s about one character or sometimes contrasting two. In this case Rose and Jane make perfect contrasts, both in their personality and the way they handle living in New Zealand. To show how complex her character

is, the following **Say It** activity is useful. This may be done before examination revision. Show the pupils the various questions in the grid so they can be focusing on the diversity of perspectives. **Say It** also explains the concept of *point of view*.

This strategy **Say It** can be found on ‘ESOL Online’, where examples from other texts are given.

This activity provides motivation for students to try new structures and vocabulary within a small group setting where levels of anxiety are lower. It is an end of topic activity for practising orally the language that has been learned during a topic.

- Use the board to create a grid with about nine boxes and write a simple structured role play into each section of the grid that is based on the topic the class is studying.
- Practise the **Say It** with confident students in the whole class setting.
- Put the students into groups of about six and choose one student to begin the **Say It** in each group. Allocate grid numbers to that student. The first student then carries out the short role play and then chooses someone from the group to go second and allocates a new set of coordinates to that student.

A1 You are Jane. Explain how you feel about studying for four years in New Zealand.	A2 You are a teacher at Jane’s school where she sits quietly by herself in the corner of your classroom. Explain what you think of her as a student.	A3 You are Jane’s friend from China, Lei, or <i>Mr Handsome</i> . Explain what sort of person Jane is and why she is important to your group.
B1 You are Rose. One of your good friends is Jane. Explain what sort of person she is.	B2 You are Jane’s homestay mother Katherine. Explain how Jane relates to you and what she does at home.	B3 You are the film maker Li Tao. You have got to know Jane very well. Explain Jane’s double sided personality.
C1 You are Jane’s mother. Explain why you have sent Jane to New Zealand and what you hope for her future.	C2 You are a Kiwi student and Jane is in your Maths class. Talk about how you view her.	C3 You are Jane. Explain how you feel about your hometown and your plans for the future.

Close Viewing of the ending of *Beijing Time* (which is also the end of the film)

Start from the scene in Jane's home town with the large poster reading, *Happy New Year*.

Answer the following questions

1. The setting has now changed to Jane's home town in China. She is taking Li Tao, the narrator, for a ride around Ziyang, near Chendu, Sichuan province, S.W. China. Name 6 – 10 things that you see in her town.
2. Jane tells the narrator that other people see the town as dusty and undeveloped but for her it is what?
3. Jane also states that Sichuan has the _____ delicious food, the _____ women and the _____ scenery.
4. What is the name of the camera shot of the Buddha? What is the effect of this shot?
5. Lei is interviewed about Jane. What are three main points he makes about Jane?
6. The scene moves from Lei's interview to the New Year celebration. What film technique is used to do this?
7. Name three things that are present in the New Year celebration.
8. How would you describe the setting for Jane's mother's new factory?
9. Music is important in films. It usually ties in with the action and sets the mood or atmosphere. Sometimes the lyrics and type of music is also significant. Comment on the effect of the background music as Jane is driving to the airport.
10. What sort of shot shows us the Departure sign at the airport? Comment on the effect of this shot.
11. The film then cuts to a wide shot of the international students at Hutt Valley High School. Comment on the effect of this shot.
12. How do the lyrics of the song *WAVES* relate to the film itself?
13. What does '*This is a film for all those students travelling between two cultures*' mean?
14. Are there any links between the ending and the beginning of the film?
15. What technical term do we use to describe the names of the people involved in a film? (These names are shown at the very end of the film.)

Close Viewing of the ending of *Beijing Time* and the end of the film

Describe in one to two sentences your reaction to the end of the film. Give 2 – 3 specific details to back up what you say.

Answers

– Close Viewing of the ending of *Beijing Time*

1. Ziyang has: dirt roads; concrete apartment blocks; a mix of cars/bicycles/trishaws/red Chinese lanterns hanging outside shops; people in black woollen coats; people carrying red lanterns; a Chinese New Year parade.
2. Paradise
3. Most delicious food, the prettiest women and the best scenery.
4. It's a low angle shot looking up at the Buddha. It shows his power.
5. First she is a great friend. If you are good to her she would die for you.
Secondly she is devoted to friends and friendship.
Thirdly she is irreplaceable. When she is with the group it is stronger. When she is away they scatter.
6. A cut.
7. Fireworks, a concert with a presenter in a red silk dress and also a local acrobatic group performing.
8. A very muddy, bleak construction site seemingly in the middle of nowhere. Workers in steel hats are busy on steel scaffolding; concrete is being mixed and a welding machine is being used.
9. The music is of Chinese style and the lyrics are being sung in Chinese. The lyrics reflect Jane's situation – '*My loved one you are so far awaythis land is our home forever*'.
(This music was probably carefully chosen to appeal to the Chinese viewing audiences' sense of patriotism.)
10. It is a Close Up. It emphasises the continuing theme of a journey. It tells us succinctly that Jane is leaving China after the Chinese New Year and is going back to New Zealand to start another school year.
11. The story moves the focus from Jane and back to the wider community of the international students at Hutt Valley High. It links to the beginning.
12. The song *WAVES* asks that you don't feel lonely or scared in new situations. It tells of the importance of friendships and the inevitability of change in our lives.

