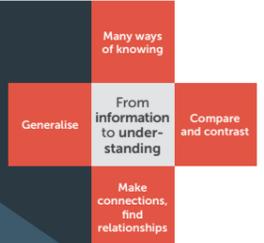


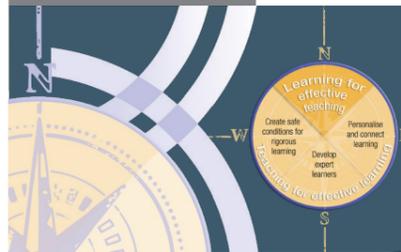
GOAL – Getting the students doing the thinking in languages

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



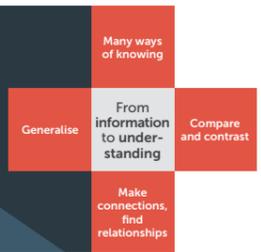
STRATEGIES & TECHNIQUES	BEFORE	AFTER	REFLECTION: WHY AND HOW?								
VIETNAMESE – Tết											
<p>Many ways of knowing</p> <p>Ask students to show what/how they know in more than one way.</p>	<ul style="list-style-type: none"> In groups share your knowledge/research of Tết (Vietnamese Lunar New Year). Compare Tết celebrations with how your family/culture marks significant celebrations, eg New Year, Christmas, Eid-al-Fitr, Chanukah, etc. Make a Tết (Vietnamese Lunar New Year) greeting card, eg Chúc Mừng năm mới, for parents, grandparents, relatives, friends and/or teachers. Refer to the vocabulary list provided and a Vietnamese-English dictionary to support your writing. 	<ul style="list-style-type: none"> In groups share your knowledge/research of Tết (Vietnamese Lunar New Year). Compare Tết celebrations with how your family/culture marks significant celebrations, eg New Year, Christmas, Eid-al-Fitr, Chanukah, etc. Present your findings/discussion/knowledge of Tết in 2 or more different ways, eg role-play, poster, greeting cards, PowerPoint, written explanation etc. Refer to the vocabulary list provided and a Vietnamese-English dictionary to support your writing. 	<p>WHY would you ask students to show their knowledge about Vietnamese New Year in more than one way?</p> <p>So students develop and demonstrate their understanding of a concept and how it presents in different modes and genres.</p> <p>HOW does this develop powerful/expert learners?</p> <p>Students learn concepts deeply when they creatively communicate information in diverse ways.</p>								
AUSLAN – Deaf art											
<p>Compare and contrast</p> <p>Ask students to identify similarities and differences.</p> <p>(Auslan translation: https://youtu.be/Y_V5_EPsR8Y)</p>	<p>Choose one of the following Deaf artists to research:</p> <table border="1" data-bbox="400 940 1003 1096"> <tr> <td>Betty Miller</td> <td>Kurt Stoskopf</td> </tr> <tr> <td>Matt Daigle</td> <td>Nancy Rourke</td> </tr> <tr> <td>Ann Silver</td> <td>Allen Ford</td> </tr> <tr> <td>Chuck Baird</td> <td>Susan Dupor</td> </tr> </table> <p>Create a presentation in Auslan which includes:</p> <ul style="list-style-type: none"> information about the Deaf person such as where they live, why they are an artist, what type of art they produce examples of their art work your reflection on what you think the artist is trying to express and how this has made you feel. <p>Present your information to the class. You can use signbank and the Auslan dictionary to support you to translate your text.</p> <p>(Auslan translation: https://youtu.be/sP-zg5gKHKw)</p>	Betty Miller	Kurt Stoskopf	Matt Daigle	Nancy Rourke	Ann Silver	Allen Ford	Chuck Baird	Susan Dupor	<p>Look at a few artworks created by different Deaf artists. Possible website: http://TLinSA.2.vu/DeafArtists</p> <p>Choose a few artworks from at least two different artists.</p> <p>Compare the similarities/differences between the artworks, in terms of the following questions:</p> <ul style="list-style-type: none"> What messages are they trying to convey? How are the messages conveyed? (eg choice of techniques, images, colours, metaphors, etc) Would these artworks be perceived in the same way/differently by Deaf and hearing people? How do they connect to the Deaf community/culture/language? What is your personal reaction to these artworks? <p>Create a presentation in Auslan to demonstrate your understanding about these artists and your interpretation of the meaning of their artworks.</p> <p>You can use signbank and the Auslan dictionary to support you to translate your text.</p> <p>Present your information to the class.</p> <p>(Auslan translation: https://youtu.be/UmlGoanhPQE)</p>	<p>WHY would you ask students to compare artworks from Deaf artists?</p> <p>So students deepen their understanding of Deaf identity and culture by noticing similarities and differences between artworks and the messages being communicated.</p> <p>HOW does this develop powerful/expert learners?</p> <p>Students develop deep understanding when they explain and justify their thinking using and sharing personal observations of similarities and differences.</p> <p>(Auslan translation: https://youtu.be/OpHyeCqUQX4)</p>
Betty Miller	Kurt Stoskopf										
Matt Daigle	Nancy Rourke										
Ann Silver	Allen Ford										
Chuck Baird	Susan Dupor										

Continued on page 2



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>Make connections, find relationships</p> <p>Have students make meaning by asking them to connect pieces of information.</p>	<p>PITJANTJATJARA – Naming and classifying birds</p>		<p>WHY would you ask students to group birds by seeing the connections between them?</p> <p>So students notice and relate different aspects of the features of birds with their names, and explain their reasoning for classifying them in the way that they have.</p> <p>HOW does this develop powerful/expert learners?</p> <p>Students think critically and analytically when they make connections/find relationships.</p>
<p>Generalise</p> <p>Ask students to construct general rules by identifying patterns.</p>	<p>JAPANESE – Past tense of adjectives</p>		<p>WHY would you provide students the opportunity to deduce the rule rather than explaining the grammar rule at the outset?</p> <p>So students learn that they can deduce grammatical rules for themselves, through comparison and analysis of language in texts.</p> <p>HOW does this develop powerful/expert learners?</p> <p>Students develop greater capacity to think critically and analytically, build self-efficacy and develop deep understanding of language, when they identify, generalise and test grammatical patterns or rules.</p>
	<p>In Japanese, the adjectives change to indicate the past tense.</p> <p>For example:</p> <p>It is interesting. It was interesting. おもしろいです。おもしろかったです。</p> <p>It is enjoyable. It was enjoyable. たのしいです。たのしかったです。</p> <p>Practise this using the text book examples.</p>	<p>These sentences use familiar vocabulary. Notice what happens when the tense is changed in these sentences.</p> <p>Examples:</p> <p>It is interesting. It was interesting. おもしろいです。おもしろかったです。</p> <p>It is enjoyable. It was enjoyable. たのしいです。たのしかったです。</p> <p>It is delicious. It was delicious. おいしいです。おいしかったです。</p> <p>What might the rule be? Share your idea(s) with a partner and justify your reasons.</p>	