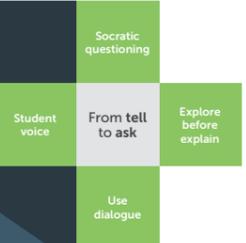


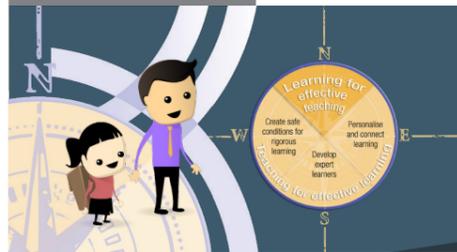
GOAL – Getting the students doing the thinking in languages

Transforming tasks strategy: from **tell** to **ask**



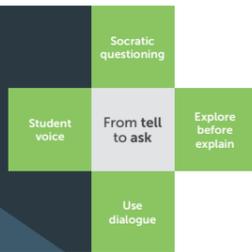
STRATEGIES & TECHNIQUES	BEFORE	AFTER	REFLECTION: WHY AND HOW?
<p>Explore before explain Ask students to try their ideas first.</p>	<p>SPANISH – What is the grammar rule?</p> <ul style="list-style-type: none"> Listen carefully to information about the grammatical rules, eg for writing phrases containing a noun and an adjective (word order, gender and article). Watch the teacher demonstrate how the rules are applied. Complete the grammar exercises on your sheet, to practice applying the rules. 	<p>Students work in small groups to compose a phrase eg 'The red apple' in Spanish and each group writes their phrase on the board.</p> <p>Teacher circles errors without explaining the grammatical rule.</p> <p>Students:</p> <ul style="list-style-type: none"> notice the errors circled by the teacher consider how to correct their sentences by checking and comparing their ideas with other groups repeat the process using another phrase, where the same rule applies, eg 'The yellow banana'. <i>Can you notice the patterns of errors?</i> repeat the process until feedback from the teacher affirms that the rule has been applied correctly articulate the grammar rules needed to write phrases containing a noun and an adjective. 	<p>WHY would you have students explore their ideas for the grammatical structure of a phrase in Spanish before giving feedback to develop the rule?</p> <p>So students learn to engage with grammatical structures beyond rote learning, making connections to prior knowledge including noticing the similarities and differences between English, Spanish and other language(s) they may know.</p> <p>HOW does this develop powerful/expert learners?</p> <p>Students learn to think creatively and logically while gaining confidence and becoming independent in initiating and directing their own learning.</p>
<p>Student voice Ask students to decide how they might do this best.</p>	<p>KAURNA – Identifying word gaps in revival languages</p> <p>How is a language reclaimed/refound?</p> <p>Why did Kaurna stop being used? How was it reclaimed/refound? What words, ideas, objects, etc can't be expressed in Kaurna?</p> <p>As the language wasn't used for a long time, there are word gaps, for example words about transport.</p> <ul style="list-style-type: none"> There are now Kaurna words for car, bus, plane and bike. How were they created/constructed? Create/construct a Kaurna word for 'motorbike' using the following options: <ul style="list-style-type: none"> onomatopoeia borrow from another language, eg neighbouring or related language look at the purpose of the object to create a new word the look of the object. Explain to the class how you created/constructed your word for 'motorbike'. Explain the protocols (ie consult Elders, universities) for a new word to be officially accepted into the Kaurna language. 	<p>Why are there word gaps in revival languages like Kaurna?</p> <p>How can these word gaps be solved?</p> <p>Brainstorm possible strategies that could be used to create/construct words to fill word gaps in revival languages.</p> <p>In groups:</p> <ul style="list-style-type: none"> identify a word gap in the Kaurna language create/construct a new Kaurna word to fill this gap explain and justify the method/s used to create/construct the new Kaurna word. <p>What protocols would need to be observed in order for your word to be officially accepted into the Kaurna language?</p>	<p>WHY would you provide students with the experience of constructing new Kaurna words?</p> <p>So students feel ownership of the learning, and develop a deep understanding of how language evolves and the protocols that apply to Kaurna language revival.</p> <p>HOW does this develop powerful/expert learners?</p> <p>Students learn to think creatively and critically, valuing alternative thinking and ideas.</p>