13. It relates to students who have left their homeland and are studying in another country where they will experience many new things. They will change and adapt and be between two worlds.
14. The travel metaphor, arrivals and departures, the student group, the repetition of the song *WAVES* with its symbolism.
15. Credits.

Assessments related to NCEA

There are four film related NCEA university entrance literacy credits. *WAVES* could be used to answer the external examination question on film (English 2.5) or for the internally assessed writing units (English 2.2) or US 8825 (a review or literary essay) or one source for a research report (English 2.8) Links to online units, plus suggestions on how to use *WAVES* in relation to these assessments, are given below.

- the English Online unit on *The Shawshank Redemption*
<http://english.unitecology.ac.nz/resources/units/shawshank>. This unit plan gives links to the latest version of AS 90379 (English 2.5), a sound way to teach film, a handout of a list of film terms, as well as literary essay formats and sample external assessments.
- the 'ESOL Online' unit *You Be The Judge*
http://www.tki.org.nz/r/esol/esolonline/secondary_esol/classroom/ncea/judge/home_e.php. This is a scaffolded teaching resource to be used for teaching writing of a film review (for English 2.2 or US 8825.) Use some of these teaching ideas after the film is studied for English 2.5.

Also in recognition that many teachers have multi-level classes, or that some teachers would prefer to use this film for literacy credits, suggestions are also given for credits at this level.

Note that it is very important always to use the latest version of any standard as they are regularly reviewed and updated.

University Literacy (NCEA Level 2 English)

Analyse a Visual text AS 90379 (English 2.5)

As mentioned above there are two online units on English AS 2.5 that should be used in conjunction with these notes. Between them they provide information on the criteria of the unit and teaching on how to structure a lesson plan, the language of film, strategies to use, writing literary essays plus sample assessments. Many of the task sheets and activities can be used as is and there are plenty of ideas that can be adapted.

Pupils sitting the external exams should practise writing essays at this level. Use writing frames to begin this writing process. As time goes on the level of support may drop. The class can brainstorm a question. Then the class can make a rough plan and pupils then write as a timed exercise. These essays can be peer reviewed and then teacher reviewed. Below is a brief summary of the literary essay writing process, the structure of a literary essay and some suggested writing frames from the 2006 English 2.5 external exams questions.

Writing a literary essay.

Step 1 – Read the question

Step 2 – Jot down ideas

Step 3 – Make a plan

Step 4 – Write a first draft

Step 5 – Edit and proof read

Step 6 – Write the final copy

Refer to the English Online site *The Literary Essay* to have the above process explained more fully. A reference handout can be given.

http://english.unitechnology.ac.nz/resources/units/writing_folio/transactional.html

This is an example of how to apply the skills in this unit.

1. Read the Question : **Analyse how techniques were used to strongly affect your emotions in ONE or TWO key scenes.**
2. Jot down ideas: e.g. End scene where Ken starts to sob. *What happens in this scene? What emotions did I have? Three ‘Hows’ (a documentary that uses a real student and a genuine story; use of a scenario that felt as if it were true and I could relate to; and use of film techniques to emphasise Ken’s plight)*
3. Plan.

Introduction Para 1.	Answers the question and briefly states main points
Main body	Documentary that uses real students
	Uses a scenario that felt true and I could relate to
	Uses film techniques that emphasise Ken’s plight
Conclusion Para 5	Sums up main points and refers to the original question

The students could use the essay below to see if it follows the plan above. Go over any new vocabulary and add this to their vocabulary logs.

Use **Think–Pair–Share** to see if it fulfils the criteria of this assessment and the structure of a literary essay.

In the film WAVES: The Dairies of Chinese International Students in New Zealand', written and directed by Li Tao, my emotions were strongly affected by the ending of the first chapter (or case study) when Ken, an international student, breaks down and cries. I almost felt like crying myself as I witnessed him. It was quite a heartbreaking scene. This was because the film is a documentary and uses real stories with real students. It was a story I could relate to and the film techniques used by Li Tao emphasised Ken's plight.

First the techniques of using real students to tell real stories made me realise how sad this scene was. This film is a two hour documentary about Chinese international students who come to New Zealand to study. The film's writer/cinematographer/director/narrator came from China to New Zealand to study film at Victoria University. She then went to teach at Hutt Valley High School where most of the film is set.

