The Australian
Curriculum

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The Australian Curriculum
Languages

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Languages

Overview

Introduction

The *Australian Curriculum: Languages* is designed to enable all students to engage in learning a language in addition to English. The design of the Australian Curriculum: Languages recognises the features that languages share as well as the distinctiveness of specific languages.

There are aspects of the curriculum that pertain to all languages. The key concepts of language, culture and learning, as described in the *Shape of the Australian Curriculum: Languages*, underpin the learning area. They also provide the basis for a common rationale and set of aims for all languages.

The Australian Curriculum: Languages includes language–specific curricula for world languages and a *Framework for Aboriginal Languages and Torres Strait Islander Languages*.

Language specificity

The curriculum content and achievement standards are different for each specific language because of inherent differences in the languages themselves.

Each language has its own distinctive structure, systems, conventions for use, related culture(s), place in the Australian and international communities, as well as its own history in Australian education.

Diversity of language learners

Understanding who learners are, as language learners and as young people, is the starting point for developing their language learning. An increasingly varied range of students now study languages in Australian classrooms. The changing pattern of migration to Australia is extending the range of languages students bring with them to school. Education systems seek to provide for this diversity of language background and for the fact that languages classrooms include students with varying degrees of experience of and proficiency in the language being learnt, as well as their particular affiliations with additional languages.

Learners come to learning languages with diverse linguistic, cultural and personal profiles, bringing distinctive biographies which include individual histories; biographies; previous experiences of and relationships with the target language and particular motivations, expectations, and aspirations.

As unique, social and cultural beings, students interpret the world and make sense of their experiences through their own social and cultural traditions, understanding and values.

Learners of languages in Australia comprise three major groups:

- second language learners
- background language learners
- first language learners.

Second language learners are those who are introduced to learning the target language at school as an additional, new language. The first language used before they start school and/or the language they use at home is not the language being learnt.

Background language learners are those who may use the language at home, not necessarily exclusively, and have varying degrees of knowledge of and proficiency in the language being learnt. These learners have a base for literacy development in the language.

First language learners are users of the language being learnt who have undertaken at least primary schooling in the target language. They have had their primary socialisation as well as initial literacy development in that language and use the target language at home. For Aboriginal languages and Torres Strait Islander languages, first language learners are learners whose primary socialisation is in the language being learnt and who may or may not have yet developed initial literacy.

Within each of these groups, there are differences in proficiency in the language being learnt. It is acknowledged that the span of language experiences of background learners is particularly wide, and learners in this group are likely to have quite diverse affiliations with the target language. Nevertheless, for pragmatic reasons, it is not feasible to identify further groupings.

A framework is being developed for Aboriginal languages and Torres Strait Islander languages that caters for different learner pathways that also take into account the state of the particular language involved.

Rationale

Through learning languages, students acquire:

- communication skills in the language being learnt
- an intercultural capability, and an understanding of the role of language and culture in communication
- a capability for reflection on language use and language learning.

Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, to reflect on their understanding of experience in various aspects of social life, and on their own participation and ways of being in the world.

Learning languages broadens students' horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world presents. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. Despite its status as a world language, a capability in English only is no longer sufficient. A bilingual or plurilingual capability is the norm in most parts of the world.

Learning languages:

- extends the capability to communicate and extends literacy repertoires
- strengthens understanding of the nature of language, of culture, and of the processes of communication
- develops intercultural capability
- develops understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
- develops understanding of how culture shapes worldviews and extends learners' understanding of themselves, their own heritage, values, culture and identity
- strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

Learning languages also contributes to strengthening the community's social, economic and international development capabilities. Language capabilities represent linguistic and cultural resources through which the community can engage socially, culturally and economically, in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.

Learning Aboriginal languages and Torres Strait Islander languages meets the needs and rights of young people to learn their own languages and recognises their significance in the language ecology of Australia. For Aboriginal and Torres Strait Islander students, learning their own languages is crucial to overall learning and achievements, to developing a sense of identity and recognition and understanding of language, culture, Country and Place. For all students, learning Aboriginal languages and Torres Strait Islander languages provides a distinctive means of understanding the country in which they live, including the relationship between land, the environment and people. The ongoing and necessary reclamation and revitalisation of these languages also contribute to reconciliation.

Aims

The Australian Curriculum: Languages aims to develop the knowledge, understanding and skills to ensure students:

- communicate in the target language
- understand language, culture, and learning and their relationship, and thereby develop an intercultural capability in communication
- understand themselves as communicators.

These three aims are interrelated and provide the basis for the two organising strands: Communicating and Understanding. The three aims are common to all languages.

Key ideas

Language and culture

The interrelationship of language, culture and learning provides the foundation for the Australian Curriculum: Languages.

In the languages learning area the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, and different contexts. This process involves reflection and analysis, as students move between the new language being learnt and their own existing language(s). It is a reciprocal and dynamic process which develops language use within intercultural dimensions of learning experiences. It is not a 'one plus one' relationship between two languages and cultures, where each language and culture stay separate and self-contained. Comparison and referencing between (at least) two languages and cultures build understanding of how languages 'work', how they relate to each other and how language and culture shape and reflect experience; that is, the experience of language using and language learning. The experience of being in two worlds at once involves noticing, questioning and developing awareness of how language and culture shape identity.

Structure

Learner background and time-on-task are two major variables that influence language learning and they provide the basis for the structure of the Australian Curriculum: Languages. These variables are addressed through the specification of content and the description of achievement standards according to pathways and learning sequences respectively.

Pathways

In the Australian Curriculum: Languages, pathways for second language learners, background language learners and first language learners have been developed as appropriate to cater for the dominant group(s) of students learning each specific language within the current Australian context. For the majority of languages, one curriculum pathway has been developed for Years F–10, catering for the dominant cohort of learners for that language in the current Australian context. For Chinese, pathways have been developed for three learner groups: first language learners, background language learners and second language learners.

The Framework for Aboriginal languages and Torres Strait Islander Languages includes three learner pathways:

- first language learner pathway
- revival language learner pathway
- second language learner pathway.

Sequences of learning

The design of the Australian Curriculum: Languages takes account of different entry points into language learning across Foundation – Year 10, which reflects current practice in languages.

For the second language learner pathway and the background language learner pathway, there are two learning sequences:

- Foundation–Year 10 sequence
- Years 7–10 (Year 7 Entry) sequence.

For the first language learner pathway, there is one learning sequence:

- Years 7–10 (Year 7 Entry) sequence.

Content and achievement standards are described initially in a three-year band for Foundation–Year 2 followed by two-year bands of learning: Years 3–4; Years 5–6, Years 7–8 and Years 9–10.

The Framework for Aboriginal Languages and Torres Strait Islander Languages is written in the bands Foundation – Year 2, Years 3–6 and Years 7–10. In the absence of pedagogical evidence across the country for all these languages, the broader band distinctions provide maximum local flexibility in curriculum development.

Content structure

The content of the Australian Curriculum: Languages is organised through two interrelated strands which realise the three aims. The two strands are:

- *Communicating:* using language for communicative purposes in interpreting, creating and exchanging meaning
- *Understanding*: analysing language and culture as a resource for interpreting and creating meaning.

The strands reflect three important aspects of language learning:

1) communication

2) analysis of aspects of language and culture

3) reflection that involves

- reflection on the experience of communicating
- reflection on comparative dimensions of the languages available in students' repertoires (for example, the first language in relation to second language and self in relation to others).

Strands and sub-strands

A set of sub-strands has been identified within each strand, which reflects dimensions of language use and the related content to be taught and learned. The strands and sub-strands do not operate in isolation but are integrated in relation to language use for different purposes in different contexts. The relative contribution of each sub-strand differs for described languages, pathways and bands of learning. The sub-strands are further differentiated according to a set of 'threads' that support the internal organisation of content in each sub-strand. These 'threads' are designed to capture (1) range and variety in the scope of learning and (2) a means for expressing the progression of content across the learning sequences.

Diagram 1: Relationship between strands and sub-strands

The following table provides a brief description of each of the strands and sub-strands.

Strand	Sub-strand	Description
Communicating: *Using language for communicative purposes in interpreting, creating and exchanging meaning.*	1.1 Socialising	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.
	1.2 Informing	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge.
	1.3 Creating	Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music.
	1.4 Translating	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.
	1.5 Reflecting	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.
Understanding: *Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.*	2.1 Systems of language	Understanding language as a system, including sound, writing, grammatical and textual conventions.
	2.2 Language variation and change	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place.
	2.3 The role of language and culture	Analysing and understanding the role of language and culture in the exchange of meaning.

Student diversity

ACARA is committed to the development of a high-quality curriculum that promotes excellence and equity in education for all Australian students.

All students are entitled to rigorous, relevant and engaging learning programs drawn from the Australian Curriculum: Languages. Teachers take account of the range of their students' current levels of learning, strengths, goals and interests and make adjustments where necessary. The three-dimensional design of the Australian Curriculum, comprising learning areas, general capabilities and cross-curriculum priorities, provides teachers with flexibility to cater for the diverse needs of students across Australia and to personalise their learning.

More detailed advice for schools and teachers on using the Australian Curriculum to meet diverse learning needs is available under Student Diversity on the Australian Curriculum website.

Students with disability

The *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005* require education and training service providers to support the rights of students with disability to access the curriculum on the same basis as students without disability.

Many students with disability are able to achieve educational standards commensurate with their peers, as long as the necessary adjustments are made to the way in which they are taught and to the means through which they demonstrate their learning.

In some cases curriculum adjustments are necessary to provide equitable opportunities for students to access age-equivalent content in the Australian Curriculum: Languages. Teachers can draw from content at different levels along the Foundation to Year 10 sequence. Teachers can also use the extended general capabilities learning continua in Literacy, Numeracy and Personal and social capability to adjust the focus of learning according to individual student need.

English as an additional language or dialect

Languages play a crucial role in the educational experience of students and in the curriculum as a whole. Given the diversity of students in Australian education, it is important to recognise that a range of languages is used either as part of the formal curriculum or as part of learners' socialisation within and outside the school.

Learners bring their first language or languages as the one(s) they use for their initial socialisation in their family or community. For the majority, this is English. For many, it can be a range of different languages. Learners also encounter the language or languages of instruction at school. For most in Australia, this is English. For many students in Australia, the language of instruction is not the same as their first language. These students may learn through English as an additional language/dialect (EALD) programs.

In contemporary understandings of language acquisition, development and learning all the languages learners experience in their socialisation and education form part of learners' distinctive linguistic and cultural repertoires. These are variously developed by both the experience of schooling and broader social community experience. These repertoires are an integral part of learners' identities and what they bring to the learning of additional languages as part of the languages learning area within the school curriculum.

While the curriculum for languages primarily addresses the learning of languages, this learning cannot be separated from the development of learners' more general communicative repertoires. It is through such a relational and holistic approach to languages education that learners develop their capabilities in knowing and using multiple languages. Learners extend their communicative and conceptual development, learning and identity formation.

In various kinds of bilingual programs, students are afforded an opportunity to learn through the medium of English and another language (learners' first or additional language). These programs are of particular value in ensuring learners continue to develop at least two languages that are of value to them. They are of value to both their conceptual development and learning and to their identity formation.

Aboriginal and Torres Strait Islander communities recognise the importance of literacy to their children. They support literacy education programs that are founded on establishing literacy in their children's first language. These are the Aboriginal and Torres Strait Islander languages their communities use. Literacy in English is regarded as concomitant on first establishing students' literacy in their first language. Although most bilingual programs in Aboriginal and Torres Strait Islander languages are designed to help students' transition into learning in English, their fundamental value is in the development of bilingual literacy. Strengthening the bilingual literacy of Aboriginal and Torres Strait Islander students can significantly contribute to improving their overall academic achievement and success.

A national *English as an Additional Language or Dialect: Teacher Resource* has been developed to support teachers in making the Australian Curriculum: Foundation – Year 10 in each learning area accessible to EALD students.

Gifted and talented students

Teachers can use the Australian Curriculum: Languages flexibly to meet the individual learning needs of gifted and talented students.

Teachers can enrich learning by providing students with opportunities to work with learning area content in more depth or breadth; emphasising specific aspects of the general capabilities learning continua (for example, the higher order cognitive skills of the Critical and creative thinking capability); and/or focusing on cross-curriculum priorities. Teachers can also accelerate student learning by drawing on content from later levels in the Australian Curriculum: Languages and/or from local state and territory teaching and learning materials.

General capabilities

In the Australian Curriculum, general capabilities encompass knowledge, skills, behaviours, and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will enable students to live and work successfully in the 21st century.

There are seven general capabilities:

- literacy
- numeracy
- information and communication technology (ICT) capability
- critical and creative thinking
- personal and social capability
- ethical understanding
- intercultural understanding.

In the Australian Curriculum: Languages, general capabilities are identified wherever they are developed or applied in content descriptions.

They are also identified where they offer opportunities to add depth and richness to student learning through content elaborations. Icons indicate where general capabilities have been identified in languages content. Teachers may find further opportunities to incorporate explicit teaching of the capabilities, depending on their choice of activities.

Detailed descriptions and elaborations of each of the general capabilities and the way these capabilities may be developed, including learning continua, can be found in the Australian Curriculum website: www.australiancurriculum.edu.au

Literacy

Learning languages develops overall literacy. It is in this sense 'value added', strengthening literacy-related capabilities that are transferable across languages, both the language being learnt and all other languages that are part of the learner's repertoire. Languages learning also strengthens literacy-related capabilities across domains of use, such as the academic domain and the domains of home language use, and across learning areas.

Literacy development involves conscious attention and focused learning. It involves skills and knowledge that need guidance, time and support to develop. These skills include the:

- ability to decode and encode from sound to written systems
- the learning of grammatical, orthographic and textual conventions
- development of semantic, pragmatic and interpretative, critical and reflective literacy skills.

Literacy development for second language learners is cognitively demanding. It involves these same elements but often without the powerful support of a surrounding oral culture and context. The strangeness of the additional language requires scaffolding. In the language classroom, analysis is prioritised alongside experience. Explicit, explanatory and exploratory talk around language and literacy is a core element. Learners are supported to develop their own meta–awareness, to be able to think and talk about how the language works and about how they learn to use it. Similarly, for first language learners, literacy development that extends to additional domains and contexts of use requires comparative analysis that extends literacy development in their first language and English.

Numeracy

Learning languages affords opportunities for learners to use the target language to develop skills in numeracy, to understand, analyse, categorise, critically respond to and use mathematics in different contexts. This includes processes such as using and understanding patterns, order and relationships to reinforce concepts such as number, time or space in their own and in others' cultural and linguistic systems.

Information and communication technology (ICT) capability

Learning languages is enhanced through the use of multimodal resources, digital environments and technologies in the target language. Accessing live target language environments and texts via digital media contributes to the development of information technology capabilities as well as linguistic and cultural knowledge. Accessing different real-time contexts extends the boundaries of the classroom.

Critical and creative thinking

In learning a language, students interact with people and ideas from diverse backgrounds and perspectives, which enhances critical thinking, reflection and encourages creative, divergent and imaginative thinking. By learning to notice, connect, compare and analyse aspects of the target language, students develop critical, analytic and problem-solving skills.

Personal and social capability

Interacting effectively in an additional language and with people of diverse language backgrounds involves negotiating and interpreting meaning in a range of social and cultural situations. This involves understanding and empathising, which are important elements of social and intercultural competence. Being open-minded and recognising that people view and experience the world in different ways, and learning to interact in a collaborative and respectful manner are key elements of personal and social competence.

Ethical understanding

When learning another language, students are taught explicitly to acknowledge and value difference in their interactions with others and to develop respect for diverse ways of perceiving and acting in the world. Opportunities are provided to monitor and to adjust their own ethical points of view. In learning Aboriginal and Torres Strait Islander languages, students should consider appropriate ethical behaviour in terms of engaging with the owners and custodians of the languages. Similar consideration is required when interpreting and translating or when collecting and analysing primary research data.

Intercultural understanding

The development of intercultural understanding is a central aim of learning languages, as it is integral to communicating in the context of diversity, the development of global citizenship and lifelong learning. Students bring to their learning various preconceptions, assumptions and orientations shaped by their existing language(s) culture(s) to their learning that can be challenged by the new language experience. Learning to move between the existing and new languages and cultures is integral to language learning and is the key to the development of students' intercultural capability. By learning a new language, or learning to use an existing language in new domains and contexts, students are able to notice, compare and reflect on things previously taken for granted; to explore their own linguistic, social and cultural practices as well as those associated with the target language. They begin to see the complexity, variability and sometimes the contradictions involved in using language.

Learning a new language does not require forsaking the first language. It is an enriching and cumulative process, which broadens the learners' communicative repertoire, providing additional resources for interpreting and making meaning. Learners come to realise that interactions between different people through the use of different languages also involves interactions between the different kinds of knowledge, understanding and values that are articulated through language(s) and culture(s). They realise that successful intercultural communication is not only determined by what they do or say, but also by what members of the other language and culture understand from what they say or do.

Cross-curriculum priorities

The Australian Curriculum gives special attention to three cross-curriculum priorities:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- sustainability.

The cross-curriculum priorities are embedded in the curriculum and will have a strong but varying presence depending on their relevance to each of the learning areas.

Aboriginal and Torres Strait Islander histories and cultures

Aboriginal and Torres Strait Islander communities are strong, rich and diverse. Aboriginal and Torres Strait Islander identity is central to this priority. It is intrinsically linked to living and learning in Aboriginal and Torres Strait Islander communities, deep knowledge of traditions and holistic world view.

A conceptual framework based on Aboriginal and Torres Strait Islander peoples' unique sense of identity has been developed as a tool for embedding Aboriginal and Torres Strait Islander histories and cultures within the Australian curriculum. This sense of identity is approached through the interconnected concepts of Country/Place, people and culture. Embracing these elements enhances all areas of the curriculum.

The Aboriginal and Torres Strait Islander priority provides opportunities for all learners to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. This knowledge and understanding will enrich their ability to participate positively in the evolving history of Australia.

A direct way of learning about and engaging with diverse Aboriginal and Torres Strait Islander communities is to learn an Aboriginal language and/or a Torres Strait Islander language. There is an inseparable connection between Aboriginal languages and Torres Strait Islander languages and land/sea, Country/Place, the environment, fauna and flora. Aboriginal and Torres Strait Islander histories and cultures are an integral part of the learning of Aboriginal languages and Torres Strait Islander languages.

In learning all languages, there is a scope for making interlinguistic and intercultural comparisons across languages, including Aboriginal and Torres Strait Islander languages, to develop understanding of concepts related to the linguistic landscape of Australia and to the concepts of language and culture in general.

Asia and Australia's engagement with Asia

In the Australian Curriculum: Languages, the cross-curriculum priority of Asia and Australia's engagement with Asia enables the development of rich and engaging content and contexts for developing students' capabilities to engage with the languages and cultures of Asia and of people of Asian heritage within Australia.

The Australian Curriculum: Languages enables students to learn the languages of the Asian region, learning to communicate and interact in interculturally appropriate ways, exploring concepts, experiences and perspectives from within and across Asian cultures.

In the languages learning area, students develop an appreciation for the place of Australia within the Asian region, including the interconnections of languages and cultures, peoples and communities, histories and economies. Students learn how Australia is situated within the Asian region, how our national linguistic and cultural identity is continuously evolving both locally, regionally and within an international context.

Sustainability

In the Australian Curriculum: Languages, the priority of sustainability provides a context for developing students' capability to communicate ideas, understanding and perspectives on issues and concepts related to the environment.

The Australian Curriculum: Languages contributes to students' capabilities to investigate, analyse and communicate concepts and understandings related to sustainability in broad contexts, and to advocate, generate and evaluate actions for sustainable futures. Within each language, students engage with a range of texts focused on concepts related to sustainability.

These include:

- environment
- conservation
- social and political change
- linguistic and cultural ecologies
- change, both within the target language and culture, and across languages and cultures in general.

In this way, students develop knowledge, skills and understanding about sustainability within particular cultural contexts. This is crucial in the context of national and international concerns about, for example, climate change, food shortages and alternative ways of caring for land and agriculture. Through developing a capability to interact with others, negotiating meaning and mutual understanding respectfully and reflecting on communication, students learn to live and work in ways that are both productive and sustainable.

Learning Aboriginal languages and Torres Strait Islander languages contributes to the global effort to exchange knowledge among people with varied practices in caring for the land. It also contributes to the reconciliation process in Australia and goals for language revival.

Glossary

abstract symbols

can include: speech, sign language, Braille, alphabet, whole words, pictographs and line drawings

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Accent

A manner of pronunciation of a language which marks speakers as belonging to identifiable categories such as geographical or ethnic origin, social class or generation.

Accent marks

Marks placed on a letter to indicate pronunciation, stress or intonation, or to indicate a different meaning or different grammatical usage for the word within which they appear. For example, *résumé, piñata, ou/où*.

Accuracy

Production of structurally correct forms of the target language.

Adjective

A word that modifies or describes a noun or pronoun. For example, *astonishing* in *an astonishing discovery.*

Adverb

A word class that may modify or qualify a verb, an adjective or another adverb. For example, *beautifully* in *she sings beautifully*; *really* in *he is really interesting*; *very* and *slowly* in *she walks very slowly.*

Adverbial

A word or group of words that functions as an adverb.

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adverbs

a word class that may modify a verb (for example, 'beautifully' in 'She sings beautifully'), an adjective (for example 'really' in 'He is really interesting') or another adverb (for example 'very' in 'She walks very slowly'). In English many adverbs have an -ly ending.

Aesthetic

Relates to a sense of beauty or appreciation of artistic expression.