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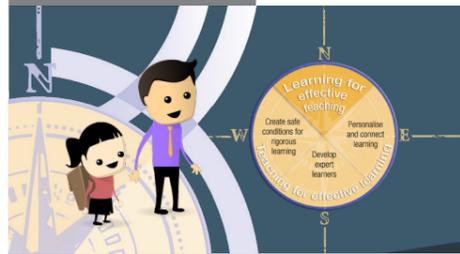
GOAL – Getting the students doing the thinking in languages

Transforming tasks strategy: from **tell** to **ask**

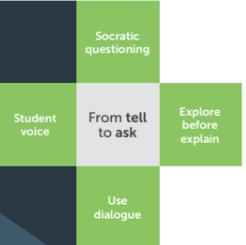


STRATEGIES & TECHNIQUES	BEFORE	AFTER	REFLECTION: WHY AND HOW?
<p>Socratic questioning</p> <p>Ask questions that help students dig deeper.</p>	<p>INDONESIAN – Lombok earthquake</p> <p>Listen to information about the 2018 Lombok earthquake and look at the map and the 2 pictures showing the evacuation of tourists from Lombok.</p> <p>Use the information and images to prepare a short dialogue, in Indonesian, between a tourist and a policeman about the impact of the earthquake.</p> <p>Image 1</p>  <p>Image 2</p>  <p>Image 3</p> 	<p>Look at the 3 images and discuss the following in small groups.</p> <p>Image 1</p> <ul style="list-style-type: none"> • What is this an image of? • What do you notice? • What do you think is happening? • What might be the purpose of the image? • Who might use this image? • What evidence supports your idea? <p>Image 3</p> <ul style="list-style-type: none"> • What do you notice? • What do you think is happening? • Where do you think this photo was taken? • Who could these people be? • What are these people doing? • How might these people be feeling? • Why do you say that? • What evidence is there to support your view? <p>Looking at images 1, 2 and 3</p> <ul style="list-style-type: none"> • What could be the relationship/connection between these images? • What makes you think that? • Are you making any assumptions? Why? What else might be possible? • How can you check/verify your thinking? <p>Listen to information about the 2018 Lombok earthquake. Use the information and images to prepare a short dialogue, in Indonesian, between a tourist and a policeman about the impact of the earthquake.</p>	<p>WHY would you ask students to hypothesise what might be happening in photos through asking Socratic questions?</p> <p>So students are guided and supported to make connections, think critically about visual texts and clarify what is being communicated.</p> <p>HOW does this develop powerful/expert learners?</p> <p>Students learn to respond to probing questions and to ask this type of question for themselves.</p>

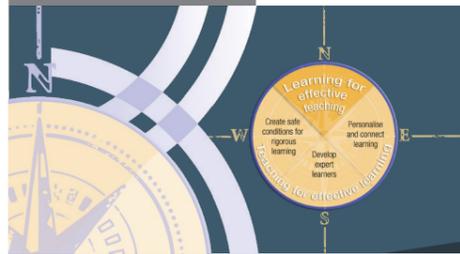
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GOAL – Getting the students doing the thinking in languages Transforming tasks strategy: from **tell** to **ask**