After a time she got to know the international students very well and they agreed to share their stories with her. The main theme or issue of the film is the challenges faced by international students living and learning in a new country with a different language. It focuses on four students: Ken, Rose, Lin and Jane. They each give a different perspective on their experiences. Ken's story is of his experiences when he goes to live with a Kiwi family, in a homestay situation. It retells what happens during his first New Zealand Fathers' Day.

The scene I will now describe is sad because you know it was true. His homestay situation is re-enacted not only by Ken but by his whole homestay family. It looks a warm and caring family who put on a lovely celebratory lunch for the extended family. At the beginning of the film you see Ken in his school uniform. In his chapter of the film Ken acts out some of the problematic incidents that happen to him in his first year in New Zealand. You feel what is happening is true as the narrator recalls his story in Chinese with English subtitles. Ken speaks in Mandarin with his friends and English in his homestay. We see all the problems leading up to Ken's sobbing and how he overcomes them.

He has to borrow money for a Fathers' Day present for Derek, his homestay dad; all the Fathers' Day cards have been sold; he has to find English words to copy so he can write an appropriate message in the card; he has to eat different sorts of food and eat with a knife and fork. The final scene which affected me was after Ken decides to ring his own father in China and to wish him a Happy Birthday. His father is on a business trip and can't talk for long. Ken is alone in his room. He looks at his computer at a photo of his smiling Chinese parents and starts to sob out loud.

The film techniques also make this scene so sad. A mid-shot shows a sad face that fights back tears as he tells his father that he will call back later. The conversation in Mandarin and the sub-titles tell you he now knows his father is on a business trip and can't talk for long. A close-up shows Ken with his head down on his arms on the desk. A cut to the dark outside shows he has been in his room for quite a while before he has the courage to go outside his room and face his homestay family. The contrast of the bright lighting in the TV room and the cheerfulness of his homestay Mum seem to make his situation even sadder. After Ken goes back into his room he sits in the dark with his head down.

The close up of his Chinese parents on his computer screen, smiling and with cherry blossom behind them, seems to emphasize just how far away he is from home. The dark room and his lonely sad figure contrast with these smiling reminders of home. Then Ken sobs uncontrollably. His whole body shakes. There is no other sound. You as a viewer understand that he is very homesick and feel very sad and sorry for him.

In this key scene my emotions were affected because the film is a documentary and using a real story about real students. This was a story I could relate to as I know firsthand how difficult it is to be in a young person in a new country far away from your homeland. Also the film techniques used by Li Tao emphasised Ken's plight.

Look at some other old exam questions and, as a class, brainstorm and follow the literary essay process. Initially the teacher could write a class plan and give the opening few lines and topic sentences. Students

can then write the essay, self and peer mark with teacher guidance.

A question from the 2006 English 2.5 external paper could also be used. Students should refer to their prepared notes from the Copymaster sheets to help with the details and quotations. You can use this writing frame as a guide. Use the suggested topic sentences as starters for paragraphs.

Exam question	Analyse how voice and soundtrack helped me understand a main individual (Rose or Jane)
Introduction	Answers the question and briefly state main points
Main body	Because this film is a documentary, <i>voice</i> was an important technique in revealing Rose's character. Li Tao, the narrator, gave explanations and direct comment about her actions and thoughts. Rose herself talked directly to the camera about her thoughts and feelings. In addition, her Hutt Valley High music teacher was interviewed on camera. He also gave his views on Rose. (specific examples and explanations)
	Many aspects of the soundtrack helped me understand Rose: her dialogue in both English and Mandarin, the authentic background noises of the school and her friends, Rose's piano playing and the singing of the song <i>WAVES</i> . (specific examples and explanations)
Conclusion	Restates main points and relates back to the question.

Note: Remember at university entrance literacy level the students are expected to *analyse* and not just regurgitate answers. For a discussion on what exactly this implies go to English Online (<http://english.unitechnology.ac.nz/happening/newsletters/christchurch-3-2004.html>)

Teachers could ask competent year 13 English students if they can have a copy of their marked papers from the previous year's exam. Their answers will be on different films but can give an idea of what the examiners like and will act as exemplars at different levels of achievement. There are also many exemplars online. Discuss questions as a Department. This will also help teachers to make up their own writing frames.

Produce Crafted and Developed Formal Transactional Writing (AS 90376 English 2.2) or US 8825

Many schools use the literary essay as one of the three pieces of writing for US 8825 or for AS English 2.2. In this case you can use an English 2.5 type question on *WAVES* as an internal assessment. This will also help students prepare for the externals. Many schools also write a film review for AS 2.2 on the film they are studying for AS 2.5.

Also, for US 8825, it is possible to base two different pieces of writing on the same text, as long as the ideas developed in each piece are clearly different. For example you could have a film review which focuses on different areas and has different supporting details from the literary essay. There should be stylistic and structural differences too. Issues arise if you have two similar pieces of writing.

