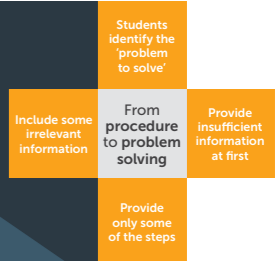


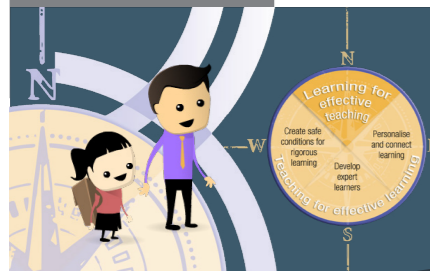
# GOAL – Getting the students doing the thinking in languages

## Transforming tasks strategy: from **procedure** to **problem solving**



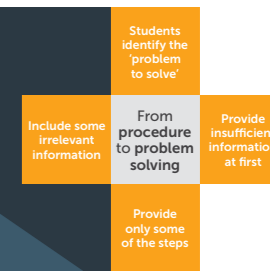
STRATEGIES & TECHNIQUES	BEFORE	AFTER	REFLECTION: WHY AND HOW?
<b>VIETNAMESE – Bánh chưng</b>			
<p><b>Students identify the 'problem to solve'</b></p> <p>Present a provocation and ask students to determine the problem to solve.</p>	<p>Students learn about Bánh chưng, including its:</p> <ul style="list-style-type: none"> <li>• recipe</li> <li>• history</li> <li>• cultural significance</li> <li>• importance in Tết, Vietnamese New Year.</li> </ul>	<p>Groups of students are given different versions of Bánh chưng vuông, bánh tét tròn.</p> <p>Bánh chưng is a significant part of Tết celebrations. (Students may unwrap, smell and taste a Bánh chưng.)</p> <ul style="list-style-type: none"> <li>• What do you want to know?</li> <li>• How can you find out?</li> </ul> <p>Share your findings with other groups.</p> <ul style="list-style-type: none"> <li>• What questions do you have now?</li> </ul>	<p><b>WHY would you ask students to come up with their own questions about Bánh chưng?</b></p> <p>So student curiosity is activated, and they are researching for information they genuinely want to know the answer to.</p> <p><b>HOW does this develop powerful/expert learners?</b></p> <p>Students develop an inquisitive disposition for learning as they learn to formulate questions from the things that they notice.</p>
<b>PITJANTJATJARA – Staying safe</b>			
<p><b>Provide insufficient information at first</b></p> <p>Give a perplexing problem and slowly provide information as needed.</p>	<ul style="list-style-type: none"> <li>• Read the story (Kaḷaya Kuḷunypa).</li> <li>• Explain the message of not going off on your own.</li> <li>• Use sentences from the book to make new sentences. Ask questions about the story 'Nyaaku...?' (Why...?).</li> <li>• What is the message (staying safe)?</li> <li>• What could happen to you in:                             <ul style="list-style-type: none"> <li>– ngurangka (home)</li> <li>– kuulangka (school)</li> <li>– community-ngka (community)</li> <li>– puṯingka (bush)</li> <li>– tjitingka (city).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Read the story (Kaḷaya Kuḷunypa).</li> <li>• Ask questions about the story 'Nyaaku...?' (Why...?).</li> <li>• What is the message (staying safe)?</li> <li>• Yaaltji-yaaltji nyuntu atuny-atunypa nyinaku? (What does staying safe look like in the following places?):                             <ul style="list-style-type: none"> <li>– ngurangka (home)</li> <li>– kuulangka (school)</li> <li>– community-ngka (community)</li> <li>– puṯingka (bush)</li> <li>– tjitingka (city).</li> </ul> </li> <li>• What do you need to know in order to suggest how to keep safe in these places? How might you find out?</li> <li>• How has staying safe changed irititja munu kuwaritja (old days and now)?</li> <li>• What new places do you need to be safe in, that your grandparents didn't?</li> </ul>	<p><b>WHY would you ask students to deeply interrogate the concept of 'staying safe' in different places?</b></p> <p>So students analyse the problem for themselves, and identify the information that is required to solve it.</p> <p><b>HOW does this develop powerful/expert learners?</b></p> <p>Students develop self-efficacy and independence as learners, becoming resourceful and imaginative in identifying the information that is required to solve a problem.</p>
<b>GERMAN – Berlin Wall</b>			
<p><b>Provide only some of the steps</b></p> <p>Provide prompts and support to scaffold the learning as needed.</p>	<p>The Berlin Wall was built in 1961 and pulled down in 1989.</p> <p>In groups, use a list of dated significant events to create a timeline of events surrounding the erecting of the Berlin Wall.</p> <p>Match the events to a series of famous quotes and photos of the Berlin Wall ranging from its initial construction to its demolition.</p> <p>Compare your timeline to the timeline of other groups, and check accuracy against the answer sheet.</p>	<p>You will be creating a timeline that orders significant events, including photos and quotes about the Berlin Wall, from its initial construction to its demolition.</p> <p>Before you begin, work in a small group to decide what resources and information you will need, and the order of actions you will take to complete this task successfully.</p> <p>Contribute ideas to a class discussion. Develop a sequence of steps that you will follow.</p> <p>Create your timeline. Compare it to the timeline of other groups. Discuss. Do you all agree on the order of events, and which ones should be considered significant? Justify your thinking and listen to the reasoning of others. Alter your sequence if your thinking changes.</p> <p>Evaluate your timeline against an answer sheet at the conclusion of the task. Discuss. Do you agree?</p>	<p><b>WHY would you ask students to plan and implement the steps required for them to make a timeline by themselves?</b></p> <p>So students learn to strategically plan the small steps in achieving a goal, and build effective collaboration and negotiation skills.</p> <p><b>HOW does this develop powerful/expert learners?</b></p> <p>Students develop independence as learners, becoming more resourceful and resilient as they self-manage, persist with formulating their own approach to solving a problem, and work as a productive team.</p>

