A tarento I like

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| Lower Intermediate StageYear 9  | Languages — Japanese |
| Explore and demonstrate understanding of tarento in Japan by researching and presenting information in a variety of ways. |
| Context for assessmentYoung people in societies value celebrities in many different ways. What is the concept of tarento in Japan? Students learn about tarento in Japan and present their knowledge in a variety of ways. |

******This assessment gathers evidence of learning for the following **Essential Learnings**:

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| Languages Essential Learnings by the end of Lower Intermediate Stage |
| Ways of workingStudents are able to:* interpret ideas and information in spoken and written texts and make judgments about the ways that people, places, events and things are represented
* locate, analyse and respond in the target language to information on topics and issues of significance to members of the target cultures of a similar age
* plan, monitor and adjust verbal and non-verbal language to suit the role, purpose, context and audience
* construct spoken and written texts that present an argument, perspective or opinion
* recognise that texts are culturally constructed, and analyse embedded cultural information.
 | Knowledge and understanding*Comprehending and composing in the target language*Comprehending and composing texts for particular purposes, contexts and audiences requires knowledge about the interrelations among purpose, text type, audience, mode and medium.* Verbal language and non-verbal language are adapted, based on role, purpose, context, audience, mode and medium.
* Context, vocabulary and syntax combine to provide cues to the purpose and meaning of texts.
* Ideas and information can be expressed through a variety of text types and language adjusted to suit formal and informal contexts.
* Language can be manipulated to make original and extended texts that are organised according to sociocultural conventions.

*Intercultural competence and language awareness*Intercultural competence and knowledge of languages and cultures allow for differing ways of experiencing, acting in and viewing the world.* Familiarity with issues and topics of significance to members of the target culture enhances intercultural communication.
* Beliefs, values and attitudes are embedded in languages and cultures; and knowledge of these aspects can facilitate intercultural communication.
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| Assessable elements* Knowledge and understanding
* Composing texts
* Intercultural competence.
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| Source: Queensland Studies Authority 2007, Languages Essential Learnings by the end of Lower Intermediate Stage, QSA, Brisbane. |

### redesign headings_sequenceExercises

Students will need to participate in a variety of **form-focused exercises**, focusing on discrete points of grammar or vocabulary, before engaging in the learning experience activities. Typical exercises include cloze exercises, substitution drills and translation exercises.

### Activities

Listed here are suggested **learning experience activities** for students before implementing this assessment.

* Brainstorm the types of popular personalities in Australia and discuss differences and similarities between celebrities in Australia and Japan.
* Discuss the concept of tarento in Japan.
* Gain familiarity with internet searches to research tarento in Japan. Possible tarento searches include: sports star, male pop star, boy band, female pop star, movie star, comedian, foreigner, out of the ordinary. (Appendix A: Japanese culture and lifestyle — web resources)
* Examine tarento websites to note the features of the website. Discuss the reliability of sources.
* Create a glossary of English terms used on fan websites and list equivalent Japanese terms.
* Watch some Japanese TV interviews or game shows that showcase tarento.
* Interview visiting Japanese students about their favourite tarento.
* Choose a tarento to research in depth and complete a preliminary investigation using a checklist.
* Learn how to use digital recording equipment.
* Create a webpage to showcase the chosen tarento.
* Practise writing interview questions and responses.
(Appendix B: Targeted language elements in this assessment)
* Write a role-play with a partner that will reflect the information researched. Perform the
role-play, record it using digital equipment and save it.
* Compose and send a fan letter to the tarento with the digital video as an attachment.

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| Icon_Resource | Teacher resources |

Appendix A Japanese culture and lifestyle — web resources

Appendix B Targeted language elements in this assessment

## Preparing

Consider these points when preparing for the assessment.

* Consider the composition of partnerships for the role-play and how this will be monitored. Students could keep a log of who has completed activities on what days to ensure equal contribution. This may be collected (but not assessed).
* Ensure students have engaged with the required knowledge and skills through classroom learning experiences before commencing the assessment.
* Teach specific language and ensure students practise specific language elements (ways of introducing and concluding interviews) to authenticate the role-play. See Appendix B: Targeted language elements in this assessment
* Allocate class time for role-play practice.
* Role-play performances require a real audience to enhance the value of the assessment. Decide on performance opportunities.
* Consider equity issues. All students should have access to similar resources. For example, recording the role-play could be excluded from assessment if the technology needs cannot be met.
* Arrange access to library, computers, rehearsal areas, digital cameras, webpage software and any other necessary resources. Ensure students have access to all resources required for the assessment.

