

The Tasmanian Curriculum

Languages (LOTE) curriculum area

Japanese

K–10 syllabus and support materials



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Supported languages

Scope and sequence documents are provided for six supported languages and describe two main groupings: French, German, Indonesian, and Italian (alphabetic) and Chinese and Japanese (non-alphabetic).

Auslan is a supported language but uses national documents for planning and assessing.

Why teach languages (LOTE)?

Students with proficiency in another language can communicate more effectively in an increasingly globalised world.

Learning a language is recommended for its contribution to the overall education of students, particularly in the areas of communication, intercultural understanding and literacy. It provides a foundation for later language learning and supports educational, career and life pathways.

Languages (LOTE) is in the English–literacy area of the curriculum as it strongly supports the development of literacy, language and communication skills. What we learn to do in one language helps us with any other language and strengthens all literacy practices.

Language learning practices

For successful and effective language learning, learners need opportunities to:

- be involved in communicating for real-life purposes
- develop generic, transferable skills
- focus on language features, skills and strategies
- build on prior language learning allowing for the development of proficiency
- learn about their own and other cultures through language
- make connections across the curriculum and revisit concepts and processes in new contexts.

(Adapted from *Australian Language Level Guidelines*)

Supporting literacy

Learning another language promotes the development of understanding and literacy skills in students' first language. Students better understand how language works and develop a range of powerful learning strategies. Students make comparisons, recognise patterns and view their first language from a different perspective.

Using information and communication technologies (ICT)

Technology can bring languages and cultures into the classroom in immediate and authentic ways. Effective use of ICT can:

- facilitate effective communication between students and native speakers
- bring the target language and culture into the classroom
- support learning at all levels
- allow students to work at their own pace.

Thinking

Communicating in another language requires a broad range of thinking strategies, including classifying, predicting, analysing and applying language rules. Students develop ways of thinking about and describing language use. As students use and experience different languages and cultural practices, they reflect on their learning and are challenged to consider their own identities and perspectives. They gain new ways of thinking about their place in the world.

Intercultural language learning

Intercultural language learning is a way of understanding the relationship between language and culture and how to use that knowledge in communicating across cultures. Intercultural language learning helps learners to know and understand the world around them from multiple perspectives and to learn about themselves through language learning. It requires learners to adopt an inquisitive mind, to notice and question assumptions and to rethink how they relate to others.

Core content strands

Languages (LOTE) is organised into three interrelated strands:

- communication
- language as a system
- language and culture.

Communicating is the central focus of language learning. The learning that takes place in the language as a system and language and culture strands enables students to develop the knowledge and skills that they need to communicate more effectively. The relative emphasis given to each strand in teaching programs will vary according to the specific language and the needs of students.

1. **Communication**

Students use their increasing knowledge of language and culture to communicate effectively, confidently and responsibly. They use the macro skills of listening, speaking, reading and writing.

2. **Language as a system**

Students learn to identify, explain, apply, and compare language features, conventions and patterns and to understand languages as systems. They articulate what they discover about the similarities between their first and second languages. These skills and understandings support their English literacy skills and provide a foundation for future learning.

3. **Language and culture**

Students learn to recognise, compare, apply, reflect on, and analyse cultural features, conventions, and patterns through language interactions. They identify and examine their own cultural values and develop an awareness of diverse cultural systems.

Performance criteria

Significant aspects of learning are described in detail in the learning opportunities within each of the following strands:

- communication (listening, speaking, reading and writing)
- language as a system
- language and culture.

A suggested scope and sequence for these performance criteria is described in this syllabus across five standards. Thinking and Using ICT are embedded.

Standards (non-alphabetic)

| Strands | | Standard one | Standard two | Standard three | Standard four | Standard five |
|-----------------------------|------------------|---|---|--|---|---|
| Communication | Listening | Makes connections between words and phrases and their meanings in spoken texts | Recognises meaning of phrases and sentences and responds appropriately in routine classroom activities and social exchanges | Demonstrates comprehension of simple, factual items of information contained in short spoken texts | Demonstrates comprehension of main ideas and some supporting details in social interactions and in a variety of spoken texts | Demonstrates comprehension of overall meaning and key supporting details in authentic and modified spoken texts |
| | Speaking | Uses single words and short phrases in action-related activities and in simple social interactions | Takes part in spoken social routines and responds to familiar questions in everyday classroom contexts | Makes statements and asks simple questions to exchange greetings and personal information | Using familiar language, asks for and provides information and opinions through short conversations or oral presentations | Coherently presents and requests information and opinions in sustained conversations and oral presentations |
| | Reading | Recognises letters, words or phrases | Reads short repetitive texts containing familiar language and identifies single items of information | Reads short texts containing familiar language and identifies key ideas | Reads a variety of texts containing some unfamiliar language and identifies key ideas and some supporting information | Demonstrates comprehension of overall meaning and key supporting details in authentic and modified written texts |
| | Writing | Copies and writes letters, symbols or words | Copies and writes phrases or short sentences using well-rehearsed language to convey simple information | Writes short texts to convey personal and factual information using familiar language | Applies familiar linguistic patterns and structures to link and sequence information and ideas in written texts | Conveys a range of experiences or ideas applying appropriate vocabulary and structures in a range of written texts |
| Language as a system | | Recognises similarities and differences in the patterns of oral language | Recognises similarities and differences in the patterns of oral and written language | Recognises and uses correct patterns in the target language in familiar situations and compares with English | Without cues, recognises and uses correct patterns in the target language in familiar situations and compares with English | Uses correct patterns and analyses and interprets meaning in texts |
| Language and culture | | Understands that people have unique characteristics. Begins to be aware that they are part of a connected world. Experiments with the target language and begins to make connections between the target culture / language and their own. | Understands that people have differences and similarities and makes comparisons between the target language culture and their own. Begins to identify how cultural values are expressed in language. | Identifies and describes the value of cultural similarity and difference. Reflects on how these are expressed in their own and the target language culture. | Understands the value of cultural diversity. Understands how cultures and languages contribute to shared and unique identity and values. | Values and celebrates cultural diversity. Shares personal insights and a deeper understanding of their own and other cultures. |

Teaching for learning

High quality teaching has a significant impact on student learning and achievement. The learning, teaching and assessment principles provide guidance for teaching and assessment approaches that place the student firmly at the centre of the educational process.

Learning, teaching and assessment principles

| Learning | Teaching | Assessment |
|---|--|---|
| ...makes meaning of the world | ...helps students understand by acquiring knowledge and skills | ...focuses on students demonstrating understanding in a range of curriculum areas |
| ...is innate and lifelong | ...is based on high expectations and enjoyment of learning | ... improves learning and achievement |
| ...is a personal process | ...recognises individual differences, is inclusive and based on a broad range of teaching strategies | ...enables students to self-assess and negotiate criteria and assessment tasks |
| ...connects prior knowledge and experiences to new information and learning | ...determines what students know and connects to students' lives and futures | ...information is based on valid processes and used to plan effective instruction |
| ...is influenced by social interactions | ...builds effective relationships between all those involved in the educational process | ...is fair and inclusive of judgements from students, peers, teachers, parents, carers and others |
| ...is affected by emotions | ...provides a safe and challenging learning environment | ...helps develop the wellbeing of all partners in the learning and teaching process |
| ... is influenced by personal identity and motivation | ...builds high expectations and confidence in students | ...provides timely, accurate and positive feedback to students |
| ...depends on meaningful information and experiences | ... involves students in setting goals and connecting what is taught to life and further learning | ...enables students to be clear about what is being assessed and how this connects to life and further learning |
| ...is improved when students are aware of how thinking and learning occur | ... focuses on thinking skills in all curriculum areas | ...encourages students to reflect on their learning including thinking skills |
| ...enables students to demonstrate their understanding in new ways | ... enables students to apply their learning in new ways | ... tests students' ability to apply their learning in new ways |

Assessment principles and practice

The main purpose of assessment is to improve student learning. Assessment is an ongoing process of gathering and using evidence of student achievement.

Effective assessment enables:

- students to better understand their progress towards goals and become more knowledgeable and self-directed in their learning
- teachers to make more informed judgements about student progress and design more effective teaching programs
- parents and carers to better understand and support students' learning and achievement.

Effective assessment emphasises:

- **assessment for learning**—teachers using evidence of student progress to inform their teaching
- **assessment as learning**—students reflecting on and evaluating their progress to inform future learning goals
- **assessment of learning**—teachers using evidence of student learning to make individual and collective judgements on student achievement against specific curriculum goals and standards.

Methods of assessment

Languages (LOTE) teachers provide a broad range of opportunities for students to show what they know and can do. They enable students to have input into different ways of providing evidence of their learning.

Effective assessment methods include:

- informal assessment: students and teachers making incidental judgements about what they have learned on a day-to-day basis
- formal assessment tasks: students demonstrating achievement against criteria that are known prior to undertaking a learning task
- observations or anecdotal records: teachers taking informal notes while working with students
- checklists: teachers developing snapshots of the students' knowledge and skills
- portfolios: students building up carefully selected collections of their work over time.

On-balance judgement

Teachers weigh up evidence of students' performances on different aspects of the Languages (LOTE) curriculum area. They keep records of students' progress. A final decision about a student's achievement is made using an on-balance judgement. An accurate on-balance judgement considers:

- the consistency of the student's performance over a period of time
- clear indications of progress from first attempts to current performance
- demonstration of knowledge, processes and skills in different contexts
- the validity of the assessment task in relation to what it is intended to test
- whether there is sufficient evidence of achievement to assign a standard
- relative performance on similar tasks by the student's peers
- teacher reflection and collaboration with their peers to increase consistency and validity.

Opportunities to learn and year levels

The Tasmanian Curriculum describes the scope and sequence of learning opportunities for students as they progress from Kindergarten to Year 10.

In the languages (LOTE) area, students may begin their study in K-2, 3-4, 5-6, 7-8 or 9-10. **Therefore students would only be expected to achieve the standards corresponding to their year level if they have had sufficient opportunities for prior study.** The standards presume that the sequential study of a language for an extended period of time is necessary to achieve the highest levels of performance.

Within each language class there will be students with varying backgrounds, needs and interests. It is therefore likely that classes will be multi-level, containing students operating at more than one standard. Teachers will need to modify lesson content and related tasks according to the age and background of their students.

Schools choose a language program that suits the needs of their students and context. Models may include face-to-face teaching, intensive, online or a combination of methods. As language learning is cumulative, students should be provided with continuity of language learning opportunities and appropriate time allocations to reach the upper standards.

The learning opportunities in this document provide possible starting points for engaging students in language learning appropriate to their age, level of maturity and cognitive development. The table below provides guidance about the range of opportunities that may be offered within each year level.

| Year level | K - 2 | | | 3, 4 | | | 5, 6 | | | 7, 8 | | | 9, 10 | | |
|------------|------------|---|---|------------|---|---|------------|---|---|------------|----|----|------------|----|----|
| Standards | Standard 1 | | | Standard 2 | | | Standard 3 | | | Standard 4 | | | Standard 5 | | |
| Stages | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |

The relationship of the Languages (LOTE) curriculum to further study in Years 11 and 12 and life-long learning

The languages (LOTE) curriculum prepares students for further study in languages in the senior secondary years. Students who attain the upper stages of Standard five are prepared for pre-tertiary levels at Years 11 and 12.

Having knowledge of another language and culture builds rapport with people from around the world and provides insight to their values and ways of thinking. Most countries recognise the importance of a highly-skilled, multilingual workforce in today's rapidly changing marketplace. The ability to communicate in other languages can expand business and employment opportunities.

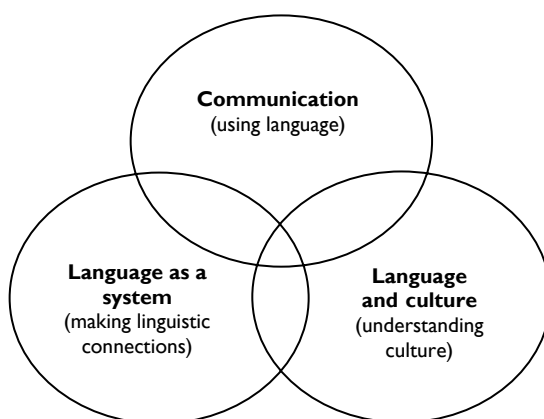
Organisation of the scope and sequence

This scope and sequence aims to support teachers in designing and delivering programs that allow students to consolidate their language learning and progressively develop the skills, knowledge and understanding necessary to be an effective communicator in the target language.

Learning does not always develop in a linear way. The cumulative nature of language learning means that teachers will often revisit content from a range of standards and draw on resources from across the standards. Higher standards incorporate the knowledge, skills and understanding from lower standards.

The three content strands are interrelated and are not intended to be taught separately. Teachers may wish to provide additional learning opportunities that meet the individual needs of their students and connect with other curriculum areas currently being studied.

The following diagram illustrates the relationship between the strands:



The content section of the syllabus is organised by five standards. Each standard section contains:

- an overview of the standard
- learning opportunities, comprising:
 - key focus areas
 - key concepts and topics
 - linguistic items
 - possible teaching emphases
- a list of resources.

Describing the scope and sequence

The scope and sequence is described in the following pages in terms of concepts, topics and linguistic items. The following pages provide a summary of the key **concepts** and **topics**, and the **linguistic items**, from standards one to five.

Teachers may use any of these organisers as the starting point for their planning, depending on the needs and interests of their students, their own preference and their teaching context.