Alliteration

A recurrence of the same consonant sounds at the beginning of words in close succession (for example, ripe, red raspberry)

Audience

Intended readers, listeners or viewers.

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audiences

the intended group of readers, listeners or viewers that the writer, designer, filmmaker or speaker is addressing

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Authentic (texts/materials)

Texts or materials produced for 'real-life' purposes and contexts as opposed to being created specifically for learning tasks or language practice.

Author

A composer or originator of a work (for example, a novel, film, website, speech, essay, autobiography).

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behaviours that are not intentionally directed at another person

can include vocalising, turning away, startling, relaxing, frowning, smiling, blinking. The meaning of these behaviours is reliant on a communication partner interpreting and attributing meaning to them.

Bilingualism

An ability to use two or more languages.

Biography

A detailed account of an individual's life; a text genre that lends itself to different modes of expression and construction. In the context of intercultural language learning, the concept of biography can be considered in relation to identity, to the formation of identity over time, and to the understanding that language is involved in the shaping and expressing of identity.

Character components

Individual elements of a written character which have a separate linguistic identity.

Characters

(i) graphic symbols used in writing in some languages

(ii) assumed roles in dramatic performance

Clause

A grammatical unit that contains a subject and a predicate (verb) and expresses the complete proposition.

clauses

a grammatical unit that refers to a happening or state (for example, 'The netball team won' [happening], 'The cartoon is an animation' [state]). A clause usually contains a subject and a verb group/phrase (for example, 'The team [subject] has played [verb group/phrase] a fantastic game'), which may be accompanied by an object or other complements (elements that are closely related to the verb – for example, 'the match' in 'The team lost the match') and/or adverbials (for example, 'on a rainy night' in 'The team won on a rainy night').

CLIL

Content and language integrated learning. An approach to learning content through an additional language.

Code-switching

A use of more than one language in a single utterance. For example, *Papa, can you buy me a panini, please?* A common feature of bilingual and multilingual language use.

Cognates

Similar or identical words which have shared origins. For example, *father* (English), *Vater* (German) and *pater* (Latin) have a shared origin. *Gratitude* (English) and *gratitud* (Spanish) are both derived from *gratitudo* (Latin). English *ship* and *skiff* share the same Germanic origin.

Cohesion

Grammatical or lexical relationships that bind different parts of a text together and give it unity. Cohesion is achieved through various devices such as connectives, ellipses and word associations. These associations include synonyms, antonyms (for example, *study/laze about*, *ugly/beautiful*), repetition (for example, *work, work, work – that's all we do!)* and collocation (for example*, friend* and *pal* in, *My friend did me a big favour last week. She's been a real pal*.)

cohesion

grammatical or lexical relationships that bind different parts of a text together and give it unity. Cohesion is achieved through various devices such as connectives, ellipses and word associations (sometimes called lexical cohesion). These associations include synonyms, antonyms (for example, 'study/laze about', 'ugly/ beautiful'), repetition (for example, 'work, work, work – that's all we do!') and collocation (for example, 'friend' and 'pal' in, 'My friend did me a big favour last week. She's been a real pal.')

Collocation

Words that typically occur in close association and in particular sequence. For example, *salt and pepper* rather than *pepper and salt* and *ladies* and *gentlemen* rather than *gentlemen* and *ladies*.

Communication

A mutual and reciprocal exchange of meaning.

Communicative competence

An acquired capability to understand and interact in context using the target language (TL). Defined by the use of appropriate phonological, lexical, grammatical, sociolinguistic and intercultural elements.

Complex sentence

A sentence with more than one clause. In the following examples, the subordinate clauses are indicated by square brackets: *I took my umbrella [because it was raining]; The man [who came to dinner] is my brother.*

complex sentence

has one or more subordinate clauses. In the following examples, the subordinate clauses are indicated by square brackets: 'I took my umbrella [because it was raining].'; '[Because I am studying for an exam], my time is limited.'; and 'The man [who came to dinner] is my brother.'

Complexity

A degree to which language use is complex as opposed to simple. Elements of language complexity include:

Composing

A process of producing written, spoken, graphic, visual or multi-modal texts. It includes:

It also includes applying knowledge and control of language forms, features and structures required to complete the task.

Compound sentence

A sentence with two or more main clauses of equal grammatical status, usually marked by a coordinating conjunction such as *or, and, but.* In the following examples, the main clauses are indicated by square brackets: *[Alice came home this morning] [but she didn't stay long]. [Kim is an actor], [Pat is a teacher], [and Sam is an architect].*

compound sentences

has two or more main clauses of equal grammatical status, usually marked by a coordinating conjunction such as 'and', 'but' or 'or'. In the following examples below, the main clauses are indicated by square brackets: '[Jill came home this morning] [but she didn't stay long].'; '[Kim is an actor], [Pat is a teacher], [and Sam is an architect]'.

comprehension strategies

strategies and processes used by readers to make meaning from texts. Key comprehension strategies include: activating and using prior knowledge; identifying literal information explicitly stated in the text; making inferences, based on information in the text and their own prior knowledge; predicting likely future events in a text; visualising by creating mental images of elements in a text; summarising and organising information from a text; integrating ideas and information in texts; and critically reflecting on content, structure, language and images used to construct meaning in a text.

Comprehension strategies

Strategies and processes used by listeners, readers and viewers of text to understand and make meaning. These include:

- making hypotheses based on illustrations or text layout

- drawing on language knowledge and experience (for example, gender forms)

- listening for intonation or expression cues

- interpreting grapho-phonic, semantic and syntactic cues.

Comprehension/comprehending

An active process of making/constructing/deciphering meaning of language input through listening, reading, viewing, touching (as in braille) and combinations of these modes. It involves different elements: decoding, working out meaning, evaluating and imagining. The process draws upon the learner's existing knowledge and understanding, text–processing strategies and capabilities; for example, inferencing or applying knowledge of text types and social and cultural resources.

Concrete language

A language used to refer to the perceptible and material world and to particular persons, places and objects. For example, *school*, *girl*; as opposed to *abstract language*, used to refer to ideas or concepts removed from the material world such as *peace, kindness, beauty.*

concrete symbols

can include: whole or part of real objects; a miniature version of the real object; photographs; pictures (pictures must clearly depict the object)

Conjunction

A part of speech that signals relationships between people, things, events, ideas. For example, Sophie and her mother might come and visit, or they might stay at home. The conjunction and links the two participants, while or links alternative options.

conjunction

a word that joins other words, phrases or clauses together in logical relationships such as addition, time, cause or comparison. There are two types of conjunctions: coordinating conjunctions and subordinating conjunctions. Coordinating conjunctions are words that link words, groups/phrases and clauses in such a way that the elements have equal grammatical status. They include conjunctions such as 'and', 'or' and 'but'. Subordinating conjunctions introduce certain kinds of subordinate clauses. They include conjunctions such as 'after', 'when', 'because', 'if' and 'that'.

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Content

A subject matter used as a vehicle for language learning.

context

the environment in which a text is responded to or created. Context can include the general social, historical and cultural conditions in which a text is responded to and created (the context of culture) or the specific features of its immediate environment (context of situation). The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.

Context

An environment and circumstances in which a text is created or interpreted. Context can include the general social, historical and cultural conditions in which a text exists or the specific features of its immediate environment, such as participants, roles, relationships and setting. The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.

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Convention

An accepted language or communicative practice that has developed and become established over time. For example, use of punctuation or directionality.

conventional behaviours

can include: speech, actions, formal gesture (eg head nod, shake, wave hello/goodbye), directing others' attention and pointing.

conventions

an accepted language practice that has developed over time and is generally used and understood (for example, use of punctuation)

create

develop and/or produce spoken, written or multimodal texts in print or digital forms

Create

Develop and/or produce spoken, written or multimodal texts in print or digital forms.

Cues

Sources of information used to facilitate comprehension of language, that may be visual, grammatical, gestural or contextual.

Culture

In earlier models of language teaching and learning, *culture* was represented as a combination of literary and historical resources, and visible, functional aspects of a community group's way of life such as food, celebrations and folklore. While these elements of culture are parts of cultural experience and organisation, current orientations to language teaching and learning employ a less static model of culture. Culture is understood as a framework in which things come to be seen as having meaning. It involves the lens through which:

- people see, think, interpret the world and experience

- make assumptions about self and others

- understand and represent individual and community identity.

Culture involves understandings about 'norms' and expectations, which shape perspectives and attitudes. It can be defined as social practices, patterns of behaviour, and organisational processes and perspectives associated with the values, beliefs and understandings shared by members of a community or cultural group. Language, culture and identity are understood to be closely interrelated and involved in the shaping and expression of each other. The intercultural orientation to language teaching and learning is informed by this understanding.

De-centre

A capacity to step outside familiar frames of reference, to consider alternative views, experiences and perspectives and to look critically and objectively at one's own linguistic and cultural behaviour.

Decode

A process of working out the meaning of a text. Decoding strategies involve readers/listeners/viewers drawing on contextual, lexical, alphabetic, grammatical and phonic knowledge to decipher meaning. Readers who decode effectively combine these forms of knowledge fluently and automatically, using meaning to recognise when they make an error and to self-correct.

Dialect

A variant of a language that is characteristic of a region or social group.

Diaspora

A scattered population with a common origin in a smaller geographical area.

Digital media

Various platforms via which people communicate electronically.

Digital texts

Audio, visual or multimodal texts produced through digital or electronic technology. They may be interactive and include animations or hyperlinks. Examples of digital texts include DVDs, websites and e-literature.

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Digraph

Two letters that represent a single sound:

- vowel digraphs have two vowels (for example, 'oo', 'ea')

- consonant digraphs have two consonants (for example, 'sh', 'th')

Dipthongs

Two vowel sounds pronounced in a single syllable with the individual vowel sounds distinguished. (For example, *hour*)

Directionality

A direction in which writing/script occurs, for example, from left to right, right to left.

Encode

A process of changing spoken language into symbols of written/digital language.

Enunciation

A clear and distinct pronunciation of language.

evaluative language

positive or negative language that judges the worth of something. It includes language to express feelings and opinions, to make judgments about aspects of people such as their behaviour, and to assess the quality of objects such as literary works. Evaluations can be made explicit (for example, through the use of adjectives as in: 'She's a lovely girl', 'He's an awful man', or 'How wonderful!'). They can also be left implicit (for example, 'He dropped the ball when he was tackled', or 'Mary put her arm around the child while she wept').

Face

A 'socio-dynamic' term which concerns self-delineated worth that comes from knowing one's status. Relates to concepts such as reputation, self-respect, honour and prestige. A key element of social relations in Chinese, Japanese and many other cultures.

Filler

A sound or word used in spoken conversation to signal a pause, hesitation or unfinished contribution. For example, *I went to the station...er... then I caught a train...* Frequent use of fillers characterises early stages of second language (L2) development, but proficient speakers and first language (L1) speakers also use them as an opportunity to reflect or recast.

Fluency

An ability to produce spoken or written language with appropriate phrasing, rhythm and pace. It involves the smooth flow of language, lack of hesitation or undue pausing and characterises the largely accurate use and automatisation of the target language.

Form-focused learning activities

Activities designed to rehearse, practise, control and demonstrate particular language structures, forms or features. For example, drills, rehearsed role plays/dialogues, games and songs, set sequences of language patterns.

Formulaic language

Words or expressions which are commonly used in fixed patterns and learned as such without grammatical analysis. For example, *Once upon a time* (story-starter)*; G'day, how are you going?(*greeting in Australian English).

Framing

A way in which elements of text are arranged to create a specific interpretation of the whole.

framing

the way in which elements in a still or moving image are arranged to create a specific interpretation of the whole. Strong framing creates a sense of enclosure around elements while weak framing creates a sense of openness

Genre

A category used to classify text types and language use; characterised by distinguishing features such as subject matter, form, function and intended audience. Examples of genres typically used in early language learning include greetings, classroom instructions and apologies. More advanced language proficiency includes the ability to use genres such as narrative or persuasive text, creative performance and debates.

The language we use and the description of language as a system. In describing language, attention is paid to both structure (form) and meaning (function) at the level of the word, the sentence and the text.

grammar

the language we use and the description of language as a system. In describing language, attention is paid to both structure (form) and meaning (function) at the level of the word, the sentence and the text

Grapho-phonic knowledge

Knowledge of how letters in printed language relate to the sounds of the language and of how symbols (letters, characters) represent spoken language.

Homophone

A word identical in pronunciation with another but different in meaning (for example, *bare* and *bear, air* and *heir*).

Honorific

A grammatical form, typically a word or affix, that has at least part of its meaning the relative social status of the speaker in relation to the addressee, other participant or context. Parts of speech which signify respect, politeness and emphasize social distance or status.

Hybrid texts

Composite texts resulting from a mixing of elements from different sources or *genres*. For example, email, which combines the immediacy of talk and the expectation of a reply with the permanence of print.

Hypermedia

A multimedia system in which related items and forms of information, such as data, texts, graphics, video and audio, are linked and can be presented together by a hypertext program.

Hypertext

A text which contains links to other texts.

Identity

A person's conception and expression of individuality or group affiliation, self-concept and self-representation. Identity is closely connected to both culture and language. Thinking and talking about the self is influenced by the cultural frames, which are offered by different languages and cultural systems. Identity is not fixed. Second language learners' experience with different linguistic and cultural systems introduces them to alternative ways of considering the nature and the possibilities associated with identity.

Ideograph

A graphic character that indicates meanings without reference to the sounds used to pronounce the word.

Idiomatic expressions

A group of (more or less) fixed words having a meaning not deducible from the individual words. Idioms are typically informal expressions used by particular social groups and need to be explained as one unit (for example, *I am over the moon*, *on thin ice, a fish out of water, fed up to the back teeth*).

Indicative hours

An indication for the purposes of curriculum development of the assumption about learning time on task.

Infinitive

A base form of a verb.

informal behaviours

can include vocalising; turning/pushing/moving away; leaning/moving/reaching towards; frowning; smiling; blinking; looking at/touching/person; guiding person's hand; pointing to/touching desired object

Input

Direct contact with and experience of the target language; the stimulus required for language acquisition and learning. Input can take multiple forms and be received through different modes.

Intensifiers

Words that are usually used with adjectives to emphasise their meaning and are expressed by means of an adverb (for example, *very interesting, awfully boring*)

Intercultural capability

An ability to understand and to engage in the relationship between language, culture and people from diverse backgrounds and experience. This involves understanding the dynamic and interdependent nature of both language and culture, that communicating and interacting in different languages involves interacting with values, beliefs and experiences as well as with words and grammars. An intercultural capability involves being open to different perspectives, being flexible and curious, responsive and reflective; being able to decentre, to look objectively at one's own cultural ways of thinking and behaving, and at how these affect attitudes to others, shade assumptions and shape behaviours. Characteristics of an intercultural capability include cognitive and communicative flexibility and an orientation and ability to act in ways that are inclusive and ethical in relation to diversity and difference.

Intercultural language teaching and learning

An orientation to language teaching and learning that informs current curriculum design; framed by the understanding that language and culture are dynamic, interconnected systems of meaning-making; that proficiency in an additional language involves cultural and intercultural as well as linguistic capabilities. The focus is on developing communicative proficiency and on moving between language–culture systems. It includes the reflexive and reciprocal dimension of attention to learners' own language(s) and cultural frame(s).

Interpret

In the context of L2 learning, *interpret* refers to two distinct processes:

- the act of translation from one language to another

- the process of understanding and explaining; the ability to conceive significance and construct meaning, and to explain to self or others

Intonation

A key component of communication, involving patterns of pitch and melody of spoken language that can be used like punctuation; for example, to express surprise or suggest a question, to shade, accentuate or diminish emphasis or meaning, and to regulate turn-taking in conversations.

Language

A human cognitive and communicative capability which makes it possible to communicate, to create and comprehend meaning, to build and sustain relationships, to represent and shape knowledge, and to imagine, analyse, express and evaluate.

Language is described and employed:

- **as code** – comprising systems, rules, a fixed body of knowledge; for example, grammar and vocabulary, sound and writing systems

- **as social practice** – used to do things, create relationships, interact with others, represent the world and the self; to organise social systems and practices in dynamic, variable, and changing ways

- **as cultural and intercultural practice** – means by which communities construct and express their experience, values, beliefs and aspirations

- **as cognitive process** – means by which ideas are shaped, knowledge is constructed, and analysis and reflection are structured

Language comprehension

A process of interpreting meaning from spoken, written, tactile and multimodal representations of language.

Language features

Features of language that support meaning; for example, sentence structure, noun group/phrase, vocabulary, punctuation, figurative language. Choices in language features and text structures together define a type of text and shape its meaning. These choices vary according to the purpose of a text, its subject matter, audience and mode or medium of production.

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Language functions

Varied ways in which language is used to achieve particular purposes; for example, to persuade, to entertain, to apologise, to argue and/or to compliment.

Language patterns

Identifiable repeated or corresponding elements in a text. These include patterns of repetition or similarity, such as the repetition of imperative verb forms at the beginning of each step in a recipe, or the repetition of a chorus after each verse in a song. Patterns may alternate, as in the call and response pattern of some games, or the to-and-fro of a dialogue. Patterns may also contrast, as in opposing viewpoints in a discussion or contrasting patterns of imagery in a poem.

Language specificity

Distinguishing features of a particular language. These include lexico-grammatical and textual features, writing system(s), phonetic systems, and cultural elements which influence language use such as:

- politeness or kinship protocols

- the nature of language communities which use the language

- the historical and/or current relationship of a language with education in Australia

- features of its 'learnability' in terms of teaching and learning in the context of Australian schooling.

Language systems

Elements that organise how a language works, including the systems of signs and rules (phonological, syntactic, semantic and pragmatic) that underpin language use. These systems have to be internalised for effective communication and comprehension.

layout

the spatial arrangement of print and graphics on a page or screen including size of font, positioning of illustrations, inclusion of captions, labels, headings, bullet points, borders and text boxes

Learning trajectory

A conceptualised developmental sequence of learning, including learning goals, learning activities, knowledge and skills to be developed at progressive levels.

Level statements

Descriptions in broad terms of the developmental characteristics of students and their language learning at particular phases along the Foundation–Year 12 continuum.

Lexical cohesion

A use of word associations to create links in texts. Links can be made through the use of repetition of words, synonyms, antonyms and words that are related, such as by class and subclass.

listen

to use the sense of hearing as well as a range of active behaviours to comprehend information received through gesture, body language and other sensory systems

Literacy resources

Individual resources and capabilities which learners bring to their learning experience; these include text knowledge, grammatical and vocabulary knowledge, knowledge of phonetic and writing systems. They also include critical, reflective and intercultural capabilities that support new literacy experience in a different language.

Macro skills

Four major language skills of listening, speaking, reading and writing.

Media texts

Spoken, print, graphic, or electronic communications created for a public audience. They often involve numerous people in their construction and are usually shaped by the technology used in their production. Media texts studied in different languages can be found in newspapers, magazines and on television, film, radio, computer software and the internet.

Mediate

To move between different linguistic and cultural systems, referencing own first language(s)/culture(s) while learning to use and to understand those of the target language. This movement involves:

- noticing, interpreting, responding sensitively and flexibly

- conveying culturally-shaped ideas, values, experience to others

- exploring how ideas and experiences are represented and conveyed in different languages and cultures

- considering similarities, overlaps, collisions and adjustments

- developing the capacity to communicate and represent different perspectives and interpretations.

Mediating operates in two distinctive ways:

- in practices such as interpreting and translating, with attention to what can happen in these processes in terms of 'losing' or 'gaining' meaning

- as the element of the learning experience, which involves noticing, responding, comparing and explaining differences in expression and perspective.

Medium

Resources used in the production and transmission of texts, including tools and materials used (for example, digital text and the computer, writing and the pen or the keyboard).

Metalanguage

A vocabulary used to discuss language conventions and use (for example, language used to talk about grammatical terms such as *sentence, clause, conjunction*; or about the social and cultural nature of language, such as *face, reciprocating, register*.)

Mnemonic

Memorising information by use of an aid such as a pattern, rhyme, acronym, visual image.

Modal verb

A verb attached to another verb to express a degree of probability (for example, *I might come home*) or a degree of obligation (for example, *You must give it to me, You are to leave now*).

Mode

Various processes of communication: listening, speaking, reading/viewing, signing and writing/creating. Modes are also used to refer to the semiotic (meaning making) resources associated with these communicative processes, such as sound, print, image and gesture.

Morpheme

The smallest meaningful unit in the grammar of a language. Morphemes are not necessarily the same as either words or syllables. The word *cat* has one morpheme while the word *cats* has two morphemes: *cat* for the animal and *s* to indicate that there is more than one. Similarly, *like* has one morpheme while *dislike* has two: *like* to describe appreciation and *dis* to indicate the opposite. The process of identifying morphemes assists comprehension, vocabulary building and spelling.

Morphology

Principles of word formation and inflection, especially with respect to constituent morphemes.

Multimodal text

A text which involves two or more communication modes; for example, the combining of print, image and spoken text in film or computer presentations.

multimodal text

combination of two or more communication modes (for example, print, image and spoken text, as in film or computer presentations)

multimodal texts

combination of two or more communication modes (for example, print, image and spoken text, as in film or computer presentations)

Narrative

A story of events or experiences, real or imagined.

Narrative devices

Techniques used to help in the narrating of a story or reported event. For example, imagery, metaphor, allusion.

narratives

ways of making sense of the past based on a selection of events. There are different types of narratives such as accounts of the past that relate a story (for example personal, fictitious) and historical recounts (such as the course of events during the Second World War)

Neologism

A new word is created, for example, *Smartphone, modem, AIDS* or an existing word is used in a new way, for example, *deadly*.

nominalisation

process for forming nouns from verbs (for example, 'reaction' from 'react' or 'departure' from 'depart') or adjectives (for example, 'length' from 'long', 'eagerness' from 'eager'). Nominalisation is also a process for forming noun groups/phrases from clauses (for example, 'their destruction of the city' from 'they destroyed the city'). Nominalisation is a way of making a text more compact and is often a feature of texts that contain abstract ideas and concepts.