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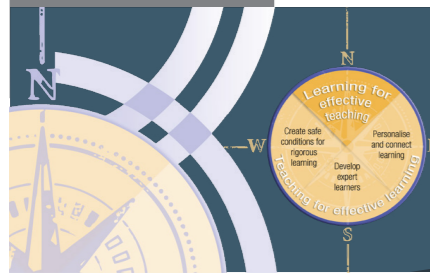


# GOAL – Getting the students doing the thinking in languages

## Transforming tasks strategy: from **procedure** to **problem solving**

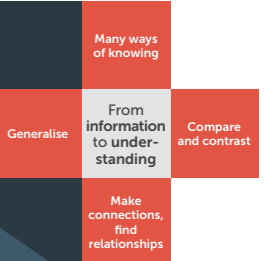


STRATEGIES & TECHNIQUES	BEFORE	AFTER	REFLECTION: WHY AND HOW?
<p><b>Include some irrelevant information</b></p> <p>Give additional information that is not required to do the task.</p>	<p>INDONESIAN – Mandi</p>		
			<p><b>WHY would you ask students to sequence a story, but include irrelevant text?</b></p> <p>So students learn to evaluate and distinguish between relevant and irrelevant information.</p> <p><b>HOW does this develop powerful/expert learners?</b></p> <p>Students learn to be discerning about the relevance of information for intended purposes.</p>
	<p>Sequence and label the screen shots above to demonstrate your understanding of the video story (<a href="https://youtu.be/1rNafoJF_Gw">https://youtu.be/1rNafoJF_Gw</a>).</p> <p>Using the text provided below, identify and match as many sentences as are applicable to the 5 video screen shots above (<a href="https://youtu.be/1rNafoJF_Gw">https://youtu.be/1rNafoJF_Gw</a>).</p> <p>Task text:</p> <p>Ada laki-laki. Nama laki-laki Adi. Adi tinggal di desa kecil dengan ibunya. Ibu Adi kurang senang. Ibu Adi marah. Ibu berkata, "Ayo! Mandi!" Adi tidak mau mandi; Adi mau bernyanyi. Adi berjalan-kaki pelan-pelan ke kamar mandi. Adi membawa handuk, gayung, sabun, odol dan sikat gigi. Adi nakal. Adi kurang cepat mandi. Adi berdansa dengan gayung.</p> <p>Ada teman melihat Adi berdansa. Namanya Budi. Budi merekam Adi berdansa di kamar mandi dan upload videonya ke YouTube.</p> <p>Banyak orang menonton video. Videonya popular sekali! Orang di desa menonton video. Orang di kota menonton video. Orang-orang suka menonton video. Orang-orang mau berdansa juga! Ada banyak orang berdansa seperti Adi. Astaga!</p> <p>Adi mandi pelan-pelan. Adi keluar dari kamar mandi. Ada banyak orang di luar kamar mandi. Adi terkenal! Astaga!</p>		



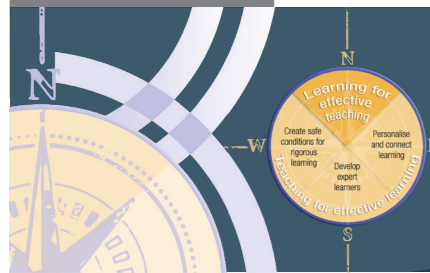
# GOAL – Getting the students doing the thinking in languages