A guide to key concepts and topics across five standards – non-alphabetic languages

Teachers consider their students' experience and age, and their own teaching contexts in selecting what to teach and how to teach it. The topics listed are a guide only.

| | K–2 | 3–4 | 5–6 | 7–8 | 9–10 |
|---|--|---|---|--|--|
| Concepts | Standard one | Standard two | Standard three | Standard four | Standard five |
| Identity Relationships Belonging Stereotypes | <ul style="list-style-type: none"> ▪ myself <ul style="list-style-type: none"> ○ name ○ body | <ul style="list-style-type: none"> ▪ friends ▪ family ▪ age ▪ zodiac | <ul style="list-style-type: none"> ▪ self, family community ▪ occupations ▪ school - grade ▪ sports | <ul style="list-style-type: none"> ▪ self and country ▪ nationalities ▪ school – subjects | <ul style="list-style-type: none"> ▪ national identity ▪ youth culture e.g. music, clothing, |
| Interactions Respect Responsibility Diversity | <ul style="list-style-type: none"> ▪ greetings | <ul style="list-style-type: none"> ▪ my class – roll call, class commands, classroom items | <ul style="list-style-type: none"> ▪ time – days of the week | <ul style="list-style-type: none"> ▪ time – timetables ▪ shopping ▪ leisure activities eg music, eating out | <ul style="list-style-type: none"> ▪ transport ▪ travel e.g. student exchanges ▪ making connections e.g. email, SMS |
| Environment Lifestyle Wellbeing Sustainability | <ul style="list-style-type: none"> ▪ food | <ul style="list-style-type: none"> ▪ where I live ▪ seasons | <ul style="list-style-type: none"> ▪ pets / animals ▪ weather | <ul style="list-style-type: none"> ▪ natural environment e.g. water, landscape, geography ▪ food e.g. healthy eating | <ul style="list-style-type: none"> ▪ own environment ▪ place and direction ▪ work |
| Tradition Celebration Culture Change | <ul style="list-style-type: none"> ▪ stories/ legends ▪ games, songs ▪ celebrations e.g. birthdays, New Year | <ul style="list-style-type: none"> ▪ stories/ legends ▪ games / songs ▪ special days e.g. Children's Day | <ul style="list-style-type: none"> ▪ stories, folk tales and plays ▪ traditional games ▪ festivals | <ul style="list-style-type: none"> ▪ performance e.g. plays, songs ▪ festivals / special days | <ul style="list-style-type: none"> ▪ cultural practices e.g. family, religion, food |

Japanese linguistic items across five standards

This table should be used in conjunction with the standard overview descriptions. **Bold** indicates pre-tertiary entry content

| Standard one | Standard two | Standard three | Standard four | Standard five |
|---------------------------------------|---|--|--|---|
| <p>Sentence Patterns</p> <p>~は~です</p> | <p>Sentence Patterns</p> <p>~に~すんでいます</p> | <p>Sentence Patterns</p> <p>~を~っています</p> <p>~を~します</p> | <p>Sentence Patterns</p> <p>~は、~です / ~じゃないです</p> <p>~は、~を、~ます</p> <p>~ません</p> <p>~ました</p> <p>~ませんでした</p> <p>~は、~が、すきです</p> <p>すきじゃないです</p> <p>きらいです</p> <p>~の~</p> | <p>Sentence Patterns</p> <p>~ませんか</p> <p>~てください</p> <p>~ています</p> <p>~ていません</p> <p>~ていました</p> <p>~ていませんでした</p> <p>~たいです</p> <p>~ましょう</p> <p>~ましょうか</p> <p>~でもいいです</p> <p>~でもいいですか</p> <p>~じゃ / ~ではありません</p> <p>Recognition:</p> <p>た~くないです、 た~かったです、 た~く~なかったです</p> |

Bold indicates pre-tertiary entry content

| Standard one | Standard two | Standard three | Standard four | Standard five |
|--|---|---|--|--|
| <p>Verbs</p> <p>です</p> | <p>Verbs</p> <p>すんでいます</p> | <p>Suggested verbs</p> <p>かっています します</p> | <p>Suggested verbs</p> <p>行きます、来ます、かえります</p> <p>Daily action verb たべます、のみます、します、ききます、みます、べんきょうします</p> | <p>Suggested verbs</p> <p>よみます、かきます、あいます、かいます、おきます、ねます、かえります、はなします、まちます、あげます、もらいます、あります、います、つくります、およぎます、はきます、着ます、かぶります</p> <p>Recognition:</p> <p>見えます、聞こえます</p> |
| <p>Particles</p> <p>の possession (わたしの、ぼくの)</p> <p>か question marker</p> | <p>Particles</p> <p>に with すんでいます</p> <p>は topic marker</p> | <p>Particles</p> <p>を object maker</p> <p>も also</p> <p>と and</p> | <p>Particles</p> <p>に／へ direction</p> <p>が with すきです</p> | <p>Particles</p> <p>と with</p> <p>ね、よ exclamations</p> <p>で place of action means of/language</p> <p>に with clock time</p> <p>の joining 2 nouns</p> <p>の joining 2 time expressions</p> <p>の joining noun and prepositional noun</p> <p>が with います／あります</p> <p>が with いたい、ほしい、じょうず、へた、できます</p> <p>が with のど、おなか</p> <p>に with time expressions</p> |

Bold indicates pre-tertiary entry content

| Standard one | Standard two | Standard three | Standard four | Standard five |
|---|---|---|--|---|
| | | | | <p>Particles (continued)</p> <p>に with います/あります</p> <p>から from</p> <p>まで as far as</p> <p>-は in sentences with が~です (わたしは、めがあおいです)</p> <p>Recognition:</p> <p>に with purpose (たべにいけます)</p> <p>やand</p> |
| <p>Nouns</p> <p>e.g. せんせい、にほん、にほんご、オーストラリア、タスマニア、こんにちは、あたま、て、あし etc</p> | <p>Nouns</p> <p>e.g. なまえ、がっこう、おはようございます、さようなら、ありがとう etc</p> | <p>Nouns</p> <p>e.g. いぬ、ねこ、コア ラ etc</p> <p>おとうさん、おかあさん etc</p> <p>クリケット、サッカー etc</p> <p>はる、なつ、あき、ふゆ</p> <p>でんわ、たんじょうび</p> | <p>Nouns</p> <p>As appropriate for topics</p> | <p>Nouns</p> <p>As appropriate for topics</p> |

| Standard one | Standard two | Standard three | Standard four | Standard five |
|---|--|---|--|--|
| <p>Writing</p> <p>Hiragana as appropriate</p> <p>Katakana: student's name</p> <p>Kanji for recognition: 一、二、三、四、五、六、七、八、九、十、女、男、子</p> | <p>Writing</p> <p>Hiragana as appropriate</p> <p>Katakana: タスマニア、オーストラリア</p> <p>Kanji for recognition: 日、本、人、女、男、子、月、才</p> | <p>Writing</p> <p>Hiragana: 46 basic hiragana combination + extra sound</p> <p>Kanji e.g. 一、二、三、四、五、六、七、八、九、十、月</p> <p>Recognition: 女、男、子、才、日、本、人、犬、火、水、木、金、土、春、夏、秋、冬</p> | <p>Writing</p> <p>Hiragana, Katakana</p> <p>Kanji: 一、二、三、四、五、六、七、八、九、十、百、女、男、子、月、才、日、本、人、犬、火、水、木、金、土、円、山、川</p> <p>Recognition: 学、校、食、飲、先、生、千、万、海、名、前、私、好、父、母、語</p> | <p>Writing</p> <p>Kanji: 一、二、三、四、五、六、七、八、九、十、百、女、男、子、月、才、日、本、人、火、水、木、金、土、大、水、円、犬、山、川、名、前、私、好、父、母、千、万、何、行、来、見、目、語、口、手、耳、足、上、下、中、車</p> <p>Recognition: 先、生、出、入、話、雨、気、友、年、帰、天、海、学、校、食、飲、書、買、週、電、話、毎</p> |
| <p>Pronouns</p> <p>わたし、ぼく、</p> | <p>Pronouns</p> <p>これ、それ (あれ recognition) あなた</p> | | <p>Time Words</p> <p>-がつ -じ、-じはん</p> | |
| <p>Numbers</p> <p>1- 20</p> | <p>Numbers</p> <p>1- 50</p> | <p>Numbers</p> <p>1- 100</p> | <p>Numbers</p> <p>1-100, 200 etc</p> | <p>Numbers</p> <p>1- 100, 1000, 10 000</p> |

Bold indicates pre-tertiary entry content

| Standard one | Standard two | Standard three | Standard four | Standard five |
|---------------------------------|--|--|--|--|
| <p>Interrogatives なん／なに</p> | <p>Interrogatives どこ、 なんさい、 なんがつ、 なにどし、 なんばん</p> | <p>Interrogatives なんねんせい、 なんにん、 なんじ、 なんようび、 だれ、 いつ</p> | <p>Interrogatives いくら</p> | <p>Interrogatives なんびき、 どんな、 なんにち、 いくつ、 どれ、 どの</p> |
| | | | <p>Adverbs: ときどき、 いつも、 まいにち、 よく、 あまり+negative ぜんぜん+negative</p> | <p>Adverbs: とても、 たいへん、 もうすこし、 たくさん、 すこし、ちよつと、 よく (well) みんな、ぜんぶで、 くらい(ぐらい) 、ごろ ひとつ (each) もう、まだ よく (often)、 はやく、おそく、 ここ、そこ、あそこ</p> |

Bold indicates pre-tertiary entry content

| Standard one | Standard two | Standard three | Standard four | Standard five |
|--------------|---|--|---|---|
| | <p>Counters さい がつ</p> | <p>Counters じ にん</p> | <p>Counters 円、ドル、セント、 ひき</p> | <p>Counters 分、日、 ~つ(general counter) 年、年間</p> |
| | <p>Suggested adjectives colours あかい、きいろい、あおい、くろい、しろい classroom language すごい、いい</p> | <p>Suggested adjectives おいしい、たのしい、小さい、大きい</p> | <p>Suggested adjectives あつい、さむい、かわいい、やさしい、むずかしい、たかい、やすい、いい、わるい</p> | <p>Suggested adjectives いそがしい、はやい、おそい、おもしろい、あたらしい、べんり、しずか、きれい、すき、きらい、じょうず この、その、あの い adjectives, な adjectives affirmative, negative (present) い adj ~いです ~くないです な adj ~です ~ではありません / ~じゃない です</p> |

Bold indicates pre-tertiary entry content

| Standard one | Standard two | Standard three | Standard four | Standard five |
|--------------|--------------|----------------|---------------|--|
| | | | | <p>Suggested adjectives (continued) affirmative (past), negative (past) い adj ~かった です ~くなかった です な adjectives ~でした ~ではありません でした / ~じゃな かった です Comparison between (Recognition at stage 14) この / その / あの and これ / それ / あれ</p> |
| | | | | <p>Prepositional nouns うえ、した、なか、うしろ、まえ、そ と、ちかく、みぎ、ひだり</p> |
| | | | | <p>Sentence Connectors でも、 ~が~、 そして、 て form of verb Recognition: だから、から (because)</p> |

Languages (LOTE) Japanese

Standard one

Standard overview

Learning opportunities

Resources

Standard one overview

The standard one student may begin learning the target language in the early years. Students at standard one have a strong focus on self and their personal reactions and experiences.

Students enjoy exploring the sounds and meanings of the target language and a new form of communication. They begin to experiment mainly through listening and speaking activities particularly through the Arts (music, dance, drama, media, visual art), games and role-play.

Communication

Students experiment with language, participating in singing favourite songs and rhymes. They begin to imitate intonation, stress, rhythm and pronunciation in spoken words and phrases, and use rehearsed simple language. Students can respond non-verbally to simple directions. They engage in shared reading experiences, relying on pictorial clues and teacher dramatisation to comprehend meaning. Students understand that they live in a world that can be explored through target language and images. Students may trace, copy or write short texts with the support of models. For scripted languages, students become aware that there are different scripts and begin to recognise characters from the target language.

Language as a system

Students understand that the sounds of the target language may be the same or different from other languages. Students begin to notice similarities and differences in the patterns of oral language. For scripted languages, students recognise that there are different writing systems.

Language and culture

This strand is interwoven with communication. Examples are provided in the content area of this document and will be expanded upon as teachers work with the intercultural approach. Students understand that they are part of a connected world. They begin to learn about their own culture and identity through noticing aspects of language that are demonstrated in visual ways – for example, on road signs.

Thinking

Students display a natural curiosity and interest as they experiment with the target language and its patterns. They appreciate that some concepts that they understand through English may be expressed differently in the target language.

Using ICT

Students begin to access ICT to view authentic texts, symbols and images, and listen to songs and stories. They may communicate simple messages using ICT and begin to enjoy interactive language programs.

Learning opportunities standard one

Focus on:

- exploring sounds and meanings of target language
- listening and speaking
- music, dance / movement, rhymes, games and role-play
- imitation / modelling
- rehearsed, simple language
- shared stories with visual cues
- noticing patterns
- self in relation to others

Key concepts and topics

| identity relationships belonging stereotypes | interactions respect responsibility diversity | environment lifestyle wellbeing sustainability | tradition celebration culture change |
|--|---|---|---|
| <ul style="list-style-type: none"> • myself <ul style="list-style-type: none"> ○ name ○ body | <ul style="list-style-type: none"> • greetings | <ul style="list-style-type: none"> • food | <ul style="list-style-type: none"> • stories / legends • games / songs • celebrations e.g. birthdays, New Year |
| <p style="text-align: center;">Linguistic items</p> <p>Sentence Pattern ~は~です</p> <p>Verbs です</p> <p>Particles の possession (わたしの、ぼくの) か question marker</p> <p>Nouns e.g. せんせい、にほん、にほんご、オーストラリア、タスマニア、こんにちは、あたま、て、あし etc</p> | | <p style="text-align: center;">Possible teaching emphases</p> <ul style="list-style-type: none"> • Practise oral skills by playing simple playground games and performing songs with appropriate actions. • Explore letter and sound blends through songs, games and stories. • Share texts based on rehearsed language patterns, encouraging prediction, and then contribute to a class Big Book, using the established pattern. • Practise writing isolated kana, kanji and words in the target language by using various media and tools (e.g. paint, keyboard, chalk, plasticine, felt pens). • Make connections between words, symbols and pictures (e.g. by playing reading games with visual cards–Hidden Treasure, Which One’s Missing?). • Encourage students to notice similarities between English and the target language (e.g. list shared words from an authentic text such as a poem, a label or a list). | |

Learning opportunities standard one

Writing

Hiragana as appropriate

Katakana: student's name

Kanji for recognition:

一、二、三、四、五、六、七、八、九、
十、女、男、子

Pronouns

わたし、ぼく、

Numbers

1-20

Interrogatives

なん／なに

- Explore word order in English and the target language by comparing the order of words in given texts (e.g. adjective and noun, placement of verb).
- Share authentic texts, materials and realia (e.g. puppets, models, food packaging, clothing labels). Compare similarities and differences in the target language culture and own culture by viewing pictures, videos or objects and using thinking strategies such as 'I see, I think, I wonder' or Venn diagrams.