Noun

A part of speech that includes all words denoting physical objects such as *man, woman, boy, girl, car, window.* These are *concrete nouns. Abstract nouns* express intangibles, such as *democracy, courage, success, idea.*

nouns

a word class that includes all words denoting physical objects such as 'man', 'woman', 'boy', 'girl', 'diamond', 'car', 'window' etc. These are called 'concrete nouns'. 'Abstract nouns' express intangibles such as 'democracy', 'courage', 'success', 'fact', 'idea'.

Oracy

An ability to express oneself in and to understand spoken language; it includes oral and aural proficiency.

Orthography

Writing words with correct letters or characters according to common usage.

Paralanguage

Additional elements of spoken communication which are integrated with vocal (voice) and verbal (words) elements, and contribute significantly to communication and meaning-making. For example, voice quality, volume and pacing, facial expressions, gestures, posture and body movement.

Paralinguistics

A study of paralanguage elements of expression.

Pedagogy

A combination of conceptual knowledge, practical skills and reflective capabilities which constitute the 'art and science' of teaching.

Performance

A use of the language in real situations, putting language knowledge into practice; it involves accuracy, fluency and complexity.

Phoneme

The smallest meaningful unit in the sound system of a language. For example, the word *is* has two phonemes: /i/ and /s/; *ship* has three phonemes: /sh/, /i/, /p/. A phoneme usually has several manifestations dependent on varying phonological contexts. For example, the *p* in *pin* and *spin* differs slightly in pronunciation but is regarded as being the same phoneme; that is, as having the same functional meaning within each word.

Phonics

A relationship between letters or characters and the sounds they make when pronounced. L2 learning involves developing phonic awareness and proficiency.

phonics

the term used to refer to the ability to identify the relationships between letters and sounds when reading and spelling

Phonological awareness

Understanding that every spoken word is composed of small units of sound, identifying relationships between letters and sounds when listening, reading and spelling. It includes understandings about words, rhyme and syllables.

Pragmatics

A study of how context affects communication; for example, in relation to the status of participants, the situation in which the communication is happening, or the intention of the speaker.

Prediction

An informed presumption about something that might happen. Predicting at text level can include working out what a text might contain by looking at the cover, or working out what might happen next in a narrative. Predicting at sentence level includes identifying what word is likely to come next in a sentence.

Prefix

A meaningful element (morpheme) added before the main part of a word to change its meaning. For example, unhappy.

prefixes

meaningful elements (morphemes) added to the beginning of words to change their meaning (for example, 'un' to 'happy' to make 'unhappy')

Preposition

A part of speech that precede a noun, noun phrase phrase or pronoun, thereby describing relationships in a sentence in respect to:

- space/direction (below, in, on, to, under – for example, she sat on the table).

- time (after, before, since – for example, Í will go to the beach after lunch).

- those that do not relate to space or time (of, besides, except, despite – for example, he ate all the beans except the purple ones)

Prepositions usually combine with a noun group or phrase to form a prepositional phrase. For example, in the office, besides these two articles.

prepositional phrases

typically consist of a preposition followed by a noun group/phrase. Prepositional phrases occur with a range of functions, including: adverbial in clause structure (for example, 'on the train' in 'We met on the train.'); modifier in noun group/phrase structure (for example, 'with two children' in 'a couple with two children'); and modifier in adjective group/phrase structure (for example, 'on golf' in 'keen on golf').

Productive language use

One of the two aspects of communication through language (see *receptive language*) involving the ability to express, articulate and produce utterances or texts in the target language.

Pronoun

A part of speech that refers to nouns, or substituting for them, within and across sentences. For example, *Ahmad chose a chocolate cake*. *He* ate *it that* evening (where *he* and *it are* personal pronouns; and *that* is a demonstrative pronoun).

Pronunciation

A manner in which a syllable is uttered.

Prosody

Patterns of rhythm, tempo, stress, pitch and intonation used in language; for example, in poetry or public speaking.

Proxemics

A use of space, posture and touch as elements of non-verbal communication.

Purposeful learning

Learning which results from authentic language experiences that involve real purpose and achievable outcomes.

Question

A commonly employed prompt to elicit language use. A key element of scaffolding to support learners' use of language and to encourage further contributions. Different types of questions provide different prompts:

- **closed questions** are questions for which there are predictable answers. For example, *What time is it?* These are typically used as prompts for short answers, as a framework for testing comprehension or reviewing facts, and for routinized interactions. They are frequently used to scaffold early language development.

- **open questions** are questions with unknown and unpredictable answers that invite and support more elaborated and extended contributions from learners. For example, *How do you feel about that?What do you think might happen next?* They are used as stimulus to discussion, reflection and investigation.

Questions are an important element of intercultural language teaching and learning. The quality of questions determines the quality and substance of the learning experience. Effective questions relating to the nature of language, culture and identity and the processes involved in language learning and intercultural experience guide the processes of investigating, interpreting and reflecting which support new understanding and knowledge development.

Read

Process visual or tactile symbols (for example, braille), words or actions in order to derive and/or construct meaning. Reading includes elements of decoding (of sounds and symbols), interpreting, critically analysing and reflecting upon meaning in a wide range of written, visual, print and non-print texts.

Receptive language

One of the two components of communication through language (see *productive language*): the 'receiving' aspect of language input, the gathering of information and making of meaning via listening, reading, viewing processes.

Reciprocating

An integrating element of intercultural communication that involves movement and relationship, interpreting and creating meaning, and understanding the process of doing so. It involves not only the exchange of words but also an exchange of understanding between the people involved. It comes into play when the learner 'self' encounters and interacts with the 'other' (the target language speaker, the target language itself as text or experience); when the existing language code and cultural frame encounters a different code and frame. This experience impacts on the learner's perspective and sense of identity and on their usual ways of communicating. Reciprocating involves conscious attention to the process: attention to the self (*intraculturality*) and to the likely impact of the self on the other person involved (*interculturality*). Things previously taken for granted are noticed in reference to new or different ways. Key elements of reciprocating include conscious attention, comparison, reflection and analysis:

- recognition that both partners in an exchange are involved in the 'effort of meaning'

- willingness to work out what the other person means, the cultural and social context they are speaking from and the perspectives, which frame what they are saying

- making necessary adjustments to own and each other's input, orientation and stance that will help the exchange to be successful.

Register

A variety of language used for a particular purpose or in a particular situation, the variation being defined by *use* as well as *user*. For example, informal register or academic register.

Romanisation

A transcription from a differently scripted language, such as Chinese or Japanese, into the Latin alphabet.

Root of a word

A word/word element that cannot be reduced to a smaller unit and from which other words are formed. For example, plant in replanting.

Scaffolding

Support provided to assist the learning process or to complete a learning task. Scaffolded language support involves using the target language at a level slightly beyond learners' current level of performance, and involves incremental increasing and decreasing of assistance. Task support provides assistance to perform just beyond what learners can currently do unassisted, to progress to being able to do it independently. Scaffolding includes modelling and structuring input in ways that provide additional cues or interactive questioning to activate existing knowledge, probe existing conceptions or cue noticing and reflecting.

Scanning

A text processing strategy adopted to search for specific words, ideas or information in a text without reading every word. For example, looking for a word in the dictionary or a name in a phone directory. Scanning involves moving the eyes quickly down the text looking for specific words and phrases to gain a quick overall impression/to get the gist.

Script

A writing system in which characters or symbols represent components of language (letters, syllables, words).

Semantic knowledge

Knowledge gained at a meaning rather than a decoding level. This involves understanding the relationship between signifiers (words, phrases, symbols, signs) and the meanings they represent. Semantic information is supported through reference to prior knowledge, cultural connotations and contextual considerations.

simple sentences

have the form of a single clause (for example, 'David walked to the shops.' or 'Take a seat.')

Skimming

A text processing strategy aimed at gaining information quickly without focusing on every word.

Speak

Convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants, and needs, and to comment about the world

Stereotype

A widely held but fixed and oversimplified image or idea of a particular type of person or thing

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Stress

An emphasis in pronunciation that is placed on a particular syllable of a word; for example, *she will conduct the orchestra; her conduct is exemplary.*

Suffix

A meaningful element added after the root of a word to change its meaning (for example, to show its tense : *–ed* in *passed*. Common suffixes in English include *–ing; –ed; ness; –less; –able*).

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suffixes

meaningful elements added to the ends of words to change their meaning (for example, to show its tense: 'ed' in 'passed'). Common suffixes are 'ing', 'ed', 'ness', 'less' and 'able')

Synchronous

Occurring or existing at the same time.

Syntax

An ordering of sentence elements such as words, group/phrases and clauses. In some education settings, the terms *syntax* and *grammar* are used interchangeably.

Talk

Convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants, and needs, and to comment about the world

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Task

An integrated experience and use of language, set in a context, accomplishing a purpose, focused on meaning. A task provides an organising structure and context for meaning-focused language learning. Unlike form-focused language activities and exercises, task-based learning involves the achievement of a goal or authentic outcome. Learners draw from existing language resources and seek out unfamiliar resources as needed to complete the task. Scaffolding is provided by the teacher via the task cycle, which includes form-focused teaching. Examples of tasks: researching an issue, sharing ideas and then categorising and presenting results; planning and having a picnic; designing and publishing an online newsletter.

Task-based language learning (TBLL)

An orientation to language teaching and learning, which focuses on the use of the language in meaningful and 'life-like' tasks and activities. The completion of the task is not an end in itself, as tasks are part of the overall learning and using of the language, providing a context and purpose for developing language competence and a means of assessing and evaluating learning outcomes. Learners work independently and/or collaboratively, draw on existing language resources, generate solutions to communicative problems, seek out additional or new language and other resources needed to complete the task. Focused language work, such as grammar knowledge, vocabulary building, social and cultural competence, is integrated with task preparation and completion processes. Tasks provide opportunities to integrate the four modes of language use, to develop fluency, complexity and problem-solving capacity, as well as including work on accuracy and focus on form. A task has limits as a one-off learning event, but is used as a meaningful component of learners' overall learning progression.

tenses

a grammatical category marked by a verb in which the situation described in the clause is located in time. For example, present tense 'has' in 'Sarah has a headache' locates the situation in present time, while past tense 'had' in 'Sarah had a headache' locates it in past time. However, the relation between grammatical tense and (semantic) time is not always as simple as this. For example, present tense is typically used to talk about: present states, as in 'He lives in Darwin'; actions that happen regularly in the present, as in 'He watches television every night'; 'timeless' happenings, as in information reports such as 'Bears hibernate in winter'; references to future events, as in 'The match starts tomorrow' where the tense is present but the time future. Likewise in 'I thought the match started tomorrow' where the subordinate clause 'the match started tomorrow' has past tense but refers to future time texts.

Text

An identified stretch of language, used as a means for communication or the focus of learning and investigation. Text forms and conventions have developed to support communication with a variety of audiences for a range of purposes. Texts can be written, spoken or multimodal and in print or digital/online forms. Multimodal texts combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word, as in film or computer presentation media.

Text processing strategies

Strategies learners use to decode and understand text. These involve drawing on contextual, semantic, grammatical and phonic knowledge in systematic ways to work out what a text says. They include predicting, recognising words and working out unknown words, monitoring comprehension, identifying and correcting errors, reading on and re-reading.

Text structure

Ways in which information is organised in different types of texts (for example, chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect). Choices in text structures and language features together define a text type and shape its meaning. Different languages/cultures structure texts differently in many instances.

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Text types (genres)

Categories of text, classified according to the particular purposes they are designed to achieve, which influence the features the texts employ. For example, texts may be imaginative, informative or persuasive; or can belong to more than one category. Text types vary significantly in terms of structure and language features across different languages and cultural contexts. For example, a business letter in French will be more elaborated than a similar text in English; a request or an offer of hospitality will be differently expressed in Japanese or German.

texts

the means for communication. Their forms and conventions have developed to help us communicate effectively with a variety of audiences for a range of purposes. Texts can be written, spoken or multimodal and in print or digital/online forms. Multimodal texts combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word as in film or computer presentation media.

Textual features/conventions

Structural components and elements that combine to construct meaning and achieve purpose, and are recognisable as characterising particular text types (*see language features).*

Tone

A use of pitch and contour in spoken language to nuance words and, in some languages, to distinguish lexical or grammatical meaning. In Chinese, for example, the tones are distinguished by their pitch range (register), duration and contour (shape). All Chinese syllables have a set tone, which distinguishes it and its meaning from another syllable. However, in certain environments tones can change or be modified, while in rapid spoken Chinese a great many unstressed syllables carry no tone at all.

Translation

A process of translating words/text from one language into another, recognising that the process involves movement of meanings and attention to cultural context as well as the transposition of individual words.

Transliteration

Writing a letter or word using the closest corresponding letter or word from a different language or alphabet.

Verb

A part of speech which expresses existence, action, state or occurrence. For example*, they watch football; she is exhausted; the day finally came.*

auxiliary verb – a verb that combines with another verb in a verb phrase to form tense, mood, voice or condition. For example, *they will go, I did eat lunch, she might fail the exam.*

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verb

a word class that describes a kind of situation such as a happening (for example, 'climbed' in 'She climbed the ladder') or a state (for example, 'is' in 'The koala is an Australian mammal').

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verb groups

consists of a main verb, alone or preceded by one or more auxiliary or modal verbs as modifiers. For example, verb groups/phrases: create tense, as in 'He [was happy]', 'She [is working] at home', 'I [have seen] him before'; express modality using modal verbs such as 'can', 'may', 'must', 'will', 'shall' and so on, as in 'You [must be] mad', 'He [will have arrived] by now', 'She [may know] them'; and create passive voice, as in 'A photo [was taken]'.

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verbs

a word class that describes a kind of situation such as a happening (for example, 'climbed' in 'She climbed the ladder') or a state (for example, 'is' in 'The koala is an Australian mammal').

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view

observe with purpose, understanding and critical awareness. Some students participate in viewing activities by listening to an adult or peer describing the visual features of text, diagrams, pictures and multimedia

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voice

in English grammar voice is used to describe the contrast between such pairs of clauses as 'The dog bit me' (active voice) and 'I was bitten by the dog' (passive voice). Active and passive clauses differ in the way participant roles are associated with grammatical functions. In clauses expressing actions, like the above examples, the subject of the active ('the dog') has the role of actor, and the object ('me') the role of patient; whereas, in the passive, the subject ('I') has the role of patient and the object of the preposition by ('the dog') the role of actor. In clauses that describe situations other than actions, such as 'Everyone admired the minister' and 'The minister was admired by everyone', the same grammatical difference is found, so that the object of the active ('the minister') corresponds to the subject of the passive; and the subject of the active ('everyone') corresponds to the object of the preposition 'by'. And in the literary sense, it can be used to refer to the nature of the voice projected in a text by an author (for example, 'authorial voice' in a literary text or 'expert voice' in an exposition).

Word borrowing

A practice of incorporating words from one language into another. For example, the use of Italian words such as *pianissimo, cannelloni* in English and the use of English ICT terms in many languages. The increasing frequency of word-borrowing between languages reflects intercultural contact, contemporary cultural shifts and practices in a globalised world, issues of ease of communication and efficiency and technological specialisation.

write

plan, compose, edit and publish texts in print or digital forms. Writing usually involves activities using pencils, pens, word processors; and/or using drawings, models, photos to represent text; and/or using a scribe to record responses or produce recorded responses

The Australian Curriculum
Languages - Japanese

Japanese

Overview

Context statement

The place of Japanese culture and language in Australia and in the world

Japanese is the official language of Japan, Australia's northern neighbour in the Asia region. It is also widely used by communities of speakers in Hawaii, Peru and Brazil, and learnt as an additional language by large numbers of students in the Republic of Korea, China, Indonesia and Australia.

Australia has a significant number of Japanese national residents, particularly in the major cities on the eastern seaboard. Japanese culture influences many areas of contemporary Australian society, including the arts, design, technology, fashion, popular culture and cuisine. Japan has been a close strategic and economic partner of Australia's for more than 50 years, and there is ongoing exchange between the two countries in the areas of education, trade, diplomacy and tourism. Japan is an important nation within Asia and a significant contributor to economic, political and diplomatic relations in the region.

The place of the Japanese language in Australian education

Japanese has been taught in Australia for more than 100 years and is widely taught as a second language in Australian schools. The 1960s saw significant growth in the learning of Japanese, with the establishment of many university programs that produced graduate language teachers who worked alongside native-speaking teachers to establish school-based programs. Increased trade and tourism activity between Japan and Australia in the following decades strengthened interest in Japanese-language learning, and government funding such as the National Asian Languages and Studies in Australian Schools (NALSAS) Strategy (1994-2002) and the National Asian Languages and Studies in Schools Program (NALSSP, 2008-12) contributed to growth and further development in both the primary and secondary sectors. The strong relationship between Australia and Japan has led to many collaborative projects in education and intercultural exchange. The Japanese government and private foundations support the teaching and learning of Japanese in Australia through funding professional learning and resource development centres and through involvement in educational exchanges.

The near-parallel time zones and the geographical proximity of Japan to Australia facilitate access, interaction and communication between the two countries. Student exchanges, community engagement such as sister-school and city relationships, and connections developed through other curriculum areas such as art, design and literature provide opportunities for Australian learners of Japanese to interact with Japanese people and to engage in cultural experience. Increasing numbers of students benefit from exchanges and in-country experience. Technology provides many additional opportunities for interaction and exchange with Japanese-speaking people and cultures.

The nature of Japanese language learning

Japanese is the language used by the Japanese for education, business and media communication. Some dialect variations are used in spoken interactions in different regions of the country.

Japanese is a phonetic language. Pronunciation is predictable, and new words can be pronounced easily upon mastery of *hiragana* characters.

Japanese uses three scripts for writing: *hiragana*, the basic phonetic script representing the sounds of Japanese; *katakana*, the companion phonetic script that is largely used for loan words; and *kanji*, Chinese characters that represent meaning rather than sound (ideographs). The three scripts are used interdependently. *Hiragana* is typically the first script learnt, with *katakana* and *kanji* first introduced in context then taught systematically, contributing to script knowledge and competence. The many loan words from other languages expressed through *katakana* reflect the impact of globalisation, technology and popular culture on Japanese language and culture.

Japanese grammar is relatively uniform, with few irregularities, no grammatical gender, and predictable and systematic conjugation of adjectives and verb tenses. There are some differences between Japanese and English elements and patterns, such as the Japanese word order of subject–object–verb. This order forms the basis of sentences that can then be enhanced by the addition of details usually placed before the main items. Pronouns can be omitted and it is not always necessary to articulate the subject of a sentence. Counting and numbering in Japanese involve using classifiers that reflect the nature of the item. Particles are used to mark sentence elements and to indicate the nature of verbs.

An element of the language that may be unfamiliar to some Australian learners is the system of plain and polite forms, which reflect hierarchical relations, social and business-related positioning and issues of respect and status. Plain and polite forms are represented differently in both spoken and written language. Conversational Japanese can be less formal than written Japanese, using shortened sentences, abbreviated plain forms and some omitted particles.

Another feature of Japanese culture reflected in language use is the importance accorded to expressing humility and maintaining harmony. Refusing or deflecting praise of self or family, deferential behaviour and avoidance of direct disagreement or refusal are common characteristics of communicative interactions.

A key aspect of the curriculum involves understanding the cultural dimension that shapes and is shaped by Japanese language. The curriculum is designed with an intercultural language learning orientation to enable students to participate meaningfully in intercultural experiences, to develop new ways of seeing and being in the world, and to understand more about themselves in the process.

The diversity of learners of Japanese

While learners of Japanese in Australian schools vary in terms of language backgrounds, cultural experience and prior learning experience, they are predominantly second language learners. Classes may include students with a background in Japanese or in a script-based Asian language. Some students will have had exposure to Japanese language and culture through social interactions, travel or exchange experiences.

The Australian Curriculum: Languages – Japanese is pitched for the majority of the cohort of learners of Japanese for whom Japanese is an additional language (referred to in the Australian Curriculum as second language learners). The curriculum has been developed according to two main learning sequences for these learners, Foundation to Year 10 Sequence and Years 7 to 10 (Year 7 Entry) Sequence.

Teachers will use the curriculum to cater for the range of different learner backgrounds described above by making appropriate adjustments to personalise learning experiences for these students.

PDF documents

Resources and support materials for the Australian Curriculum: Languages - Japanese are available as PDF documents.

Languages - Japanese: Sequence of content

Languages - Japanese: Sequence of Achievement - F-10 Sequence

Languages - Japanese: Sequence of Achievement - 7-10 Sequence

The Australian Curriculum
Languages - Japanese
Years F–10 Sequence

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Japanese

Foundation to Year 2

The nature of the learners

Children enter the early years of schooling with established communication skills in one or more languages and varying degrees of early literacy capability. For young students, learning typically focuses on their immediate worlds of family, home, school, friends and neighbourhood. They are learning how to socialise with new people, share with others, and participate in structured routines and activities at school. Typically they have little to no experience of Japanese language and culture.

Japanese language learning and use

The initial focus is on listening to the sounds and patterns of Japanese through language-rich activities such as rhymes, songs, clapping and action games. Repetition and recycling help children to identify frequently used words, simple phrases and non-verbal communication strategies employed in greetings and other social interactions. Learners experiment with simple responses to prompts and cues.