Writing a Film Review of *WAVES*. The best guide for teaching English language learners at NCEA level 2 how to write a film review can be found on ESOL Online. The unit is called *You Be The Judge*.

http://www.tki.org.nz/r/esol/esolonline/secondary_esol/classroom/ncea/judge/home_e.php

This unit gives you a sound structure for teaching and learning activities related to writing a film review, exemplars of film reviews that have achieved and not achieved at AS English 2.2 together with suggested resources and a handout for writing a film review. Use this unit in conjunction with the activities and notes given here.

In particular, after you have viewed the film *WAVES* and completed the associated activities, go to the *You Be the Judge* unit and follow lessons 9, 10, 11, 12 and 13. This will enable you to rank *WAVES*, and then once you have downloaded the associated handouts, examine as groups the three exemplars of AS English 2.2 student scripts. *Rabbit Proof Fence and Monsoon Wedding* have both achieved while *To Kill a Mockingbird* has not. These exercises will enable the students to examine the structure and contents of a film review as well as focusing on deep and surface features. Hand out the online resource Writing a Film Review.

Search online for a variety of blogs and reviews of *WAVES*. Ask students to collect opinion statements. Look at the vocabulary used in these reviews. Write some of them on the board. Do students agree with these opinions? What words could be used to describe the overall impression of the film? Look at the words on the cover of the DVD. For example, '*...at times heartbreaking, joyful, positive intensive story, a clear picture of the overseas life of Chinese students, an excellent tool for New Zealand people to understand Chinese international students*'.

Go over the requirements of the assessment carefully and follow school procedure for internal assessments.

You may wish to use Copymaster 7: *WAVES* Film Review Planning Page.

Investigate a language or literature topic and present information in written form : AS 90381 (English 2.8)

If the class is doing AS 90381 they may like to think about a topic that relates directly to them such as Identity or Moving Countries. This film could be a visual source for such a topic. You could use either the whole film or just one chapter from it as each chapter was shown as a half hour television documentary.

For a unit on scaffolded teaching AS 90381 (English 2.8) see

http://www.tki.org.nz/r/esol/esolonline/secondary_esol/classroom/ncea/immigration/home_e.php

This unit called *New People, New Places, New Start* will give you ideas and strategies for teaching this assessment.

Close Up Programme on Waves

Another visual source for the research unit could be the *Close Up* programme on *WAVES*. After *WAVES* was shown in New Zealand in 2006, TV One featured clips from the film and a brief interview with Li Tao. The *Close Up* session was hosted by Susan Wood but Li Tao was interviewed by an unnamed male. This programme lasts for 5 minutes. It stated that Li Tao had shot 100 hours of film to make this 2 hour documentary. The programme shows clips of Ken buying a Fathers' Day card, shows Tracey in the kitchen, Ken writing a message in English on the card and giving it to Derek and finally ringing his father in China. The TV narrator says, '*The reality of his own situation sinks in, his father is busy. He is alone.*'

Next, Rose is shown. The TV narrator comments, '*In Rose's story we see the chasm between the educational priorities in New Zealand and in China. Rose starts as a lonely girl but after conquering the language barrier her life transforms.*' The programme cuts to Li Tao. She says there are various stages in adapting to a new country. The first stage is homesickness. Then students have to learn how to interact with the locals. Even Rose's appearance changed, which surprised her.

Then the clip shows Lin, and the interviewer says, '*The film now looks at a western problem: the school ball*'. Next there is a brief shot of Jane. The television interviewer comments, '*She is a friend of the other 3 students. She doesn't want to socialise as much as she has strong commitments to China.*' Finally the TV interviewer asks Li Tao why she made this film. He also notes that she was originally going to call the film, '*We are not Trash*'.

Li Tao replies she made the film so that New Zealanders and parents in China could see what life was really like for international students in New Zealand. Many Chinese were calling their international students trash as they came across as being lost and not doing good things. She asks her audience for understanding and not to pass judgment.

To purchase a copy of programmes that have screened on Television New Zealand, such as *Close Up*, teachers should ring their office in Auckland, **09 916 7000**. Ask to speak to Archives. Press 1 for educational requests.

Literacy (NCEA Level 1 English)

WAVES can also be used in conjunction with NCEA Level 1 Literacy and ESOL Unit Standards.

View/listen to, study and show understanding of a visual or oral text (AS 90056 English 1.5)

View the film as a whole or the beginning and just one chapter. Chapter One or Two are especially suitable at this level. Use the appropriate suggestions in the teacher support notes above. Then go to 'English Online' NCEA level 1 units and use the unit *Building Structures*.