Standard one recommended resources

Print resources (texts, posters, flash cards, books)

- Forthun, A. (2004) *Joozu! Activities for beginners*. Curriculum Corporation, Victoria. Available from <http://www.curriculum.edu.au>
- (1999) *Hiragana in 48 Minutes*. Curriculum Corporation, Victoria. (flashcards, teacher & learner sets) Available from <http://www.curriculum.edu.au>
- (1999) *Katakana in 48 Minutes*. Curriculum Corporation, Victoria. (flashcards, teacher & learner sets) Available from <http://www.curriculum.edu.au>
- Ledger, S. and R. (1998) *Snapshots of Asia – Japan*. Curriculum Corporation, Victoria. Available from <http://www.curriculum.edu.au>
- Mason, S. (2005) *Asoboo Manaboo: Japanese Language Games*. Curriculum Corporation. (web support www.curriculumpress.edu.au/asobomanabo) Available from <http://www.curriculum.edu.au>
- Nishibiyashi-Liston, H. (1998) *Japanese cooking in the classroom*. Kyozaï L.O.T.E., Healesville, Victoria.
- Quackenbush, H. and Broekman, V. (1999) *Hiragana/Katakana in 48 Minutes: Teacher Guide*. Curriculum Corporation, Victoria. Available from <http://www.curriculum.edu.au>
- Streissguth, T. (1997) *A Ticket to Japan*. Carolrhoda Books Inc, Minneapolis.
- Taguchi, M. (2000-2004) *Ohisama...Connect! series*, Mingei Australia, Mittagong, NSW. <http://www.mingei.com.au/texts.cfm> Available from www.languageint.com.au
- Taguchi, M. (2003) *Japanese traditional folk plays – 8 plays for children*. Mingei Australia, Mittagong, NSW. <http://www.mingei.com.au/texts.cfm> Available from www.languageint.com.au
- *Yoroshiku Kana Frieze (48 panels)* Curriculum Corporation, Victoria. Available from <http://www.curriculum.edu.au>

Digital resources (CD-ROMs, DVDs, videos)

- *Big Bird in Japan*. (1991) [DVD] Sesame Street.
- *Sing and Learn Japanese*, ABC Melody. [CD-ROM and book] Available from <http://www.abcmelody.com/products.asp#>
- *Sugoi! Learn Japanese*. (2000) [CD-ROM] Curriculum Corporation, Victoria, Australia, 1998. Available from <http://www.curriculum.edu.au>

Learning objects

- The Learning Federation – learning object catalogues <http://www.thelearningfederation.edu.au/tlf2/>
- Department of Education eCentre for Teachers, Resource Centre, Learning Object search <http://ecentre.education.tas.gov.au/C15/Learning%20Objects/default.aspx> Examples are:
 - Dressing up – Students explore clothes worn in Japan to school, skiing or a lantern festival. They identify clothing items suitable for each activity and follow instructions to dress a boy or girl. (Available as a set of three learning objects or individually)
 - Identikit Japanese (boy and girl versions to learn names & descriptions of face parts)
 - Kite kit: shape and design, level 1 – Students use and recognise simple words describing colour, size, shape and cultural images; and choose simple words to complete instructions for making a kite.
 - Lost bike – Students learn how to describe the size, colour and accessories on a bike. (Available as a set of two learning objects or individually.)
 - Matching characters: match it: A
 - Matching characters: flip and match: A
 - My Family- Japanese (available as a set of four learning objects or individually)

- Sugo! An enormous range of learning objects following the same basic outline but covering a range of topics, and suitable for beginners at different ages. Topics are available as a set or as three individual learning objects. Topics include:
 - Greetings ('saying hello and goodbye', 'saying how you are', and 'saying how you feel')
 - 1,2,3 (counting 1-10, 11-100, and how much things cost)
 - My things (colours, personal possessions and shapes & sizes)
 - My body (parts of the body, physical characteristics and 'at the doctor's')
 - Animals ('at the zoo' and 'describing animals')

Websites

- <http://web-japan.org/kidsweb> Kids Web Japan

Note: All websites have been accessed on 5 September 2007

Languages (LOTE) Japanese

Standard two

Standard overview

Learning opportunities

Resources

Standard two overview

The standard two student is likely to be in years 3–4. Students engage in language tasks that are tightly scaffolded and sequenced and use the language in everyday contexts. Most readily engage with other languages and cultures as they move away from the immediately personal to developing a stronger sense of community. They read, view and enjoy a range of familiar, predictable and / or simple texts.

Communication

Students are developing an understanding of language used in simple, repetitive sentence structures that are heavily dependent on context, visuals, gestures and intonation for understanding. Emphasis is still on oral language. They respond in familiar situations where the language is short, well-rehearsed and formulaic, for example, conducting a grid survey. Students recognise and assign meaning to short, familiar texts they see around them, such as classroom signs and labels. With some help, they read short texts with familiar content, vocabulary and other explicit contextual cues. Students write and copy short texts with the support of written models. For scripted languages, students are able to copy or write short texts.

Language as a system

Students notice similarities and differences in the patterns of both oral and written language. For scripted languages, students understand that correct stroke order is important when writing characters.

Language and culture

This strand is interwoven with communication. Examples are provided in the content area of this document and will be expanded upon as teachers work with the intercultural approach. Students are broadening their horizons and becoming increasingly aware of, and sensitive to, other cultural groups and languages. They begin to understand that there are diverse ways of thinking and valuing. Their observations often lead to further questions and speculations.

Thinking

Students continue to display a natural curiosity and interest as they experiment with the target language, its patterns and ideas. They notice similarities and differences, begin to make comparisons and reflect on their own thinking processes and learning strategies. Students are beginning to use tools to support their learning, such as charts and picture dictionaries.

Using ICT

Students access ICT to view authentic texts, symbols and images. They communicate simple messages using ICT and explore interactive resources such as websites, CD-ROMs and learning objects. They may consider how they will use media in the creation of simple texts such as comic strips and menus.

Learning opportunities standard two

Focus on:

- familiar, predictable and /or simple texts
- listening and speaking
- rehearsed, formulaic language
- language from everyday contexts
- comparing languages and cultures
- noticing patterns in oral and written language
- building a sense of community

Key concepts and topics

| identity relationships belonging stereotypes | interactions respect responsibility diversity | environment lifestyle wellbeing sustainability | tradition celebration culture change |
|--|---|--|--|
| <ul style="list-style-type: none"> • family • friends • age • zodiac | <ul style="list-style-type: none"> • my class – roll call, class commands, classroom items | <ul style="list-style-type: none"> • where I live • seasons | <ul style="list-style-type: none"> • stories / legends • games / songs • special days e.g. Children’s Day |
| <p style="text-align: center;">Linguistic items</p> <p>Sentence Pattern ~に~すんでいます</p> <p>Verbs すんでいます</p> <p>Particles に with すんでいます。 は topic maker</p> <p>Nouns e.g. なまえ、がっこう、おはようございます、さようなら、ありがとう etc.</p> <p>Writing Hiragana as appropriate Katakana: タスマニア、オーストラリア Kanji for recognition: 日、本、人、女、男、子、月、才</p> | | <p style="text-align: center;">Possible teaching emphases</p> <ul style="list-style-type: none"> • Share stories with a repetitive structure, connecting spoken text with visual images (e.g. numbering in the correct order or sorting jumbled pictures related to the text). • Have students experiment with the target language by describing an object (e.g. describe an animal to the class as part of a ‘What am I?’ guessing game—‘I am big. I have wings. I have feathers.’). • Have students read and sequence visual cards with key phrases drawn from a target language traditional cultural story with a repetitive text pattern. • Reinforce language patterns by substitution of words (e.g. substitution of words with opposite meaning—‘The bear is big. The bear is small.’). • Have students complete, in writing, a cloze exercise based on a familiar story, where key words have been removed. • Encourage students to use culturally appropriate gestures when using the target language. | |

Learning opportunities standard two

Pronouns

これ、それ (あれ recognition only) 、あなた

Numbers

1-50

Interrogatives

どこ、

なんさい、

なんがつ、

なにどし

Counters

さい

がつ

Suggested adjectives

colours あかい、きいろい、あおい、くろい、しろい

classroom language すごい、いい

- Have students read and write short texts in the target language, recognising that presentation of the text varies according to its purpose (e.g. labels, speech bubbles, greeting cards).
- Have students recognise that different patterns of language show different meanings (e.g. by ordering a series of words to create a simple sentence that has correct word order).
- Support students in noticing that words do not always have literal translations and that sentence patterns used in the target language have specific purposes (e.g. describing age).

Standard two recommended resources

Print resources (texts, posters, flash cards, books)

- Coerr, E. (1999) *Sadako and the thousand paper cranes*. Puffin, New York.
- Forthun, A. (2004) *Joozu! Activities for beginners*. Curriculum Corporation, Victoria. Available from <http://www.curriculum.edu.au>
- Goodman, Marlene. (2003) *Let's Learn Japanese Picture Dictionary*. McGraw Hill. ISBN 0071408274
- (1999) *Hiragana in 48 Minutes*. Curriculum Corporation, Victoria. (flashcards, teacher & learner sets) Available from <http://www.curriculum.edu.au>
- (1999) *Katakana in 48 Minutes*. Curriculum Corporation, Victoria. (flashcards, teacher & learner sets) Available from <http://www.curriculum.edu.au>
- Ledger, S. and R. (1998) *Snapshots of Asia – Japan*. Curriculum Corporation, Victoria. Available from <http://www.curriculum.edu.au>
- Mason, S. (2005) *Asoboo Manaboo: Japanese Language Games*. Curriculum Corporation. (web support www.curriculumpress.edu.au/asobomanabo) Available from <http://www.curriculum.edu.au>
- Nishibiyashi-Liston, H. (1998) *Japanese cooking in the classroom*. Kyozei L.O.T.E., Healesville, Victoria.
- Quackenbush, H. and Broekman, V. (1999) *Hiragana/Katakana in 48 Minutes: Teacher Guide*. Curriculum Corporation, Victoria. Available from <http://www.curriculum.edu.au>
- Streissguth, T. (1997) *A Ticket to Japan*. Carolrhoda Books Inc, Minneapolis.
- Taguchi, M. (2000-2004) *Ohisama...Connect! series*, Mingei Australia, Mittagong, NSW. <http://www.mingei.com.au/texts.cfm> Available from www.languageint.com.au
- Taguchi, M. (2003) *Japanese traditional folk plays – 8 plays for children*. Mingei Australia, Mittagong, NSW. <http://www.mingei.com.au/texts.cfm> Available from www.languageint.com.au
- *Yoroshiku Kana Frieze (48 panels)* Curriculum Corporation, Victoria. Available from <http://www.curriculum.edu.au> [accessed 1 June 2007]

Digital resources (CD-ROMs, DVDs, videos)

- *Big Bird in Japan*. (1991) [DVD] Sesame Street.
- *Folk Tales of Old Japan*. (1997) [CD-ROM and book] Japan Times, Tokyo, Japan. Available for borrowing from the State Library of Tasmania
- *My Neighbour, Totoro*. (2006) [video] Madman Entertainment, Australia. (distributor)
- *Sing and Learn Japanese*, ABC Melody. [CD-ROM and book] Available from <http://www.abcmelody.com/products.asp#>
- *Sugoi! Learn Japanese*. (2000) [CD-ROM] Curriculum Corporation, Victoria, Australia. Available from <http://www.curriculum.edu.au>

Learning objects

- The Learning Federation – learning object catalogues <http://www.thelearningfederation.edu.au/tlf2/>
- Department of Education eCentre for Teachers, Resource Centre, Learning Object search <http://ecentre.education.tas.gov.au/C15/Learning%20Objects/default.aspx> Examples are:
 - Amazing characters: level 1 - Students solve word puzzles as they find a way through two mazes (a cave and a palace). They build their knowledge of simple characters by checking meanings and spoken examples. This learning object is the first in a series of two objects that progressively increase in difficulty.
 - Dragon temple: level 1 – Students find their way through ancient temple grounds to a hidden treasure room, solving word puzzles as they go. The first in a series of two objects that progressively increase in difficulty.

- Dressing up – Students explore clothes worn in Japan to school, skiing or a lantern festival. They identify clothing items suitable for each activity and follow instructions to dress a boy or girl. (Available as a set of three learning objects or individually)
- Identikit Japanese (boy and girl versions to learn names & descriptions of face parts)
- Kite kit: flying – Students fly kites in a range of places in Japan, adjusting compass directions, wind speed and flying height. ('Kite kit' is available in a set or as three individual objects.)
- Kite kit: shape and design, level 1 & 2– Students use and recognise simple words describing colour, size, shape and cultural images; and choose simple words to complete instructions for making a kite.
- Matching characters: match it: B
- Matching characters: flip and match: B (available as a set with the easier language A versions, or as individual learning objects)
- My Family- Japanese (available as a set of four learning objects or individually)
- Quiz show: wheel of discovery: level 1– Students solve word puzzles in a quiz show. This learning object is one in a series of three objects.
- Radical hunt: island hunt – Students search an island for clues to find a rare bird, finding Japanese characters hidden near the things they represent and identifying the general pattern that the meaning of radicals contributes to the meaning of compound characters. Radical hunt: school hunt is a more advanced version of this learning object.
- Stampede: balloon stampede – Students look at the structure of Japanese characters appearing on a series of balloons, building their knowledge of character components and structures by checking meanings and spoken examples.
- Stroke dig: levels 1, 2 and 3 – Three learning objects with different levels of difficulty. Students restore stone tablets and character strokes from a dig site, and discover the meaning and sound of the characters.
- Sugoi! An enormous range of learning objects following the same basic outline but covering a range of topics, and suitable for beginners at different ages. Topics are available as a set or as three individual learning objects. Topics include:
 - Greetings ('saying hello and goodbye', 'saying how you are', and 'saying how you feel')
 - 1,2,3 (counting 1-10, 11-100, and how much things cost)
 - My things (colours, personal possessions and shapes & sizes)
 - My body (parts of the body, physical characteristics and 'at the doctor's')
 - About me
 - Animals ('at the zoo' and 'describing animals')
 - About me
 - Let's eat (eating & drinking; the fruit shop, and 'what's cooking?')
 - My clothes (naming clothes, coloured clothes and buying clothes)
 - My house (contents and parts, where is the frog? and where coloured things are)
 - Time (the hours, hours and half-hours, daily activities)
 - The family (family members, introducing others, family occupations)
 - About me (what is my name?, how old am I?, where do I come from?)
 - Let's play ('sports and games', 'what do you like to play?' and 'shall we go somewhere?')
- Vending machines – Three learning objects ('food', 'drinks' and 'food & drinks') from a set of six in this series. Students ask a friend what they want to eat or drink, identifying the food in a vending machine.

Websites

- <http://web-japan.org/kidsweb> Kids Web Japan
- <http://www.origami-club.com/en/> Information, plans and animations for many origami creations

Note: All websites have been accessed on 5 September 2007

Languages (LOTE) Japanese

Standard three

Standard overview

Learning opportunities

Resources

Standard three overview

The standard three student is likely to be in years 5–6. Students are able to build on and apply generic thinking and literacy skills to support their learning of the target language. Students at standard three still require contextual support to use the target language effectively and continue to operate within a relatively small range of familiar contexts.

Communication

Students can ask and respond to routine questions in the target language and can deal with small amounts of unfamiliar language in contexts they understand. Students respond to written texts by using the language in simple spoken or written form, or by giving short verbal responses of one or two short sentences in the target language. Students can write short texts, such as emails or notes, on a variety of familiar topics. They are developing control over some formulaic language structures and patterns.

Language as a system

Students begin to recognise and use correct patterns in the target language in familiar situations. They can compare and reflect on similarities and differences between their own and the target language.

Language and culture

This strand is interwoven with communication. Examples are provided in the content area of this document and will be expanded upon as teachers work with the intercultural approach. Students further develop an understanding of their identity and their place in the world as they learn about their own and other cultural groups. They develop skills and understandings that enable them to participate in the wider community, responding appropriately to difference. Their observations often lead to further questions and speculations.

Thinking

Students continue to experiment with the target language, its patterns and ideas. They reflect on their own thinking processes and identify and use language learning strategies. Students are developing the ability to explain their thinking and selection of language learning strategies.

Using ICT

Students access ICT to view authentic texts, symbols and images. They consider how they will use media in their simple texts and use appropriate word-processing and multimedia software.

Learning opportunities standard three

Focus on:

- familiar, predictable and /or simple texts
- building on and applying thinking and literacy skills
- strong contextual support and scaffolding
- noticing and using patterns in oral and written language
- identifying and using language learning strategies
- comparing languages and cultures
- using ICT to access and create texts

Key concepts and topics

| identity relationships belonging stereotypes | interactions respect responsibility diversity | environment lifestyle wellbeing sustainability | tradition celebration culture change |
|---|---|---|---|
| <ul style="list-style-type: none"> • self, family community • occupations • school - grade • sports | <ul style="list-style-type: none"> • time – days of the week | <ul style="list-style-type: none"> • pets / animals • weather | <ul style="list-style-type: none"> • stories, folk tales and plays • traditional games • festivals |

Linguistic items

Sentence Pattern

~をかっています

~をします

Suggested verbs

かっています

します

Particles

を object maker

も also

と and

Nouns

e.g. いぬ、ねこ、コアラ etc.