They are introduced to the scripts through initial exposure to high-frequency kanji, focusing on their ideographic nature before learning the associated Japanese sounds. They learn hiragana using a play-based approach that incorporates chanting, the use of mnemonics and a focus on the creative and crafted process of writing Japanese kana. As they learn to read hiragana they draw on first language literacy skills such as predicting the meaning of unfamiliar elements using contextual cues or by linking them to known elements.

Reading skills begin with recognition of single kanji or hiragana and progress to reading whole words and familiar phrases. Writing skills progress from labelling pictures with single kanji and tracing and copying words in hiragana to scaffolded writing of words and short phrases.

As they progress to using Japanese for functions such as asking and answering questions, responding to classroom instructions, singing songs, and taking turns in games and simple shared tasks, children begin to notice that language behaves differently in different situations and that Japanese speakers communicate in some ways that are different from their own. They practise and repeat formulaic expressions and gestures such as bowing that differ in Japanese from ways of communicating in English. Creative play provides opportunities for exploring these differences and for using Japanese for purposeful interaction.

Contexts of interaction

Children use Japanese to interact with one another and the teacher, with some access to wider school and community members. Information and communications technology (ICT) resources provide additional access to Japanese language and cultural experiences.

Texts and resources

Learners engage with a variety of spoken, visual and written texts. They listen and respond to teacher talk, share ideas, and join in stories, songs, plays and simple conversations. Written and digital texts include stories, wall charts, Big Books, and teacher-produced materials such as games, captions and flashcards.

Features of Japanese language use

Learners become familiar with the sound systems of the Japanese language, including pronunciation and rhythm. They learn to pronounce individual sounds and sound combinations. They understand basic word order in simple sentences, indicate affirmative or negative responses, respond to requests, and notice different levels of formality when addressing friends, family and teachers. They discuss similarities and differences that they notice between Japanese and their first language(s) and culture(s), such as adjective–noun patterns, adding か to ask a question, and ways of showing respect.

Level of support

Learning is supported through the provision of experiences that are challenging but achievable with appropriate scaffolding and support. This involves modelling and monitoring by the teacher, provision of rich and varied sources of input, opportunities for recycling and reviewing, and regular cues, feedback, response and encouragement. At this stage, play and imaginative activities, music, movement and familiar routines provide the essential scaffolding for language development.

The role of English

While children are encouraged to use Japanese whenever possible, with the teacher providing rich and varied language input, English is used as a medium of instruction, and for explanation and discussion. This allows learners to discuss differences and similarities they notice between Japanese and their own language(s) and culture(s), to ask questions, and to express their reactions to the experience of learning and using an additional language.

Foundation to Year 2 Content Descriptions

Communicating	
Socialising	**Elaborations**

Exchange greetings and introduce and share information about self with the teacher and peers using simple language and gestures
[Key concepts: self, interaction, politeness, preferences; Key processes: greeting, interacting, introducing, describing]

(ACLJAC109)

- learning how to greet others at different times of the day using appropriate gestures and forms of address, for example, せんせい、おはようございます、さようなら、おはよう、じゃあね

- using culturally appropriate titles, forms of address and levels of politeness in everyday interactions with the teacher and peers, for example, Smith せんせい、ありがとう ございます。Tom くん、ありがとう。Alisa さん、おめでとう。

- introducing self, using formal spoken language and appropriate non-verbal language such as bowing, for example、はじめまして、Hana です。どうぞよろしく。

- using formulaic Japanese phrases for everyday interactions such as giving and receiving, thanking, apologising and offering wishes or congratulations, for example, どうぞ、(どうも) ありがとう、すみません、がんばって

- indicating likes and dislikes, using modelled statements such as いぬ が すき です。わに が すき じゃない です。

- describing friends, favourite things and objects, using visual, concrete and digital support material, for example, これ は ねずみ です。ちいさい です。かわいい です。はいいろ です。すいか です。おいしい です。ちいさい 目 です。

- responding to questions and indicating ownership, for example、だれ の ですか。わたし の です。Ollie くん/Sarah さん の です。わたし の えんぴつ（です）。

- using formulaic expressions to convey emotions, for example、すごい、え〜！、かわいい、やったー！

Participate in guided group activities such as games, songs and simple tasks, using movement, gestures and pictures to support understanding and to convey meaning
[Key concepts: play, action learning, collaboration; Key processes: participating, turn-taking, interacting]

(ACLJAC110)

- singing and responding to action songs such as ????????, ??????, ??????, ????????????? or tongue twisters (????) such as ?????????????? ?????????????????

- playing じゃんけんぽん and using it in interactions such as turn-taking

- participating in games, tasks and activities that involve guessing, matching and choosing objects, such as Bingo, Snap or Go Fish, using modelled questions and responses, for example,
うさぎ です か。はい/いいえ。はい、うさぎ です。
いいえ、うさぎ じゃない です。

- using formulaic phrases related to playing games, for example、つぎ、 はい！、 かった、まけた、ざんねん、あたり、はずれ

- using rehearsed language to collaborate in craft activities, for example、のり を ください。はい、どうぞ。

Participate in classroom routines such as addressing and responding to the teacher, opening and closing of lessons, transition activities, following instructions, thanking and asking for help, using appropriate gestures and behaviour
[Key concepts: routines, rules, interactions; Key processes: participating, responding, requesting, apologising]

(ACLJAC111)

- participating as a group in classroom routines such as opening and closing lessons, for example, せんせい、おはようございます。さようなら。, using appropriate gestures
- understanding and responding to questions using まる/ばつ (○×) and はい/いいえ
- understanding and responding to classroom instructions to play games, complete work or get ready for class, for example, たって ください、すわって ください、かいて ください、みて ください、よんで ください、きいて ください。
- requesting classroom objects, for example, noun を ください、えんぴつ が あります か。はい、どうぞ。
- giving one another reminders such as しずかに、すわって, using appropriate gestures
- participating in routine exchanges such as responding to the class roll and apologising for arriving late, for example, はい、います。Tia さん は、いません。やすみ です。おくれて すみません。

Informing	Elaborations

Locate items of information in simple texts such as charts, songs, rhymes, video clips and anime to complete guided tasks
[Key concepts: information, meaning, text, context; Key processes: listening, identifying, demonstrating, making meaning]

(ACLJAC112)

- listening for key words in stories, rhymes or songs, using visual cues such as gestures and facial expressions to assist understanding
- recognising simple *kanji*, *hiragana* or words in familiar contexts such as labels and titles
- demonstrating early Japanese literacy skills by selecting the correct *hiragana* or *kanji* through labelling, matching, clicking and dragging, drawing, mime and actions
- listening to and/or viewing texts to obtain information such as colour (あか、あお、しろ、くろ、きいろ), size (おおきい、ちいさい) and shape (まる、さんかく、しかく), and using this information in guided activities such as drawing, building or collecting
- listening to information about Japan, and demonstrating understanding by responding to questions such as 日本 です か。しんかんせん です か。すし です か。はい/いいえ, for example, by pointing to places on a map, such as Japan, Tokyo or Mount Fuji, or at pictures of different types of food

Convey factual information about self, family, friends and significant objects, using simple statements, gestures and support materials [Key concepts: self, family, immediate environment; Key processes: naming, labelling, presenting, describing] (ACLJAC113) 📄 🔢 ⋮ᶄ 🌀 👥 🔗	- using digital technologies to help label and name personal items, classroom objects and shared resources, for example, ほん、きょうしつ、つくえ、いす、まど - using simple sentence structures, familiar vocabulary, concrete materials and appropriate gestures to provide information about self and immediate environment, for example, ぼく の えんぴつ です。いぬ が すき です。 - presenting spoken information related to significant objects, using phrases such as わたし/ぼく の noun です。adjective です。これ は noun です。 - expressing factual information about qualities such as colour あか、あお、しろ、くろ、きいろ、number 一～百、size おおきい、ちいさい and shape まる、さんかく、しかく - making simple spoken statements about friends, family or favourite characters, for example, げんき、やさしい、おもしろい、つよい、しずか, using images or support materials

Creating	Elaborations
Participate in shared listening to, viewing and reading of imaginative texts, and respond through singing, chanting, miming, play-acting, drawing, action and movement [Key concepts: imagination, response, expression; Key processes: responding, performing, sharing, expressing] (ACLJAC114) 📄 ⋮ᶄ 🌀 👥 🔗	- performing songs such as あたまかたひざあし、むすんでひらいて, rhymes, chants or simple stories that include repeated phrases and rhythms and non-verbal forms of expression such as clapping, gestures and facial expressions - using simple language structures and supporting drawings or actions to describe and respond to imaginary characters or experiences, for example, おばけ/おに/かっぱ/たぬき/ようかい　です。 - participating in shared reading and viewing of print and digital imaginative texts, sharing opinions and responding to prompt questions such as だれ です か。ちいさい です か。おおきい です か。かわいい です か。 - making simple statements about favourite characters in stories or songs, for example, やさしいかわいい こわいつよい - responding to Japanese versions of familiar children's stories and folk tales, comparing expressions at key points in the story with English-language versions, and re-enacting with puppets, props or actions
Participate in shared performances and presentations of stories, songs, chants and rhymes [Key concepts: performance, narration, image, rhythm; Key processes: acting, creating, composing, expressing] (ACLJAC115) 📄 ⋮ᶄ 🌀 👥 🔗	- re-enacting or retelling simple stories or interactions with puppets, props, actions or gestures, using modelled language such as おむすびころりん、ももたろう - creating digital texts based around familiar contexts and characters using pictures and captions - creating/re-creating simple songs, poems and rhymes using spoken and written language as well as non-verbal forms of support such as clapping, gestures and facial expressions

Translating	Elaborations

Translate words and familiar phrases used in everyday situations from Japanese into English and vice versa, noticing how some words are shared between Japanese and English [Key concepts: meaning, translation, explanation; Key processes: translating, demonstrating, interpreting] (ACLJAC116)	• explaining to others the meaning and use of simple expressions such as greetings that are used for different times and occasions, for example, おはようございます、いただきます • using classroom resources such as word banks, visual and online dictionaries, word lists and pictures to translate the meaning of single words and common expressions • identifying Japanese expressions and practices that do not translate readily into English, for example, きもの、おべんとう、せんせい、〜さん、〜くん, using two hands for giving and receiving and まる/ばつ (○×) • finding examples of Japanese words used in English, for example, 'sushi', 'karate', 'origami', and explaining what they mean • identifying key words in children's stories or songs, for example, むかしむかし、おわり, and providing English translations or explanations of meaning
Create simple print or digital bilingual texts for the classroom environment, such as captions, labels and wall charts [Key concepts: meaning, vocabulary, bilingualism; Key processes: creating, matching, selecting] (ACLJAC117)	• performing simple presentations for the school community that involve both Japanese and English language elements, such as a contribution to an assembly performance for Grandparents' Day • creating bilingual wall charts or picture dictionaries with captions, stickers and simple descriptions in English to explain Japanese words and expressions that have particular cultural meaning • writing parallel captions in Japanese and English for a photographic display of a class event such as a sports carnival or pets' day or about a topic such as caring for the school environment • creating sets of word cards in English and Japanese and playing matching games such as Memory or Snap

Reflecting	Elaborations
Notice and describe some ways in which Japanese language and communicative behaviour are similar or different to own language(s) and cultural forms of expression [Key concepts: language, culture, similarity and difference, respect; Key processes: noticing, comparing, considering] (ACLJAC118)	• comparing Japanese ways of showing respect and being polite with how this is done in their own language(s), for example, by using titles such as *Sensei*, bowing, and accepting objects with both hands • comparing aspects of Australian and Japanese children's lifestyles, such as ways of playing games じゃんけん、eating food (using chopsticks and formulaic language) or addressing family members and friends • experimenting with using Japanese in spontaneous interactions, for example, いたい、すごい、ぺこぺこ、がんばれ,、noticing any changes in the use of voice or body language and communicating how this feels

Use simple statements and gestures to express aspects of self, such as membership of family, friendship, gender, school/class or cultural groups
[Key concepts: identity, self, group, communication; Key processes: describing, explaining, identifying]

(ACLJAC119)

📄 ∴⃗ Ⓖ 👥 Ⓖ

- making simple statements about themselves, such as their name and age, for example, ぼく は Sam です、9 さい です 。
- identifying themselves as part of a family, class or peer group ぼく は おとうと です。おねえさん は< 15 さい です。, for example, by representing these relationships through drawing pictures or a family tree, adding captions to photos or creating digital presentations
- noticing and comparing their own use of words or expressions from different languages when communicating in English

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Understanding

Systems of language	Elaborations
Recognise sounds and rhythms of spoken Japanese, and learn how sounds are produced and represented in the three different scripts [Key concepts: mora, rhythm, intonation; Key processes: listening, distinguishing, recognising] (ACLJAU120) 📄 Ⓖ	- recognising the concept of the basic unit of sound in Japanese ('mora': モーラ or 拍<ruby>はく</ruby>), for example, いいえ has three moras - understanding that the independent nasal sound 'n' (ん) has a mora of its own, for example, こんにちは - understanding that when pronouncing Japanese it is important to keep the length of each mora even - noticing that statements and questions have different intonation patterns
Recognise and copy some hiragana and a few high-frequency kanji [Key concepts: script, kana, kanji, phonemic awareness, meaning; Key processes: recognising, tracing, copying] (ACLJAU121) 📄 Ⓖ	- understanding that the Japanese language uses three different scripts depending on word origins and the context of language use - understanding that one *kana* represents a basic unit of Japanese sound - understanding that each individual *kanji* represents meaning as well as sounds, for example, 日<ruby>ひ</ruby>、日<ruby>び</ruby>、日<ruby>にち</ruby>, whereas one *kana* or one letter of the English alphabet does not represent individual meaning - recognising some *kanji*, for example, numbers and 象形文字<ruby>しょうけいもじ</ruby> (pictographs) such as 山<ruby>やま</ruby>、川<ruby>かわ</ruby>、口<ruby>くち</ruby>、目<ruby>め</ruby>、上<ruby>うえ</ruby> - recognising the 46 basic *hiragana*, using supports such as mnemonic clues - tracing and copying *kanji* and *kana* - tracing and copying their own name in *katakana* or *hiragana* - identifying known *hiragana* within a word and using that to predict the meaning - noticing that Japanese can be written vertically or horizontally

| Understand the structure of basic sentences in Japanese and recognise some key elements of Japanese grammar
[Key concepts: grammar, vocabulary, syntax; Key processes: recognising, describing, indicating]

(ACLJAU122) | • knowing common forms of greetings, for example, おはようございます、おはよう, and noticing the different levels of formality
• identifying gender-specific pronouns わたし and ぼく
• understanding the use of common suffixes such as さん or くん or titles such as せんせい to address and refer to other people, for example, Luke くん and White せんせい
• understanding basic word order in simple sentences, for example, noun　が　すき　です。りんご　が　すき　です。, adjective + noun　です。おおきい　いぬ　です。
• understanding how to specify items using the possessive particle の, for example, わたし　の　かぞく、Sarah さん　の　ほん、おばあさん　の　いえ
• referring to numbers of things using cardinal numbers 0–100: 一、二、三 … 百
• learning to describe the colour あお　です。size おおきい　です。and shape まる　です。of things
• understanding different question words such as だれ、なに、どこ and the sentence-ending particle か
• recognising and responding to a request using verb　ください, for example, きいて　ください。and すわって　ください。
• indicating affirmative and negative responses using はい and いいえ
• using some culturally specific parallel phrases related to giving and receiving, for example, どうぞ and ありがとう
• learning to use common onomatopoeia such as ぺこぺこ and わんわん
• building vocabulary to describe and label familiar and immediate objects and environments |
| Understand that language is organised as 'text', and that different types of texts, such as storybooks, songs, chants, labels or rhymes, have different features
[Key concepts: text, meaning, genre, metalanguage; Key processes: recognising, identifying, describing]

(ACLJAU123) | • understanding texts as different forms of communication that are spoken, written, digital or visual, and recognising that they can be very short, for example, たって, or much longer, for example, たって　ください。
• recognising that different types of texts have different features, for example, repetition and rhythm in action songs and chants
• beginning to use metalanguage to talk about texts, identifying and naming familiar types of texts, such as 'story', 'list', 'song', 'rhyme' and 'tongue twister', and describing features, for example, stories usually have a story starter (むかしむかし), while songs usually have rhyming and the repetition of words
• noticing how texts such as storybooks are sequenced and organised, for example, by identifying the main title and the connections between pictures and text |

Language variation and change	Elaborations

Recognise that there are differences in how language is used in different cultural and social contexts, such as ways of greeting and addressing people [Key concepts: variation, context, culture; Key processes: exploring, identifying, comparing] (ACLJAU124)	• exploring how language is used differently in Japanese to reflect different relationships, for example, parent–child exchanges おはよう、いってらっしゃい、いってきます、ただいま、おかえり, communication with peers なに？, and teacher–child interactions なんですか。 • understanding that language use varies according to the context and situation, for example, こんにちは。and もしもし。 • understanding that language forms such as greetings vary according to the time of day or the occasion, for example, おはよう、こんにちは、こんばんは • understanding that language used in particular interactions can vary between cultural contexts, for example, the use of titles in Japanese (〜さん、〜せんせい) compared to the informal use of names in Australian English
Recognise that Japanese and English borrow words and expressions from each other and from other languages [Key concepts: language, change, word borrowing; Key processes: noticing, recognising, classifying] (ACLJAU125)	• noticing that languages borrow words from one another and that both Japanese and Australian English include many words and expressions from other languages • recognising that Japanese uses many loan words from English and other languages, such as ペン、テレビ、ピンク, and that these are pronounced differently by Japanese speakers • recognising that English loan words in Japanese are written in *katakana* and sound like a familiar word in English, for example, レモン、ピザ、アイスクリーム • creating a class record of Japanese words that are used in English and other languages, such as 'judo', 'origami', 'sushi' and 'manga', and comparing how these words are pronounced in the two languages
Role of language and culture	**Elaborations**
Understand that language and culture are closely connected [Key concepts: language, culture, meaning; Key processes: noticing, reflecting, questioning] (ACLJAU126)	• exploring the meaning of 'culture', how it involves visible elements, such as ways of eating or symbols such as flags, and invisible elements, such as how people live, how they think about themselves and others and how they relate to their environment • understanding that learning and using Japanese involves becoming familiar with some different ways of communicating, for example, いただきます、ごちそうさま, and also some ways of thinking about things and behaving that may be unfamiliar • noticing similarities and differences between classroom interactions in Japanese and English, for example, referring to the teacher using only せんせい • understanding that culture and cultural behaviours are woven into languages and cannot be separated from them, for example, it is possible to bow without a spoken greeting in Japanese but not to greet without bowing

Japanese

Foundation to Year 2 Achievement Standard

By the end of Year 2, students interact with the teacher and peers through play- and action-related language. They use formulaic expressions and appropriate gestures in everyday interactions such as exchanging greetings and farewells, for example, おはようございます、おはよう、こんにちは、さようなら、また、あした, thanking and apologising, and giving and receiving, for example, どうぞ、どうも. They use visual, non-verbal and contextual support such as pictures, gestures, facial expressions and props to make meaning of simple texts. When listening to simple repetitive spoken texts, they identify key words such as names or numbers of objects or people, and demonstrate comprehension by actions, drawing or labelling. They respond to instructions through actions, for example, きいて　ください。みて　ください 。, and respond to questions, for example, だれなに どこ with single words and set phrases and by selecting images or objects, for example, いぬ　です　か。ねこ　です　か 。. They present information about themselves, their family, friends and favourite things at word and simple sentence level, using formulaic and modelled language. They describe people and objects using adjectives to indicate colour, shape and size, for example, あかい　りんご、おおきい、まるい. They indicate ownership by using, for example, だれ　の　ですか。わたし/ぼく　の　です。They mimic Japanese pronunciation, intonation and rhythm through shared reading and singing. Students recognise and begin to write single *kanji*, such as 人, 木, 山、川、月、日、一、二、三, the 46 *hiragana* symbols, and some *hiragana* words such as くち、ねこ、あお、しかく. They demonstrate understanding of *hiragana* as well as *kanji* by actions such as matching, labelling and sorting. They translate and interpret examples of everyday Japanese language use and cultural behaviours such as the exchange of greetings or thanks, terms of address and some formulaic expressions and behaviours.

Students identify the three different scripts in Japanese, *hiragana, kanji* and *katakana*. They understand that *hiragana* represents the basic units of Japanese sound and apply that knowledge in their communication. They know that *kanji* represents meaning as well as sounds, and that *katakana* is used for borrowed words. They know that stroke order in writing characters is important. Students identify patterns in Japanese words and phrases and make comparisons between Japanese and English, for example, the word order in greetings, such as Smith せんせい、and in simple sentences, such as おりがみ　が すきです。ぞう　は　おおきい　です。. They provide examples of different ways of addressing friends, family and teachers or other adults. They use pronouns, such as わたし/ぼく, and titles/suffixes, such as ～せんせい/～さん/～くん, to address different people. They identify Japanese words that are often used in English-speaking contexts, for example, 'sushi', 'origami' and 'karate'. They give examples of Japanese words and phrases that have been borrowed from other languages, such as ピンク、テレビ、パン. They identify similarities and differences between Japanese and their own languages and cultures.

Japanese

Years 3 and 4

The nature of the learners

At this level, children are developing awareness of their social worlds and of their memberships of various groups, including of the Japanese class. They are further developing literacy capabilities in English, and while this highlights differences between writing in alphabetic and character-based languages, it also assists to some degree in learning Japanese. They benefit from varied, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning.