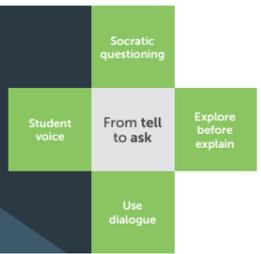


STRATEGIES & TECHNIQUES	BEFORE	AFTER	REFLECTION: WHY AND HOW?
<p>Use dialogue</p> <p>Ask students to interact and build meaning through learning conversations.</p> <p>(Auslan translation: https://youtu.be/as3SZOEn1a4)</p>	<p>AUSLAN – Translation</p> <p>Watch a recount signed by a Deaf visitor.</p> <p>Work in pairs to translate the recount from Auslan to English referring back to the video of the Auslan text if required.</p> <p>(Auslan translation: https://youtu.be/A5CaZ0IFogo)</p>	<p>Consider the following statement: 'If two people translate the same story in different ways one of them must be wrong.'</p> <p>Students move to one side of the room if they agree with the statement, and to the other side if they disagree. Each group formulates and presents an argument to justify their view.</p> <ul style="list-style-type: none"> • Watch a recount signed by a Deaf visitor. • In pairs translate the text. • Compare translations. What are you thinking now? <p>(Auslan translation: https://youtu.be/NwOzERLo3eU)</p>	<p>WHY would you have students use dialogue to grapple with a challenging question about translating text?</p> <p>So students clarify their ideas and develop a deep understanding of how languages work, and how translating one language into another is influenced by context, culture and perspective.</p> <p>HOW does this develop powerful/expert learners?</p> <p>Students learn to pay attention/actively listen to their peers, respectfully consider other points of view and communicate their ideas clearly.</p> <p>(Auslan translation: https://youtu.be/Z0jvFxm_-Xk)</p>



GOAL – Getting the students doing the thinking in languages

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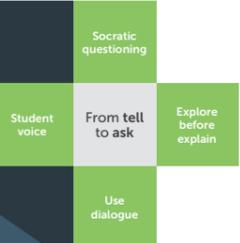


STRATEGIES & TECHNIQUES	BEFORE	AFTER	REFLECTION: WHY AND HOW?
<p>Socratic questioning</p> <p>Ask questions that help students dig deeper.</p>	<p>JAPANESE – Family</p> <p>Sketch your family tree:</p> <ul style="list-style-type: none"> Who is in your family? Who have you included? Who have you left out? Are all families the same? Are families in Japan the same/different? 		<p>WHY would you ask students to think philosophically about culture and how we define families?</p> <p>So students learn to think past stereotypical views and consider the influence of culture on the definition of family.</p> <p>HOW does this develop powerful/expert learners?</p> <p>Students learn to respond to probing questions and to ask this type of question themselves.</p>
<p>Explore before explain</p> <p>Ask students to try their ideas first.</p>	<p>GERMAN – Cooking utensils</p> <p>Show students videos demonstrating different specialist German utensils (eg Spätzle maker, cherry pitter, Mohn grinder, Spekulatius baking pan).</p> <p>Provide each group of students with a different German recipe and ask them to identify the specialist German utensil required for that recipe.</p> <p>Students record the names of the utensils and their function in their exercise books.</p>		<p>WHY would you have students explore their ideas about uses for German cooking utensils before informing them about what they are and their purpose?</p> <p>So students draw on prior knowledge about German dishes, the ingredients required, how they might be prepared and then make predictions about the purpose of the utensils.</p> <p>HOW does this develop powerful/expert learners?</p> <p>Students learn to think creatively and logically, while gaining confidence and becoming independent in initiating and directing their own learning.</p>

Continued on page 2

GOAL – Getting the students doing the thinking in languages

Transforming tasks strategy: from **tell** to **ask**



STRATEGIES & TECHNIQUES

BEFORE

AFTER

REFLECTION: WHY AND HOW?

SPANISH – Prepositions

Explore before explain

Ask students to try their ideas first.

Give students a list of prepositions (eg *delante de*, *debajo de*, etc) and a list of household objects (eg *la televisión*, *la mesilla*, etc) to learn.

They then complete sentences that describe the relative locations of the household objects.

1 Provide students with a list of household objects (eg *la televisión*, *el gato*, etc). Students write them into a table (see example below). Students then guess the meaning of each Spanish word and explain how they guessed it before checking the correct meaning in a dictionary.

Spanish word	Guess meaning	How did you guess?	Dictionary meaning
<i>la televisión</i>			
<i>el gato</i>			
etc...			

2 **Where is the ball?**

Once students know the Spanish vocabulary for household objects they match the picture to the corresponding phrase.

