

# BRIDGE

AUSTRALIA-INDONESIA SCHOOL PARTNERSHIPS

Title	The Language We Use
Summary / overview	This collaboration activity is a game much like the game 'Articulate'. Using the Wikispace, the students provide each other with clues to words that are used in their daily lives.
Theme(s)	Language / popular culture
Objective(s)	Through this collaboration activity, partner schools and students will:  1. Identify the colloquial and/or popular culture language in both languages
Organisational details	
Languages	English / Bahasa Indonesia
Subject Area(s)	Languages Other Than English, English (Reading, Writing, Speaking and Listening)
Duration	5 weeks (could be shorter)

## Project description

Week	Focus	Activity(ies) description	ICT / non ICT tools to support the collaboration	Resources	Useful links	Hints
Week 1	The language we use	<p>In week 1, your students will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Focus on identifying language that is specific to their own country</li> </ul> <p><b>Explore different media</b> Discuss with your students the different contents of their language use and create a list, such as:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Colloquial language</li> <li><input type="checkbox"/> Popular culture language</li> <li><input type="checkbox"/> Mobile texting language</li> <li><input type="checkbox"/> Internet (chatting) language</li> <li><input type="checkbox"/> Language the students use on a regular basis</li> </ul> <p><b>Post on the Wikispace</b> At the end of this activity, your students should have come up with at least 15 – 20 words and post these onto the Wikispace.</p> <p>Don't include any definitions of the words here.</p> <p><b>What's next?</b> In preparation for next week, your students should agree on a very brief definition of what each word means and keep a record of these in your class. (Don't post them onto the Wikispace as yet.)</p> <p>Your students are going to play a word game with their partner school students.</p>	<p>ICT Options:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Wikispace</li> </ul>			<p>The type of language used will depend on the context and will differ across the two countries involved in the BRIDGE Project.</p> <p>This could provide you and your students with some valuable insights into how things can change depending on the cultural context., For instance, texting language could be very different in each country.</p> <p>Explore the reasons why this is so with your students.</p> <p>You could even work together towards developing a shared language.</p>

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Week 2	Planning the game	<p>In week 2, your students will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Continue and finalising formulating clues for the students in their partner class</li> </ul> <p><b>Clues – the game begins</b> Once your students have reached a consensus over the words to be posted on the Wikispace, they need to start developing clues.</p> <p><b>How many is enough?</b> At least 4 clues should be provided for each word.</p> <p>The clues should increase in clarity but not be so simple that their meaning is immediately obvious.</p> <p>An example of this is: Word: <i>this arvo</i> (an Australian colloquial expression):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A time of day (afternoon)</li> <li><input type="checkbox"/> After midday</li> </ul> <p>Word: <i>My bad</i> (a popular saying by students in Australia)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A mistake made</li> </ul> <p><b>Test with each other first</b> Your students may test their words and clues on their classmates and teachers to ensure that they are clear and not too obscure before posting the clues on the Wikispace.</p>	<p>ICT Options:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Wikispace</li> </ul>	<p>It could be useful to play the game 'Articulate' to further understand the requirements (see the Hints section for more information on how 'Articulate' works).</p>		<p>Depending on your class size, each student could be responsible for one word.</p> <p>More information about the 'Articulate' Game:</p> <p>How would you describe the process of oxidisation?</p> <p>Without saying his name, could you get your team members to guess that you're talking about Sir Walter Raleigh?</p> <p>Is your geography strong enough to deduce that the city your team-mate confidently describes as being situated on the Bosphorus and previously known as Byzantium, is actually Istanbul?</p> <p>This is how 'Articulate' works. It's a team game, sort of resembling Trivial Pursuit in set up, with several categories including: Nature (animals, fruits etc.), Action (e.g. drizzling, multiplying etc.), Person, World, Object (almost anything) and the maddening Random, which may be a concept like 'although' or 'universal', a process like 'oxidisation' or even an event.</p>

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Week 3	Playing the Game Stage1	<p>In week 3, your students will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Begin to play the game</li> </ul> <p><b>Before play</b> Before trying to play the game, two threads need to be set up on the Wikispace:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> one for the Indonesian words and</li> <li><input type="checkbox"/> one for the Australian words</li> </ul> <p><b>Playing the game</b> The game will be played on the Wikispace.</p> <p>It is up to the teacher/students to decide whether to work as a team to uncover the meaning of the words or alternatively to work in pairs.</p> <p><b>The aim</b> The team that wins is the one that correctly defines the most words in the given time frame.</p>	<p>ICT Options:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Wikispace</li> <li><input type="checkbox"/> Internet</li> <li><input type="checkbox"/> Computer access required</li> </ul>			<p>You can give your students a finite amount of time to play the game – such as 30 minutes – and could even try and schedule a synchronous time when both partner schools can play.</p>

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Week 4	Playing the Game Stage 2	<p>In week 4, your students will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Continue playing the game and rectify any problems that may have developed</li> </ul> <p><b>Playing up and taking shots</b> Set up opportunities for all students to attempt to determine the words at least once.</p> <p><b>Continuing to play</b> The game should be in full swing. If there are issues in playing the game such as having trouble working out the word, additional clues could be requested.</p> <p>This may be a little slow and may take an extra week because of internet/computer access.</p>	<p>ICT Options:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Wikispace</li> <li><input type="checkbox"/> Internet</li> <li><input type="checkbox"/> Computer access required</li> </ul>			

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Week 5	Reflecting on the Game	<p>In week 5, your students will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Spend time reflecting on the language we use</li> </ul> <p><b>Reflecting on the language used</b> Students are expected to write a reflection about the language we use.</p> <p>This could include insights into their own language and the alternate language.</p> <p>This activity can be done in the students' own language.</p>				
Outcomes/ Outputs	<ul style="list-style-type: none"> <li><input type="checkbox"/> There will be no final product, other than the reflection</li> <li><input type="checkbox"/> Languages teachers may choose to use the basis of this activity to make a feature in the classroom</li> <li><input type="checkbox"/> Students could also make posters including their new vocabulary</li> </ul>					