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



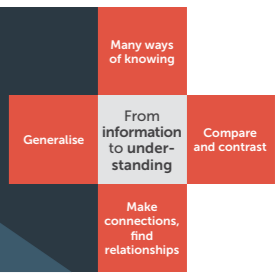
STRATEGIES & TECHNIQUES	BEFORE	AFTER	REFLECTION: WHY AND HOW?								
<b>VIETNAMESE – Tết</b>											
<p><b>Many ways of knowing</b></p> <p>Ask students to show what/how they know in more than one way.</p>	<ul style="list-style-type: none"> <li>In groups share your knowledge/research of Tết (Vietnamese Lunar New Year).</li> <li>Compare Tết celebrations with how your family/culture marks significant celebrations, eg New Year, Christmas, Eid-al-Fitr, Chanukah, etc.</li> <li>Make a Tết (Vietnamese Lunar New Year) greeting card, eg Chúc Mừng năm mới, for parents, grandparents, relatives, friends and/or teachers.</li> <li>Refer to the vocabulary list provided and a Vietnamese-English dictionary to support your writing.</li> </ul>	<ul style="list-style-type: none"> <li>In groups share your knowledge/research of Tết (Vietnamese Lunar New Year).</li> <li>Compare Tết celebrations with how your family/culture marks significant celebrations, eg New Year, Christmas, Eid-al-Fitr, Chanukah, etc.</li> <li>Present your findings/discussion/knowledge of Tết in 2 or more different ways, eg role-play, poster, greeting cards, PowerPoint, written explanation etc.</li> <li>Refer to the vocabulary list provided and a Vietnamese-English dictionary to support your writing.</li> </ul>	<p><b>WHY would you ask students to show their knowledge about Vietnamese New Year in more than one way?</b></p> <p>So students develop and demonstrate their understanding of a concept and how it presents in different modes and genres.</p> <p><b>HOW does this develop powerful/expert learners?</b></p> <p>Students learn concepts deeply when they creatively communicate information in diverse ways.</p>								
<b>AUSLAN – Deaf art</b>											
<p><b>Compare and contrast</b></p> <p>Ask students to identify similarities and differences.</p> <p>(Auslan translation: <a href="https://youtu.be/Y_V5_EPsR8Y">https://youtu.be/Y_V5_EPsR8Y</a>)</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"> <li>information about the Deaf person such as where they live, why they are an artist, what type of art they produce</li> <li>examples of their art work</li> <li>your reflection on what you think the artist is trying to express and how this has made you feel.</li> </ul> <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: <a href="https://youtu.be/sP-zg5gKHKw">https://youtu.be/sP-zg5gKHKw</a>)</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: <a href="http://TLinSA.2.vu/DeafArtists">http://TLinSA.2.vu/DeafArtists</a></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"> <li>What messages are they trying to convey?</li> <li>How are the messages conveyed? (eg choice of techniques, images, colours, metaphors, etc)</li> <li>Would these artworks be perceived in the same way/differently by Deaf and hearing people?</li> <li>How do they connect to the Deaf community/culture/language?</li> <li>What is your personal reaction to these artworks?</li> </ul> <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: <a href="https://youtu.be/UmlGoanhPQE">https://youtu.be/UmlGoanhPQE</a>)</p>	<p><b>WHY would you ask students to compare artworks from Deaf artists?</b></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><b>HOW does this develop powerful/expert learners?</b></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: <a href="https://youtu.be/OpHyeCqUQX4">https://youtu.be/OpHyeCqUQX4</a>)</p>
Betty Miller	Kurt Stoskopf										
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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><b>Make connections, find relationships</b></p> <p>Have students make meaning by asking them to connect pieces of information.</p>	<p><b>PITJANTJATJARA – Naming and classifying birds</b></p>		<p><b>WHY would you ask students to group birds by seeing the connections between them?</b></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><b>HOW does this develop powerful/expert learners?</b></p> <p>Students think critically and analytically when they make connections/find relationships.</p>
<p><b>Generalise</b></p> <p>Ask students to construct general rules by identifying patterns.</p>	<p><b>JAPANESE – Past tense of adjectives</b></p>		<p><b>WHY would you provide students the opportunity to deduce the rule rather than explaining the grammar rule at the outset?</b></p> <p>So students learn that they can deduce grammatical rules for themselves, through comparison and analysis of language in texts.</p> <p><b>HOW does this develop powerful/expert learners?</b></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, <b>the adjectives</b> 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>	