<http://english.unitechology.ac.nz/resources/units/building2/home.html>

At the end of this unit students should be able to produce a piece of writing within 25 minutes under examination conditions based on WAVES. The unit includes exercises relating to actual exemplars of 1.5 answers. There is an Achieved answer using *Utu* by Geoff Murphy, a Merit answer on *The Whole of the Moon* and an Excellence exemplar using Baz Luhrmann's *Romeo and Juliet*. Also individual schools should be able to supply more recent exemplars.

Wide viewing (English Unit Standard 8810)

This literacy standard prepares students for a variety of university entrance standards relating to moving images and static images. Students should view a chapter of the film (e.g. on Ken or Rose) and then write a brief log entry giving their opinion on one aspect of it. The opinion must be backed up by two specific details. A student resource for US 8810, with a full explanation of this English unit standard with exemplars can be found on 'English Online' under Other NCEA Level 1 Resources /Unit Standard Activities.

<http://english.unitecology.ac.nz/resources/resources/ncea/student-resources/8810.html>

ESOL Unit Standards

Write Expressing a Viewpoint Using ESOL US 17370 In this Unit Standard the students must write two texts, each of 250–300 words, on different topics relevant to the candidate. If you have a student in your English/ESOL class who is not at the level of either university literacy or Level 1 literacy this could be an option.

Text One. Students view the film with the rest of the class, or one segment of the film, brainstorm ideas from the film, then from their own experiences and write on a variety of topics arising from it. Examples of topics could be:

- *Sometimes it's difficult being an international student;*
- *You can learn another language faster with the right attitude;*
- *The New Zealand school system is better/not as good as the one in my home country;*
- *Shifting countries is stressful.*

Follow the writing process as outlined above.

Text Two. Students could also write a review of the film, or of one chapter of the film and express their opinion on it. For students working on ESOL level 3 credits, teachers are reminded to use their “English Language Intensive Programme” (ELIP) folder. This folder, referenced below, has been sent to all schools that have English language learners. The stage 3 writing section of this folder, 15 (a) gives the grammar scope and language outcomes for reviews. This is then followed by two model texts of reviews.

Ministry of Education (2003). *English Language Intensive Programme Years 7–13 Resource*. Auckland: Ministry of Education

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Copymasters for use with students, homestay parents and school staff members.

Copymaster 1	Anticipatory Reading Guide
Copymaster 2	<i>WAVES</i> : New Vocabulary Log
Copymaster 3	<i>WAVES</i> : Structure
Copymaster 4	<i>WAVES</i> : Characterisation
Copymaster 5	<i>WAVES</i> : The Main Theme or Issue
Copymaster 6	<i>WAVES</i> : Film Production Techniques and their effect
Copymaster 7	<i>WAVES</i> : Film Review Planning Page
Copymaster 8	Pastoral Care for Homestay Parents
Copymaster 9	Professional Development for Staff

Below are five statements relating to the film *WAVES*, the Dairies of Chinese International Students in New Zealand.

Read the statements before you view the film.

For each statement fill in the opinion column by ticking agree or disagree.

After viewing each section of the film fill in the Finding column and the Evidence column. In the Evidence column make sure you refer to a specific detail from the film to support your answer. Discuss your answers with a partner and then your group or the class.

Statements from each of the sections of the film	Opinion		Finding		Evidence: Explain in your own words
	Agree	Disagree	Agree	Disagree	
Introduction 1. To someone flying into New Zealand for the first time it looks like it will be a pleasant place to live and be a student in.					
The Alien Land 2. Sometimes you can feel very alone even when you are surrounded by a lot of people.					
School 3. You can never feel that you can fit in and really enjoy living in another country.					
Self 4. School balls are just not worth the trouble students go to.					
Beijing Time 5. You can still be a successful student without making a lot of friends in your new country.					

Here is a list of potentially difficult words taken from the subtitles or English spoken dialogue of the film *WAVES, The Diaries of Chinese International Students in New Zealand*.

You will need to understand this vocabulary in order to understand the film. Your teacher will go over the pronunciation of these words and discuss them before you watch each part of the film. If you are sure you already know the word just write the translation of it into your first language (L1) in the third column. For new words you will also need to consult your dictionary and fill in the relevant columns. Make sure you also learn to spell the words correctly as you will need to use some of them in film related assessments. Also make your own vocabulary lists for other new vocabulary related to this unit of work.

Vocabulary from the subtitles or dialogue of WAVES.			
Word or phrase	Word or phrase in context	Word in my first language (L1) and meaning	Meaning of new word in English
Introduction			
generation	(These students) are from the first generation of one child families from China.		
palms	They are pearls in their parents' palms.		
further	These parents want their children to "fly higher, see further."		
Part One The Alien Land			
alien	New Zealand can seem like an alien land at first.		
frustrated	Ken is frustrated when he can't get money out of the ATM		
cash on hand	Ken asks his friend if she has any cash on hand.		
job offer	Ken has his first job offer.		
local	Like all other high school international students, the school has arranged for Ken to stay with a local family.		
tradition	Traditionally Fathers' Day is a family day.		
respectful	Ken is very respectful and polite.		
to fit in	Ken tries hard to fit in.		
pay packet	Ken was happy to receive his first pay packet.		
coincidence	Do you think it was a coincidence that you got your first job on Fathers' Day?		
Work experience	Ken wanted to get some work experience for his future.		
Fruit wine	Ken gives Derek, his home stay father, a bottle of fruit wine.		