Japanese language learning and use

The development of oral proficiency at this stage continues to rely on rich language input in different modes. Learners listen and respond by actions to build active listening and comprehension skills. They participate in classroom routines and tasks and use some spontaneous language to describe feelings related to classroom activities. They participate in games and activities and engage with texts through teacher-generated questions and prompting. They give short presentations related to their personal worlds, including simple descriptions. With support they create labels, captions and short sentences. Language experience and input include authentic texts with some modification, familiar vocabulary and simple sentence structures. Children are supported to expand their use of the language in familiar interactions and situations, such as exchanging simple information and participating in shared tasks, performances and play. They continue to control simple grammatical forms and build vocabulary that can be adapted for different purposes. Students learn the use of diacritic marks to create voiced sounds. They learn to produce and pronounce characters with the support of flashcards, mnemonics, digital games and exercises. They read and write words written in hiragana and in high-frequency kanji with support and scaffolding. There is a combined focus on grammar, vocabulary building, pronunciation, and non-verbal and cultural dimensions of language use through purposeful communicative activities and experiences.

Contexts of interaction

The context in which learners interact is primarily the language classroom and the school environment, with some access to wider communities of Japanese speakers and resources through digital technology.

Texts and resources

Children develop literacy skills and textual knowledge through supported interaction with a range of spoken, written, visual and multimodal texts. Imaginative and interactive texts such as picture books, stories, puppet plays, songs and games develop the expressive and cultural dimensions of language. To support the development of cultural knowledge, learners may have access to resources developed for Japanese children, such as storybooks, songs, television programs or interactive games.

Features of Japanese language use

Learners recognise the predictable nature of pronunciation in Japanese and apply their knowledge of sound–letter associations to spell new words. They recognise and use elements of grammar such as simple verb forms, adjectives, interrogatives and some particles to understand and create simple spoken and written texts. They use appropriate word order and sentence structures, including time, counter classifiers, and present, past and negative forms. Learning Japanese contributes to learners' general literacy development and to the process of making sense of their worlds that characterises this stage of their development. As they encounter elements of Japanese language they make comparisons with their own language(s) and culture(s) and consider their own ways of communicating.

Level of support

This stage of learning involves extensive support. Tasks are carefully scaffolded. Teachers provide models and examples; introduce language, concepts and resources needed to manage and complete the task; make time for experimentation, drafting and redrafting; and provide support for self-monitoring and reflection. Learners use the hiragana chart as a systematic framework to support reading and writing.

The role of English

Learners are supported to use Japanese as much as possible for classroom routines, social interaction, structured learning tasks and language experimentation and practice. English is used for discussion, explanation and reflection, enabling learners to develop a language (metalanguage) for sharing ideas about language and culture systems and experience. Using both Japanese and English in the classroom develops awareness of what it means to be bilingual.

Years 3 and 4 Content Descriptions

Communicating

Socialising	Elaborations
Interact with the teacher and peers to exchange information about self, family, friends and favourite things, and likes and dislikes, and to express praise, support and respect for others [Key concepts: communication, information, self, family, respect; Key processes: introducing, interacting, describing] (ACLJAC127)	• introducing self using formal spoken language and appropriate non-verbal language such as bowing, for example, はじめまして、Julie です、九さい です、おんがく が すき です、どうぞ よろしく • exchanging information and building vocabulary to communicate about self, friends or family, using simple statements such as かぞく は 六人 です。おとうさん と おかあさん と おねえさん と ぼく と いもうと と あかちゃん です。いもうと は 五さい です。おかあさん は やさしい です。 • asking and answering factual questions relating to concepts such as time, place or number, using formulaic structures and familiar expressions, for example, かぞく は なんにん です か。3人 です。いつ です か。五月 です。なんじ です か。三じ です。どこ です か。 • showing interest in and respect for others, such as by expressing praise or encouragement, using formulaic expressions, for example, だいじょうぶ？たいへん？むずかしい？すごい（です）ね、やさしいね、おもしろいね、じょうず ですね、かっこいいね、たのしかった？ • communicating about activities and shared experiences, for example, place に いきました。food を たべました。drink を のみます。activity/sports を しましょう/しました。おいしかった です。

Participate in guided tasks that involve following instructions and cooperating with peers, such as sports and craft activities [Key concepts: collaboration, participation, task, performance; Key processes: following instructions, rehearsing, performing, presenting] (ACLJAC128)	• participating in guided tasks involving instructions and peer cooperation, such as group/pair language activities, games and sports, for example, せんせい says, ふくわらい、じゃんけんぽん, What's the time, Mr Wolf? • following procedures for activities such as cooking, model-making or origami, understanding instructions such as はんぶん に おって、ここ に おいて、あつめて • participating in classroom routines, such as taking the roll はい、います。いいえ、いません。, naming the months and days of the week and describing the weather, for example, きょう は 月よう日 です。はれ です。 • preparing, rehearsing and conducting presentations and performances, such as a Japanese item for assembly or a digital presentation about a significant event • working collaboratively to adapt and perform action songs, for example, by changing lyrics (替え歌) based on modelled patterns, rehearsing and performing songs with appropriate gestures and actions
Follow teacher instructions and directions by responding to questions and requests, and use simple questions and statements to ask permission and to show interest and appreciation [Key concepts: interaction, negotiation, response; Key processes: responding, requesting, rehearsing] (ACLJAC129)	• participating in classroom interactions, for example, by responding with comments such as Matt くん は いません。Todd くん と Sally さん は やすみ です。Ella さん も やすみ です。 • using appropriate formulaic expressions and gestures to contribute to interactions, for example, しつれいします。おねがいします。 • asking for help or clarification, for example, すみません。もういちど。, and negotiating turn-taking, for example, ちょっと まって。Matilda さん の ばん。どうぞ 。 • responding to teacher instructions such as ペア に なって ください。三人 グループ に なって ください。ならんで ください。大きいこえで。 • recognising and rehearsing interjections or fillers in conversations, for example, ええとすみません 。ほんとう? そうですね 。

Informing	Elaborations

Locate and process specific points of information in familiar types of written, spoken, multimodal and digital texts associated with people, places and objects [Key concepts: information, research, data; Key processes: locating, collecting, classifying, recognising] (ACLJAC130)	• finding examples of Japanese language at home or in the community to create a class collection, display or digital database of terms related to recipes, toys, gadgets or menus • viewing or listening to a simple community text such as a weather report, recognising key words such as はれ、くもり • identifying features of seasons and tracking the progress of seasonal weather changes on a map of Japan, for example, reports of さくら、つゆ、こうよう • gathering information about one another's home life and activities, for example, by surveys on pets, sports, activities, families, or likes and dislikes, using graphs to display results • viewing or reading simple print or digital texts such as advertisements, catalogues, menus or packaging to locate key points of information in relation to elements such as product, number, price, target audience or capacity for recycling
Present factual information relating to familiar home, community and cultural contexts, using graphic and digital support such as photos, tables, lists and charts [Key concepts: family, relationships, routines; Key processes: describing, explaining, annotating] (ACLJAC131)	• describing family members and friends, identifying relationships such as お母さん, using simple descriptive, modelled language and supporting resources, for example, これ は わたし の お父さん です。Ken です。お父さん は やきゅう が すきです。お父さん は やさしい です。 • creating a display such as a chart, diorama, mini book or digital presentation to showcase elements of their Japanese language learning, for example, ぼく/わたし の ふでばこ、ぼく/わたし の かばん • labelling aspects of their daily routines, selecting captions or attaching word bubbles, including expressions of time, for example, waking in the morning with a clock displaying 七 じ and the words おはようございます。
Creating	**Elaborations**

Participate in and respond to imaginative texts such as interactive stories and performances, for example by acting out responses or making simple statements to identify and compare favourite characters and elements
[Key concepts: response, expression; Key processes: participating, imagining, creating, interpreting]

(ACLJAC132)

- viewing excerpts from texts such as *anime* and children's television programs, listening for key words and familiar phrases and interpreting cultural expressions and behaviours
- collecting favourite exclamations, words or expressions used in imaginative and expressive texts in oral, print and digital formats, such as へえー、うそー、あれ？、うーん、どうしよう、こまった、できた、やったー！、おめでとう、がんばって、すごい、いいよ、だめ and using them in their own communicative exchanges in similar modes
- drawing their own versions of characters encountered in imaginative texts, and selecting simple descriptive modelled statements as captions to their pictures
- sequencing elements of imaginative texts such as cartoons or simple narratives, for example, by creating a storyboard using pictures and captions
- recognising character traits or behaviours in texts such as *anime*, *manga* and children's stories that reflect Japanese culture and traditions

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Create and present imaginative texts for a range of audiences that use familiar expressions and modelled language and allow for exploration and enjoyment of language, cultural expression and performance
[Key concepts: fantasy, imagination, dramatisation; Key processes: imagining, creating, experimenting, performing]

(ACLJAC133)

- creating imaginary characters, places or animals, and presenting them through performance, digital display or visual representation, for example, みみ が 大きい です。かわ に います。food/object を たべます。とても こわい です。おばけやしき です。たくさん おばけ が います。目 が 大きい です。あし が ありません。
- incorporating onomatopoeic sounds such as どきどき、ぺこぺこ、ぴかぴか、にこにこ into written/performed texts to enrich the texts and to entertain others
- taking on the role of a character from a story, *manga* or *anime*, and responding to questions such as すきな たべもの は なん です か。noun が すき です か。なんさい です か。
- creating, performing and presenting imaginative texts such as skits, songs and raps

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Translating	Elaborations
Interpret and explain simple interactions in Japanese, noticing linguistic and cultural features [Key concepts: meaning, culture, translation, interpretation; Key processes: identifying, explaining, interpreting, comparing] (ACLJAC134)	- explaining features of Japanese language protocols such as the use of formulaic expressions, for example, いってきます、ただいま, counter classifiers, and the indication of politeness by using です - explaining and modelling culture-specific practices and formulaic language, such as apologising for being late by waiting at the entrance/door, bowing and using the expression おくれて すみません。しつれいします。 - demonstrating and explaining hand gestures, body language or facial expressions that work with language or stand alone in Japanese communication, such as beckoning with fingers pointing downwards, or waving a hand in front of the face to signal a negative response - using visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions

Create bilingual versions of familiar texts such as songs, conversations, picture dictionaries, captions for images and displays, or photo stories [Key concepts: bilingualism, expression, code-mixing; Key processes: translating, performing, creating, adapting] (ACLJAC135)	• including some Japanese words, exclamations or phrases when interacting in English in simple games or exchanges that involve feelings or reactions, for example, いたい, あぶない, oh that was fun, でも まけた。Anne さん, that was すごい！ • performing bilingual versions of familiar songs such as 'If You're Happy and You Know It …', alternating between the two languages and switching key words in repeated phrases • creating personal print or digital bilingual dictionaries that include visual cues and representations • creating simple activities or action songs that involve alternating or combining repeated words or phrases in Japanese and English, such as verbs, question words or months of the year, for example, せんせい says

Reflecting	Elaborations
Notice what is similar or different to own language and culture when interacting in Japanese in different contexts and situations [Key concepts: respect, culture, similarity and difference, communication; Key processes: identifying, explaining, experimenting, reflecting] (ACLJAC136)	• noticing how respect is shown to teachers and classmates through practices such as apologising for 'interrupting' when entering a room, しつれいします、おくれて すみません, expressing humility by not going first or putting oneself forward どうぞ, or not using さん for self • practising ways of accepting compliments or praise in Japanese, for example, by saying いいえ instead of ありがとう。, and comparing this with what they would do in a similar situation in their own language(s) • noticing differences between Japanese and Australian-English language used in certain social situations, for example, いただきます、ごちそうさまでした, before and after meals, and ただいま、おかえりなさい, when leaving or returning home, including forms of address and the use of body language, intonation and expression • considering how some aspects of Australian ways of communicating such as greetings, responding to thanks or using direct eye contact may be interpreted by people from a Japanese cultural background
Notice how ways of communicating and behaving reflect identity and relationships [Key concepts: identity, community, family, culture; Key processes: selecting, creating, representing, comparing] (ACLJAC137)	• using digital resources to create a self-profile such as an avatar or montage to exchange with a potential Japanese friend, selecting key words and simple expressions from word banks and modelled statements that capture their sense of themselves, and comparing their choices and how they think about their identity • sharing ideas about their family cultures, creating visual or digital representations of their families, friendship groups and communities, and listing key terms and expressions associated with each group • noticing and comparing their own and one another's ways of communicating, identifying any elements that reflect cultural differences or influences of other languages, including those from the Asia region

Understanding

Systems of language	Elaborations
Understand that hiragana symbols can be combined to represent words [Key concepts: consonant, vowel, kana, foot, mora, rhythm, pronunciation; Key processes: recognising, differentiating, demonstrating] (ACLJAU138)	• recognising that there are 19 distinct consonants in Japanese (k, g, s, sh, z, j, t, ch, ts, d, n, h, f, b, p, m, y, r, w) and five vowels (a, i, u, e, o) • understanding the system of basic Japanese sound combinations, that is, a vowel can be attached to most consonants to produce a *kana* • understanding that vowel length can differentiate words in Japanese, for example, 'e' (え) for a picture and 'ee' (ええ) for 'yeah' • recognising the concept of the minimum unit of rhythm in Japanese ('foot' or フット) and that one foot in Japanese consists of two moras, for example, ごちそうさま is pronounced as a three-foot word ごち・そう・さま • demonstrating understanding of the differences in pronunciation of English and Japanese versions of loan words such as バナナ、ペット、サッカー
Recognise the systematic order within the hiragana character set; commence hiragana script writing and recognise and write frequently used kanji [Key concepts: character, kana and kanji, stroke order, font; Key processes: recognising, tracing, reading, writing] (ACLJAU139)	• learning how to use the character chart as a systematic framework for reading and writing • understanding that there is a stroke order for both *kana* and *kanji* • recognising that Japanese has various printed fonts and that handwritten forms of several characters differ from the printed versions in most fonts, for example, き、さ、ふ、ら、り • learning to read and write words using *kana*

Understand and identify elements of basic grammar and sentence structure and interaction patterns [Key concepts: verb conjugation, particles, word order, vocabulary, counter; Key processes: describing, indicating, identifying, questioning] (ACLJAU140)	• developing metalanguage for communicating about language, using concepts such as parts of speech, for example, 'noun', 'verb' and 'adjective' • understanding the rules of Japanese word order (subject + object + verb), the use of associated particles は、を、と、も、に, and the use of が in formulaic expressions, for example, noun　が　すき　です。 • describing actions using verb ます form, for example, すし　を　たべます。 • understanding the rules for conjugating verbs, such as 〜ます、〜>ましょう、〜ました、〜ません • understanding that Japanese uses name + suffix instead of pronouns when referring to other people, for example, John くん、はなさん、Grant せんせい • indicating time and frequency using expressions such as まいにち、ときどき • describing people, animals, places and things using adjective–noun phrases, for example, 大きい　目、おいしい　もも • understanding time words associated with days of the week, months of the year and seasons • building vocabulary that relates to familiar environments in daily life and personal worlds and that can be used for cross-curricular content learning • beginning to use counters in Japanese, for example, 〜人、〜さい、〜月 • telling time using 〜じ/ 〜じはん　です。なんじ　です　か。 • seeking information using question words such as なに、なん、いつ、どこ and だれ and the sentence-ending particle か, for example, なに　が　すき　です　か。なんさい　です　か。なんにん　です　か。いつ　です　か。
Recognise that texts such as stories, games and conversations have particular language features and textual conventions [Key concepts: text, genre, language features, mode; Key processes: comparing, analysing, recognising] (ACLJAU141)	• recognising features of familiar genres of Japanese texts such as picture books, digital books or games, video clips or songs • recognising differences between the layout and language features of different types of texts, including たてがき, よこがき • recognising the role played by different elements in texts to contribute to meaning-making, for example, the layout, title, illustration and use of punctuation in a picture book or the use of speech bubbles in a cartoon • recognising patterns in simple spoken or written texts in Japanese, for example, in relation to the use of particles, verb endings and other frequently occurring features

Language variation and change	**Elaborations**

Understand that language varies according to the age and relationship of those using it, and according to the situation in which it is being used [Key concepts: register, context, variation; Key processes: observing, recognising, reflecting] (ACLJAU142)	• observing that Japanese expressions can be made more or less formal with very slight changes, for example, おはよう and おはようございます、はし and おはし、なまえ and おなまえ、to suit the relationship between speakers • noticing differences in the ways in which both Japanese and English speakers communicate with different people, for example, with young children, with unfamiliar adults or with elderly people • reflecting on how they communicate with their own family and friends and with people less close to them, noticing differences in language use and communicative behaviour • recognising that familial terms such as おじいさん and おばあさん are often used in place of 'old man' or 'old woman' in both folk tales and daily conversation, and considering why this might be so
Recognise that Japanese is the official language of Japan and one of the major languages of the Asia-Pacific region [Key concepts: language status, standard language, multilingualism; Key processes: recognising, comparing, classifying] (ACLJAU143)	• understanding the status of Japanese as the official language of Japan, a major language in the Asia-Pacific region, a world language and an Australian community language • understanding that there is a standardised form of Japanese, and that different dialects are spoken in different regions of Japan • comparing the language profile of Japan with the multilingual nature of Australian society, which includes speakers of Aboriginal languages and Torres Strait Islander languages, Asian languages and world languages

Role of language and culture	Elaborations

Understand that the ways people use language reflect where and how they live and what is important to them
[Key concepts: cultural expression, values, respect, gestures; Key processes: observing, comparing, discussing, interpreting]

(ACLJAU144)

- understanding that language carries information about the people who use it and that common expressions often reflect cultural values, for example, the importance of respect for older people is reflected in terms of address in Japanese
- exploring additional elements of 'culture', such as what is valued in different communities, contexts and environments, or different approaches to teaching and learning in school, understanding formulaic expressions that reflect cultural values, for example, いってきます、いってらっしゃい、きをつけて
- noticing how politeness and respect are conveyed in Japanese language and behaviour, such as how body language and gestures can replace language, for example, bowing as an apology or as a request to be excused
- learning to discuss culture and language by responding to prompt questions such as 'What do you notice?' 'Why do you think that …?' 'How is this similar / different …?'
- identifying terms, expressions and ways of communicating associated with Australian contexts that might need explaining to Japanese children, for example, using first names when addressing adults, colloquial expressions such as 'no worries' or 'footy', and terms associated with Indigenous cultures, such as 'the Dreaming'

Japanese

Years 3 and 4 Achievement Standard

By the end of Year 4, students interact with the teacher and peers in regular classroom routines and structured interactions. They understand and respond to instructions related to classroom organisation and activities, for example, ペア　に　なって　ください。大きい　こえ　で　いって　ください。. They use formulaic and rehearsed language to exchange information about their personal worlds and in familiar interactions such as praising or encouraging one another, for example,

がんばって. They use language spontaneously in simple familiar communicative exchanges, for example, やったー！だいじょうぶ？. They respond to simple questions using short spoken statements, for example, いつ　です　か。なに　が　すき　です　か。. They use counter classifiers in response to questions such as なん人、なん月、なんじ、なんさい. Students identify specific items of information, such as facts about or key characteristics of people, when listening to or viewing texts such as short stories, weather reports or video clips. They use cues such as context, visual images and familiar vocabulary to assist comprehension. They create short spoken informative and descriptive texts related to their personal world with the support of modelled language, scaffolded examples and resources such as word lists. They describe people and events using adjectives, time-related vocabulary and appropriate verb forms, such as ます、ましょう、ました and ません. They read and write the 46 hiragana, including long vowels (for example, おとうさん、おおきい), voiced sounds (for example, かぞく、たべます), and blended sounds as formulaic language (for example, きょう、でしょう), as well as high-frequency kanji such as 月、日、先生. They apply word order (subject–object–verb) in simple sentences. They comprehend short written texts such as captions, labels, signs and stories that use familiar and repetitive language. They translate simple texts using classroom resources such as charts or word lists, noticing that some words and expressions do not translate easily. Students identify examples of cultural differences between ways of communicating in Japanese and in their own language(s).

Students identify both vowel and vowel–consonant sounds of hiragana, recognising that vowel sounds can be elongated and that this can change meaning. They identify ways in which rhythm is used to chunk phrases within a sentence. Students use the hiragana chart to support their reading and writing, recognising its systematic nature. They demonstrate awareness of the predictable nature of pronunciation. They know the role of particles, for example, は、を、と、も、に; the rules for simple verb tense conjugations; and how to create questions using the sentence-ending particle か. They understand and use the rules and phonetic changes that apply to counter classifiers, for example, はっさい、ひとり、ふたり. They identify language variations that occur according to the age and relationship of participants, and according to the situation, for example, なまえ/ おなまえ、はし/ おはし. They demonstrate their understanding of the importance in Japanese of non-verbal communication such as the use of gestures, for example, bowing to replace words and to communicate meaning. Students identify ways in which Japanese language reflects ways of behaving and thinking.

Years 5 and 6

The nature of the learners

At this level, students are widening their social networks, experiences and communication repertoires in both their first language and Japanese. They continue to need guidance and participate in structured, collaborative tasks that both recycle and extend language. Students are gaining greater independence and becoming more conscious of their peers and social context. They are gaining a greater awareness of the world around them. Learners are noticing similarities and differences between Japanese language and culture and their own.