- Delante de la televisión
- Debajo del sofá
- Al lado de la lavadora
- Entre el baño y el váter
- Encima de la mesa
- Detrás de la mesilla
- A la derecha del gato
- En el frigorífico
- A la izquierda del perro

3 Students then use the pictures above to help them translate the prepositions in the table below.

Prepositions

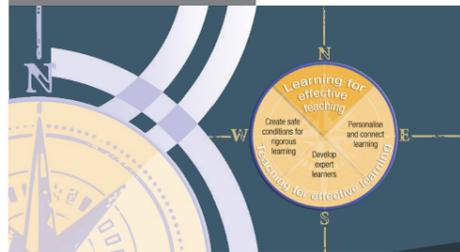
Spanish	English
<i>delante de</i>	
<i>debajo de</i>	
<i>al lado de</i>	
<i>entre...y...</i>	
<i>encima de</i>	
<i>detrás de</i>	
<i>a la izquierda de</i>	
<i>a la derecha de</i>	
<i>en</i>	

WHY would you ask students to use clues to guess the meaning of vocabulary and prepositions?

So students learn to engage with new vocabulary beyond rote learning, deciphering words by making connections to prior knowledge including noticing the similarities and differences between English and their own language.

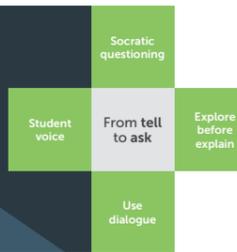
HOW does this develop powerful/expert learners?

Students learn to think creatively and logically, while gaining confidence and becoming independent in initiating and directing their own learning.



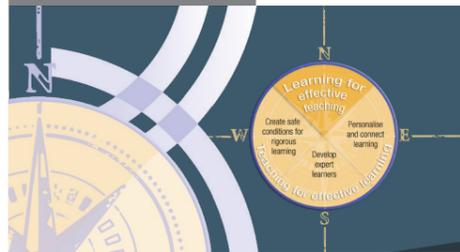
GOAL – Getting the students doing the thinking in languages

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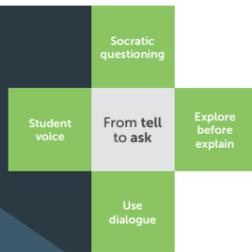
STRATEGIES & TECHNIQUES	BEFORE	AFTER	REFLECTION: WHY AND HOW?																																								
<p>Use dialogue Ask students to interact and build meaning through learning conversations.</p>	<p>CHINESE – Social values</p> <p>Watch the video excerpt from the Chinese television dating game, 'Fei Cheng Wu Rao' 非诚勿扰; 非诚勿扰 (<i>If You Are the One</i>), and read the background information about the show.</p> <p>Look for evidence in the video clip and background information, of traditional Chinese cultural values and complete the following table:</p> <table border="1" data-bbox="400 661 1294 1012"> <thead> <tr> <th>Cultural value</th> <th>Evidence</th> </tr> </thead> <tbody> <tr><td>respect for seniors</td><td></td></tr> <tr><td>importance of family</td><td></td></tr> <tr><td>security</td><td></td></tr> <tr><td>academic achievement</td><td></td></tr> <tr><td>harmony</td><td></td></tr> <tr><td>courtesy</td><td></td></tr> <tr><td>societal contribution</td><td></td></tr> <tr><td>role of males and females</td><td></td></tr> </tbody> </table> <p>Videos can be accessed on YouTube: http://TLinSA.2.vu/TTChineseDatingShow</p>	Cultural value	Evidence	respect for seniors		importance of family		security		academic achievement		harmony		courtesy		societal contribution		role of males and females		<p>Watch the video excerpt from the Chinese television dating game, 'Fei Cheng Wu Rao' 非诚勿扰; 非诚勿扰 (<i>If You Are the One</i>), and read the background information about the show.</p> <p>Think: Look for evidence in the video clip and background information, of traditional Chinese cultural values (eg respect for seniors, importance of security, etc).</p> <p>Pair: Work with a partner to complete the following table:</p> <table border="1" data-bbox="1323 745 2217 1096"> <thead> <tr> <th>Cultural value</th> <th>Evidence</th> </tr> </thead> <tbody> <tr><td></td><td></td></tr> </tbody> </table> <p>Read the following quote: <i>'In the eye of the government, If You Are the One has failed to fulfil its number one mission: to 'provide moral education in the form of entertainment'...'</i>¹</p> <p>Share: In a larger group of 3–4 pairs, use a dialogic process such as 'Community of Inquiry' to discuss questions such as:</p> <ul style="list-style-type: none"> • Do you think the show provides appropriate moral education to viewers? What evidence supports your view? • What aspects might be of concern for the Chinese Government? Why? • Would the Australian Government share the same concerns? Why/why not? • What are the underlying values of the show? • What values are portrayed in your favourite Australian light entertainment show? • How are the values portrayed in 'Fei Cheng Wu Rao' 非诚勿扰; 非诚勿扰 (<i>If You Are the One</i>) similar/different from: <ul style="list-style-type: none"> – the values of your community? – the values of non-mainland Chinese communities eg Hong Kong, Malaysia, Singapore, Macau? – the values of Australian-Chinese communities? – your own values? • Why do you think the show has become so popular globally? <p>¹ Sun W (2014) 'If You Are the One: Dating shows, reality TV, and the politics of the personal in urban China', <i>Australian Review of Public Affairs</i>, The University of Sydney, available at http://TLinSA.2.vu/IfYouAreTheOneChinaTV</p>	Cultural value	Evidence																					<p>WHY would you have students work with peers and grapple with challenging questions through dialogue? So students develop an international mindset by:</p> <ul style="list-style-type: none"> • making comparisons across and within cultures, about how cultural values are portrayed in the media • analysing the possible impact of globalisation and industrialisation on traditional social values. <p>HOW does this develop powerful/expert learners? Students develop a deeper understanding of Chinese language and associated cultures, appreciate diverse perspectives and develop communication skills.</p>
Cultural value	Evidence																																										
respect for seniors																																											
importance of family																																											
security																																											
academic achievement																																											
harmony																																											
courtesy																																											
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role of males and females																																											
Cultural value	Evidence																																										