Part Two School	Word or phrase in context	Word in L1	Meaning in English
multi-cultural	Every year the school where I work has a multi-cultural day.		
rehearsed	The group rehearsed several times during lunch breaks.		
a big hand	“Let’s give a big hand for China,” said the announcer.		
confidence	Kiwi students have a lot of confidence		
apparently	Apparently economics is hard for international students.		
extremely	For a while Rose was extremely lonely and frustrated.		
assumed	Life in a different country was not as easy as Rose had assumed.		
pressure	The high school in New Zealand has less pressure.		
turning point	For Rose, meeting Nicola and renewing her interest in music was a turning point.		
impressed	Nicola was so impressed by the song <i>Waves</i> that she asked Rose to teach it to her.		
Mandarin	Nicola learns the song in Mandarin.		
merge	With the support of friends Rose begins to merge into this new school.		
to change your opinion	Rose begins to change her opinions on study in New Zealand.		
taxing	Even in China the smallest amount of homework is taxing.		
practical skills	Rose was learning more practical skills, especially in design.		
complicated	Rose used to think making clothes was complicated.		
interactive	Drama classes and Media Studies are fun and interactive.		
inspired	Inspired by this atmosphere, Rose takes up music.		
composition	She studies musical composition.		
individuality	Rose felt that before she didn’t have any individuality.		
pursue	Her guardian’s son asked Rose what she wanted to pursue when she left school.		
creative	Rose feels she is now more creative.		
departure	Rose has many friends saying goodbye at the departure gate.		

Part 3 Self	Word or phrase in context	Word in L1	Meaning in English
mock exam	Some high schools have a mock exam before they sit the final examination.		
pavilion	Lin wants to meet her teacher at the school's pavilion.		
confused	Lin looked very confused. What concerns her now is next month's school ball.		
formal.	The school ball is a formal social occasion for senior students.		
obedient	Lin had always been a hardworking and obedient student.		
blossoming	Every day the blossoming flowers outside Lin's window surprise her.		
couriered	Very soon she received a dress couriered from China.		
shawl	I should wear it with the shawl.		
casual	This dress is too casual.		
optimistic	If my story were a cartoon the ending would be optimistic.		
empathize empathise	There would be a dramatic turning point where the mother and daughter would empathize with each other.		
consequences	My mother thinks of the consequences of my actions on both our lives.		
complicated	In a cartoon it is not as complicated.		
justified	I don't think the money is justified. After the ball the dress is useless.		
conflicted	Lin feels conflicted and uneasy.		

Part 3 Self (cont'd)	Word or phrase in context	Word in L1	Meaning in English
superficial	Her mother thinks she is superficial wanting to spend a lot of money on a new dress.		
socialize socialise	I hope after the school ball it will be easier to socialize.		
hesitates	Lin hesitates before announcing her decision.		
representatives	The school organizes career interviews with university representatives.		
rent	I suggested Lin rent a dress instead of buying one.		
eventually	She eventually got her mother's understanding.		
architecture	Lin is going to study architecture.		
embarrassed	Lin is embarrassed her ball partner suddenly decided not to go with her.		
expectations	In the beginning I had so many expectations of the school ball.		
dilemma	To go or not to go to the ball becomes a dilemma again.		
despondent	One week before the ball, with no partner, Lin is very despondent.		
rehearse	Ken and Rose rehearse dancing for the school ball.		
encourages	Mr Wallace encourages Lin to forget the pressure and go to the ball.		
relaxed	I am finally here and I feel so relaxed.		
admission slip	It is explained to the students that they will need an admission slip for the exams.		

Part 4 Beijing Time	Word or phrase in context	Word in L1	Meaning in English
participate	Another type of student does not often participate in the school's activities.		
emotional	Jane says she becomes too emotional talking over the phone to China so she uses the internet.		
passive	I am a quiet and passive person here.		
loyal	"I am a loyal person," said Jane.		
stereotype	Jane fits the Western stereotype of an Asian student.		
entrepreneur	During the twenty years after the Cultural Revolution Jane's mother has built herself up from nothing into a successful entrepreneur.		
separation	Jane's mother has suffered a marriage separation.		
pursue	Her mother wants Jane to pursue the dream of a good education that she never had.		
have a toast	"Let's have a toast for our meeting in New Zealand," say the businessmen from Sichuan.		
depressed	Jane feels a bit depressed about studying overseas because she can't open up.		
alone.	I don't feel very lonely here although I am usually alone.		
definitely	Jane will definitely go back to China after she graduates in New Zealand.		
insane	If she stayed here she would go insane.		
exaggerate	Jane says her mother exaggerates about her being different.		
intimidated	Jane's mother thinks Jane felt intimidated by her, even though she respected her.		
paradise	Jane says for some her town is dusty and undeveloped but for her it is paradise.		
travelling between cultures	This is a film for all teenagers travelling between cultures.		
scared	"Please don't feel scared", say the lyrics from the song WAVES.		