Japanese language learning and use

Learners use Japanese with peers and the teacher for a widening range of purposes: asking and responding to questions, exchanging information, expressing ideas and feelings, performing, responding to learning experiences, and interacting with Japanese language resources. They are developing greater fluency and accuracy in communication. As they draw on a growing range of vocabulary resources and grammatical structures, their pronunciation, intonation and phrasing improve. They begin to use Japanese more spontaneously when interacting with one another, and use an increasing range of body language and gestures. Shared tasks provide a context for purposeful language experience and experimentation. Focused attention on language structures, literacy skills development and exploration of cultural elements of communication are conducted at least in part in Japanese. Learners use digital media to support their learning in increasingly independent ways, such as exchanging resources and information with other Japanese speakers. In doing this, they may access music and media resources.

Contexts of interaction

Learners use Japanese with one another and with the teacher for a growing range of purposes. They may have some access to other Japanese speakers and cultural experiences in wider contexts and communities through the use of information and communications technology (ICT).

Texts and resources

Learners engage with a growing range of oral, written and multimodal texts, including published texts such as modified folk stories, songs and computer games, as well as teacher-generated resources such as language games, exercises and presentations. In addition, learners have some access to Japanese language and culture through texts created for young Japanese people, such as stories, music clips, anime/manga and video clips.

Features of Japanese language use

Learners notice the relationship between stress, pacing and meaning, and use appropriate intonation patterns to exclaim, make a statement or ask a question. They continue to acquire a wider range of vocabulary and to build grammatical and textual knowledge. They use verbs, nouns and adjectives, a variety of particles, prepositions, counters and conjunctions. They differentiate between animate and inanimate objects and apply their knowledge of こそあど in context. They develop metalanguage to describe patterns, rules and variations in language structures. As they use Japanese to interact in different situations, they develop understanding of how language and culture influence each other, and reflect on their own ways of communicating and using language. Learners begin to experience and reflect on the challenges and opportunities involved in moving between languages and different ways of making meaning.

Level of support

While learners work more independently at this level, ongoing support is incorporated into tasks and activities. Systematic feedback and review assist the interactive process of learning. Support includes provision of models, stimulus materials, scaffolded opportunities for reflection, and resources such as word and character charts, vocabulary lists, dictionaries and electronic reference materials. Learning tasks and activities take account of both learners' current level of Japanese capability and their more general cognitive and social levels of development.

The role of English

While the use of Japanese in the classroom increases at this level, the use of English for discussion, reflection and explanation ensures the continued development of learners' knowledge base and intercultural capability.

Years 5 and 6 Content Descriptions

Communicating	
Socialising	**Elaborations**
Interact with peers and the teacher to describe aspects of daily life such as routines and pastimes, or celebrations and special days; to express preferences; and to show interest in and respect for others [Key concepts: communication, correspondence, exchange, interests; Key processes: interacting, communicating, greeting, describing] (ACLJAC145) 📄 🔢 ⠁ 🌀 👥 ⚖ ⟳	• communicating with peers and other Japanese speakers in local or online communities or digital forums, using strategies such as active listening skills, turn-taking cues, requests for clarification, and respectful language for agreeing or disagreeing, for example, へー、そうですね、すみません、もういちど おねがいします、ちょっと…
	• showing interest in, respect and concern for others by asking questions such as だいじょうぶ です か。
	• exchanging simple correspondence such as greeting cards in print or digital form based on modelled language such as おたんじょうび おめでとう(ございます)。あけまして おめでとう ございます。おかあさん、ありがとう。～へ～より
	• using formulaic language to exchange emails with young Japanese speakers to provide personal information such as ～さんへ、～より、じゃあ また, their names, likes and dislikes, family members or leisure activities
	• exchanging information with one another or with other Japanese-speaking students about school or home routines, leisure activities, interests or preferences, popular culture or sport, for example, サッカー を します か。いつ します か。土よう日 に サッカー を します。サッカー が すき です か。ぼく も すき です。
	• recounting experiences with own family and friends, for example, 土よう日 に ともだち と うみ に いきました。たん生日 に ケーキ を たべました。
	• exchanging gifts using appropriate body language/gestures, such as giving and receiving with two hands and using expressions such as すみません。どうぞ。どうも ありがとう ございます。

Collaborate with peers to plan and conduct shared events or activities such as teaching and working with a buddy class, organising a shared event, or rehearsing and presenting a school performance [Key concepts: collaboration, performance, transaction; Key processes: planning, organising, introducing, explaining, transacting, budgeting] (ACLJAC146)	• planning and organising activities such as a class event, visit or performance, using language related to place, people, time and numbers and creating promotional materials, for example, たいこ の えんそう、木よう日、十一時、たいいくかん • creating a skit, performance or action game to introduce a buddy class to aspects of Japanese language and culture, for example, introducing hiragana, individual words or expressions, or behaviours such as bowing appropriately or receiving a gift • participating in simulated transactions such as purchasing goods or ordering food, using appropriate gestures, formulaic expressions and relevant question–answer exchanges such as いらっしゃいませ。これ を ください 。いくら です か 。3000 円 です。はい、どうぞ。 • becoming familiar with the value of Japanese yen by carrying out real or simulated transactions and exchanges • budgeting for virtual shopping expeditions, for example, by consulting online catalogues and menus, comparing prices and values, and discussing intended purchases, using formulaic expressions such as ちょっと 高い です。でも、おいしそう です。
Participate in everyday classroom activities and routines such as asking how to say or write something, asking for help or repetition, praising or complimenting one another, thanking, apologising and expressing preferences [Key concepts: roles, interaction, communication; Key processes: reading, naming, describing, requesting] (ACLJAC147)	• taking on different roles and responsibilities in the classroom (当番), such as taking the roll, identifying the day of the week, describing the weather or acting as monitor, for example, 本 を ください。ノート を ください。(どうも) ありがとう。 • doing 日直, taking turns to lead the class in routines such as opening and closing lessons, for example, きり,つ れ い、ちゃくせき, using appropriate gestures • indicating that something is either correct or incorrect using はい (>そうです) 。ちがいます。 • using appropriate language, actions and gestures to participate in interactions such as interrupting or asking for clarification, for example, 先生、すみません。ちょっと わかりません。ゆっくり (おねがいします) 。

Informing	Elaborations

Gather, classify and compare information from a range of sources related to concepts from other learning areas [Key concepts: interests, behaviours, social interactions, cultural expression; Key processes: researching, compiling, presenting, identifying] (ACLJAC148)	• surveying and compiling information about young people's interests and preferences in different contexts, such as favourite activities, television and websites, preferred means of transport or communication, or leisure activities at different times of the year, and presenting findings in formats such as flow charts, graphs, diagrams or oral presentations, for example, ぜんぶ で 二十人 です。六人 は ゲーム が すき です。 • extracting key points from a range of spoken, written or digital texts on topics such as healthy eating, school lunches, or home or school routines, discussing findings and comparing opinions, for example, 日本人 は がっこう で そうじ を します。オーストラリア人 は そうじ を しません。 • identifying points of information in texts such as advertisements, conversations, brochures or announcements, and representing them in different formats, such as charts, concept maps, skits or digital presentations • viewing video clips or reading simple texts containing social interactions such as exchanges between parents and children or customers and shop assistants, identifying and recording new words and expressions for use in their own language production • identifying words, expressions and behaviours associated with important Japanese cultural activities or events, and comparing them with equivalent Australian expressions or behaviours, for example, locating あけまして おめでとう ございます on a New Year's card (年賀状)
Convey information on specific topics using formats such as oral or digital presentations, displays, diagrams, timelines and guided descriptions [Key concepts: content, profile, audience, format; Key processes: presenting, profiling, referencing] (ACLJAC149)	• organising and presenting information relating to aspects of Japanese culture, for example, fashion, famous landmarks/icons or festivals, using supporting resources such as sound, visuals or graphics, and providing a structured summary, for example、 です。高い です。そして、ゆうめい です。かざん です。 or さっぽろ です。さっぽろ は とても さむい です。ゆき が ふります。ふゆ に ゆきまつり が あります。 • creating a profile in digital format of a context, situation or event for a specified audience, such as a virtual tour of the school or classroom for an intending exchange student group or sister school • creating a class book or digital display about topics that connect with other curriculum areas and are relevant to their own lives, such as sports, environmental sustainability, transport or health
Creating	**Elaborations**

Listen to, read and view different imaginative texts such as anime, folk stories and manga, describe and give opinions about characters and events, and identify cultural elements [Key concepts: character, plot, context, values, emotion; Key processes: analysing, discussing, responding, expressing, comparing] (ACLJAC150) 📄 ⦂ᴋ ⊚ ⚬ ⚭ ℅	• discussing key messages in print, digital or multimodal texts, such as the moral of a folk story, ideas or values expressed in songs or characterisation in *anime*, and comparing their treatment across cultural contexts and time • recalling and/or illustrating main characters and events in stories, songs or *anime*, for example, by responding to questions such as だれ、いつ、どこ • responding to simple spoken, written or digital narratives such as folk tales, *anime, manga* or films that evoke positive or negative emotions such as happiness, amusement or affection, fear or anger, connecting these with their own experiences by using stem statements such as わくわく します。だいすき です 。こわい です。どきどき します。びっくり しました。へん です ね 。
Create and present or perform imaginative texts for a variety of purposes and audiences [Key concepts: performance, audience, rhythm, digital text; Key processes: creating, performing, designing] (ACLJAC151) 📄 ⦂ᴋ ⊚ ⚬ ℅	• creating and performing a presentation for a particular audience, for example, a puppet show or play for a buddy class or a performance for the school or community • designing and presenting a commercial for a new or existing product likely to appeal to consumers in their age group • creating a rap or song that involves experimentation with rhyme and rhythm • teaching younger children songs that involve repetitive phrases and actions, for example, songs from popular *anime* films • using familiar and modelled language to create imaginative digital texts, such as a photo story, an e-book or profile of an imagined avatar, for example, これ は た からじま です。大きい とりい と、小さい とりい が あります。じてんしゃ で、大きい とりい に いきます。大きい とりい の 下 にはこ が あります。はこ の 中 に 金 が あります。 • producing and presenting picture books/Big Books/mini books or short scripted scenarios for younger students, incorporating elements of Japanese language and culture that are likely to be unfamiliar, engaging or challenging

Translating	Elaborations

	Elaborations
Explain aspects of spoken, written and non-verbal communication in Japanese interactions that require interpretation and carry cultural meaning [Key concepts: meaning, culture, interpretation, equivalence; Key processes: explaining, interpreting, demonstrating, experimenting, reflecting] (ACLJAC152) 📄 ⦂ⰽ ℂ ⚏ ℃	• providing explanations or interpretations of formulaic expressions such as おめでとう used in a range of situations and celebrations, for example, congratulations おめでとう ございます and birthday wishes おたんじょうび おめでとう • collecting, using and explaining Japanese words and expressions that do not translate easily into English, such as おかえり、いらっしゃいませ、ごちそうさま • demonstrating and explaining elements of non-verbal Japanese communication that require interpretation for non-Japanese speakers, such as hand gestures, eye contact and counting systems • experimenting with bilingual dictionaries and/or online translators, considering relative advantages or limitations of each resource
Create bilingual texts and learning resources such as displays, websites, posters, picture books, games, word banks and menus [Key concepts: bilingualism, learning resources, translation; Key processes: classifying, glossing, annotating, composing] (ACLJAC153) 📄 ⦂ⰽ ℂ ⚏ ℃	• creating shared bilingual learning resources such as print or digital word banks or glossaries of Japanese and English expressions used in formal and informal everyday interactions • performing a role-play or skit for an audience, using Japanese for the performance and English for supporting explanations • using dictionaries and electronic translation tools to compose bilingual texts such as captions, menus, posters or invitations, comparing results and identifying how bilingual texts support intercultural communication • creating bilingual texts for the classroom or school community, for example, invitations to attend class or school assembly performances, posters advertising Languages Day

Reflecting	Elaborations
Reflect on the experience of learning and using Japanese, and identify how language reflects cultural practices and norms [Key concepts: language, culture, similarity and difference, values; Key processes: identifying, analysing, comparing, reflecting] (ACLJAC154) 📄 ℂ ⚏ ⏚ ℃	• identifying frequently used Japanese phrases and behaviours in everyday social exchanges that reflect cultural traditions or values that appear different to their own, for example, おてがみ ありがとう ございます。いらっしゃいませ。 • comparing their own and one another's reactions to the experience of learning Japanese, and considering whether their attitudes or understandings have changed in relation to cultural diversity and intercultural experience • reflecting on the experience of using Japanese language, gestures and body language, and considering how their responses reflect their own attitudes and experience • noticing aspects of communication and cultural expression represented in Japanese stories, songs or audio/visual media, responding to teacher prompts such as 'What do you see?' 'What do you notice about …?' 'Why do you think …?' 'How is this similar/different to …?'

Discuss the experience of speaking and interacting in a different language, what they understand by 'identity', and whether learning Japanese has any effect on their sense of self

[Key concepts: identity, communication, stereotype, protocol; Key processes: reflecting, identifying, exploring]

(ACLJAC155)

📋 ⸪ 🝤 ⛭ ⛭

- identifying elements of identity that are important across all cultures, for example, family, community, location
- creating multimodal texts that represent elements of their own identity, such as personal emblems/mottos, self-profile, photo journal, or caricature/self-portrait, and considering how Japanese children of the same age might respond to these
- exploring the idea of stereotypes and how people think about others from different cultural backgrounds
- practising formulaic expressions such as those exchanged before and after meals or when giving or receiving gifts or food, for example, いただきます、ごちそうさまでした, and reflecting on the experience of using such exchanges
- considering whether learning and using Japanese impacts on their sense of identity or influences their behaviour in or out of the classroom, for example, when playing Japanese games online, eating in Japanese restaurants and reading signs or menus

Understanding

Systems of language	Elaborations
Engage with authentic spoken language, recognising how words blend and understanding the relationship between sounds, words and meaning [Key concepts: phonemic awareness, spelling, rhythm; Key processes: identifying, discriminating, pronouncing, spelling] (ACLJAU156) 📋 🝤	- knowing how to pronounce all the sounds in the *kana* chart, including voiced and unvoiced sounds (てんてん and まる), combined and long vowel sounds and double consonants, for example, きって and りょうり - understanding that the sounds of *hiragana* and *katakana* are identical even though the associated scripts are different - knowing that the *hiragana* spelling of a particular particle does not match its pronunciation, for example, 'wa' for は, 'e' for へ, 'o/wo' for を - noticing that certain combinations of two moras make one rhythm unit (foot), for example, the copula です and the verb suffix ます

Recognise some single and whole word katakana and develop the ability to use hiragana and kanji in a single text [Key concepts: scripts, characters, stroke order, punctuation; Key processes: reading, writing, recognising] (ACLJAU157)	• reading and writing all *hiragana* (including voiced, combined and long vowel sounds and double consonants) using the *kana* chart • learning that *kanji* were brought from China and that *hiragana* was formed by simplifying the form of *kanji*, while *katakana* was formed using a part of *kanji* • learning to apply the basic principles of stroke order to write all *hiragana* and high-frequency *kanji* such as 月、日、木、人 • recognising frequently used *katakana* words such as オーストラリア • reading and writing words, phrases and sentences using *kana*, for example、わたし の 本、これ は かぞく です。 • understanding the use of basic Japanese punctuation marks such as まる(。) and てん(、)、and *katakana* long vowel marks, for example, in a student's name such as ルーク • understanding the use of *furigana* as a reading aid
Recognise the systematic nature of Japanese grammatical rules and apply these to generate new language for a range of purposes [Key concepts: metalanguage, grammar, counters; Key processes: identifying, explaining, discriminating, applying] (ACLJAU158)	• expanding metalanguage for communicating about language, using additional terms such as 'pronoun' and 'conjunction' • understanding and identifying elements of different sentence structures and the use of particles such as へ、で • understanding the use of 〜が あります/います。to refer to inanimate/animate objects • describing locations of homes, people, animals and items, using basic structures, for example, noun は place に あります。noun は place に います。 • knowing how to use prepositions to describe the position of objects, for example、つくえ の 上 に、いす の 下 に • understanding the use of こそあど series in concrete contexts, for example、これ、それ、あれ、どれ • using the verb て form as a formulaic expression, such as when giving instructions or seeking permission, for example、見て ください。トイレ に いっても いい です か。 • knowing how to use common counters and classifiers such as 〜こ、〜ひき/ びき/ ぴき、〜えん • understanding Japanese numerical place order: 一、十、百、千、万 • understanding location words and expressions indicating direction or means of transportation, for example、くるま で がっこう に いきます。 • understanding different question words such as いくら、どれ • using conjunctions such as そして、それから to link ideas

Recognise the use of formulaic expressions and textual features in familiar texts such as emails, letters, postcards or telephone conversations [Key concepts: textual features, context, variation; Key processes: recognising, identifying, explaining, reflecting] (ACLJAU159) 📄 ⦂⟨ ⟨⟨ ⟨⟩	• recognising the order for writing the components of the date in Japanese, for example, 年 ねん、月、日、よう日 • understanding the significance of features of different types of texts, such as opening and closing emails, letters or phone conversations, for example, ～さんへ、～より、もしもし • considering how the composition of texts in different languages reflects cultural values, such as the ordering of information on Japanese ID cards or when *kanji* or Arabic numerals are used in Japanese texts • understanding conventions associated with using げんこうようし, for example, the size of small characters, the position in the square and the placing of punctuation

Language variation and change	**Elaborations**
Understand that different ways of using Japanese language shape and reflect different relationships, such as deciding to be formal or informal [Key concepts: register, context, tenor; Key processes: observing, reflecting, comparing] (ACLJAU160) 📄 ⟨⟨ 👥 ⟨⟩ ᴀᴀ	• noticing that language can be made casual or 'softer' by adding particular endings, such as そうですね。すみません。ちょっと。 • observing how language use reflects respect and social distance, such as showing respect for authority figures, for example, しつれいします。よろしく おねがいします。, or expressing familiarity with friends by using first names rather than surnames • noticing differences in interaction styles in some familiar situations in Japanese and Australian contexts, such as interactions in classrooms or shops
Recognise that the Japanese language is both influenced by in turn influences other languages and cultures [Key concepts: language contact, word borrowing, globalisation, technology, change; Key processes: identifying, classifying, reflecting] (ACLJAU161) 📄 ⟨⟨ ⟨⟩ ✋ ᴀᴀ	• exploring how the Japanese language is influenced by other languages and cultures, for example, in relation to food パン、スパゲッティー、クレープ、ハンバーガー, music and sport ミュージカル、ロック、ダンス、サッカー、バスケットボール, and technology パソコン、メール、インターネット • investigating the influence of Japanese language and culture on their own language and experience, for example, by creating a glossary of Japanese words and expressions used in fields such as martial arts ('judo', 'karate', 'sensei', 'sumo'), food ('sushi', 'tofu', 'wasabi') or communication/culture ('haiku', 'anime', 'manga', 'sudoku') • understanding that there are Japanese-speaking communities outside Japan, for example, in Hawaii and South America, and that Japanese is widely taught in many countries around the world, including Australia and other countries of the Asia-Pacific region ᴀᴀ • understanding that all languages change, that some are constantly growing and expanding while others are disappearing or being revived, for example, many indigenous languages, including Aboriginal languages and Torres Strait Islander languages ✋

Role of language and culture	**Elaborations**

Make connections between cultural practices and values and language use, such as formulaic expressions, and consider how these affect intercultural communication
[Key concepts: language, culture, expression, values, perspectives; Key processes: noticing, identifying, comparing, reflecting]

(ACLJAU162)

- noticing ways in which Japanese language and behaviour reflect values and traditions, for example, reluctance to volunteer or compete for attention in class, responding to compliments じょうず　です　ね。いいえ, and prioritising the group rather than the individual
- understanding that people 'read' intercultural experiences in different ways depending on their cultural perspective, recognising the validity of different perspectives and questioning notions of 'right' or 'wrong' ideas
- imagining potential challenges for a visiting Japanese student spending time in an Australian classroom, and identifying phrases, expressions and behaviours that may need explaining, and elements of interaction, such as the use of personal space or volume of voice, that may appear inappropriate
- reflecting on how different languages and cultures represented in the classroom influence ways of communicating about or relating to social and physical environments, for example, Aboriginal and Torres Strait Islander traditions in relation to place, language and culture
- identifying and comparing traditional and contemporary cultural images used in Japanese and Australian print and media advertising and tourist brochures, considering when they are used and what message they convey
- noticing similarities and differences between their own ways of communicating and observed interactions between young Japanese speakers in contexts such as everyday social situations or online forums, for example, responding to offers of food or drink, turn-taking in conversations

Japanese

Years 5 and 6 Achievement Standard

By the end of Year 6, students use formulaic and modelled language in classroom interactions to carry out transactions and to share or convey information about daily routines, activities and events, using time expressions such as まい日、ときどき. They ask and respond to questions in familiar contexts using complete sentences and appropriate pronunciation, rhythm and intonation. They ask for clarification and assistance, negotiate turn-taking and follow instructions. They extend their answers by using conjunctions such as そして、それから. They show concern for and interest in others by making enquiries such as だいじょうぶ？, and apologise and express thanks using appropriate gestures. They read and write all hiragana, including voiced sounds, long vowel sounds, double consonants and blends, and high-frequency kanji, for example, 犬, 小さい、雨. Students locate specific information and some supporting details in a range of spoken, written and multimodal texts on familiar topics. They express reactions to imaginative texts, such as by describing qualities of characters, for example, やさしい　人　です。. They create connected texts of a few sentences, such as descriptions, dialogues or skits. They structure sentences using particles, for example, へ、で、を、がand prepositions, for example, の上に, and apply the rules of punctuation when writing. They describe and recount events and experiences in time, for example, adjective です。noun です/でした。 and present/past/negative verb forms, for example, のみます、たべます、見ました、いきません. They use counter classifiers in response to questions such as いくら　です　か。なんびき？なんこ？. Students translate familiar texts, recognising formulaic expressions and culturally specific textual features and language use. They comment on similarities and differences in ways of expressing values such as politeness, consideration and respect in Japanese compared to other languages and cultures.

