# やった! 182 ESSENTIAL LEARNING

# Task: Students introduce themselves in Japanese



### Suggested learning experiences for students leading up to the task

- Brainstorm the language needed when meeting someone for the first time.
  - What personal details are to be exchanged? (e.g. name, age, nationality, family-related information)
  - What might be of interest to someone from another country? (e.g. pets, school, hobbies, sports, likes/dislikes, friends)
- View electronic or print **guide materials** about meeting people for the first time.
- Discuss and compare **cultural conventions** for introductions in Australia, Japan and other countries. (e.g. bowing/depth of bowing to indicate respect, shaking hands, touching noses.)
- Discuss common **names** in Japan so students can identify gender. (e.g. girls/boys names, importance of family name.)

## Assessment of speaking task

- Determine the depth and sophistication level of Japanese language to be targeted.
- **Revise** any key text structures and language elements targeted for assessment.
- Students should have significant opportunity to learn the required language elements before the formal assessment.
- Consider what could be offered as **stimulus** for students to complete the assessment and print any relevant resources.
- Arrange **access to resources** required for the task, such as library time, computers, rehearsal areas, digital cameras, webpage software, performance space, etc..

- 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.