おとうさん、おかあさん etc.

クリケット、サッカーetc.

はる、なつ、あき、ふゆ、

でんわ、たんじょうび

Possible teaching emphases

- Have students listen to a short section of a familiar text in the target language and record the main idea (e.g. listen to a peer read, and record by drawing the key action being described; or participate in a 'Who am I?' activity).
- Have students listen three times to the soundtrack of a video segment without the vision and respond to simple questions related to the text (e.g. How many people are there?, Where are they?) Check interpretation in the final playing of the video, including vision.
- Reinforce students' knowledge of time by recording times on blank clock faces after listening to a series of times read aloud in the target language.
- Expand dialogue in the target language by adding phrases of time, place and frequency (e.g. works with a partner to discuss daily routines or favourite pastimes—Student A: 'I play tennis.' Student B: 'When?' Student A: 'I play tennis on Mondays.')
- Provide opportunities for students to read familiar target language in a written description and apply it in a new context (e.g. how students get to school).

Learning opportunities standard three

Writing

Hiragana: 46 basic hiragana combination + extra sound

Kanji:

一、二、三、四、五、六、七、八、九、十、月

Recognition:

女、男、子、才、日、本、人、犬、火、水、木、金、土、春、夏、秋、冬

Numbers

1-100

Interrogatives

なんねんせい、

なんにん、

なんじ、

なんようび、

だれ、

いつ

Counters

じ

にん

Suggested adjectives

おいしい、

たのしい、

小さい、大きい

- Have students examine a simplified text and check predictions of meaning of words (e.g. examines with a partner a simplified target language traditional cultural story and checks word meanings in an electronic or paper-based bilingual picture dictionary).
- Have students read and examine a variety of modified text types written for different purposes and identify similarities and differences (e.g. reads texts about leisure and lifestyle activities in a target language country—a letter, postcard, advertisement, poster, electronic resources).
- Investigate how climate, traditions, population and community structure in a target language country can affect daily routines (e.g. students record on a timetable their own activities for a week and compare it to the timetable of a peer in the target language country).
- Model deciphering overall meaning by identifying key words in modified written texts e.g. using a big book.

Standard three recommended resources

Print resources (texts, posters, flash cards, books)

- Barker, L. (2004) *Having fun with hiragana*. Association of Independent Schools of Victoria Inc., South Yarra, Victoria.
- Forthun, A. (2004) *Joozu! Activities for beginners*. Curriculum Corporation, Victoria. Available from <http://www.curriculum.edu.au>
- (1999) *Hiragana in 48 Minutes*. Curriculum Corporation, Victoria. (flashcards, teacher & learner sets) Available from <http://www.curriculum.edu.au>
- (1999) *Katakana in 48 Minutes*. Curriculum Corporation, Victoria. (flashcards, teacher & learner sets) Available from <http://www.curriculum.edu.au>
- Ledger, S. and R. (1998) *Snapshots of Asia – Japan*. Curriculum Corporation, Victoria. Available from <http://www.curriculum.edu.au>
- Mason, S. (2005) *Asoboo Manaboo: Japanese Language Games*. Curriculum Corporation. (web support www.curriculumpress.edu.au/asobomanabo) Available from <http://www.curriculum.edu.au>
- Mitamura, Y. (1985) *Let's Learn Hiragana*. Kodansha International, Tokyo.
- Nishibiyashi-Liston, H. (1998) *Japanese cooking in the classroom*. Kyozaï L.O.T.E., Healesville, Victoria.
- Quackenbush, H. and Broekman, V. (1999) *Hiragana/Katakana in 48 Minutes: Teacher Guide*. Curriculum Corporation, Victoria. Available from <http://www.curriculum.edu.au>
- Reekie, F. (1997) *Primary School Japanese*. Pascal Press, Glebe, NSW.
- Streissguth, T. (1997) *A Ticket to Japan*. Carolrhoda Books Inc, Minneapolis.
- Taguchi, M. (2000-2004) *Ohisama... Connect! series*, Mingei Australia, Mittagong, NSW. <http://www.mingei.com.au/texts.cfm> Available from www.languageint.com.au
- Taguchi, M. (2003) *Japanese traditional folk plays – 8 plays for children*. Mingei Australia, Mittagong, NSW. <http://www.mingei.com.au/texts.cfm> Available from www.languageint.com.au
- *Yoroshiku Kana Frieze (48 panels)* Curriculum Corporation, Victoria. Available from <http://www.curriculum.edu.au>

Digital resources (CD-ROMs, DVDs, videos)

- *Folk Tales of Old Japan*. (1997) [CD-ROM and book] Japan Times, Tokyo, Japan. Available for borrowing from the State Library of Tasmania
- *Quirky Comics*. (2004) [CD-ROM] Curriculum Corporation, Victoria, Australia. Available from <http://www.curriculum.edu.au>
- *My Neighbour, Totoro*. (2006) [video] Madman Entertainment, Australia. (distributor)
- *Sing and Learn Japanese*, ABC Melody. [CD-ROM and book] Available from <http://www.abcmelody.com/products.asp#>
- *Sugoi! Learn Japanese*. (2000) [CD-ROM] Curriculum Corporation, Victoria, Australia. Available from <http://www.curriculum.edu.au>

Learning objects

- The Learning Federation – learning object catalogues <http://www.thelearningfederation.edu.au/tlf2/>
- Department of Education eCentre for Teachers, Resource Centre, Learning Object search <http://ecentre.education.tas.gov.au/C15/Learning%20Objects/default.aspx> Examples are:
 - Amazing characters: level 2 - Students solve word puzzles as they find a way through two mazes (a garden and a cave). They build their knowledge of simple characters by checking meanings and spoken examples. This learning object is the second in a series of two objects that progressively increase in difficulty.

- Code breaker – Students sort well-formed Japanese characters from poorly formed characters.
- Dragon temple: level 2 – Students find their way through ancient temple grounds to a hidden treasure room, solving word puzzles as they go. The second in a series of two objects that progressively increase in difficulty.
- Font cubes – Supports students in understanding that different characters may look slightly different in different fonts. (Available as three individual learning objects with different levels of difficulty, or as an aggregate set.)
- Manga professional – Three learning objects each with two versions of each, with different levels of language difficulty. Students take the part of a new employee at a manga design studio, learn about manga and complete two unfinished manga pages.
- Photo album: daily life I/ celebrations I/ school life I – Three learning objects where students match captions to photographs and answer targeted multiple choice questions. There are also second versions of these learning objects using more complex language.
- Quiz show: pick a box – Students pick boxes in a quiz show to score points, starting by selecting a key character with a basic meaning and looking at the meanings of three other characters to select the character needed to complete a given compound word. This learning object is one in a series of three objects.
- Quiz show: wheel of discovery: level 2 – Students solve word puzzles in a quiz show. This learning object is one in a series of three objects.
- Radical hunt: school hunt – Students take photos as they move around a school, finding Japanese characters hidden near the things they represent and identifying the general pattern that the meaning of radicals contributes to the meaning of compound characters. Radical hunt: island hunt is an easier version of this learning object.
- Stampede: kite stampede – Students look at the structure of Japanese characters appearing on a series of kites, building their knowledge of character components and structures by checking meanings and spoken examples. The second in a series of three learning objects that progressively increase in difficulty.
- Stampede: sushi stampede – Students look at the structure of Japanese characters appearing on a sushi train, building their knowledge of character components and structures by checking meanings and spoken examples. The second in a series of three learning objects that progressively increase in difficulty. (Available also as a combined set of three learning objects.)
- Sugo! An enormous range of learning objects following the same basic outline but covering a range of topics, and suitable for beginners at different ages. Topics are available as a set or as three individual learning objects. They include:
 - Greetings ('saying hello and goodbye', 'saying how you are', and 'saying how you feel')
 - 1,2,3 (counting 1-10, 11-100, and how much things cost)
 - My things (colours, personal possessions and shapes & sizes)
 - My body (parts of the body, physical characteristics and 'at the doctor's')
 - About me
 - Animals ('at the zoo' and 'describing animals')
 - About me
 - Let's eat (eating & drinking; the fruit shop, and 'what's cooking?')
 - My clothes (naming clothes, coloured clothes and buying clothes)
 - My house (contents and parts, where is the frog? and where coloured things are)
 - Time (the hours, hours and half-hours, daily activities)
 - The family (family members, introducing others, family occupations)
 - About me (what is my name?, how old am I?, where do I come from?)
 - Let's play ('sports and games', 'what do you like to play?' and 'shall we go somewhere?')
 - Getting around ('where are you going?' and 'how do you get there?')
 - The weather ('today's weather', 'dressing for weather' and 'weather in other countries')
 - Going places ('places and weekdays', 'what you can and can't do' , 'animals you see and hear')

- Vending machines – Three learning objects ('food', 'drinks' and 'food & drinks') from a set of six in this series. Students ask a friend what they want to eat or drink, identifying the food in a vending machine.

Websites

- <http://www.origami-club.com/en/> Information, plans and animations for many origami creations
- <http://www.manythings.org/japanese/> 'Charles Kelly's Online Japanese Language Study Materials'
- <http://web-japan.org/kidsweb> Kids Web Japan

Note: All websites were accessed on 5 September 2007

Languages (LOTE) Japanese

Standard four

Standard overview

Learning opportunities

Resources

Standard four overview

The standard four student is likely to be in years 7–8. This group is often diverse, with students from varying language learning backgrounds. They are exploring personal identity and their place within society. Students at standard 4 are able to adapt the language they know to some unfamiliar situations. They are beginning to develop confidence in using language to suit context.

Communication

Students use the target language to speak and listen for particular purposes, including rehearsed dialogues. They make use of a range of text types to communicate with different audiences, in different contexts and for different purposes. They are able to express simple opinions in the target language and their writing shows more flexible use of the language and a willingness to experiment. Students apply learned grammar rules in a variety of contexts. They can identify new language patterns when found frequently in spoken and written texts presented through a range of media including television, magazines and songs.

Language as a system

Students recognise and use correct patterns in the target language without cues but in familiar situations. Their knowledge of sound / symbol relationships, language structure and text organisation enables them to interpret some written and visual texts.

Language and culture

This strand is interwoven with communication. Examples are provided in the content area of this document and will be expanded upon as teachers work with the intercultural approach. Students understand how cultures and languages contribute to forming personal and group identities. They further develop skills and understandings that enable them to participate in the local and global community. They develop intercultural sensitivity and a deeper understanding of their own and other cultures. Their observations often lead to further questions and speculations.

Thinking

Students reflect on, and begin to make explicit, their own understanding of language structure and use. They make meaning from context and continue to identify and use a range of language learning strategies and thinking processes.

Using ICT

Students use a variety of communication and research tools responsibly and ethically to access and present information, problem solve and communicate with others. They consider how they use media and familiar word-processing and multimedia software to create texts.

Learning opportunities standard four

Focus on:

- adapting known language
- speaking and listening for particular purposes
- a range of text types and media
- expressing simple opinions
- recognising and using familiar language patterns
- personal and group identities
- participation in local and global communities
- using a variety of ICT tools to communicate

Key concepts and topics

| identity relationships belonging stereotypes | interactions respect responsibility diversity | environment lifestyle wellbeing sustainability | tradition celebration culture change |
|--|--|--|---|
| <ul style="list-style-type: none"> • self and country • nationalities • school – subjects | <ul style="list-style-type: none"> • time – timetables • shopping • leisure activities e.g. music, eating out | <ul style="list-style-type: none"> • natural environment e.g. water, landscape, geography • food e.g. healthy eating | <ul style="list-style-type: none"> • performance e.g. plays, songs • festivals / special days |

Linguistic items

Sentence Pattern

~は、~です / じゃないです

~は、~を、~ます

~ません

~ました

~ませんでした

~は、~が、すきです

すきじゃないです

きらいです

~の~

Suggested verbs:

行きます、来ます、かえります

Daily action verb たべます、のみます、します、ききます、みます、べんきょうします

Possible teaching emphases

- Have students listen to classmates' descriptions and record responses (e.g. listen to classmates describe their favourite leisure activity, record the findings and make a bar graph representing popularity).
- Have students work in small groups to script and perform a role play e.g. in a restaurant.
- Have students distinguish the difference between formal and informal register (e.g. listen to two dialogues in the target language: one between adults, such as between a parent and teacher and the other between a parent greeting a child on return from school; compare the differences).
- Listen to songs in the target language with lyrics on OHT, with key words removed, and identify missing words.
- Have students script and video an advertisement, using modelled sentence patterns.

Learning opportunities standard four

Particles

に／へ direction
が with すきです

Nouns as appropriate for topics

Writing

Hiragana, Katakana

Kanji: 一、二、三、四、五、六、七、八、
九、十、百、女、男、子、月、才、日、
本、人、犬、火、水、木、金、土、円、
山、川

Recognition: 学、校、食、飲、先、生、千、
万、海、名、前、私、好、父、母、語

Time Words

~がつ、~じ、~じはん

Numbers 1- 100, 200 etc

Interrogatives いくら

Adverbs

ときどき、
いつも、
まいにち、
よく、
あまり + negative
ぜんぜん + negative

Counters

円、ドル、セント、
ひき

Suggested adjectives

あつい、さむい、かわいい、やさしい、む
ずかしい、たかい、やすい、いい、わるい

- Have students express opinions in the target language about how an advertisement from a target language country would influence their choice to purchase a particular product (e.g. 'I don't like ...', 'I prefer ... because ...').
- Reinforce writing in the target language for a specific purpose, supported by a table of words, phrases and expressions (e.g. develop an advertising slogan in the target language, selecting from words, phrases and expressions that support a persuasive message).
- Have students write in pairs a hip-hop / rap song in the target language on a topic of their choice.
- Provide opportunities for students to demonstrate rules regarding a negotiated language feature (e.g. place of adjective, verb tense) by designing a method of learning and remembering that form (e.g. a mnemonic or simple game).
- Use playing cards, flash cards and guessing games to teach and reinforce vocabulary items and sentence structures. Have students reflect on the strategies that best support them in their learning and share with their peers.
- Have students use knowledge of language patterns and features in a cross-age tutoring program to share and enhance their understanding of language concepts (e.g. write a report in English describing what they did and what they learned and younger students learned).
- Have students select from a set of prepared cards, a character to role-play at a party, set in the target language culture, and introduce themselves to other party-goers using appropriate verbal and non-verbal language; exchange information about name, age, occupation, nationality, likes and dislikes; and then write a brief description of at least two people they met, summarising personal details (e.g. 'I met Kenji. Kenji lives in Tokyo and is a Japanese high school student. He is studying in Sydney.')