Students understand and use the hiragana chart to pronounce contracted and blended sounds and exceptions to phonetic rules, such as を、へ、は, and です. They understand and apply the rules and phonetic changes related to counter classifiers, such as さんぜんえん、いっこ、はっぴき. They apply their knowledge of stroke order to form characters. They give examples of ways in which languages both change over time and are influenced by other languages and cultures. They identify words from other languages used in Japanese, such as パソコン、メール、パスタ, and how the pronunciation, form and meaning of borrowed words can change when used in Japanese. Students identify behaviours and values associated with Japanese society and incorporate these into their own language use, such as ways of deflecting praise, for example, じょうず　です　ね。いいえ。.

Japanese

Years 7 and 8

The nature of the learners

These years represent a transition to secondary school. Students in this sequence are continuing to study Japanese, bringing with them an established capability to interact in different situations, to engage with a variety of texts and to communicate with some assistance about their immediate world and that of Japanese speakers. They have experience in analysing the major features of the language system and in reflecting on the nature of intercultural exchanges in which they are involved.

Japanese language learning and use

Japanese is used for classroom interactions and transactions, for creating and maintaining a class dynamic, and for explaining and practising language forms. Learners work both collaboratively and independently in Japanese, exploring a variety of texts, including songs/raps and role-plays, with particular reference to their social, cultural and communicative interests. They share language knowledge and resources to plan, problem-solve, monitor and reflect. They use modelled and rehearsed language in familiar and unfamiliar contexts and increasingly generate original language. They make cross-curricular connections and explore intercultural perspectives and experiences. They plan, draft and present imaginative and informative texts and participate in collaborative tasks and games. They use vocabulary and grammar with increasing accuracy, drafting and re-drafting to improve and clarify meaning.

Students learn to use katakana and develop their understanding of the relationship between hiragana, katakana and kanji in texts. They read, view and interact with a growing range of texts for a variety of informative, transactional and communicative purposes. They are developing a broader range of vocabulary and expression and creating more complex sentences using structures such as まい日、友だちとバスでがっこうに行きます。.

Contexts of interaction

The primary context for learning and using Japanese remains the language classroom; however, there may be increasing opportunities for interaction with peers in a range of Japanese-speaking communities through the use of technologies, partner-school arrangements and community connections. Learners have access to additional Japanese language resources through websites, video clips and other multimodal texts.

Features of Japanese language use

Learners expand their range of vocabulary to subjects beyond their immediate world and familiar experiences. They develop broader grammatical knowledge, using verbs and い/な adjectives, negative conjugations, various particles, counters, superlatives and conjunctions, to describe and sequence events. With support they create a range of texts and participate in information sharing and performances. They recognise and apply Japanese punctuation conventions and the characteristic features of text types such as self-introductions and letters. They analyse more critically and imaginatively the relationship between language and culture, identifying cultural references in texts and considering how language reflects and influences perspectives and values, for example, the use of the prefixes ご/お to show respect. They make comparisons between their own language(s) and Japanese, and reflect on the experience of moving between languages and cultural systems. They monitor and reflect on their intercultural experience and capability as language learners, and identify their personal and community practices that reflect cultural influences.

Texts and resources

Learners work with a variety of texts specifically designed for learning Japanese in schools, including video clips and online resources. They also access materials created for Japanese-speaking communities, such as films (subtitled), websites and advertisements that provide opportunities to make connections between texts and cultural contexts, perspectives and experiences.

Level of support

Opportunities to review and consolidate prior learning are balanced against provision of engaging and relevant new experiences and connections. Students are supported to develop increasing autonomy as language learners and users, to self-monitor and peer-monitor, and to adjust language in response to their experiences in different contexts.

The role of English

While Japanese is used in more extended and elaborated ways for classroom interactions and routines, task participation and structured discussion, English is used for more complex elements of instruction and discussion, analysis and reflection. Learners continue to develop metalanguage for thinking and talking about language, culture and identity and the experience of learning and using Japanese.

Years 7 and 8 Content Descriptions

Communicating

Socialising	Elaborations

Interact with others to share interests and experiences, exchange information and express opinions and feelings

[Key concepts: lifestyle, communication, experience, opinion; Key processes: interacting, recounting, responding, elaborating]

(ACLJAC163)

- engaging in face-to-face or online discussions with peers and other Japanese-speaking contacts about shared interests and experiences, such as sport, food, study or music, for example, からてをしますか。いいえ、でも好きです。
- expressing opinions such as サーフィンはかっこいいです。えいがはたのしいです。
- recounting experiences such as holidays, special events or celebrations through email or face-to-face conversations, for example, どこでパーティーをしましたか。だれときましたか。
- sharing and comparing information about teenage life, daily routines and responsibilities, for example, わたしはうちからがっこうまであるきます。でも、友だちはバスで行きます。
にねます。いつも父とそうじをします。
- introducing themselves to other Japanese speakers, じこしょうかい, using appropriate formulaic expressions such as はじめまして、(school name) の　デニス　です。and culturally appropriate gestures
- using formulaic language spontaneously in interactions to express feelings, for example, あー、つかれた、えー、むずかしい、たのしかった、できた
- using cohesive devices such as conjunctions when sequencing or elaborating an account of experiences, for example, 土よう日にかいものに行きます。だから、はやくおきます。
- sustaining and extending conversations by seeking additional information or asking additional questions, for example, しゅみはなんですか。

Engage in activities that involve collaboration, planning, organising, negotiating and transacting [Key concepts: negotiation, transaction, presentation, instruction; Key processes: planning, budgeting, comparing, sequencing] (ACLJAC164)	• participating in scenarios related to accepting and declining invitations, planning, making arrangements and negotiating details, using language related to place, time and activity, for example, 月よう日に　日本のレストランに行きましょうか。月よう日は、ちょっと…。火よう日は　どうですか。 • budgeting for virtual shopping expeditions, consulting online catalogues and websites, comparing prices and value, and discussing intended purchases, for example, ゲームが/を　かいたいです。二千円^{にせんえん} あります。どれが一ばんやすいですか。 • participating in authentic or simulated transactions that involve making requests, considering options, buying, selling or ordering, for example, この　T シャツは　L サイズですね。ちょっと　大きいです。M サイズを　ください。 • creating displays, presentations or performances for family, friends or the school community to showcase their progress in learning and using Japanese • giving and following instructions to play games, follow recipes, or carry out traditional Japanese activities such as calligraphy, origami or martial arts, using language forms and vocabulary associated with sequencing, such as さいしょに、つぎに、それから、そして
Interact in whole-class and small group activities that involve seeking information from peers or the teacher, asking and responding to questions, making requests, and asking for and providing clarification [Key concepts: discussion, reflection, suggestion; Key processes: suggesting, clarifying, responding, requesting] (ACLJAC165)	• using modelled structures in simple and compound sentences, and cohesive devices such as だから, でも to state opinions, make suggestions or provide clarification • asking and responding to questions such as テストはいつですか。きょうゲームをしますか。ロッカーに行ってもいいですか。何^{なん}ページですか。 • participating in class activities such as word, board or digital games, using phrases such as わたしの　ばん、みぎ、ひだり、ざんねん、つぎは　だれ? • obtaining additional information from the teacher and peers by requesting repetition or clarification or by asking how to say something in Japanese, for example, 日本語^{にほんご}で何^{なん}ですか。 • expressing their responses to learning and using Japanese, such as by detailing preferences, likes and dislikes in relation to aspects of the experience, for example, かんじはむずかしいですが、おもしろいです。 • enquiring about and describing the location of classroom items and materials using prepositions, for example, ワークシートはどこにありますか。テーブルのうえにあります。
Informing	**Elaborations**

Access, summarise and reorganise information obtained from a range of texts on a variety of topics, and present it in different formats [Key concepts: research, data, media; Key processes: researching, collating, designing, presenting] (ACLJAC166)	• gathering, classifying and summarising information from class surveys, realia, notices, timetables and announcements, and presenting findings in formats such as digital presentations, posters, wall charts or oral summaries • identifying key details, expressions and information in authentic or modified texts, for example, signs, weather reports, print advertisements, menus, packaging, brochures or websites, and using the information to create their own texts for specific purposes and audiences • listening for key points of information and cultural references in short spoken or recorded texts such as phone messages, announcements or weather reports, and transposing them to note form for their own reference or to communicate to others • collating information from sources such as magazine articles, recorded interviews or website postings about high-profile individuals or events to edit and represent in timelines or profiles on a shared database • drawing on content, language, images and presentation formats from a range of Japanese media resources to design posters or leaflets on topics such as environmental sustainability or youth-related issues
Present information about events, experiences or topics of shared interest, using modes of presentation such as charts, diagrams or digital displays to suit different audiences and contexts [Key concepts: information, experience, perspective, audience; Key processes: managing information, shaping text, composing] (ACLJAC167)	• using data collected from one another to analyse and communicate information about themselves, their interests and experiences to other Japanese speakers • researching a Japanese cultural event, such as ゆきまつり、おしょうがつ、花見、お月見, and creating an informative multimodal text that communicates key elements of that event for other learners of Japanese • creating texts such as brochures, posters or website posts to inform others about upcoming events such as Languages Week, a Japanese-language performance or a school exchange visit • creating a video clip or a photographic or journal record of activities such as a school camp, excursion, performance or sporting event as a contribution to a school or community event • creating a virtual introduction to the school and neighbourhood for Japanese-speaking visitors
Creating	**Elaborations**

Analyse and respond to a range of imaginative texts, noticing cultural elements and comparing with English-language texts created for similar audiences [Key concepts: representation, culture, context, values, expression; Key processes: identifying, evaluating, comparing, contextualising] (ACLJAC168) 📋 ⵥ 🜚 ⚘ ⌇ ⟲ ✋	• responding to imaginative texts such as songs, stories, films or video clips, for example, by identifying favourite elements or characters and recording key vocabulary and expressions • reading and evaluating a story or *manga*, for example, by rating it and creating a short modelled review to present orally to the group or to post on a shared website • reading or viewing simple むかしばなし, identifying key messages and values and comparing them to familiar folk tales or stories associated with their own early literacy experience • comparing popular contemporary Japanese and Australian music by listening to and viewing music video clips, identifying similarities and differences in expression, themes and styles of performance • comparing how key messages and beliefs are communicated across cultures through the visual and creative arts, for example, comparing the role and representation of animals or landscapes in Indigenous Australian Dreaming stories and Japanese mythology or folk tales ✋
Create a range of spoken, written and multimodal texts that involve imaginary characters, places and experiences to entertain others [Key concepts: mood, drama, effect, audience; Key processes: creating, performing, composing] (ACLJAC169) 📋 ⵥ 🜚 ⚘ ⟲ ᐱᐱ	• creating and performing imagined experiences in intercultural contexts, using expressive language, gestures and supporting materials to create dramatic effect, for example, gesture games or theatre sports • creating cartoons, short plays or stories to present in class or to share with a wider virtual audience about personal past or future imagined experiences • creating and performing texts that reflect cultural behaviours which are associated with Japanese contexts and communities and which contrast with their own cultural experience • creating imaginative texts to entertain younger audiences, for example, audio Big Books, puppet plays, cartoons or short video clips, selecting language, rhythms and images that enrich the visual or listening experience • creating the next scene, a new character or an alternative ending to a Japanese story, drama or film script • composing simple songs, jingles, posters and advertisements for real or imagined situations or products, such as an Australian product for the Japanese market

Translating	Elaborations

Translate short texts such as signs, simple dialogues or phone conversations from Japanese into English and vice versa, noticing when it is difficult to transfer meaning from one language to the other [Key concepts: culture, equivalence, idiom; Key processes: translating, comparing, mediating] (ACLJAC170) 📄 ⠛ ⊙ 👥 ⟲	• creating captions to translate short segments of a video clip or アニメ, noticing when direct translation is not possible • identifying Japanese words and expressions that involve cultural meanings which are difficult to translate into English, such as もしもし、よろしくおねがいします • comparing translations of short Japanese texts such as signs, conversations, audio messages or digital texts, identifying differences and similarities between their tone and style and that of equivalent texts in English • reflecting on challenges associated with transferring meaning from one language to another • translating short conversational exchanges between Australian or Japanese speakers, comparing content and style of communication and discussing how to translate culturally embedded terms
Work collaboratively to design bilingual resources to convey information to the school community [Key concepts: bilingual text, glossary, meaning; Key processes: annotating, explaining] (ACLJAC171) 📄 ⠛ ⊙ 👥 ⟲	• creating bilingual subtitles, captions or commentaries for texts such as brochures, slideshows or digital video clips that inform the school community of aspects of Japanese culture such as mealtime protocols, festivals, or social behaviours • producing bilingual texts in print or multimodal formats to promote school events such as multicultural activities, Japanese performances or Languages Week activities • composing menus or programs for Japanese-themed events, with key items and information in Japanese and explanatory footnotes or glossaries in English • creating bilingual texts that involve subtitles or captions to introduce non-Japanese speakers to aspects of Japanese cultural expression, such as celebrations, the exchange of gifts and wishes, or aspects of hospitality • creating digital texts such as songs, dialogues or instructions, with options for displaying in either Japanese or English
Reflecting	**Elaborations**

Participate in intercultural interactions, identifying and comparing aspects of culture that affect communication and noticing how own culture impacts on language use [Key concepts: intercultural experience, perspective, insight, self-reflection; Key processes: comparing, analysing, reflecting, choosing] (ACLJAC172)	• recognising the link between language and culture by reflecting on frequently used expressions such as しつれいします、おくれてすみません, and ways in which values and culture are embedded in the language • making a list of perceived benefits of learning Japanese and developing an intercultural capacity, for example, access to different perspectives and experiences, and insights into their own language and cultural experience • experiencing authentic or virtual interaction with Japanese language and culture, for example, through face-to-face or online interactions with other Japanese speakers through exchanges, excursions, school visits or web-chatting • making appropriate language choices for particular social situations in different cultural contexts, for example, using appropriate familial terms to refer to their own or to others' family members • reflecting on how their own cultural etiquette and behaviour may be interpreted when interacting with Japanese people, noticing their own body language and modifying gestures, such as beckoning with the palm facing upwards or downwards, or avoiding eye contact when talking to older people
Consider how their own biography, including family origins, traditions, interests and experiences, impacts on their sense of identity and ways of communicating [Key concepts: identity, family, community, communication, culture; Key processes: reflecting, comparing, representing] (ACLJAC173)	• reflecting on their own response to learning and participating in cultural behaviours such as bowing and using respectful language, identifying degrees of comfort, discomfort, challenge and enjoyment • creating written, spoken or multimodal texts such as identity maps, timelines, digital presentations or family trees with captions to describe significant life influences such as key people, events, educational experiences, community affiliations or travel experiences, for example, そふは　イタリア人です。でも、そぼは　イギリス人です。1950 年（ねん）に　オーストラリアに　きました。 • reflecting on the experience of learning and using Japanese, and considering whether own previous attitudes or assumptions in relation to Japan or the Japanese language and culture have changed • considering their identity as a 'second language learner' and whether it involves changes in aspirations, career considerations or social-networking opportunities • sharing and comparing cultural and intercultural experiences and language capabilities, and exchanging views on the benefits of speaking more than one language, such as having a larger vocabulary to draw on, additional insights and perspectives, and opportunities for new experiences

Understanding

Systems of language	Elaborations

Understand that katakana is used for loan words, and that these words must be pronounced within the combinations of available Japanese sounds [Key concepts: pronunciation, loan words, voiced/unvoiced sounds, contractions, blends; Key processes: pronouncing, recognising] (ACLJAU174) 📄 🌀	• accurately pronouncing all combinations of *kana*, including voiced and unvoiced elements, and all combined sounds (contractions and blends) • recognising that in the copula *desu* and the verb suffix *masu*, the 'u' is devoiced in normal speech • using available combinations of *katakana* to experiment with Japanese pronunciation of unfamiliar loan words, for example, ホワイトボード • understanding that some new combinations of sounds have been devised to allow for pronunciation of loan words, for example, ティ
Recognise and use all katakana and understand the relationship in texts between hiragana, katakana and kanji [Key concepts: script function, kanji readings; Key processes: identifying, differentiating, writing, reading] (ACLJAU175) 📄 🌀	• reading and writing all *katakana*, including voiced, unvoiced, contracted and blended sounds, using the *kana* chart • understanding that many *kanji* are made up of more than one component and that radicals often represent meaning, for example, the radical 木 means something to do with 'wood' • noticing that *kanji* can clearly differentiate the meanings of words that are pronounced identically, such as 火 and 日 • learning to write words and phrases using both *kana* and *kanji*, for example, 大きい車、小さい木 • using *furigana* to support the reading of unfamiliar *kanji*

Understand how to control elements of the Japanese grammatical system to express a range of ideas and experiences in written and spoken forms, and recognise the systematic nature of verb conjugation

[Key concepts: metalanguage, verb conjugation, sentence structure, register; Key processes: describing, categorising, analysing]

(ACLJAU176)

- further developing metalanguage to describe and increase control of grammatical concepts and language elements, such as noun modifiers or speech styles
- creating learning resources such as verb and adjective charts and lists of vocabulary and sentence structures
- understanding the different functions of a range of particles, such as:
    - が (topic marker)
    - を (object marker)
    - に (time, date, place, destination, for)
    - と (and, with)
    - で (location, action, means)
    - へ (direction, destination)
    - 〜から 〜まで (from,〜as far as, distances)
- describing daily routines and schedules for a week, using a range of particles to form sentences, for example, 六時（ろくじ）に うちで 兄（あに）と ごはんを 食（た）べます。
- using い and な adjectives in the present tense, for example, おいしい、たのしい、しずかな、and negative forms, for example, 高（たか）くない
- using adverbs as formulaic expressions, for example, 早（はや）く、おそく
- understanding that the exact word order of noun phrases is not important as long as they appear before the verb and are accompanied by correct particles
- understanding the role of sentence-ending particles in conversation, such as ね for confirming or expecting a response and よ for emphasis
- using both affirmative and negative forms of particular grammatical elements in different tenses
- creating cohesion and flow by using conjunctions, for example, だから、それで、それに
- understanding how to indicate politeness using ご and お prefixes, for example, お名前（なまえ）、先生の ごかぞく
- using counter classifiers: 〜時、〜分、〜つ、〜まい、〜本
- using superlatives, for example, 一ばん 好きです

Understand how and why different scripts are used in different types of texts, such as announcements, tickets, advertisements, public signs or manga [Key concepts: genre, text features, text structure, cohesion; Key processes: analysing, describing, comparing] (ACLJAU177)	• recognising key features and structures of familiar texts in Japanese, such as lost child announcements, spoken commercials or print advertisements, for example, by identifying formulaic expressions, and comparing with expressions in similar texts in English • recognising the format of different Japanese texts and punctuation conventions in either たてがき or よこがき, and understanding how this varies according to the context, purpose and intended audience • understanding how to create textual cohesion, using elements such as paragraphing or conjunctions to sequence and link ideas and to maintain the flow of expression, for example, だから、それで、それに • comparing and contrasting the structures of a variety of authentic community texts in Japanese and English, exploring how the audience, purpose and context influence each language version

Language variation and change	**Elaborations**
Explain variations in Japanese language use that reflect different levels of formality, authority and status [Key concepts: register, tenor, respect; Key processes: differentiating, explaining, comparing] (ACLJAU178)	• explaining variation in language use between people of different ages and relationships, for example, 母, お母さん and 〜先生、〜さん; avoiding あなた when showing politeness; the frequent use of わたし to avoid foregrounding oneself; using 〜くん or 〜さんwhen speaking with close friends, family members or other young people; and using surnames 〜さん or 〜先生 for adults • understanding that Japanese expressions can be made more or less formal with very slight changes, for example, the presence or absence of formal endings, such as the difference between 先生、ありがとう。先生、ありがとうございました。 and おやすみ。おやすみなさい 。 • analysing language used to express different levels of formality in a variety of texts such as conversations, letters, emails and text messages, noting differences between written and spoken texts • finding examples of informal forms of language used by young Japanese speakers, such as the use of abbreviations or emoticons when texting and the use of loan words when talking about popular culture, for example, 'J-rock', 'J-pop', 'fast food'

Understand that the Japanese language has evolved and developed through different periods of influence and change [Key concepts: language change, word borrowing, intercultural exchange, globalisation; Key processes: identifying, analysing, explaining] (ACLJAU179)	• recognising words 'borrowed' by Japanese from other languages such as English, French or Portuguese, for example, パン、ズボン、and noting how these words are pronounced by Japanese speakers • recognising that all languages carry histories of contact with other cultures, such as the adoption of *kanji* from Chinese into Japanese **AA** • understanding that languages and cultures change continuously due to contact with one another and in response to new needs, ideas and developments in communications, design and technology; and considering why some types of words and expressions are most frequently borrowed, such as グローバル、パワーアップ、カラー • identifying words that have similar meanings and pronunciation across different languages, reflecting on the origins and associated cultures of such words, and how they came to be part of Japanese and other languages, for example, パスタ、エネルギー • discussing reasons for changes in the Japanese language, such as globalisation, exposure to other languages and cultures through media, travel, and digital communication forms and representations

Role of language and culture	Elaborations
Understand that Japanese language and culture, like all languages and cultures, are interrelated, both shaping and reflecting each other [Key concepts: cultural expression, status, harmony, humility; Key processes: recognising, explaining, comparing] (ACLJAU180)	• explaining language associated with familiar routines that reflects cultural values, for example, きりつ、れい and しつれいします。 • interpreting the significance of differences in family kinship terms when referring to one's own or others' family, for example, 父/お父さん、あね/おねえさん • reflecting on the cultural significance of the presentation of information in simple Japanese texts, for example, じこしょうかい, how the ordering of information on business cards (company, title, surname, given name) reflects the relative importance of company/collective, family and individual status • explaining language used in Japanese interactions that reflects humility or deference, for example, expressions used to refuse or deflect praise of self or family, or to defer to others • considering how and why Japanese speakers use conversational strategies to avoid conflict, such as using indirect or softened language, for example, もうすこし　がんばりましょう。 • comparing core cultural concepts reflected in Japanese language, such as 和 ('harmony'), with similarly significant cultural concepts reflected in some Australian terms or expressions, for example, mateship

Japanese

Years 7 and 8 Achievement Standard

By the end of Year 8, students use Japanese to interact with peers, the teacher and others to exchange information, recount experiences and express opinions. They use verb ましょう for planning and making arrangements and offering suggestions. They ask and respond to a range of questions, for example, だれと、何で、いつ、どこで、using both rehearsed and some spontaneous language, giving opinions and making comparisons, for example, でも or が、わたしは　フットボールが　好きです。でも、母は　フットボールが　好きじゃないです。. Students apply rules of pronunciation, rhythm, stress and intonation to a range of sentence types and vocabulary, including double consonant and long vowel sounds and borrowed words. Students read and write hiragana, read katakana, and write familiar katakana words, including elongated vowels, double consonants and contractions. They read and write high-frequency kanji for verbs (for example, 行きます、見ます、来きます), nouns (for example, 先生、父、母、月よう日), adjectives (for example, 早い), and the pronoun 私. They read some compound words such as 日本語. They locate, analyse and summarise information from a range of spoken, written and multimodal texts, such as video clips, letters, posters, notices and advertisements. They plan, draft and present informative and imaginative texts with the support of modelled resources. They use counter classifiers in response to questions, for example, いくつ、何まい、何本、何分. They build cohesion in their texts and elaborate on meaning through the use of grammatical elements such as conjunctions (for example, だから), and adverbs of frequency (for example, いつも), time (for example, 時、半、分、前) and direction, for example, みぎ、ひだり、前、うしろ. They use a variety of verb tenses to express ideas and experiences, and a range of particles, such as が、へ、から、まで、including for exampleに to indicate timeframes. Students translate and interpret short texts from Japanese into English and vice versa, providing alternative expressions when equivalence is not possible. They share their reactions to intercultural experiences, describing and explaining why some elements fit easily with their sense of their own identity while others do not.

