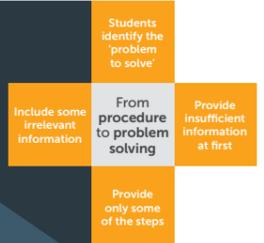


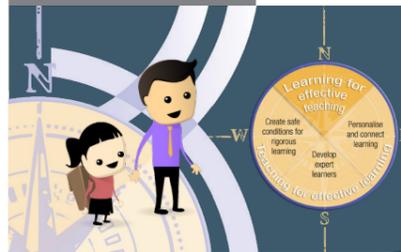
GOAL – Getting the students doing the thinking in languages

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



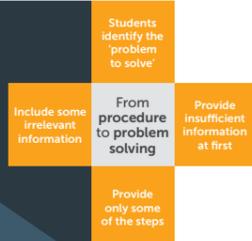
STRATEGIES & TECHNIQUES	BEFORE	AFTER	REFLECTION: WHY AND HOW?
VIETNAMESE – Bánh chưng			
<p>Students identify the 'problem to solve'</p> <p>Present a provocation and ask students to determine the problem to solve.</p>	<p>Students learn about Bánh chưng, including its:</p> <ul style="list-style-type: none"> • recipe • history • cultural significance • importance in Tết, Vietnamese New Year. 	<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"> • What do you want to know? • How can you find out? <p>Share your findings with other groups.</p> <ul style="list-style-type: none"> • What questions do you have now? 	<p>WHY would you ask students to come up with their own questions about Bánh chưng?</p> <p>So student curiosity is activated, and they are researching for information they genuinely want to know the answer to.</p> <p>HOW does this develop powerful/expert learners?</p> <p>Students develop an inquisitive disposition for learning as they learn to formulate questions from the things that they notice.</p>
PITJANTJATJARA – Staying safe			
<p>Provide insufficient information at first</p> <p>Give a perplexing problem and slowly provide information as needed.</p>	<ul style="list-style-type: none"> • Read the story (Kaḷaya Kulunypa). • Explain the message of not going off on your own. • Use sentences from the book to make new sentences. Ask questions about the story 'Nyaaku...?' (Why...?). • What is the message (staying safe)? • What could happen to you in: <ul style="list-style-type: none"> – ngurangka (home) – kuulangka (school) – community-ngka (community) – puṯingka (bush) – tjitingka (city). 	<ul style="list-style-type: none"> • Read the story (Kaḷaya Kulunypa). • Ask questions about the story 'Nyaaku...?' (Why...?). • What is the message (staying safe)? • Yaaltji-yaaltji nyuntu atuny-atunypa nyinaku? (What does staying safe look like in the following places?): <ul style="list-style-type: none"> – ngurangka (home) – kuulangka (school) – community-ngka (community) – puṯingka (bush) – tjitingka (city). • What do you need to know in order to suggest how to keep safe in these places? How might you find out? • How has staying safe changed irititja munu kuwaritja (old days and now)? • What new places do you need to be safe in, that your grandparents didn't? 	<p>WHY would you ask students to deeply interrogate the concept of 'staying safe' in different places?</p> <p>So students analyse the problem for themselves, and identify the information that is required to solve it.</p> <p>HOW does this develop powerful/expert learners?</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>
GERMAN – Berlin Wall			
<p>Provide only some of the steps</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>WHY would you ask students to plan and implement the steps required for them to make a timeline by themselves?</p> <p>So students learn to strategically plan the small steps in achieving a goal, and build effective collaboration and negotiation skills.</p> <p>HOW does this develop powerful/expert learners?</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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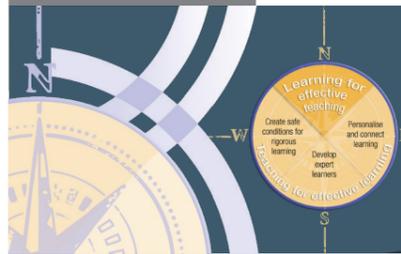


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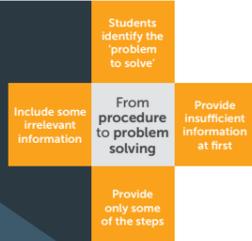


STRATEGIES & TECHNIQUES	BEFORE	AFTER	REFLECTION: WHY AND HOW?
<p>Include some irrelevant information</p> <p>Give additional information that is not required to do the task.</p>	<p>INDONESIAN – Mandi</p>		
			<p>WHY would you ask students to sequence a story, but include irrelevant text?</p> <p>So students learn to evaluate and distinguish between relevant and irrelevant information.</p> <p>HOW does this develop powerful/expert learners?</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 (https://youtu.be/1rNafoJF_Gw).</p> <p>Using the text provided below, identify and match as many sentences as are applicable to the 5 video screen shots above (https://youtu.be/1rNafoJF_Gw).</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 populer 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>		