Standard four recommended resources

Print resources (texts, posters, flash cards, books, kits)

- Barker, L. (2004) *Having fun with hiragana*. Association of Independent Schools of Victoria Inc., South Yarra, Victoria.
- Evans, M. et al. (1999) *Mirai*. Longman, South Melbourne, Victoria.
- Forthun, A. (2004) *Joozu! Activities for beginners*. Curriculum Corporation, Victoria. Available from <http://www.curriculum.edu.au>
- (1999) *Hiragana in 48 Minutes*. Curriculum Corporation, Victoria. (flashcards, teacher & learner sets) Available from <http://www.curriculum.edu.au>
- (1999) *Katakana in 48 Minutes*. Curriculum Corporation, Victoria. (flashcards, teacher & learner sets) Available from <http://www.curriculum.edu.au>
- Lee, M. (2001) *Tsumiki 1 & 2*. Thomson Nelson, South Melbourne. Available from <http://secondary.thomsonlearning.com.au/category/597>
- Mitamura, Y. (1985) *Let's Learn Hiragana*. Kodansha International, Tokyo.
- Nishibiyashi-Liston, H. (1998) *Japanese cooking in the classroom*. Kyozaï L.O.T.E., Healesville, Victoria.
- Quackenbush, H. and Broekman, V. (1999) *Hiragana/Katakana in 48 Minutes: Teacher Guide*. Curriculum Corporation, Victoria. Available from <http://www.curriculum.edu.au>
- Williams, P. et al. (1997) *Obentoo*. Thomson Nelson, South Melbourne. Available from <http://secondary.thomsonlearning.com.au/category/597>

Digital resources (CD-ROMs, DVDs, videos)

- *Folk Tales of Old Japan*. (1997) [CD-ROM and book] Japan Times, Tokyo, Japan. Available for borrowing from the State Library of Tasmania
- *Online Language Resources: Japanese Readers for the Middle Years*. (2005) [CD-ROM] Available from <http://studio.qantm.com.au/onlinelanguageresources>
- *Quirky Comics*. (2004) [CD-ROM] Curriculum Corporation, Victoria, Australia. Available from <http://www.curriculum.edu.au>
- *Sugoi! Learn Japanese*. (2000) [CD-ROM] Curriculum Corporation, Victoria, Australia. Available from <http://www.curriculum.edu.au>

Learning objects

- The Learning Federation – learning object catalogues <http://www.thelearningfederation.edu.au/tlf2/>
- Department of Education eCentre for Teachers, Resource Centre, Learning Object search <http://ecentre.education.tas.gov.au/C15/Learning%20Objects/default.aspx> Examples are:
 - Amazing characters: level 2 - Students solve word puzzles as they find a way through two mazes (a garden and a cave). They build their knowledge of simple characters by checking meanings and spoken examples. This learning object is the second in a series of two objects that progressively increase in difficulty.
 - Code breaker – Students sort well-formed Japanese characters from poorly formed characters.
 - Direct a taxi: Kyoto traffic jam – Students join a taxi service as a controller and get to know landmarks in Kyoto. They check the traffic conditions and give directions to a driver as they pick up and drop off passengers. This is the first in a series of two learning objects that become progressively more difficult.
 - Dragon temple: level 2 – Students find their way through ancient temple grounds to a hidden treasure room, solving word puzzles as they go. The second in a series of two objects that progressively increase in difficulty.

- Font cubes – Supports students in understanding that different characters may look slightly different in different fonts. (Available as three individual learning objects with different levels of difficulty, or as an aggregate set.)
- Manga professional – Three learning objects each with two versions of each, with different levels of language difficulty. Students take the part of a new employee at a manga design studio, learn about manga and complete two unfinished manga pages.
- Moshi moshi – Three learning objects offering students a virtual mobile phone experience, receiving and replying to SMS text messages and voicemail.
- Photo album: daily life I/ celebrations I/ school life I – Three learning objects where students match captions to photographs and answer targeted multiple choice questions. There are also second versions of these learning objects using more complex language.
- Quiz show: pick a box – Students pick boxes in a quiz show to score points, starting by selecting a key character with a basic meaning and looking at the meanings of three other characters to select the character needed to complete a given compound word. This learning object is one in a series of three objects.
- Quiz show: wheel of discovery: level 2 – Students solve word puzzles in a quiz show. This learning object is one in a series of three objects.
- Radical hunt: school hunt – Students take photos as they move around a school, finding Japanese characters hidden near the things they represent and identifying the general pattern that the meaning of radicals contributes to the meaning of compound characters. Radical hunt: island hunt is an easier version of this learning object.
- Stampede: kite stampede – Students look at the structure of Japanese characters appearing on a series of kites, building their knowledge of character components and structures by checking meanings and spoken examples. The second in a series of three learning objects that progressively increase in difficulty.
- Stampede: sushi stampede – Students look at the structure of Japanese characters appearing on a sushi train, building their knowledge of character components and structures by checking meanings and spoken examples. The second in a series of three learning objects that progressively increase in difficulty. (Available also as a combined set of three learning objects.)
- Sugo! An enormous range of learning objects following the same basic outline but covering a range of topics, and suitable for beginners at different ages. Topics are available as a set or as three individual learning objects. Topics include:
 - Greetings ('saying hello and goodbye', 'saying how you are', and 'saying how you feel')
 - 1,2,3 (counting 1-10, 11-100, and how much things cost)
 - My things (colours, personal possessions and shapes & sizes)
 - My body (parts of the body, physical characteristics and 'at the doctor's')About me
 - Animals ('at the zoo' and 'describing animals')About me
 - Let's eat (eating & drinking; the fruit shop, and 'what's cooking?')
 - My clothes (naming clothes, coloured clothes and buying clothes)
 - My house (contents and parts, where is the frog? and where coloured things are)
 - Time (the hours, hours and half-hours, daily activities)
 - The family (family members, introducing others, family occupations)
 - About me (what is my name?, how old am I?, where do I come from?)
 - Let's play ('sports and games', 'what do you like to play?' and 'shall we go somewhere?')
 - Getting around ('where are you going?' and 'how do you get there?')
 - The weather ('today's weather', 'dressing for weather' and 'weather in other countries')
 - Going places ('places and weekdays', 'what you can and can't do' , 'animals you see and hear')
 - My day ('what to do?', 'who's doing what?' and 'what are people doing?')

- Train a sumo wrestler: beginner – Students coach a trainee sumo wrestler, exploring cultural aspects of the sport such as arena design and matches rituals. They look at sample training schedules and much more. This learning object is the first of two objects that progressively increase in difficulty.
- Vending machines – Three learning objects ('food and money', 'drinks and money' and 'food, drinks and money') from a set of six in this series. Students ask a friend what they want to eat or drink, identify the food in a vending machine and pay for it.

Websites

- <http://www.origami-club.com/en/> Information, plans and animations for many origami creations
- <http://www.manythings.org/japanese/> 'Charles Kelly's Online Japanese Language Study Materials'

Note: All websites were accessed on 5 September 2007

Languages (LOTE) Japanese

Standard five

Standard overview

Learning opportunities

Resources

Standard five overview

The standard five student is likely to be in years 9–10. Students at standard five gain an increased understanding of the form and structure of the language being studied, allowing them to apply rules and language patterns to unfamiliar language situations. They demonstrate a growing independence in their use of the language.

Communication

In their own speaking and writing, they can control language structures and features and can use a range of strategies to help them understand unfamiliar language. They continue to make use of a range of text types to communicate with different audiences, in different contexts and for different purposes. They respond to a range of texts with unfamiliar language structures and vocabulary. Students can use the target language in longer conversations and more complex written texts.

Language as a system

Students recognise and use correct patterns in the target language more independently. They analyse and interpret meanings in diverse media.

Language and culture

This strand is interwoven with communication. Examples are provided in the content area of this document and will be expanded upon as teachers work with the intercultural approach. Students further develop skills and understandings that enable them to participate as global citizens. They understand how cultures and languages contribute to forming identities. They offer personal insights and a deeper understanding of their own and other cultures. Their observations often lead to further questions and speculations.

Thinking

Students explain how they can modify target language structures to suit their own communication needs. Students identify, develop and use language learning strategies.

Using ICT

Students use a range of ICT in creative ways to access and present information and demonstrate solutions. They select and use appropriate tools competently, ethically and responsibly.

Learning opportunities standard five

Focus on:

- form and structure of language
- applying rules and language patterns to unfamiliar language situations
- using a range of strategies and tools appropriately
- diverse range of text types and media
- range of audiences, contexts and purposes
- longer conversations
- more complex written texts
- growing independence in use of language
- global issues

Key concepts and topics

| identity relationships belonging stereotypes | interactions respect responsibility diversity | environment lifestyle wellbeing sustainability | tradition celebration culture change |
|--|--|--|--|
| <ul style="list-style-type: none"> • national identity • youth culture e.g. music, clothing, | <ul style="list-style-type: none"> • transport • travel e.g. student exchanges • making connections e.g. email, SMS | <ul style="list-style-type: none"> • own environment • place and direction • work | <ul style="list-style-type: none"> • texts e.g. songs, poetry, stories, plays • cultural practices e.g. family, religion, food |

Linguistic items

Bold indicates pre-tertiary entry content.

Sentence Patterns

- ~ませんか
- ~てください
- ~ています
- ~ていません
- ~ていました
- ~ていませんでした
- ~たいです
- ~ましょう
- ~ましょうか
- ~てもいいです
- ~てもいいですか
- ~じゃ／ではありません

Recognition:

たかないです、たかったです、たくなかったです

Possible teaching emphases

- Have students observe and listen to a recipe being made and described in the target language to identify steps and processes involved (e.g. recognises language items such as 'firstly', 'secondly', 'and then', 'finally', 'we need', 'you must/must not', 'remember to', 'don't forget').
Have students use the target language in a new context (e.g. give a short PowerPoint® presentation in the target language to the class about their own family's favourite foods, daily meals, meals for special occasions and festive foods __ 'We usually __', 'Sometimes we __', 'For lunch __', 'On Sundays __', 'During (festival) period we __', 'Traditionally __', 'For parties __').
Have students express personal circumstances and future plans e.g. in pairs, discuss possible changes to their own health and / or lifestyle, expressing current state and future plans – 'I would like to __'.

Learning opportunities standard five

Suggested verbs

よみます、かきます、あいます、かいます、おきます、ねます、かえります、はなします、まちます、あげます、もらいます、あります、います、つくります、およぎます、はきます、着ます、かぶります

Recognition:

見えます、聞こえます

Particles

と with

ね、よ exclamations

で place of action

means of/language

に with clock time

の joining 2 nouns

の joining 2 time expressions

の joining noun and prepositional noun

が with います/あります

が with いたい、ほしい、じょうず、へた、できます

が with のど、おなか

に with time expressions

に with います/あります

から from

まで as far as

-は in sentences with が~です

(わたしは、めがあおいです)

Recognition:

に with purpose

(たべにいきます)

や and

- Provide opportunities for students to compare the language used in different text types (e.g. SMS, email, telephone message, letter).
- Provide opportunities for students to survey class members about their eating habits and write a brief report on the findings (e.g. the majority / some / a few / most / a number of /... per cent, prefer ...) displaying the results on a chart or graph and reporting orally on ways the class could improve their health.
- Provide examples for a class collection of proverbs and colloquial sayings in Australian and target language texts to show that language is not always literal and has embedded cultural aspects (e.g. 'Flies like a bird').
- Have students explore how language has evolved to accommodate new communication models (e.g. decipher text messages in the target language and reconstruct the full messages. Comment on how language has evolved to accommodate new technologies.)
- Have students listen to podcasts of dialogues in the target language, and / or create their own podcasts.
- Have students communicate with their peers in the target country via email or blogs to compare aspects of their lives.
- Have students write an advertisement for a pin-up board promoting themselves for a job such as baby-sitting or odd jobs.
- Discuss with students the meaning and translation of proverbs in English and the target language e.g. 'it's raining cats and dogs' and its equivalent in the target language.
- Have students identify a personal area of difficulty in their language learning e.g. remembering vocabulary, verbs or listening comprehension. Then have them plan and implement a strategy for improvement. Evaluate and discuss effectiveness of strategy with the class.

Learning opportunities standard five

Nouns as appropriate for topics

Writing

Kanji: 一、二、三、四、五、六、七、八、九、十、百、女、男、子、月、才、日、本、人、火、水、木、金、土、大、水、円、犬、山、川、名、前、私、好、父、母、千、万、何、行、来、見、目、語、口、手、耳、足、上、下、中、車

Recognition:

先、生、出、入、話、雨、気、友、年、帰、天、海、学、校、食、飲、書、買、週、電、話、毎

Numbers 1-100,1000, 10 000

Interrogatives

なんびき、
 どんな、
 なんにち、
 いくつ
 どれ、どの

Adverbs

とても、
 たいへん、
 もうすこし、
 たくさん、
 すこし、ちょっと、
 よく (well)
 みんな、ぜんぶで、
 くらい(ぐらい) 、ごろ
 ひとつ (each)
 もう、まだ
 よく (often)、
 はやく、おそく、
 ここ、そこ、あそこ

- Have students edit and proof read their own and other's writing, using strategies to identify and correct errors.
- Provide a reading text. Using different colours, have students highlight particular grammatical structures or expressions e.g. time phrases, verbs.
- Have students record their learning on a class blog, including photos, podcasts and text.
- Have students 'put themselves in the picture' by using computer programs to superimpose photos of themselves on photos of the target country and adding speech bubbles or captions in the target language.
- Have students use knowledge of language patterns and features in a cross-age tutoring program to share and enhance their understanding of language concepts e.g. write a report describing what they did and what they learned and younger students learned.
- Provide opportunities for students to demonstrate rules regarding a negotiated language feature (e.g. learning kana and kanji) by designing a method of learning and remembering that form e.g. a mnemonic or simple game.

