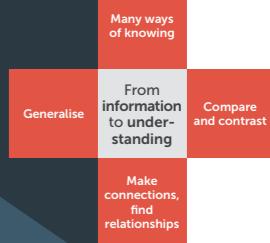


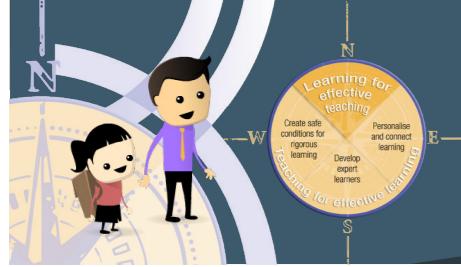
GOAL – Getting the students doing the thinking in languages

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



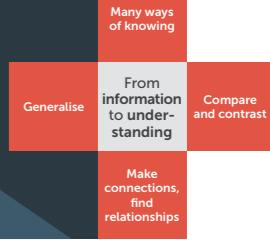
STRATEGIES & TECHNIQUES	BEFORE	AFTER	REFLECTION: WHY AND HOW?
Many ways of knowing Ask students to show what/how they know in more than one way.	<p>To understand Adnyamathanha family structure and the words used to talk about family members.</p> <p>Make a book with photos or drawings of your family members with the relationship names in Adnyamathanha, eg 'Inhwartanha 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>To understand Adnyamathanha family structure and the words used to talk about family members.</p> <ol style="list-style-type: none"> 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 'Inhwartanha ngatyu ngami'. 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?' 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. 4 What other questions do you have? What other information could you add? 	<p>WHY would you ask students to reflect on how families are defined in Adnyamathanha culture by representing relationships in more than one way? 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>HOW does this develop powerful/expert learners? Students learn concepts deeply when they creatively communicate information in various ways.</p>
Compare and contrast Ask students to identify similarities and differences.	<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"> 1 What product is being advertised? 2 What slogan has been used? 3 Have the following features been used: <ul style="list-style-type: none"> language colours branding images text type and size? 	<p>Compare the Italian advertisements you have been given.</p> <ol style="list-style-type: none"> 1 What product is being advertised in each? 2 What slogan has been used in each? 3 Consider what is the same/different about the use of: <ul style="list-style-type: none"> language colours branding images text type and size. <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>WHY would you ask students to compare and contrast different visual features of advertisements? So students learn to notice and analyse how visual texts are constructed and the subsequent effect on getting a message across.</p> <p>HOW does this develop powerful/expert learners? Students develop deep understanding when they explain and justify their thinking by using personal observations of similarities and differences.</p>
Make connections, find relationships Have students make meaning by asking them to connect pieces of information.	<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 How many times does this word appear in the text? Find these words in the text in Spanish and write them in the space: The 3 bears _____ Papa Bear _____ Mama Bear _____ Baby Bear _____ The three bears take a walk _____ Which letters of the alphabet are different in English and Spanish? 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"> • How much of this text do you understand? • What strategies did you use to help you understand? • What other strategies could you use? • Did your first language or other language/s you know help you to make sense of the text? 	<p>WHY would you ask students to find relationships between languages (Spanish/English/other languages) when decoding text? So students notice there are connections between languages that can help them to make meaning.</p> <p>HOW does this develop powerful/expert learners? Students develop their ability to infer meaning when they find connections.</p>

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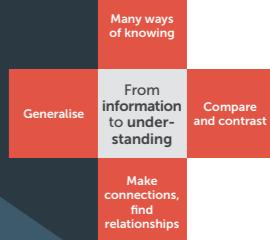
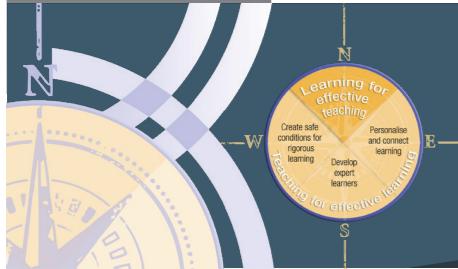


GOAL – Getting the students doing the thinking in languages

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



STRATEGIES & TECHNIQUES	BEFORE	AFTER	REFLECTION: WHY AND HOW?
	FRENCH – Homes		
Generalise Ask students to construct general rules by identifying patterns.	Produce a poster showing a plan of your house and photos of the rooms, with labels written in French.	Show students a slideshow of a variety of photos of homes: <ul style="list-style-type: none"> • in France (eg châteaux, ferme, appartement, longère, mas, pavillon...) • in Australia (eg villa, flat, underground home in Coober Pedy, houseboat, caravan, car...). Consider: <ul style="list-style-type: none"> • What makes a place a home? • When is a place not a home? In small groups create a general rule that defines what makes a place a home. 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.	WHY would you ask students to think philosophically to define what makes a place a 'home'? 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. HOW does this develop powerful/expert learners? 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.