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Transforming tasks strategy: from **tell** to **ask**



STRATEGIES & TECHNIQUES	BEFORE	AFTER	REFLECTION: WHY AND HOW?
<p>Student voice Ask students to decide how they might do this best.</p>	<p>FOOD</p> <p>Learning intention: Make cultural comparisons and clearly express a personal point of view.</p> <p>Consider the following statement: <i>'We don't have a distinctive Australian food, so we have food from everywhere all around the world. We're very multicultural.'</i> Hugh Jackman Do you agree with Hugh?</p> <p>Present a convincing and entertaining argument, justifying your personal viewpoint.</p> <p>You will present your argument as a 4–5 minute oral presentation, using up to 5 PowerPoint slides. Refer to the rubric for the success criteria to be used for grading.</p>	<p><i>'We don't have a distinctive Australian food, so we have food from everywhere all around the world. We're very multicultural.'</i> Hugh Jackman</p> <p>Discuss in small groups. Do you agree with Hugh? Justify your viewpoint, and listen to the views of others in your group.</p> <p>You will be presenting a convincing and entertaining argument, justifying your personal viewpoint.</p> <p>To do this:</p> <ul style="list-style-type: none"> locate the learning intentions of this task in the Achievement Standard and use this to co-develop the class assessment success criteria, eg creating a class rubric decide how you will present your argument to the class request targeted feedback from peers on your drafts, based on the success criteria and your own improvement goals refine your presentation before presenting/submitting for final summative assessment. 	<p>WHY would you give students a genuine role in deciding and contributing to what and how their learning is presented and assessed?</p> <p>So students feel ownership of the learning, and have a clear understanding of what is required to be successful. So they can apply their deep understanding of some of the cultural protocols relevant to particular situations.</p> <p>HOW does this develop powerful/expert learners?</p> <p>Students learn to set goals and take personal responsibility for learning, and in this way they are proactive in building a positive learning environment through the encouragement and support of others.</p>