



- Consider **equity** issues. All students should have access to similar resources.
- Draw attention to the reliability of information from websites when discussing sources of information and referencing.
- Employ **support strategies** to suit the language experiences of the students.
- Ensure students understand that they should write their **palm cards** in English with dot points or with only key words in Japanese to prompt the main ideas of sequenced paragraphs.
- Encourage positive audience behaviour.
- Add to, delete or modify the language list to suit the class context.
- Use only the **evidence** in student responses to make your judgment about the quality of the student learning.
- **Involve students** in the feedback process. Give students opportunities to ask follow-up questions and share their learning observations or experiences.
- Focus feedback on the student's **personal progress**. Emphasise continuous progress relative to their previous achievement and to the learning expectations – avoid comparing a student with their classmates.
- Discuss aspects of student performance both **individually and as a group**. Group errors can be pointed out. Specific strategies should be customised according to the student performance when consulting individually.
- Decide **how long** the assessment will take and ensure students will not be disadvantaged by the assessment schedule.



## Extension tasks

- Prepare and practise a talk to give to visitors from Japan or other classmates.
- Read letters of introduction from prospective pen-pals in Japan.
- Write name tags in katakana.
- Create a graph indicating class nationalities and birthdays.
- Create a class or personal profile poster for display.
- Practise writing letters of self-introduction.
- Create a digital scrapbook, webpage or PowerPoint presentation about themselves.