Learning opportunities standard five

Counters

分、日、

~つ (general counter)

年、年間

Suggested adjectives

いそがしい、はやい、おそい、おもしろい、あたらしい、べんり、しずか、きれい、すき、きれい、じょうず

この、その、あの

い adjectives, な adjectives

affirmative, negative (present)

い adj

~いです

~くないです

な adj

~です

~ではありません / ~じゃない です

affirmative (past), negative (past)

い adj

~かったです

~くありません

な adjectives

~でした

~ではありません でした / ~じゃなかったです

Comparison between

(Recognition at stage 14)

この / その / あの and

これ / それ / あれ

Learning opportunities standard five

Prepositional nouns

うえ、した、なか、
うしろ、まえ、
そと、ちかく、
みぎ、ひだり

Sentence Connectors

でも、
~が~、
そして、
て form of verb

Recognition:

だから、
から (**because**)

Standard five recommended resources

Print resources (texts, posters, flash cards, books)

- Evans, M. et al. (1999) *Mirai*. Longman, South Melbourne, Victoria.
- Forthun, A. (2004) *Joozu! Activities for beginners*. Curriculum Corporation, Victoria. Available from <http://www.curriculum.edu.au>
- (1999) *Hiragana in 48 Minutes*. Curriculum Corporation, Victoria. (flashcards, teacher & learner sets) Available from <http://www.curriculum.edu.au>
- (1999) *Katakana in 48 Minutes*. Curriculum Corporation, Victoria. (flashcards, teacher & learner sets) Available from <http://www.curriculum.edu.au>
- Lee, M. (2001) *Tsumiki 1 & 2*. Thomson Nelson, South Melbourne. Available from <http://secondary.thomsonlearning.com.au/category/597>
- Quackenbush, H. and Broekman, V. (1999) *Hiragana/Katakana in 48 Minutes: Teacher Guide*. Curriculum Corporation, Victoria. Available from <http://www.curriculum.edu.au>
- Reekie, F. (1997) *A First Course in Japanese*. Pascal Press, Glebe, NSW.
- Williams, P. et al. (1997) *Obentoo*. Thomson Nelson, South Melbourne. Available from <http://secondary.thomsonlearning.com.au/category/597>

Learning objects

- Department of Education eCentre for Teachers, Resource Centre, Learning Object search <http://ecentre.education.tas.gov.au/C15/Learning%20Objects/default.aspx> [accessed 7 May 2007]
Examples are:
 - Direct a taxi: Kyoto traffic mayhem – Students join a taxi service as a controller and get to know landmarks in Kyoto. They check the traffic conditions and give directions to a driver as they pick up and drop off passengers. The second in a series of two learning objects that progressively increase in difficulty.
 - Gourmet order – Provides students with practise in recognising characters in handwritten and printed form.
 - Lost bag – Two learning objects exploring how to ask about lost luggage in culturally appropriate ways.
 - Moshi moshi – Three learning objects offering students a virtual mobile phone experience, receiving and replying to SMS text messages and voicemail.
 - Movie mayhem: school trip – Students edit a film about three Japanese students on a school bus trip to Hiroshima.
 - Mystery objects: matching objects to a person – Four separate learning objects and an aggregate version.
 - Photo album: daily life 2 / celebrations 2 / school life 2 – Three learning objects where students match captions to photographs and answer targeted multiple choice questions. There are also second versions of these learning objects using less complex language.
 - Trailblazer – Provides students with opportunity to recognise that the meaning of a compound word is often related to the meanings of its individual characters. This series consists of three individual learning objects with different levels of difficulty, or as a set.
 - Train a sumo wrestler: champion – Students coach a champion sumo wrestler, exploring cultural aspects of the sport such as arena design and match rituals. They look at sample training schedules and much more. This learning object is the second of two objects that progressively increase in difficulty.

- Vending machines – Three learning objects ('food and money', 'drinks and money' and 'food, drinks and money') from a set of six in this series. Students ask a friend what they want to eat or drink, identify the food in a vending machine and pay for it.

Websites

- <http://www.manythings.org/japanese/> 'Charles Kelly's Online Japanese Language Study Materials'

Note: All websites were accessed on 5 September 2007

Assessment evidence guide

The assessment guide contains sample indicators that help teachers place students at a standard. They are examples of student achievement and an on-balance judgement must be made about whether a student's performance is of similar difficulty to the indicators provided. In an on-balance judgement a student is assessed over time and from a range of evidence.

When assessing a student:

1. Teachers use the indicators to place student performance at standard level.
2. Teachers then consider the following criteria to refine the judgement to stage level:
 - **independence** – level of support
 - **accuracy** of pronunciation, intonation, fluency, spelling, grammar and script
 - **sophistication** of language, including the level of detail, use of prior knowledge, breadth of structures, complexity and creativity.

Teacher judgement will be supported by moderation and support materials including tasks and annotated work samples.

Assessment indicators – non-alphabetic languages

| | | | | |
|--|---|--|---------|---------|
| Communication | Listening | Standard one: Makes connections between words and phrases and their meanings in spoken texts | | |
| | | Stage 1 | Stage 2 | Stage 3 |
| | | <ul style="list-style-type: none"> ▪ shows understanding of selected greetings in the target language from the teacher and classmates e.g. hello, good morning ▪ displays actions or gestures consistent with the meaning of a song or rhyme ▪ makes a connection between a description and an object in the target language e.g. chooses an item from a common pool, following the teacher's cues | | |
| | Speaking | Standard one: Uses single words and short phrases in action related activities and in simple social interactions | | |
| | | Stage 1 | Stage 2 | Stage 3 |
| | | <ul style="list-style-type: none"> ▪ responds to simple courtesy exchanges with one or two words e.g. hello, good morning ▪ imitates sounds and single words modeled by the teacher ▪ responds to simple questions with teacher support e.g. What is your name?; What animal / colour is that? ▪ sings short songs or chants with repetition of simple language | | |
| | Reading | Standard one: Recognises letters, words or phrases | | |
| | | Stage 1 | Stage 2 | Stage 3 |
| | | <ul style="list-style-type: none"> ▪ responds suitably in shared reading e.g. by laughing, joining in, and repeating parts of the text ▪ recognises sound-symbol correspondences ▪ recognises language displayed in the classroom e.g. on labels, charts and pictures ▪ recognises single characters and key words in hiragana (わたし) ▪ recognises personal name in katakana ▪ uses clues from context to infer meaning e.g. uses illustrations to predict what the text might be about | | |
| | Writing | Standard one: Copies and writes letters, symbols or words | | |
| Stage 1 | | Stage 2 | Stage 3 | |
| <ul style="list-style-type: none"> ▪ produces written symbols with the intention of conveying an idea or message ▪ copies or traces simple kana and kanji in isolation ▪ writes words with support e.g. labels pictures | | | | |
| Language as a system | Standard one: Recognises similarities and differences in the patterns of oral language | | | |
| | <ul style="list-style-type: none"> ▪ distinguishes between the familiar sounds of English and new sounds of the target language e.g. by repeating words with the new sounds and associating the sounds with the sounds of the written target language words ▪ recognises similarities in language conventions in the target language and in English by identifying, with support, words that look and / or sound the same | | | |
| Language and culture | Standard one: Understands that people have unique characteristics. Begins to be aware that they are part of a connected world. Begins to make connections between the target culture and their own culture as they experiment with the target language | | | |
| | <ul style="list-style-type: none"> ▪ identifies shared practices between their own culture and target language culture e.g. through participation in cultural dances, rhymes, songs and games ▪ talks about a child's experience of a celebration in a target language country | | | |

Assessment indicators – non-alphabetic languages

| | | | | |
|----------------------|-----------------------------|--|---------|---------|
| Communication | Listening | Standard two: Recognises meaning of phrases and sentences and responds appropriately in routine classroom activities and social exchanges | | |
| | | Stage 4 | Stage 5 | Stage 6 |
| | | <ul style="list-style-type: none"> ▪ responds non-verbally to familiar classroom instructions e.g. sit, stand ▪ shows understanding of routine courtesy exchanges e.g. How are you? ▪ shows understanding of familiar questions e.g. What day is it? | | |
| | Speaking | Standard two: Takes part in a spoken social routine and responds to familiar questions in everyday classroom contexts | | |
| | | Stage 4 | Stage 5 | Stage 6 |
| | | <ul style="list-style-type: none"> ▪ asks and responds to simple well-rehearsed questions ▪ substitutes new words into well-rehearsed phrases or sentences e.g. in response to flashcards ▪ gives simple instructions e.g. open the door please | | |
| | Reading | Standard two: Reads short repetitive texts containing familiar language and identifies single items of information | | |
| | | Stage 4 | Stage 5 | Stage 6 |
| | | <ul style="list-style-type: none"> ▪ finds key words in a text e.g. a shared big book ▪ uses knowledge of sound-symbol correspondences to read new words ▪ practices character recognition e.g. games with flash cards ▪ reads and recognises known words in familiar contexts e.g. classroom vocabulary ▪ reads short texts e.g. readers, with familiar repetitive language and support from illustrations ▪ matches familiar words and phrases to illustrations | | |
| | Writing | Standard two: Copies and writes phrases or short sentences using well-rehearsed language to convey simple information | | |
| | | Stage 4 | Stage 5 | Stage 6 |
| | | <ul style="list-style-type: none"> ▪ use models to create their own simple texts with legible kana and kanji e.g. labels, simple captions for pictures and photos, class big book ▪ begins to sequence kana and kanji to make meaning ▪ constructs texts using models and sequenced kana and kanji | | |
| | Language as a system | Standard two: Recognises similarities and differences in the patterns of oral and written language | | |
| | | <ul style="list-style-type: none"> ▪ shows understanding that different patterns of language show different meanings e.g. by ordering a series of words to create a simple sentence that has correct word order ▪ notices that sometimes there will be several words or none at all for one word in English ▪ identifies some cognates for familiar words in English ▪ identifies features of sentences in both English and the target language e.g. full stops, question markers | | |
| | Language and culture | Standard two: Students understand that people have differences and similarities and make comparisons between the target language culture and their own. Begins to identify how cultural values are expressed in language | | |
| | | <ul style="list-style-type: none"> ▪ communicates in the target language using some culturally appropriate gestures and terms of address ▪ notices some cultural values and practices within the target language culture and compares with their own culture e.g. through class discussion of realia, folk tales, stories ▪ identifies roles and responsibilities of people in the target culture and compares with own culture e.g. family members, school children ▪ notices that languages have different gender or status forms ▪ notices that different forms of language are used to talk to different people e.g. friends, family, school ▪ contributes positively to discussions about the target culture and language | | |

Assessment indicators – non-alphabetic languages

| | | | | |
|---------------|----------------------|--|---------|---------|
| Communication | Listening | Standard three: Demonstrates comprehension of simple, factual items of information contained in short spoken texts | | |
| | | Stage 7 | Stage 8 | Stage 9 |
| | | <ul style="list-style-type: none"> ▪ shows understanding of the teacher's instructions in the target language with respect to routine classroom activities and games ▪ listens to others read simple texts and shows understanding of the gist ▪ shows understanding of simple questions in familiar language e.g. How many children are there in your family? ▪ listens to others read simple texts with small number of unfamiliar words and identifies key ideas ▪ shows understanding of short conversations containing familiar language and contexts e.g. 'What sports do you play?' | | |
| | Speaking | Standard three: Makes statements and asks simple questions to exchange greetings and personal information | | |
| | | Stage 7 | Stage 8 | Stage 9 |
| | | <ul style="list-style-type: none"> ▪ engages in transactions and simple negotiations with peer and teacher e.g. practising questions and answers in pairs, borrowing classroom items, requests to go to the toilet, conduct surveys ▪ creates and performs simple role plays e.g. in a shop ▪ incorporates more than one idea or item of information in formulaic spoken texts using simple conjunctions e.g. 'and', 'but' ▪ responds to simple questions using familiar language e.g. How many children are there in your family? | | |
| | Reading | Standard three: Reads short texts containing familiar language and identifies key ideas | | |
| | | Stage 7 | Stage 8 | Stage 9 |
| | | <ul style="list-style-type: none"> ▪ extracts basic information from simple sentences containing well-rehearsed language e.g. information about a pen pal's school or home ▪ shows understanding by answering simple questions about a text ▪ reads short narrative texts and relates the main storyline in their own words in English ▪ uses contextual clues and classroom displays to infer the meaning of some unfamiliar words ▪ identifies information from a range of text types using rehearsed language e.g. school timetables, graphs, advertisements, food packaging ▪ arranges words to form correct sentences ▪ sequences sentences based on well-rehearsed language e.g. daily routines, simple conversations | | |
| | Writing | Standard three: Writes short texts to convey personal and factual information using familiar language | | |
| | | Stage 7 | Stage 8 | Stage 9 |
| | | <ul style="list-style-type: none"> ▪ uses some simple linking words to join nouns e.g. 'and' ▪ produces kana and kanji with correct stroke order using reference charts ▪ follows a model to write for different purposes e.g. an invitation, a wanted poster, postcard, short letter ▪ produces words, phrases and sentences using sequenced kana and kanji ▪ writes a personal profile using modeled sentences | | |
| | Language as a system | Standard three: Recognises and uses correct patterns in the target language in familiar situations and compares with English | | |
| | | <ul style="list-style-type: none"> ▪ identifies simple parts of speech in familiar target language and in English e.g. nouns, verbs, adjectives, adverbs, conjunctions ▪ explains how the target language and English communicate some ideas e.g. plurals, ownership of items, word order, number systems ▪ identifies cognates from the target language to English and vice versa and adds to class lists ▪ uses charts, word lists and simple picture dictionaries to support language learning ▪ notices similarities and differences between languages, e.g. word order, sentence structure, stroke order | | |

| | |
|-----------------------------|--|
| Language and culture | Standard three: Identifies and describes the value of cultural similarity and difference. Reflects on how these are expressed in the target language culture and own culture |
| | <ul style="list-style-type: none">▪ identifies changes in cultural practice over time e.g. clothing, leisure time, celebrations▪ explores the effect of 'place' on language and cultural practices▪ notices how simple language forms and conventions (e.g. greetings, family titles) convey cultural information▪ recognises that non-verbal behaviours can have different meanings in different cultures▪ participates positively in language learning activities▪ articulates some reasons for learning a language▪ interacts with native speakers respectfully |

Assessment indicators – non-alphabetic languages

| | | | | |
|---------------|----------------------|---|----------|----------|
| Communication | Listening | Standard four: Demonstrates comprehension of main ideas and some supporting details in social interactions and in a variety of spoken texts | | |
| | | Stage 10 | Stage 11 | Stage 12 |
| | | <ul style="list-style-type: none"> ▪ listens to a spoken text, e.g. an advertisement, and identifies on a teacher checklist, characteristics of the advertised product e.g. price, size, colour, flavour ▪ listens to a description of the daily routine of a child from the target language culture and records the activities in sequence ▪ listens to several descriptions e.g. of holiday destinations and uses the available information to provide reasons for choosing one of the destinations ▪ identifies single or separate items of information in a series of short spoken texts e.g. questions and answers around the class ▪ shows understanding of short texts containing recently rehearsed language and some prior learning e.g. responding to recorded texts | | |
| | Speaking | Standard four: Asks for and provides information and opinions about self and others, people, places or events including in short conversations | | |
| | | Stage 10 | Stage 11 | Stage 12 |
| | | <ul style="list-style-type: none"> ▪ prompts and provides responses in information gap exercises ▪ answers questions on nominated topics using previously rehearsed structures ▪ gives instructions e.g. for making a recipe ▪ gives a short talk on a prepared topic e.g. heroes or sport, using prompts ▪ performs short role plays e.g. an interview with a famous personality ▪ reads aloud paying attention to fluency, pronunciation and intonation | | |
| | Reading | Standard four: Reads a variety of texts containing some unfamiliar language and identifies key ideas and some supporting information | | |
| | | Stage 10 | Stage 11 | Stage 12 |
| | | <ul style="list-style-type: none"> ▪ completes cloze, information-gap and matching exercises selecting from a bank of kana, kanji, words or phrases ▪ distinguishes between main ideas and supporting information ▪ sequences sentences in a procedural text e.g. recipe ▪ shows understanding of text e.g. by answering questions, completing a table, sequencing information ▪ uses available resources to decipher meaning of unknown words e.g. bilingual dictionaries | | |
| | Writing | Standard four: Applies familiar linguistic patterns and structures to link and sequence information and ideas in written texts | | |
| | | Stage 10 | Stage 11 | Stage 12 |
| | | <ul style="list-style-type: none"> ▪ creates an invitation for a special event, writing in the appropriate format ▪ finds kana, kanji, words or phrases to complete tasks e.g. cloze, information-gap and matching exercises ▪ expresses opinions and uses modeled sentence structures to support personal views e.g. music, leisure activities, film stars, clothing, environmental issues ▪ extends well-rehearsed language patterns to new contexts e.g. writes a letter or postcard ▪ write kana and kanji from memory with correct stroke order ▪ uses appropriate conventions for punctuation, direct speech, squared paper ▪ writes linked sentences to form a short paragraph or dialogue | | |
| | Language as a system | Standard four: Recognises and uses correct patterns in the target language in familiar situations without cues | | |
| | | <ul style="list-style-type: none"> ▪ applies strategies to decipher meaning of new kana, kanji and words from context and textual resources e.g. uses online dictionaries and teamwork ▪ identifies and compares features of some text types in English and the target language e.g. packaging ▪ observes the relevant text conventions e.g. appropriate format, punctuation ▪ plans and edits own work and with peer e.g. checks for correct use of a specific structure ▪ develops and explains strategies for internalising new language and building on prior knowledge e.g. mnemonic devices, cue cards, Look Say Cover Write Check | | |

| | |
|-----------------------------|---|
| Language and culture | Standard four: Understands the value of cultural diversity. Understands how cultures and languages contribute to shared and unique identity and values |
| | <ul style="list-style-type: none"> ▪ notices and reflects on how texts and games can be culturally variable ▪ recognises and compares cultural stereotypes and attitudes to difference ▪ demonstrates increasing awareness of social and cultural 'norms' ▪ explores target language cultural practices through investigating and promoting a particular target language cultural event / practice; and makes connections with own cultural practices e.g. national day ▪ explains the value of learning a language ▪ interacts with native speakers respectfully |