Copymaster 3 :WAVES Structure	Structure of Chapter (Name the chapter and the main character)
<p><i>Note: This film is a two hour documentary but was also structured to be four separate 30 minute television documentaries. Each chapter follows a similar narrative structure but gives a different perspective of the challenges facing Chinese international students studying in a New Zealand secondary school.</i></p> <p>Take notes using bullet points. Use your own paper. When you have conferenced with your groups and the teacher, then you should write up a good copy of your notes for assessment revision.</p>	
Orientation (who, what, when, where, why)	
Complication/s Challenge/s or problem/s	
Sequence of main events (Relate these to the main complications or challenges faced by the international student)	
Resolution or Conclusion	

**Copy master 4: WAVES
Characterisation**

Name of main character/individual in chapter:

Note: Relate what you say about the character/individual to the main issue which is the challenges faced by international students living and learning in a new country with a different language. Give specific examples to back up your points. You will also be expected to analyse how different film techniques helped you to understand the main character/individual.

Take notes using bullet points. Use your own paper. When you have conferenced with your groups and the teacher, then you should write up a good copy of your notes for assessment revision.

Physical attributes

(age, sex, appearance)

**Environmental and
cultural aspects**

(racial and ethnic heritage,
occupation, family situation,
homestay situation)

Psychological aspects

(attitude, motivation, goals
and aspirations, passive or
active, personality traits)

**How we find out about
the character on film**

(Make 3–4 points giving
specific examples.)

We find out about characters
by their

- appearance
- actions
- dialogue
- relationships with others
- contrasts with other
characters
- conflict
- what they say about
themselves
- what others say about
them
- what the narrator says
about them
- setting
- use of film techniques
such as music, lighting,
sounds

Copypmaster 5 : WAVES
The main theme or ISSUE

How the theme is shown in this chapter through the personal experiences of (name the character) and the film production techniques used.

At the end of this film the writer and narrator says, *“This is a film for all those teenagers travelling between cultures.”*

The umbrella theme or issue is the challenges faced when international students live and study in another country where the culture and language are different. These students are learning to travel between two cultures. Each of the four chapters, with a different main character, shows a different focus or perspective on this main issue.

Take notes using the subheadings below. Use bullet points and your own paper. When you have conferenced with your groups and the teacher, then you should write up a good copy of your notes for assessment revision.

Main challenges faced

Give specific examples/ use of film techniques to show this

How well the character coped with the challenges

Give specific examples/use of film techniques to show this

Final outcome

Give specific example/use of film techniques to show this

Film Production Techniques and their Effects

A frequently asked Achievement Standard film question is to analyse *how* production techniques helped you to understand a main character/individual or theme. These techniques include costume, makeup, soundtrack, voice and cinematography (layout, camera shots, camera angles, lighting, transitions between shots etc.).

In the Unit Standard level 2 question you are asked to identify and explain the effect of visual language features (lighting, costume, camera work) and also verbal language features (spoken or written words, sound, music, silence).

Give 3–4 examples of any of these different techniques used in this chapter. An example has been written for you. Firstly, name the technique, and then explain it by using a specific example and effect.

Use your own paper. When you have conferenced with your groups and the teacher, then you should write up a good copy of your notes for assessment revision.

Named technique used to help me understand the theme or main character.

Specific Example and Effect

Narration in Mandarin/ subtitles in English

The film is narrated in Mandarin with sub-titles in English. The main individuals being interviewed also often speak in their first language, Mandarin, with the interviewer or friends. Then in a school or homestay context they often speak in an English that is not that of a native speaker. This makes the idea of the challenges of travelling between two cultures and learning a new language seem more real or authentic.