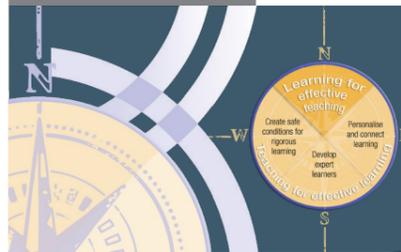
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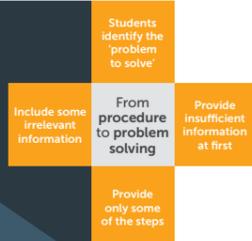
STRATEGIES & TECHNIQUES	BEFORE	AFTER	REFLECTION: WHY AND HOW?
<p>Students identify the 'problem to solve'</p> <p>Present a provocation and ask students to determine the problem to solve.</p>	<p>FRENCH – French language around the world</p> <p>Look at a map of the world that identifies all the countries where French is used as an official language.</p> <p>Choose one country (other than France) and work with a partner to research why French is the official language in this country.</p>	<p>Look at a map of the world that identifies all the countries where French is used as an official language.</p> <ul style="list-style-type: none"> • What does this make you think? • Is anything surprising? • What questions do you have? <p>Work in groups/pairs to discuss your ideas.</p> <p>Choose one of your questions to research.</p>	<p>WHY would you ask students to come up with their own questions to investigate?</p> <p>So student curiosity is activated, and they are researching questions that they genuinely want to know the answer to.</p> <p>HOW does this develop powerful/expert learners?</p> <p>Students develop an inquisitive disposition for learning and learn to formulate questions and interrogate more deeply, the things that they notice.</p>
<p>Provide insufficient information at first</p> <p>Give a perplexing problem and slowly provide information as needed.</p>	<p>GREEK – Celebrity description</p> <p>Provide the students with a pre-prepared text in both English and Greek about a famous celebrity. The text includes examples of conjunctions, desired verbs, nouns, adjectives and correct punctuation.</p> <p>Students read the text as a group, and make comparisons between the two languages.</p>	<p>Provide the students with a text about a celebrity in both English and Greek using only simple sentences, with no compounds or punctuation in either.</p> <p>Ask students:</p> <ul style="list-style-type: none"> • What changes can you make to these texts so that they are easier and more interesting to read? • What do you notice about your finished texts? • What is different? (eg word order, 'false friends', etc) What is the same? (cognates) • Did the English text help you to understand the Greek text? If so, how? If not, why not? • What other resources could you use to help you? (eg dictionary, a class mate, the teacher, Google translate) • How can you check the reliability of these sources? 	<p>WHY would you ask students to identify the information they need in order to improve a text, and analyse why that information would improve it?</p> <p>So students are clear about the intention of the task, and think critically and creatively about the actions and knowledge required to achieve it.</p> <p>HOW does this develop powerful/expert learners?</p> <p>Students learn to be resourceful and imaginative in identifying the information that is required to solve a problem.</p>

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STRATEGIES & TECHNIQUES	BEFORE	AFTER	REFLECTION: WHY AND HOW?
<p>Provide only some of the steps</p> <p>Provide multi-step problems and do not state all the steps.</p>	<p>JAPANESE – Homestay</p> <p>You are going to do a Japanese homestay.</p> <p>Use the attached texts and weblinks and the questions below to help you to think about the key words, phrases and cultural information that would be useful for you to know when visiting a Japanese house.</p> <ol style="list-style-type: none"> Find culturally appropriate pictures of a traditional Japanese house and label its traditional features and furniture in Japanese and English. Explain what they are or how/why they are used (see below for some ideas) こたつ ふとん たたみ ふすま しょうじ せんめんじょ おふろ とこのま げんかん おしいれ げたばこ ぶつだん でんきカーペット トイレ Where do Japanese people take their shoes off and why? If you visited a Japanese home, what two things should you be careful to consider when entering? What greetings do you use when you enter or leave your house? How are these different if it is someone else's house or if you meet someone in the street? <p>Key words: ただいま 行って来ます おじゃまします おじゃましました</p>	<p>You are going to produce a resource pack to support you during a Japanese homestay.</p> <p>You will need to consider what key words, phrases and cultural information would be useful for you to know when visiting a Japanese house.</p> <p>Before you begin, collaboratively devise the steps you need to take to do this task:</p> <ul style="list-style-type: none"> What strategies and resources might help you? What do you need to do first? How will you find the information you need? 	<p>WHY would you ask students to analyse the steps they need to take in order to produce a resource pack of language and cultural practices that will support them in a home stay situation?</p> <p>So students think critically and creatively about how to navigate Japanese cultural protocols and the actions and knowledge required to do this.</p> <p>HOW does this develop powerful/expert learners?</p> <p>Students develop independence, becoming more resourceful and resilient as they persist with formulating their own approach to solving a problem.</p>
<p>Include some irrelevant information</p> <p>Give additional information that is not required to do the task.</p>	<p>ITALIAN – Inspire</p> <p>Choose a person who inspires you. Describe this person and explain how/why this person inspires you.</p> <p>Remember to include:</p> <ul style="list-style-type: none"> una foto (photo) il nome e il soprannome (name and nickname) l'età (age) il genere (gender) la nazionalità (nationality) la residenza (residence) la data e il luogo di nascita (date and place of birth) alcuni aggettivi per descrivere gli aspetti fisici e il carattere (adjectives to describe physical and personal characteristics) il lavoro che svolge (the work s/he does) perché è una fonte d'ispirazione (why they are inspiring) cosa fa o cosa cerca di fare (what they do or try to do). 	<p>Choose a person who inspires you.</p> <p>Reflect on why they inspire you and decide what information is important to include from the list below in order to explain what makes them inspirational:</p> <ul style="list-style-type: none"> una foto (photo) il nome e il soprannome (name and nickname) l'età (age) il genere (gender) la nazionalità (nationality) la residenza (residence) la data e il luogo di nascita (date and place of birth) gli aspetti fisici (physical appearance) il carattere (personal characteristics) la ricchezza (wealth) la fama (fame) l'automobile (car) lo stato civile (marital status) il talento (talent) il lavoro (work) cosa fa o cosa cerca di fare (what they do or try to do). 	<p>WHY would you ask students to analyse which information should be included to substantiate a point of view?</p> <p>So students can evaluate and distinguish between relevant and irrelevant information.</p> <p>HOW does this develop powerful/expert learners?</p> <p>Students learn to be discerning about the relevance of information for intended purposes.</p>