## Implementation

Consider these points when implementing the assessment.

* Draw attention to the reliability of information from websites when discussing sources of information and referencing.
* Decide how many sessions the assessment will take and whether students might be advantaged or disadvantaged by the assessment schedule.
* Employ the support strategies used in everyday practice for students who may require additional support to complete the assessment.

## Sample implementation plan

This table shows one way that this assessment can be implemented. It is a guide only — you may choose to use all, part, or none of the table. You may customise the table to suit your students and their school environment.

This sample plan shows the assessment implemented over 4–5 weeks. One session is about
45 minutes in length.

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| **Suggested time** | **Student activity** | **Teacher role** |
| **Section 1. Research a tarento** |
| 3 sessions | Students access computers to complete research on tarento. | Monitor, provide feedback, and assist as required.Appendix A as needed. |
| 2 sessions | Students work in pairs to brainstorm ideas and view examples of tarento websites.Students choose a tarento to research and role-play then work individually to fill out the Tarento information in the *Student booklet*. | Facilitate access to computers; monitor and assist as needed. |
| **Section 2. Create and perform a role-play** |
| 2–3 sessions | Students work in pairs to create the role-play script. One student will play an interviewer and the other will play their tarento or their tarento’s friend. | Check development of scripts for accuracy.Appendix B as needed. |
| 2–3 sessions(depending on size of group) | Students work in pairs to perform role-plays for an audience. | Assess role-plays and encourage positive audience behaviour. |
| **Section 3. Email a tarento** |
| 1 session | Students work individually to write an email to their chosen tarento in Japan. | Assist as needed; provide access to hiragana and katakana charts.  |

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| Icon_Resource | Resources for the assessment |

Appendix A Japanese culture and lifestyle — web resources

Appendix B Targeted language elements in this assessment

During the learning process, you and your students should have developed a shared understanding of the curriculum expectations identified as part of the planning process.

After students have completed the assessment, identify, gather and interpret the information provided in student responses. Use only the evidence in student responses to make your judgment about the quality of the student learning. Refer to the following documents to assist you in making standards-referenced judgments:

* *Guide to making judgments*
* *Indicative A response*
* *Sample responses* (where available).

### Making judgments about this assessment

The *Guide to making judgments* for this assessment demonstrates student development along a continuum. It uses task-specific descriptors to describe the quality of student performance as a standard from A to E across each of the assessable elements. In the continua model, each higher standard grade has those below nested within it. In short, an A standard includes all qualities previously described along the continuum. Because the continua model plots noticeable differences in student performance, the descriptor shows what students can do, not what students cannot do.

Assessment of the target language is not required to demonstrate Intercultural competence; students may use English to demonstrate this competence. In this assessment, evidence of Intercultural competence is also taken from texts composed by the student in the target language.

Target language proficiency is assessed through the assessable elements — Knowledge and understanding and Composing texts.

Teachers will need to monitor the input and participation of individual students within each partnership when making an overall judgment about the quality of student learning.

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| Icon_ForFurtherHelp | For further information, refer to the resource *Using a Guide to making judgments*, available in the Resources section of the Assessment Bank website. |

Evaluate the information gathered from the assessment to inform teaching and learning strategies.

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.

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| Icon_ForFurtherHelp | For further information, refer to the resource *Using feedback*, available in the Resources section of the Assessment Bank website. |

Japanese culture and lifestyle — web resources

Teachers should review the listed websites below before recommending student access. Many of the resources here are included as background for teachers only.

### About tarento

* “Introduction”, *Islands of Eight Million Smiles: Idol Performance and Symbolic Production in Contemporary Japan*, Aoyagi, Hiroshi 2005, Harvard East Asian Monographs, Cambridge USA. ISBN 10: 0-674-01773-0.

Introduction can be found at: <www.fas.harvard.edu/~asiactr/index.htm> under Publications Program > Click here for additional publications > Aoyagi Introduction (PDF).
* Japanese Music information onAndrew and Kathleen’s blog: <http://andrewandkathleen.com/japan/music.html>.
* Wikipedia has an up-to-date list of Japanese celebrities and tarento information:
* List of Japanese celebrities: <http://en.wikipedia.org/wiki/List\_of\_Japanese\_celebrities>
* List of Japanese idols: <http://en.wikipedia.org/wiki/List\_of\_Japanese\_idols>
* Tarento: <http://en.wikipedia.org/wiki/Gaikokujin\_tarento>.

