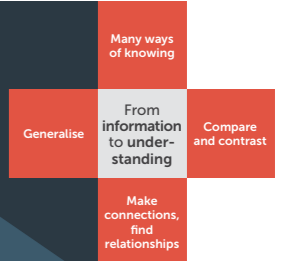


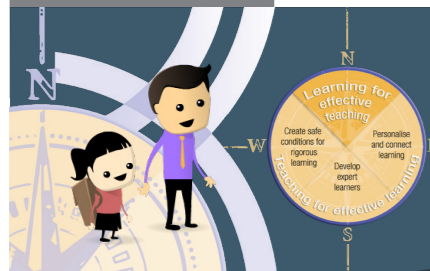
# GOAL – Getting the students doing the thinking in languages

## Transforming tasks strategy: from **information** to **understanding**



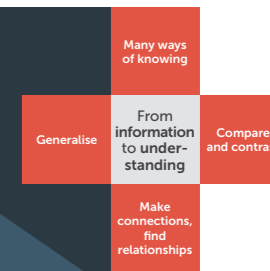
STRATEGIES & TECHNIQUES	BEFORE	AFTER	REFLECTION: WHY AND HOW?
<p><b>Many ways of knowing</b></p> <p>Ask students to show what/how they know in more than one way.</p>	<p><b>ADNYAMATHANHA – Ngangini-apinha (family)</b></p> <p><i>To understand Adnyamathanha family structure and the words used to talk about family members.</i></p> <p>Make a book with photos or drawings of your family members with the relationship names in Adnyamathanha, eg 'Inhawartanha ngatyu ngami'.</p> <p>Add more information about each of them if you can eg 'Vanha ikanda' or things they do with you eg 'Valu urdlu varlu ambata'.</p>	<p><i>To understand Adnyamathanha family structure and the words used to talk about family members.</i></p> <ol style="list-style-type: none"> <li>1 Prepare a diagram or family tree of how people are related to you. Include the terms by which you refer to them, in Adnyamathanha, eg 'Inhawartanha ngatyu ngami'.</li> <li>2 Work with a partner to think of questions to ask a community Elder in order to learn more about Adnyamathanha family, eg 'What is meant by Auntie?'</li> <li>3 After the visit of the community Elder, design other ways of representing the understandings you have gained. Examples could include film, photos, photo books, e-books.</li> <li>4 What other questions do you have? What other information could you add?</li> </ol>	<p><b>WHY would you ask students to reflect on how families are defined in Adnyamathanha culture by representing relationships in more than one way?</b></p> <p>So students learn to think past a single stereotypical view, and consider the many ways the understanding of family is developed and represented in different cultures.</p> <p><b>HOW does this develop powerful/expert learners?</b></p> <p>Students learn concepts deeply when they creatively communicate information in various ways.</p>
<p><b>Compare and contrast</b></p> <p>Ask students to identify similarities and differences.</p>	<p><b>ITALIAN – Advertising</b></p> <p>Study the Italian advertisement you have been given.</p> <p>Work in small groups to answer the following questions:</p> <ol style="list-style-type: none"> <li>1 What product is being advertised?</li> <li>2 What slogan has been used?</li> <li>3 Have the following features been used:                             <ul style="list-style-type: none"> <li>• language</li> <li>• colours</li> <li>• branding</li> <li>• images</li> <li>• text type and size?</li> </ul> </li> </ol>	<p>Compare the Italian advertisements you have been given.</p> <ol style="list-style-type: none"> <li>1 What product is being advertised in each?</li> <li>2 What slogan has been used in each?</li> <li>3 Consider what is the same/different about the use of:                             <ul style="list-style-type: none"> <li>• language</li> <li>• colours</li> <li>• branding</li> <li>• images</li> <li>• text type and size.</li> </ul> </li> </ol> <p>In a small group discuss which advertisement is most effective at getting its message across. Explain why, with reference to the features you compared.</p>	<p><b>WHY would you ask students to compare and contrast different visual features of advertisements?</b></p> <p>So students learn to notice and analyse how visual texts are constructed and the subsequent effect on getting a message across.</p> <p><b>HOW does this develop powerful/expert learners?</b></p> <p>Students develop deep understanding when they explain and justify their thinking by using personal observations of similarities and differences.</p>
<p><b>Make connections, find relationships</b></p> <p>Have students make meaning by asking them to connect pieces of information.</p>	<p><b>SPANISH – Los Tres Osos</b></p> <p>Read the text and answer the questions.</p> <p>Hay tres osos: Papá Oso, Mamá Osa y Bebé Oso. Papá Oso es grande. Mamá Osa es mediana. Bebé Oso es pequeño. Los tres osos viven en una casa pequeña. Los tres osos dan un paseo.</p> <p>Oso – Bear</p> <p>How many times does this word appear in the text?</p> <p>Find these words in the text in Spanish and write them in the space:</p> <p>The 3 bears _____ Papa Bear _____ Mama Bear _____</p> <p>Baby Bear _____ The three bears take a walk _____</p> <p>Which letters of the alphabet are different in English and Spanish?</p> <p>Which words are similar in English and Spanish?</p>	<p>Give students the text and ask questions to prompt problem solving.</p> <p>Hay tres osos: Papá Oso, Mamá Osa y Bebé Oso. Papá Oso es grande. Mamá Osa es mediana. Bebé Oso es pequeño. Los tres osos viven en una casa pequeña. Los tres osos dan un paseo.</p> <ul style="list-style-type: none"> <li>• How much of this text do you understand?</li> <li>• What strategies did you use to help you understand?</li> <li>• What other strategies could you use?</li> <li>• Did your first language or other language/s you know help you to make sense of the text?</li> </ul>	<p><b>WHY would you ask students to find relationships between languages (Spanish/English/other languages) when decoding text?</b></p> <p>So students notice there are connections between languages that can help them to make meaning.</p> <p><b>HOW does this develop powerful/expert learners?</b></p> <p>Students develop their ability to infer meaning when they find connections.</p>

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STRATEGIES & TECHNIQUES	BEFORE	AFTER	REFLECTION: WHY AND HOW?
<p><b>Generalise</b> Ask students to construct general rules by identifying patterns.</p>	<p><b>FRENCH – Homes</b> Produce a poster showing a plan of your house and photos of the rooms, with labels written in French.</p>	<p>Show students a slideshow of a variety of photos of homes:</p> <ul style="list-style-type: none"> <li>• in France (eg châteaux, ferme, appartement, longère, mas, pavillon...)</li> <li>• in Australia (eg villa, flat, underground home in Coober Pedy, houseboat, caravan, car...).</li> </ul> <p>Consider:</p> <ul style="list-style-type: none"> <li>• What makes a place a home?</li> <li>• When is a place not a home?</li> </ul> <p>In small groups create a general rule that defines what makes a place a home.</p> <p>Use the generalisation you have created as the heading for a poster of your home. Include a plan of your home and photos of the room/s. Label in French. Remember to include and label the features that make your place a home.</p>	<p><b>WHY would you ask students to think philosophically to define what makes a place a 'home'?</b> So students develop a sense of connectedness by constructing a general rule about homes that goes beyond a surface view of the features of dwellings.</p> <p><b>HOW does this develop powerful/expert learners?</b> Students develop the capacity to think critically and analytically, build self-efficacy and develop deep intercultural understanding, when they generalise to create definitions for themselves.</p>