<p>Copy Master 7: WAVES Review Planning Page. Refer to the assessment schedule.</p>	<p>Give your film review an exciting title that reflects your view of the film. Make notes on this page. Follow the writing process. Your final copy should be about 500 words long.</p>
<p>Paragraph One: Introduction. The title and director, the fact it is a documentary. Say why it was made, where it was set, what sort of response it has received so far. Hint at your overall opinion of the film. You may wish to include an important quote.</p>	
<p>Paragraph Two: Mention the overall structure of the film and how it was also shown as a four part documentary in China. How does this affect the two hour film? Was it too long as a film? Were there some parts of the film that needed editing? What about the technical aspects of the film? Mention the names of the 4 main subjects.</p>	
<p>Paragraph Three: Write about an aspect of the documentary that stood out for you -the themes or ideas; the value of it as a documentary; the bilingual nature of the film; the subjects; the music; the settings in school, homestays, China; why it could inform or help international students, parents or the NZ public.</p>	
<p>Paragraph Four: Write about an aspect of the documentary that stood out for you – the themes or ideas; the value of it as a documentary; the bilingual nature of the film; the subjects; the music; the settings in school, homestays, China; why it could inform or help either international students, parents or the NZ public.</p>	
<p>Paragraph Five: Write about an aspect of the documentary that stood out for you -the themes or ideas; the value of it as a documentary; the bilingual nature of the film; the subjects; the music; the settings in school, homestays, China; why it could inform or help either international students, parents or the NZ public.</p>	
<p>Paragraph Six. Conclusion. Summary of the thing that stood out most for you. Give your strong opinion and recommendation.</p>	

The introduction and the first half hour chapter of the film WAVES *The Alien Land*, showing Ken in his homestay family, could be used as part of a session for homestay parents. It could be facilitated by the **Dean of International Students** or the **HOD ESOL**.

Pre-Viewing

1. **Think–Pair–Share:** For new homestay parents. Write down 3 questions you would like to ask with regard to being a homestay parent.
2. **Think–Pair–Share:** For people who have been homestay parents before or are already involved in the pastoral care of international students – write down three things you would like to share with new homestay parents.
3. You are about to see a half hour documentary about a Chinese international student who is experiencing his first Fathers' Day in New Zealand. The narrator and film maker, Li Tao, wrote this documentary in response to negative publicity about NZ as a destination for Chinese students. It was screened in Asia and received positive reviews and feedback from talk shows.

Post Viewing

1. **Think–Pair–Share:** What was your reaction to the film? Explain.
2. In what ways do you think a homestay parent can help an international student settle into New Zealand?
3. What challenges do you think homestay parents may face? Will there be any differences in hosting a girl or boy/ different nationalities?
4. What obligations do home stay parents have under the Code of Practice for International Students?

Additional information.

The half hour chapter from the WAVES DVD called *School* would be suitable to use as a starter for a staff professional development meeting which examines cultural diversity in the class room and how best to cater for all English language learners. This session could be facilitated by the **Dean of International Students** or the **HOD ESOL**. You may also like to involve your local ESOL School Support Services facilitators.

Pre-Viewing Think–Pair–Share.

You are about to view a chapter from a documentary called WAVES. It is about a Chinese international student called Rose. She came straight from China to attend Hutt Valley High School. Her story serves to remind us of the huge adjustments faced by many of the new migrants in our school community. Their adjustment is particularly challenging when they are learning about a new culture and learning to study in a new language.

- What challenges do you think new migrant students face?
- What is the school doing to welcome and make life in a new country easier for these students?
- What do you as a classroom teacher do to make the curriculum more accessible?

Post Viewing Think–Pair–Share.

- What challenges did Rose face?
- How typical is she of international students at your school?
- Mr Wilby, the music teacher, thought Rose adapted to the New Zealand classroom because she was a good music student, a good listener and she was keen to learn. Rose herself says she studied hard, talked a lot with her homestay mother and made friends with a Kiwi student. What do you think makes it easier for students like Rose to adapt to NZ schools?
- What are some extra challenges faced by international students? Are there any other groups of English Language Learners at your school who have other special challenges?
- What else could the school do to improve outcomes for these students?
- In the box below are some ideas suggested in the research report *Managing Cultural Diversity in the Classroom*. Use these as a starting point in your discussion.

Use mixed cultural groups; recognise expertise of students; teach the academic language necessary for the student to succeed; provide tutor support within and outside the classroom, avoid idiomatic and colloquial language; ensure that students meet appropriate pre-entry language level; check that everyone has understood; recognise and accept that using students’ first language can assist them in acquiring the academic language of the classroom; vary group assignment method; scaffold your teaching using a variety of literacy strategies; provide positive feedback on work; make sure that tasks are appropriate and the criteria used for assessment fair and explicit; provide a clear structure to the content of what you teach, encourage an atmosphere of cultural inclusiveness.....

Additional Information

- For strategies to use with your English language learners visit <http://www.tki.org.nz/r/esol/esolonline/secondary>
- Cross cultural awareness training needs to be ongoing. The research document below (**SECTION 2**) provides guidelines on managing cultural diversity in the classroom:

Ho Elsie, Holmes Prue & Cooper Jenine, Review and Evaluation of International Literature on Managing Cultural Diversity in the Classroom (2004) – Migration Research Group, The University of Waikato available from www.minedu.govt.nz/goto/esol