Assessment indicators – non-alphabetic languages

| | | | | |
|---------------|-----------|---|----------|----------|
| Communication | Listening | Standard five: Demonstrates comprehension of overall meaning and key supporting details in authentic and modified spoken texts | | |
| | | Stage 13 | Stage 14 | Stage 15 |
| | | <ul style="list-style-type: none"> ▪ listens to a description, analyses the features and matches it to one of a set of images e.g. places, people, clothing ▪ listens to a set of instructions that requires things to be done in a certain order to achieve a result e.g. following directions in an environment, following a recipe ▪ listens to different points of view and summarises the ideas e.g. describing preferred food or restaurant; views on TV programs ▪ identifies ‘when’ something is happening e.g. in the past, future ▪ adapts to a range of speakers ▪ shows understanding of texts which incorporate prior learning ▪ infers meaning of some unknown words or expressions from context in extended aural texts | | |
| | Speaking | Standard five: Coherently presents and requests information and opinions in sustained conversations and oral presentations | | |
| | | Stage 13 | Stage 14 | Stage 15 |
| | | <ul style="list-style-type: none"> ▪ recites a text such as a poem, autobiography or song ▪ prepares and delivers a group presentation, using prompts ▪ draws on and adapts known language to answer questions or participate in a conversation ▪ interviews a peer / adult using contextually and culturally appropriate language ▪ surveys class members to make observations and classify preferences about youth issues ▪ self-corrects pronunciation and applies pronunciation patterns to unfamiliar language ▪ uses appropriate forms of politeness in different contexts ▪ reports back to the class to share results of a survey ▪ initiates interactions on familiar topics | | |
| | Reading | Standard five: Demonstrates comprehension of overall meaning and key supporting details in authentic and modified written texts | | |
| | | Stage 13 | Stage 14 | Stage 15 |
| | | <ul style="list-style-type: none"> ▪ uses a range of strategies to infer meaning of unfamiliar words ▪ selects, orders and compares key information, opinions and relevant details e.g. cultural practices ▪ reads a text to locate information for a specific purpose, and synthesizes the information e.g. short biography / article ▪ presents a personal view on a text ▪ deciphers text messages and reconstructs the full message | | |
| | Writing | Standard five: Conveys a range of experiences or ideas, applying appropriate vocabulary and structures in a range of written texts | | |
| | | Stage 13 | Stage 14 | Stage 15 |
| | | <ul style="list-style-type: none"> ▪ manipulates language to express own ideas and for different purposes e.g. holiday activities, compares information or ideas ▪ writes and responds to emails to establish and maintain contact with a peer studying the language in another school ▪ maintains a personal journal / diary ▪ uses a range of appropriate tenses ▪ writes in a broad range of text types e.g. brochure, email, description, creative story, report | | |

| | |
|-----------------------------|--|
| Language as a system | <p>Standard five: Uses correct patterns and analyses and interprets meaning in texts</p> <ul style="list-style-type: none"> ▪ analyses language patterns in songs, poems or media e.g. tense, technique, repetition, rhyme, imagery ▪ applies learnt patterns in producing own texts ▪ uses knowledge of language structures to assist in interpreting texts e.g. inviting someone to something ▪ analyses language in order to identify and explain structures and patterns in text ▪ reflects on formal and informal language, and when and where it is used ▪ develops and explains strategies for own language learning through identifying own learning style |
| Language and culture | <p>Standard five: Values and celebrates cultural diversity. Shares personal insights and a deeper understanding of their own and other cultures</p> <ul style="list-style-type: none"> ▪ demonstrates evidence of cross-cultural understanding in the preparation and promotion of a cultural event / text for an audience ▪ communicates in culturally appropriate ways e.g. expressing disagreement, offering praise ▪ develops a specialised vocabulary for describing language and culture ▪ reflects critically on their experience of languages and cultures and how this has influenced their self-identity ▪ critically analyses a range of texts and explains how these contribute to an understanding of culture ▪ shows understanding that groups in society may contribute to changes in the target language and English e.g. explores the impact on language by groups such as sporting groups or fast food companies ▪ monitors own interactions with the target language and culture and reflects on how to have more successful interactions in the future e.g. consider appropriateness of language in emails |

Support materials

Glossary

Authentic

Authentic resources are texts that are taken directly from the target language.

Concept map

A diagram or graphic organiser that shows the relationships between concepts. They are linked with connecting lines.

Graphic organisers

Ways of organising information in visual or diagrammatic forms. Examples include flow charts and timelines.

Intercultural language learning is an approach to the teaching and learning of languages that has strong connections to inquiry thinking. It requires learners to adopt an inquiring state of mind, to notice and question assumptions and to reorient themselves in relation to others. It focuses on language interactions.

'I see, I think, I wonder'

This thinking strategy is useful for looking at visual texts. Students are asked 'What do you see? What do you think about that? What does it make you wonder?'

K-W-L

Stands for what I **know**, what I **want** to know and what I **learned**. A three column chart is ruled up on a page. Students brainstorm as a class or in groups what they know and list their prior knowledge (**K**) in the first column. They set their goals for learning (**W**) in the second column and reflect or evaluate their learning (**L**) in the third column.

Language learning strategies

Language learning strategies are intentional behaviours and ways of thinking used by language learners to better help them understand, learn, or remember new information.

Languages (LOTE)

The current national term for this learning area is 'Languages'. However to avoid confusion during the transition, both terms are used in the local context.

Modified

Modified resources are authentic texts that are simplified or adapted to better meet student needs.

Non-verbal communication

Communication using signs, symbols, gestures and body language.

Podcast

Like a radio show, but instead of being broadcast live, a podcast is recorded, then distributed over the internet, so that it can be listened to directly from the website or downloaded and listened to at a later time. Podcasts range from general interest entertainment shows to those that focus on specific topics (e.g. computers / music / education). Students can create podcasts for sharing with others and can give feedback on the podcasts of others.

Recognition

Recognition indicates that a student has been introduced to a linguistic item but is not expected to be proficient in using or applying it. Recognition tends to be at the receptive stage.

Text

Any communication involving spoken, signed, written, visual, non-verbal or auditory language.

Text Types

The student will be expected to be familiar with a variety of text types. Teaching may introduce the student to a wider range of text types in the course of their teaching and learning program:

| | | |
|-----------------|--------------------|------------------------|
| advertisement | interview (script) | presentation |
| announcement | invitation | recipe |
| article | journal entry | report |
| blog | map | review |
| chart | menu | SMS |
| conversation | news item | song |
| diary entry | note / message | speech / talk (script) |
| discussion | personal profile | story |
| editorial | play | summary |
| email | podcast | survey |
| film | poem | timetable |
| formal letter | postcard | webpage |
| informal letter | | wiki |

Venn diagram

Venn diagrams use circles to illustrate the relationships between two or more groups of objects that share something in common. They do not have to overlap, however examples that fit into both categories overlap in the circles.

Visual texts

Any visual communication using language, signs and / or symbols. Visual texts can be in print or electronic form.

Wiki

A wiki is a type of website, where anyone can add, remove and edit any of the content quickly and easily. Probably the best-known example of a wiki is *wikipedia* (<http://www.wikipedia.org>), an encyclopaedia that has been created by its users in over 200 languages.

Resources to support teachers

General resources

- www.education.tas.gov.au/lote Department of Education languages (LOTE) website
- <http://www.talis.tas.gov.au/delic.htm> Search for resources in the LOTE collections in the State Library of Tasmania
- The Learning Federation – learning object catalogues <http://www.thelearningfederation.edu.au/tlf2/>
- Department of Education eCentre for Teachers, Resource Centre, Learning Object search <http://ecentre.education.tas.gov.au/C15/Learning%20Objects/default.aspx>
- <http://www.iltlp.unisa.edu.au/> Intercultural Language Teaching and Learning in Practice Project website
- Scarino, A., Vale, D., McKay, P. (1991) *Pocket ALL: A User's Guide to the Teaching of Language and ESL*, Curriculum Corporation, Victoria Available from <http://www.curriculum.edu.au>
- <http://www.Itscotland.org.uk/maximisingpotential/> Maximising Potential: a new online resource for teachers to support inclusion in modern languages
- <http://www.languageseducation.com/> Languages education in Australia: Australian Council of State School Organisations (ACSSO) and the Australian Parents Council (APC)
- <http://www.mceetya.edu.au/mceetya/default.asp?id=11912> National Statement and Plan for Languages Education in Australian Schools 2005-2008
- http://rite.ed.qut.edu.au/old_oz-teachernet/projects/travel-buddies/ Travel buddies - soft toys or puppets that are sent between schools
- <http://www.epals.com/community/> ePals Global Community
- <http://www.shambles.net/pages/learning/ict/exchange/> Classroom Exchange
- <http://hotpot.uvic.ca/> The Hot Potatoes suite includes six applications, enabling you to create interactive multiple-choice, short-answer, jumbled-sentence, crossword, matching/ordering and gap-fill exercises. For use by teachers or students
- <http://www.quia.com/> Create educational web pages, games or tests for a fee. Visit <http://www.quia.com/shared/> and search for activities created in your target language which you are free to use

Language specific resources

- <http://www.jpff.org.au/> Japan Foundation, Sydney
- <http://www.jpff.org.uk/language/link.php> Japan Foundation London
- <http://arts.monash.edu.au/affiliates/mcjl/> Melbourne Centre for Japanese Language Education
- <http://www.jatnet.info/> JATNET – Japanese Teachers Network of Tasmania
- Madden, M. (1995) *Craft activities for Japanese classes: a resource book for teachers*. Madden Educational, Brisbane.
- Quackenbush, H. and Broekman, V. (1999) *Hiragana/Katakana in 48 Minutes: Teacher Guide*. Curriculum Corporation, Victoria. Available from <http://www.curriculum.edu.au>
- (1993) *Yoroshiku series – Niko, Niko; Moshi, Moshi; Pera Pera teacher books*. Curriculum Corporation, Carlton, Victoria.
- <http://www.origami-club.com/en/> Information, plans and animations for many origami creations
- <http://www.manythings.org/japanese/> 'Charles Kelly's Online Japanese Language Study Materials'
- <http://www.languageint.com.au/> Language resources
- <http://www.nihongomemo.com> Outstanding teacher support
- <https://www.cia.gov/library/publications/the-world-factbook/geos/ja.html> CIA The World Factbook. Interesting demographic information for comparison with Australia

Note: All websites were accessed on 5 September 2007

Summary table of resources for teaching Japanese

| Details of resource Note: All websites were accessed on the 5 September 2007 | Standard | | | | | Teacher |
|--|----------|---|---|---|---|---------|
| | 1 | 2 | 3 | 4 | 5 | |
| Print resources (texts, posters, flash cards, books) | | | | | | |
| Barker, L. (2004) <i>Having fun with hiragana</i> . Association of Independent Schools of Victoria Inc., South Yarra, Victoria. | | | ✓ | ✓ | | |
| Coerr, E. (1999) <i>Sadako and the thousand paper cranes</i> . Puffin, New York. | | ✓ | | | | |
| Evans, M. et al. (1999) <i>Mirai</i> . Longman, South Melbourne, Victoria. | | | | ✓ | ✓ | |
| Forthun, A. (2004) <i>Joozu! Activities for beginners</i> . Curriculum Corporation, Victoria. Available from http://www.curriculum.edu.au | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Goodman, Marlene. (2003) <i>Let's Learn Japanese Picture Dictionary</i> . McGraw Hill. ISBN 0071408274 | | ✓ | | | | |
| (1999) <i>Hiragana in 48 Minutes</i> . Curriculum Corporation, Victoria. (flashcards, teacher & learner sets) Available from http://www.curriculum.edu.au | ✓ | ✓ | ✓ | ✓ | ✓ | |
| (1999) <i>Katakana in 48 Minutes</i> . Curriculum Corporation, Victoria. (flashcards, teacher & learner sets) Available from http://www.curriculum.edu.au | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Ledger, S. and R. (1998) <i>Snapshots of Asia – Japan</i> . Curriculum Corporation, Victoria. Available from http://www.curriculum.edu.au | ✓ | ✓ | ✓ | | | |
| Lee, M. (2001) <i>Tsumiki 1 & 2</i> . Thomson Nelson, South Melbourne. Available from http://secondary.thomsonlearning.com.au/category/597 | | | ✓ | ✓ | ✓ | |
| Madden, M. (1995) <i>Craft activities for Japanese classes: a resource book for teachers</i> . Madden Educational, Brisbane. | | | | | | ✓ |
| Mason, S. (2005) <i>Asoboo Manaboo: Japanese Language Games</i> . Curriculum Corporation. (web support www.curriculumpress.edu.au/asobomanabo) Available from http://www.curriculum.edu.au | ✓ | ✓ | ✓ | | | |
| Mitamura, Y. (1985) <i>Let's Learn Hiragana</i> . Kodansha International, Tokyo. | | | ✓ | ✓ | | |
| Nishibiyashi-Liston, H. (1998) <i>Japanese cooking in the classroom</i> . Kyozaï L.O.T.E., Healesville, Victoria. | ✓ | ✓ | ✓ | ✓ | | |
| Quackenbush, H. and Broekman, V. (1999) <i>Hiragana/Katakana in 48 Minutes: Teacher Guide</i> . Curriculum Corporation, Victoria. Available from http://www.curriculum.edu.au | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

| | | | | | | |
|---|---|---|---|---|---|---|
| Reekie, F. (1997) <i>Primary School Japanese</i> . Pascal Press, Glebe, NSW. | | | ✓ | | | |
| Reekie, F. (1997) <i>A First Course in Japanese</i> . Pascal Press, Glebe, NSW. | | | | | ✓ | |
| Streissguth, T. (1997) <i>A Ticket to Japan</i> . Carolrhoda Books Inc, Minneapolis. | ✓ | ✓ | ✓ | | | |
| Taguchi, M. (2000-2004) <i>Ohisama...Connect! series</i> , Mingei Australia, Mittagong, NSW. http://www.mingei.com.au/texts.cfm Available from www.languageint.com.au | ✓ | ✓ | ✓ | | | |
| Taguchi, M. (2003) <i>Japanese traditional folk plays – 8 plays for children</i> . Mingei Australia, Mittagong, NSW. http://www.mingei.com.au/texts.cfm Available from www.languageint.com.au | ✓ | ✓ | ✓ | | | |
| Williams, P. et al. (1997) <i>Obentoo</i> . Thomson Nelson, South Melbourne. Available from http://secondary.thomsonlearning.com.au/category/597 | | | | ✓ | ✓ | |
| <i>Yoroshiku Kana Frieze (48 panels)</i> Curriculum Corporation, Victoria. Available from http://www.curriculum.edu.au | ✓ | ✓ | ✓ | | | |
| (1993) <i>Yoroshiku series – Niko, Niko; Moshi, Moshi; Pera Pera teacher books</i> . Curriculum Corporation, Carlton, Victoria. | | | | | | ✓ |