About Japan

* Search for images of Japan on Flickr photosharing website: <www.flickr.com>.
* Japan zone — travel guide, information and culture:
<www.japan-zone.com/culture/dishes.shtml>.
* Japan guide — Japan living and travel guide: <www.japan-guide.com/e/e2035.html>.
* About.com ­— Japanese language and culture: <http://japanese.about.com>.
* Earthy Family — Culture of Japan: <www.earthyfamily.com/J-Culture.htm>.
* Japan Culture Club, online catalogue of Japanese cultural items: <http://japan-cc.com>.
* Babychatter — Japanese names. Select Japanese girls or boys names: <www.babychatter.com>.
* At home in Japan — Japanese home-stay tutorial: <http://athome.nime.ac.jp>.
* Virtual Museum of Japanese Arts: <http://web-japan.org/museum/menu.html>.
* Web Japan — sponsored by Japanese Ministry of Foreign Affairs (MOFA):
<http://web-japan.org>.
* Japan Foundation resources: <http://momiji.jpf.go.jp/kyozai/English/index.php>.
* Culture at work — Japanese culture: <www.culture-at-work.com/jpnlinks.html>.
* Japanese web links: <http://ww2.lafayette.edu/~stocktoj/home/japanl.html>.
* Japan National Tourist Organisation: <www.jnto.go.jp/eng>.
* Explore Japan — online Japanese gift shop: <www.explorejapan.com>.

## Japanese culture and lifestyle — web resources (cont.)

* YesJapan.com Culture Centre: <www.yesjapan.com/culture/culture2.mv>.
* Asahi guide to Japanese culture: <www.asahi-net.or.jp/~py3y-knd/culture.html>.
* Traditional Japanese Culture and Modern Japan: *<*www.japanlink.co.jp/ka/home.html>.
* Loquela education — Japan online:
<http://loquela-education.net/course/view.php?id=21#section-3>.
* Japanese Streets — magazine about Japanese street fashion and culture: <http://japanesestreets.com>.
* The Japan Forum on the custom of removing shoes: [www.tjf.or.jp/eng/content/japaneseculture/02kutsu.htm](http://www.tjf.or.jp/eng/content/japaneseculture/02kutsu.htm)>.
* The Japan Forum on the custom of taking a bath: <www.tjf.or.jp/eng/content/japaneseculture/04ofuro.htm>.

### Language resources

* Curriculum Corporation — Japanese language resources: <http://studio.qantm.com.au/onlinelanguageresources/main.htm>.
* Shunko Muroya, Japanese Advisor for Alberta Education, Canada ­— Information and Resources for Teachers of Japanese Language: <www.nihongomemo.com>.
* Japanese picture dictionary: <www8.plala.or.jp/y-naka/jiten.html>.
* Japanese language resources for teachers:
<http://loquela-education.net/course/view.php?id=21#section-3>.

Targeted language elements in this assessment

The following summary of targeted language elements is a suggested guide only. Teachers are encouraged to modify this guide to suit local contexts. Please consult the *Indicative A response* booklet for further elaborations on the targeted language content.

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| **Targeted language elements** | **Example** |
| Various greetings | はじめまして、こんばんは、こんにちは、よろしくおねがいします、 |
| Congratulating | おめでとうございます |
| Time words | こんばん、いつ、とき |
| Na adjectives | とくべつ、ゆうめい、すきな～、だいすき、じょうず、 |
| i adjectives | はやい、すごい, おもしろい |
| Past tense i adjectives | よかった、たのしかった |
| Verbs | います、あります、とります、うまれます、はじめています、しています、みます、およげます、なります、でます、つくります、まっています、 |
| Counting | ～さい、～メートル |
| Birthdays | Birthdays: months of the year, days of the month, year of birth |
| Particles | ～で　(place)、～で (on TV)～の (possessive),　～から、 noun と (and), ～も (also) |

Targeted language elements in this assessment (cont.)

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| Structures | ～がいます～があります～のために～ています～より(noun)～かもしれません (adjective)～がすきですいちばん～ (adjective)～人わたしは～です～ません (verb)～たいです (verb)じょうずに～たいです～てもいいです (permission)～てください |
| Kanji for recognition | 私見ます好き大好き金出ます国一番年今子ども |