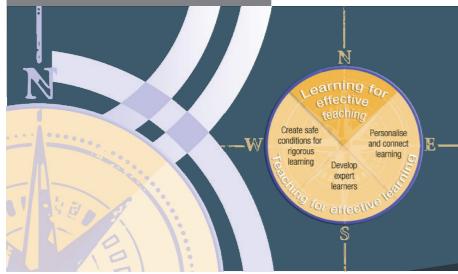


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Transforming tasks strategy: from **information** to **understanding**

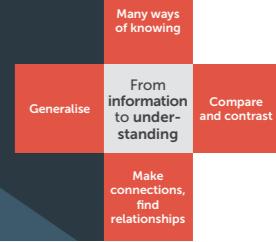
STRATEGIES & TECHNIQUES	BEFORE	AFTER	REFLECTION: WHY AND HOW?								
	VIETNAMESE – Tết										
Many ways of knowing Ask students to show what/how they know in more than one way.	<ul style="list-style-type: none"> In groups share your knowledge/research of Tết (Vietnamese Lunar New Year). Compare Tết 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. 	WHY would you ask students to show their knowledge about Vietnamese New Year in more than one way? So students develop and demonstrate their understanding of a concept and how it presents in different modes and genres. HOW does this develop powerful/expert learners? Students learn concepts deeply when they creatively communicate information in diverse ways.								
AUSLAN – Deaf art											
Compare and contrast Ask students to identify similarities and differences. (Auslan translation: https://youtu.be/Y_V5_EPsR8Y)	<p>Choose one of the following Deaf artists to research:</p> <table border="1"> <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. (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. (Auslan translation: https://youtu.be/UmlGoanhPQE)</p>	WHY would you ask students to compare artworks from Deaf artists? So students deepen their understanding of Deaf identity and culture by noticing similarities and differences between artworks and the messages being communicated. HOW does this develop powerful/expert learners? Students develop deep understanding when they explain and justify their thinking using and sharing personal observations of similarities and differences. (Auslan translation: https://youtu.be/OpHyeCqUQX4)
Betty Miller	Kurt Stoskopf										
Matt Daigle	Nancy Rourke										
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STRATEGIES & TECHNIQUES	BEFORE	AFTER	REFLECTION: WHY AND HOW?
	PITJANTJATJARA – Naming and classifying birds		
Make connections, find relationships Have students make meaning by asking them to connect pieces of information.	<p>Tjulpu kutjupa-kutjupa tjuta ngaranyi.</p> <ul style="list-style-type: none"> • There are lots of different birds. <p>Tjulpu ini tjuta kulira walkatjura.</p> <ul style="list-style-type: none"> • Brainstorm as many names of birds from memory as you can. <p>Nyiri panya tjulputjara atira nyawa.</p> <ul style="list-style-type: none"> • Check with the text about birds. <p>Write sentences about what the birds eat.</p>	<p>Tjulpu kutjupa-kutjupa tjuta ngaranyi.</p> <ul style="list-style-type: none"> • There are lots of different birds. <p>Tjulpu ini tjuta kulira walkatjura.</p> <ul style="list-style-type: none"> • Brainstorm as many names of birds from memory as you can. <p>Nyiri panya tjulputjara atira nyawa.</p> <ul style="list-style-type: none"> • Check with the text about birds. <p>Tjara mankurpa palyala tjulpu tjuta tjarantjaku. Tjulpu kulira ini tjuta nyakula tjarara tjara kutjungka tjarpatjura.</p> <ul style="list-style-type: none"> • Divide the birds into three groups. <p>Yaaltji-yaaltjin ngurkantara tjaranu?</p> <ul style="list-style-type: none"> • How did you decide on how to separate them? <p>Nyaa tjuta lipula ngaranyi?</p> <ul style="list-style-type: none"> • What is similar between the groups? <p>Nyaa tjuta kutjupa nguwanpa ngaranyi?</p> <ul style="list-style-type: none"> • What is different? <p>Record your information on a Venn diagram.</p>	<p>WHY would you ask students to group birds by seeing the connections between them? 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? Students think critically and analytically when they make connections/find relationships.</p>
JAPANESE – Past tense of adjectives			
Generalise Ask students to construct general rules by identifying patterns.	<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. おいしくです。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>	<p>WHY would you provide students the opportunity to deduce the rule rather than explaining the grammar rule at the outset? 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? 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>