Details of resource

Note: All websites were accessed on the 5 September 2007

Standard

| Digital resources (CD-ROMs, DVDs, videos) | 1 | 2 | 3 | 4 | 5 | Teacher |
|--|---|---|---|---|---|---------|
| <i>Big Bird in Japan</i> . (1991) [DVD] Sesame Street. | ✓ | ✓ | | | | |
| <i>Folk Tales of Old Japan</i> . (1997) [CD-ROM and book] Japan Times, Tokyo, Japan. Available for borrowing from the State Library of Tasmania | | ✓ | ✓ | ✓ | | |
| <i>My Neighbour, Totoro</i> . (2006) [video] Madman Entertainment, Australia. (distributor) | | ✓ | ✓ | | | |
| <i>Online Language Resources: Japanese Readers for the Middle Years</i> . (2005) [CD-ROM] Available from http://studio.qantm.com.au/onlinelanguageresources | | | | ✓ | | |
| <i>Quirky Comics</i> . (2004) [CD-ROM] Curriculum Corporation, Victoria, Australia. Available from http://www.curriculum.edu.au | | | ✓ | ✓ | | |
| <i>Sing and Learn Japanese</i> , ABC Melody. [CD-ROM and book] Available from http://www.abcmelody.com/products.asp# | ✓ | ✓ | ✓ | | | |
| <i>Sugoi! Learn Japanese</i> . (2000) [CD-ROM] Curriculum Corporation, Victoria, Australia. Available from http://www.curriculum.edu.au | ✓ | ✓ | ✓ | ✓ | | |

Details of resource

Note: All websites were accessed on the 5 September 2007

| Learning objects | Standard | | | | | Teacher |
|--|----------|---|---|---|---|---------|
| | 1 | 2 | 3 | 4 | 5 | |
| The Learning Federation – learning object catalogues http://www.thelearningfederation.edu.au/tlf2/ | | | | | | ✓ |
| Department of Education eCentre for Teachers, Resource Centre, Learning Object search http://ecentre.education.tas.gov.au/C15/Learning%20Objects/default.aspx | | | | | | ✓ |
| Amazing characters: level 1 - Students solve word puzzles as they find a way through two mazes (a cave and a palace). They build their knowledge of simple characters by checking meanings and spoken examples. This learning object is the first in a series of two objects that progressively increase in difficulty. | | ✓ | | | | |
| Amazing characters: level 2 - Students solve word puzzles as they find a way through two mazes (a garden and a cave). They build their knowledge of simple characters by checking meanings and spoken examples. This learning object is the second in a series of two objects that progressively increase in difficulty. | | | ✓ | ✓ | | |
| Code breaker – Students sort well-formed Japanese characters from poorly formed characters. | | | ✓ | ✓ | | |
| Direct a taxi: Kyoto traffic jam – Students join a taxi service as a controller and get to know landmarks in Kyoto. They check the traffic conditions and give directions to a driver as they pick up and drop off passengers. This is the first in a series of two learning objects that become progressively more difficult. | | | | ✓ | ✓ | |
| Dragon temple: level 1 – Students find their way through ancient temple grounds to a hidden treasure room, solving word puzzles as they go. The first in a series of two objects that progressively increase in difficulty. | | ✓ | | | | |
| Dragon temple: level 2 – Students find their way through ancient temple grounds to a hidden treasure room, solving word puzzles as they go. The second in a series of two objects that progressively increase in difficulty. | | | ✓ | ✓ | | |
| Dressing up – Students explore clothes worn in Japan to school, skiing or a lantern festival. They identify clothing items suitable for each activity and follow instructions to dress a boy or girl. (Available as a set of three learning objects or individually) | ✓ | ✓ | | | | |
| Font cubes – Supports students in understanding that different characters may look slightly different in different fonts. (Available as three individual learning objects with different levels of difficulty, or as an aggregate set.) | | | ✓ | ✓ | | |
| Gourmet order – Provides students with practise in recognising characters in handwritten and printed form. | | | | | ✓ | |

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| Identikit Japanese (boy and girl versions to learn names & descriptions of face parts) | ✓ | ✓ | | | | |
| Kite kit: flying – Students fly kites in a range of places in Japan | | ✓ | | | | |
| Kite kit: shape and design, level 1 – Students use and recognise simple words describing colour, size, shape and cultural images; and choose simple words to complete instructions for making a kite. | ✓ | ✓ | | | | |
| Kite kit: shape and design, level 2 – a version with more difficult language than level 1 | | ✓ | | | | |
| Lost bag – Two learning objects exploring how to ask about lost luggage in culturally appropriate ways. | | | | | ✓ | |
| Lost bike – Students learn how to describe the size, colour and accessories on a bike. (Available as a set of two learning objects or individually.) | ✓ | | | | | |
| Manga professional – Three learning objects each with two versions of each, with different levels of language difficulty. Students take the part of a new employee at a manga design studio, learn about manga and complete two unfinished manga pages. | | | ✓ | ✓ | | |
| Matching characters: flip and match: A | ✓ | | | | | |
| Matching characters: match it: A | ✓ | | | | | |
| Matching characters: flip and match: B (available as a set with the easier language A versions, or as individual learning objects) | | ✓ | | | | |
| Matching characters: match it: B | | ✓ | | | | |
| Moshi moshi – Three learning objects offering students a virtual mobile phone experience, receiving and replying to SMS text messages and voicemail. | | | | ✓ | ✓ | |
| Movie mayhem: school trip – Students edit a film about three Japanese students on a school bus trip to Hiroshima. | | | | | ✓ | |
| My family – Japanese (available as a set of four learning objects or individually) | ✓ | ✓ | | | | |
| Mystery objects: matching objects to a person – Four separate learning objects and an aggregate version. | | | | | ✓ | |
| Photo album: daily life 1/ celebrations 1/ school life 1 – Three learning objects where students match captions to photographs and answer targeted multiple choice questions. | | | ✓ | ✓ | | |
| Photo album: daily life 2 / celebrations 2 / school life 2 – Versions of these learning objects with more difficult language. | | | | | ✓ | |
| Quiz show: pick a box – Students pick boxes in a quiz show to score points, starting by selecting a key character with a basic meaning and looking at the meanings of three other characters to select the character needed to complete a given compound word. | | | ✓ | ✓ | | |

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| This learning object is one in a series of three objects. | | | | | | |
| Quiz show: wheel of discovery: level 1 – Students solve word puzzles in a quiz show. This learning object is one in a series of three objects. | | ✓ | | | | |
| Quiz show: wheel of discovery: level 2 – Students solve word puzzles in a quiz show. This learning object is one in a series of three objects. | | | ✓ | ✓ | | |
| Radical hunt: island hunt – Students search an island for clues to find a rare bird, finding Japanese characters hidden near the things they represent and identifying the general pattern that the meaning of radicals contributes to the meaning of compound characters. Radical hunt: school hunt is a more advanced version of this learning object. | | ✓ | | | | |
| Radical hunt: school hunt – Students take photos as they move around a school, finding Japanese characters hidden near the things they represent and identifying the general pattern that the meaning of radicals contributes to the meaning of compound characters. Radical hunt: island hunt is an easier version of this learning object. | | | ✓ | ✓ | | |
| Stampede: balloon stampede – Students look at the structure of Japanese characters appearing on a series of balloons, building their knowledge of character components and structures by checking meanings and spoken examples. | | ✓ | | | | |
| Stampede: kite stampede – Students look at the structure of Japanese characters appearing on a series of kites | | | ✓ | ✓ | | |
| Stampede: sushi stampede – Students look at the structure of Japanese characters appearing on a sushi train | | | ✓ | ✓ | | |
| Stroke dig: levels 1, 2 and 3 – Three learning objects with different levels of difficulty. Students restore stone tablets and character strokes from a dig site, and discover the meaning and sound of the characters. | | ✓ | | | | |
| Sugoi! An enormous range of learning objects following the same basic outline but covering a range of topics | | | | | | |
| • Greetings (‘saying hello and goodbye’, ‘saying how you are’, and ‘saying how you feel’) | ✓ | ✓ | ✓ | ✓ | | |
| • 1,2,3 (counting 1-10, 11-100, and how much things cost) | ✓ | ✓ | ✓ | ✓ | | |
| • My things (colours, personal possessions and shapes & sizes) | ✓ | ✓ | ✓ | ✓ | | |
| • My body (parts of the body, physical characteristics and ‘at the doctor’s’) | ✓ | ✓ | ✓ | ✓ | | |
| • Animals (‘at the zoo’ and ‘describing animals’) | ✓ | ✓ | ✓ | ✓ | | |
| • Let’s eat (eating & drinking; the fruit shop, and ‘what’s cooking?’) | | ✓ | ✓ | ✓ | | |
| • My clothes (naming clothes, coloured clothes and buying clothes) | | ✓ | ✓ | ✓ | | |

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|---|--|---|---|---|---|--|
| • My house (contents and parts, where is the frog? and where coloured things are) | | ✓ | ✓ | ✓ | | |
| • Time (the hours, hours and half-hours, daily activities) | | ✓ | ✓ | ✓ | | |
| • The family (family members, introducing others, family occupations) | | ✓ | ✓ | ✓ | | |
| • About me (what is my name?, how old am I?, where do I come from?) | | ✓ | ✓ | ✓ | | |
| • Let's play ('sports and games', 'what do you like to play?' and 'shall we go somewhere?') | | ✓ | ✓ | ✓ | | |
| • Getting around ('where are you going?' and 'how do you get there?') | | | ✓ | ✓ | | |
| • The weather ('today's weather', 'dressing for weather' and 'weather in other countries') | | | ✓ | ✓ | | |
| • Going places ('places and weekdays', 'what you can and can't do' , 'animals you see and hear') | | | ✓ | ✓ | | |
| • My day ('what to do?', 'who's doing what?' and 'what are people doing?') | | | | ✓ | | |
| Trailblazer – Provides students with opportunity to recognise that the meaning of a compound word is often related to the meanings of its individual characters. This series consists of three individual learning objects with different levels of difficulty, or as a set. | | | | | ✓ | |
| Train a sumo wrestler: beginner – Students coach a trainee sumo wrestler, exploring cultural aspects of the sport such as arena design and match rituals. They look at sample training schedules and much more. This learning object is the first of two objects that progressively increase in difficulty. | | | | ✓ | | |
| Train a sumo wrestler: champion – This learning object is the second of two objects that progressively increase in difficulty. | | | | | ✓ | |
| Vending machines – Three learning objects ('food and money', 'drinks and money' and 'food, drinks and money') from a set of six in this series. Students ask a friend what they want to eat or drink, identify the food in a vending machine and pay for it. | | ✓ | ✓ | ✓ | ✓ | |

Details of resource

Note: All websites were accessed on the 5 September 2007

| Web sites | Standard | | | | | Teacher |
|---|----------|---|---|---|---|---------|
| | 1 | 2 | 3 | 4 | 5 | |
| http://www.jpff.org.au/ Japan Foundation, Sydney | | | | | | ✓ |
| http://www.jpff.org.uk/language/link.php Japan Foundation London | | | | | | ✓ |
| http://arts.monash.edu.au/affiliates/mcjl/ Melbourne Centre for Japanese Language Education | | | | | | ✓ |
| http://www.jatnet.info/ JATNET – Japanese Teachers Network of Tasmania | | | | | | ✓ |
| http://web-japan.org/kidsweb Kids Web Japan | ✓ | ✓ | ✓ | | | |
| http://www.origami-club.com/en/ Information, plans and animations for many origami creations | | ✓ | ✓ | ✓ | | ✓ |
| http://www.manythings.org/japanese/ 'Charles Kelly's Online Japanese Language Study Materials' | | | ✓ | ✓ | ✓ | ✓ |
| http://www.languageint.com.au/ Language resources | | | | | | ✓ |
| http://www.nihongomemo.com Outstanding teacher support | | | | | | ✓ |
| https://www.cia.gov/library/publications/the-world-factbook/geos/ja.html CIA The World Factbook. Interesting demographic information for comparison with Australia | | | | | | ✓ |
| www.education.tas.gov.au/lote Department of Education languages (LOTE) website | | | | | | ✓ |
| http://www.talis.tas.gov.au/delic.htm Search for resources in the LOTE collections in the State Library of Tasmania | | | | | | ✓ |
| http://www.iltlp.unisa.edu.au/ Intercultural Language Teaching and Learning in Practice Project website | | | | | | ✓ |
| Scarino, A., Vale, D., McKay, P. (1991) <i>Pocket ALL: A User's Guide to the Teaching of Language and ESL</i> , Curriculum Corporation, Victoria Available from http://www.curriculum.edu.au | | | | | | ✓ |
| http://www.ltscotland.org.uk/maximisingpotential/ Maximising Potential: a new online resource for teachers to support inclusion in modern languages | | | | | | ✓ |
| http://www.languageseducation.com/ Languages education in Australia: Australian Council of State School Organisations (ACSSO) and the Australian Parents Council (APC) | | | | | | ✓ |
| http://www.mceetya.edu.au/mceetya/default.asp?id=11912 National Statement and Plan for Languages Education in Australian Schools 2005-2008 | | | | | | ✓ |

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| http://rite.ed.qut.edu.au/old_oz-teachernet/projects/travel-buddies/ Travel buddies - soft toys or puppets that are sent between schools | | | | | | ✓ |
| http://www.epals.com/community/ ePals Global Community | | | | | | ✓ |
| http://www.shambles.net/pages/learning/ict/exchange/ Classroom Exchange | | | | | | ✓ |
| http://hotpot.uvic.ca/ The Hot Potatoes suite includes six applications, enabling you to create interactive multiple-choice, short-answer, jumbled-sentence, crossword, matching/ordering and gap-fill exercises. For use by teachers or students | | | | | | ✓ |
| http://www.quia.com/ Create educational web pages, games or tests for a fee. Visit http://www.quia.com/shared/ and search for activities created in your target language which you are free to use | | | | | | ✓ |

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