Students understand that the pronunciation of katakana is the same as that of hiragana, and that the pronunciation of borrowed words is influenced by the Japanese sound system. They apply appropriate word order in their spoken and written language, varying the order of noun phrases without altering the meaning. They understand and use いandなadjectives when appropriate, and apply the rules of phonetic change to counter classifiers, such as ひとつ、さんぼん、じゅっぷん. They identify and reproduce features of familiar text types such as emails, descriptions and dialogues. They identify words (for example, お母さんand 母), phrases (for example, どうぞよろしく。), prefixes (for example, お and ご), suffixes (for example, ～さん and ～さま) and titles (for example, ～先生) that indicate different levels of formality. They recognise values that are important in Japanese society, such as maintaining harmony and a sense of collective well-being, and how these are reflected through language and behaviours, such as indirect forms of refusal or disagreement, for example,もうすこしがんばりましょう。. They explain how cultural values and ideas are embedded in all languages and how their own communicative behaviour might be interpreted from other cultural perspectives.

Japanese

Years 9 and 10

The nature of the learners

At this level, students bring to their learning existing knowledge of Japanese language and culture and a range of learning strategies. They are increasingly aware of the world beyond their own and are engaging with youth-related and social and environmental issues. They require continued guidance and mentoring but work increasingly independently to analyse, reflect on and monitor their language learning and intercultural experiences. They are considering future pathways and options, including the possible role of Japanese in these.

Japanese language learning and use

This is a period of language exploration, vocabulary expansion, and experimentation with different modes of communication, for example, digital media, collaborative performance and group discussions. Learners become more confident in communicating in a wider range of contexts through greater control of language structures and vocabulary and increased understanding of the variability of language use. They use Japanese to communicate and interact; to access and exchange information; to express feelings and opinions; to participate in imaginative and creative experiences; and to create, interpret and analyse a wider range of texts and experiences. They sequence and describe events using a range of cohesive devices, and complete communicative tasks that involve planning, performance, collaborative and independent work. They use language more fluently, with a greater degree of self-correction and repair, and use あいづち to facilitate communication. They reference the accuracy of their language use against a stronger frame of grammatical knowledge.

Learners at this level are able to read and write using hiragana, katakana and an increasing number of kanji in all texts. Their writing is more sophisticated, using connectives and conjunctions, and they engage with more complex language structures.

Contexts of interaction

Learners interact with peers, the teacher and other Japanese speakers in immediate and local contexts, and with wider communities and cultural resources via virtual and online environments. They may access additional cultural experiences through events such as school exchanges, festivals, interschool events or cultural performances.

Texts and resources

Learners engage with texts designed for language learning, such as teacher-generated materials and online resources. Learning is enriched by exposure to a range of authentic materials designed for or generated by young Japanese speakers, such as video clips or advertisements. Students take some responsibility for sourcing additional materials to support their own learning.

Features of Japanese language use

Learners use more complex language in oral, written and multimodal forms. They expand their knowledge and control of grammatical elements such as the て form and plain form of verbs, for example, 〜ています、〜てもいい、〜と思います、and 〜たり〜たり、and conjugation patterns for both verbs and adjectives. Their language production includes elements of interpreting, creating and performing. They engage in analysis of texts such as advertisements and media reports, identifying how language choices reflect perspectives and cultural contexts.

Learners examine the processes involved in using a different language, recognising them as cognitive, cultural and personal as well as linguistic. They explore the reciprocal nature of intercultural communication: how moving between different languages and cultural systems impacts on ways of thinking and behaving; and how successful communication requires flexibility, awareness, and openness to alternative ways. They develop the capacity to 'decentre' from normative ways of thinking and communicating, to consider themselves through the eyes of others, and to communicate in interculturally appropriate ways.

Level of support

Support at this level of learning includes provision of rich and varied stimulus materials, continued scaffolding and modelling of language functions and communicative tasks, and explicit instruction and explanation of the grammatical system. Learners are provided with opportunities to discuss, clarify, practise and apply their knowledge. Critical and constructive teacher feedback is combined with peer support and self-review to monitor and evaluate learning outcomes, such as through portfolios, peer review, or digital journals.

The role of English

Japanese is used in more extended and complex ways. English continues to be used for discussion, explanation and analysis. This allows learners to communicate in depth and detail about the experience of learning Japanese and about their thoughts on culture, identity and intercultural experience. English is the language of analysis and critique, supporting discussion of concepts such as stereotypes, difference, diversity and values. It allows for a degree of expression and reflection that is beyond learners' communicative capabilities in Japanese.

Years 9 and 10 Content Descriptions

Communicating

Socialising	Elaborations

Engage in discussions and comparisons of young people's interests, activities and lifestyles [Key concepts: perspectives, relationships, youth culture, social practices; Key processes: discussing, describing, reciprocating] (ACLJAC181)	• engaging in face-to-face or online discussions with Japanese-speaking peers using descriptive and expressive language to describe significant events, special occasions or milestones in their lives, such as スクール・フォーマルでおどったり、写真^{しゃしん}をとったりします。ですから、たくさん人が来るでしょう • exchanging ideas with peers or online Japanese-speaking contacts, presenting and expressing personal views on contemporary issues such as environmental sustainability, education or youth culture, considering the relationship between culture and context, for example, 日本のリサイクルはかなりきびしいです。けれども、かんきょうにいいと思^{おも}います。J-pop と K-pop はオーストラリアで人気^{にんき}があります。 • initiating and sustaining conversation by using appropriate あいづち, inviting contributions or asking for clarification, using culturally appropriate patterns of language and interaction, for example, すみません。あ、それはいいですね。どう思いますか。それは〜ですか/ね。 • discussing their responsibilities at home and at school and comparing with those of young people in Japan, noting the importance of community and collaboration in Japan, for example, in relation to tasks such as cleaning classrooms after school
Collaborate, plan and manage activities, events or experiences, such as hosting a Japanese class or visitor, going to a restaurant, or preparing for a real or virtual event, trip or excursion [Key concepts: collaboration, intercultural experience, active learning; Key processes: planning, cooperating, rehearsing, mediating] (ACLJAC182)	• expressing preferences in relation to shared plans, for example, それはいいですね。そうしましょう。and summarising and clarifying arrangements, for example, 金曜日のごご三時半に、えきの前^あで会いましょう。じゃあ、金曜日のごご三時半に、えきの前ですね。 • planning and preparing for a real or virtual event, trip or excursion, such as a visit to Japan • participating in scenarios related to travelling and living in Japan, for example, interacting with a host family, using public transport, shopping, sightseeing or eating out • planning and making shared arrangements for Japanese visitors to the school or a homestay, for example, by preparing print or digital informative materials, such as filming an introduction to Australian school and home life, preparing welcome speeches, or conducting school tours • planning and completing tasks that involve asking for, giving and following directions to real or virtual locations, for example, すみません、としょかんはどこですか。, using resources such as digital devices, street or rail maps • planning and participating in learning experiences that combine linguistic and cultural elements, such as an excursion to a Japanese restaurant, exhibition, film festival or community event, by preparing and rehearsing language forms, structures and vocabulary and considering appropriate behaviours, for example, 六時半に学校^{がっこう}の前で会って、バスで行きます。

Develop language to reflect on the experience of learning and using Japanese
[Key concepts: metalanguage, reflection, review; Key processes: expressing, analysing, comparing, evaluating]

(ACLJAC183)

- using reflective language to discuss the experience of learning and using Japanese, for example, ぶんぽうはちょっとむずかしいと思います。
- evaluating Japanese learning resources such as textbooks, websites or dictionaries, for example, じしょはとてもべんりですが、オンラインじしょはもっとべんりです。
- building and using metalanguage to discuss language and language learning, for example, めいし、けいようし、どうし、ぶん
- engaging in peer and self-reflection activities, such as providing evaluations or giving and receiving compliments using culturally appropriate language, for example, 〜くんは会話が上手ですね。いいえ、まあまあです。

Informing	Elaborations
Analyse ideas presented in a range of texts, identifying context, purpose and intended audience [Key concepts: register, standpoint, representation, themes; Key processes: scanning, summarising, comparing, analysing] (ACLJAC184)	- identifying underlying values, cultural references and the purpose and intended audience of different types of community texts such as advertisements or posters - summarising the gist and some specific details of media texts such as documentary features or community notices - comparing and evaluating perspectives and intentions reflected in texts such as public information notices or street signs in Japanese and Australian contexts, identifying words, expressions or images that suggest cultural similarities or differences - scanning websites of Japanese schools or clubs, discussing and comparing choices they would make in relation to offered activities if they were students in that context - identifying culture-specific terms and representations in Japanese promotional materials such as travel brochures, symbols on maps, magazine features or online resources, for example, 小学校の新聞 - planning a real or imagined trip to a selected region of Japan, using resources such as internet sites and travel brochures to map out elements such as transport, itineraries and selected events, for example, しんかんせんにのりたいですね。広島に行きましょうか。 - analysing key perspectives or themes reflected in interview data collected from Japanese speakers discussing roles and responsibilities in home, school and community contexts, and comparing with their own views on the topics

Present different types of information for specific purposes and contexts using appropriate formats and styles of presentation
[Key concepts: social media, promotional material; Key processes: composing, selecting, editing, presenting]

(ACLJAC185)

- creating a personal profile or résumé for a real or imagined part-time job, including basic information such as age, experience, interests and skills, for example, 人と話すことが好きです。一年間、スーパーではたらきました。しゃしんにきょうみがあります 。
- creating informative or promotional texts such as posters, leaflets or web pages targeted at their own age group, for example, promotional materials for recreational activities, advice on healthy eating or environmental sustainability, reviews of new music releases
- researching and reporting on community attitudes towards and challenges in relation to issues such as recycling, using presentation techniques such as Venn diagrams, digital displays, flow charts or captioned photographic displays
- composing individual and group contributions to different forms of social media, such as tweets, memes, blogs, shared websites or student newsletters on issues related to their own social worlds

Creating	Elaborations
Identify how expressive and imaginative texts create humorous, emotional or aesthetic effects that reflect cultural values or experiences [Key concepts: humour, emotion, effects, culture; Key processes: interpreting, evaluating, analysing, comparing] (ACLJAC186)	- identifying how imaginative texts such as たなばた use structure, language and mood to build action, convey emotion and reflect cultural values - comparing lyrics and styles of Japanese- and English-language songs and performances, tracking similarities and differences in genres, themes and modes of emotional expression - discussing how texts such as films, plays, songs, memes and *manzai* use humour or aesthetic effects to provide commentary on social issues such as family, identity, status or humility - identifying and responding to key messages and values in traditional texts such as 花さかじいさん、かさじぞう, and considering their relevance in modern times - identifying and discussing how typical elements of haiku such as brevity and aesthetic effect engage readers/listeners and reflect cultural values

Create a variety of imaginative texts to express ideas, attitudes and values that suggest intercultural comparisons [Key concepts: imagination, stimulus, context, values; Key processes: adapting, creating, interpreting, expressing, engaging, performing] (ACLJAC187) 📄 ⸬ 🌀 👥 ⛉ ᔆ	• adapting existing texts to change the emotional effect or to represent different cultural values or experiences, for example, by changing the location, characters or era of a familiar story or cartoon • composing and performing poems, songs, monologues or dialogues that reflect cultural values and personal experiences • creating a haiku or rap to perform to their peers that provides commentary on a social issue that is important or relevant to them • creating a digital persona or avatar that combines elements of observed Japanese styles of communication with their usual ways of self-expression in their home-culture environment

Translating	**Elaborations**
Compare translations of different types of texts, including versions obtained from digital translators, considering differences in interpretation and how language reflects elements of culture [Key concepts: meaning, interpretation, cultural expression; Key processes: translating, comparing, analysing, reviewing] (ACLJAC188) 📄 ⸬ 🌀 👥 ⛉ ᔆ	• comparing English translations and interpretations of Japanese texts such as song lyrics, proverbs and advertisements that contain cultural elements and references • comparing translations of language associated with significant events, rituals or practices in Japan/Japanese-speaking communities, identifying examples of the relationship between language and cultural values and experience, for example, おじゃまします。 • comparing own translations of newspaper headlines or email communications with peers', noticing differences in interpretation or translation and considering reasons for such variations • evaluating and reviewing online translators
Create bilingual texts in Japanese and English for a range of communicative and informative purposes, incorporating oral, written and visual elements [Key concepts: bilingual learning resources, bicultural contexts; Key processes: classifying, translating, glossing, referencing, mediating] (ACLJAC189) 📄 ⸬ 🌀 👥 ᔆ	• creating a bilingual digital database that groups words, for example, words and expressions associated with themes, fields or contexts, such as food, travel, the environment or school • producing bilingual texts such as travel advisories for exchange or study tour students, and reflecting on the process of working in both languages • creating oral commentaries that switch between English and Japanese for a bilingual audience at a sporting or performing arts event • producing bilingual texts such as video clips with subtitles explaining Australian cultural practices, for example, New Year's Eve or birthday celebrations

Reflecting	**Elaborations**

Monitor language choices when using Japanese and take responsibility for modifying language and behaviours to assist intercultural communication [Key concepts: reciprocity, intercultural experience; Key processes: reflecting, evaluating, exemplifying, comparing] (ACLJAC190)	• reflecting and reporting on how learning Japanese provides insights into language and culture in general, and how their own assumptions about Japan or Asia have changed as a result of intercultural language learning **AA** • evaluating the nature and effectiveness of their own language and actions when interacting in Japanese • reflecting on how additional language experience supports and enhances first-language understanding and capabilities, for example, by identifying Japanese expressions, behaviours or attitudes that might enrich their own perspectives • reflecting on aspects of their own experiences of intercultural communication, such as instances of breakdowns or breakthroughs in communication, repair and recovery strategies, and responses to and insights gained through interactions
Reflect on cultural differences between Japanese- and English-language communication styles and on how these affect intercultural interactions [Key concepts: identity, culture, communication; Key processes: comparing, analysing, evaluating, profiling] (ACLJAC191)	• reflecting on elements of the experience of learning Japanese that have involved adopting styles of communication that have been challenging, easy or memorable • sharing with peers examples of successful interactions with other Japanese speakers, for example, when gestures or communication styles have been well received and clearly understood and have strengthened the relationship • creating a reflective self-profile or autobiography in formats such as journal entries, articles, captioned photo stories, digital accounts or short films, including episodes related to the experience of learning Japanese language and culture that have impacted on their understanding, attitudes, or sense of identity • composing a 'cultural ID profile', blog or digital diary to exchange with other Japanese speakers, making decisions about what points of information should be included

Understanding

Systems of language	Elaborations

Understand intonation and phrasing patterns in both informal and formal speech, and recognise multiple readings of familiar kanji in different compounds [Key concepts: phrasing, intonation, variation, meaning; Key processes: identifying, discriminating] (ACLJAU192) 📄 🝆	• recognising the basic pattern of intonation in Japanese, taking the form of a downturning curve, and applying it when speaking • identifying the use of rising intonation when asking questions in casual speech or ましょう form, for example, 食べない？ 食べましょうか？ • understanding how to make appropriate pauses in a sentence, that is, dividing up a sentence into cohesive chunks to allow for the use of あいづち • understanding that changes occur in *kanji* readings, for example, 新あたらしい、新聞しんぶん、聞ききます、オーストラリア人じん、(ひと)
Use knowledge of familiar kanji to predict meaning of unknown words [Key concepts: script conventions, kanji readings, radicals; Key processes: recognising, discriminating, writing, decoding] (ACLJAU193) 📄 🝆 ᴁ	• understanding that *kanji* are used for nouns, stems of verbs and adjectives, and some adverbs, and that the addition of *hiragana* to the stem of verbs and adjectives is called *okurigana* • recognising that many *kanji* have multiple readings and that there are two types of readings, that is, *on-yomi* (音; *on* 'reading' or 'sound'), Chinese-style pronunciation; and *kun-yomi* (訓; *kun* 'reading' or 'explanation'), Japanese-style pronunciation ᴁ • developing strategies to guess the meaning of unknown words that contain unfamiliar *kanji*, utilising clues such as radicals • writing some *kanji* compound words, for example, 外国語がいこくご, 日本料理にほんりょうり

Understand how sophistication in expression can be achieved by the use of a variety of verb and adjective conjugations [Key concepts: metalanguage, plain form, て form conjugation, word functions; Key processes: identifying, defining, classifying, sequencing]

(ACLJAU194)

- further developing metalanguage to describe and increase control of grammatical concepts and language elements and to organise learning resources such as verb charts and lists of vocabulary and sentence structures

- understanding and applying the rules of the plain form, and knowing that the basic form of all Japanese verbs ends in *-u*, *-eru* or *-iru*, the forms they are listed under in dictionaries

- understanding that verbs can be divided into three groups according to the way they are conjugated: Group 1 (five-step verbs), Group 2 (one-step verbs) and Group 3 (irregular verbs)

- using character charts as a systematic framework for recognising patterns for verb conjugation, and applying the formation rules of each verb group

- using verb て form to connect events, for example, 朝^{あさ}おきてジョギングをします。

- understanding and using the different functions of verb て form

- using present continuous tense using verb ています, for example, ラジオを聞いています。

- requesting and giving permission and expressing prohibition using verb て form, for example, 〜てもいいです。〜てはいけません。〜てはだめです。

- using verb stems with grammatical features such as 〜かった。〜やすい／にくいです。〜に行きます。

- exploring how to use plain forms in authentic contexts such as conversations with peers, for example, 食べる？見る？

- expressing opinions, intentions and thoughts using the plain form, for example:
  - plain verb つもりです。
  - verb/adjective とおもいます。
  - 〜たり〜たりします。

- using い and な adjectives in present and past tenses, for example:
  - おいしい ◊ おいしかったです。
  - たのしくない ◊ たのしくなかったです。
  - しずかな ◊ しずかでした。

- using adverbs and intensifiers such as かなり, ぜんぜん, たいてい

- sequencing actions, for example, 朝おきてジョギングをします。

- increasing cohesion within paragraphs by using conjunctions, for example, ですから

- indicating the status of actions using adverbs such as まだ and もう

- understanding the concept of *uchi-soto* (内^{うち}と外^{そと}) for making appropriate choices of register, for example, 食べる？食べますか？

Identify, analyse and compare textual features and conventions that characterise social and informative media in Japanese and English [Key concepts: textual conventions, language features, cohesion; Key processes: comparing, analysing, identifying] (ACLJAU195)	• identifying the use of cohesive devices such as conjunctions to sequence and link ideas and actions in both Japanese and English media texts, for example, verb て form, だから、それに、それで • identifying features of familiar types of texts such as emails, songs, slogans or public signs, and noticing how the choice of language and structure works to achieve each text's purpose • comparing language features of Japanese and English versions of texts such as weather reports or text messages, including the use of abbreviations and emoticons, and noting differences that might be culturally significant • recognising textual conventions employed within a letter, email or article, identifying elements such as introductions, sequencing of ideas and the use of また to link paragraphs • comparing features of spoken and written versions of texts, for example, spoken and print advertisements, face-to-face conversations and emails, to understand how text mode shapes structure and helps a text achieve its purpose
Language variation and change	**Elaborations**
Analyse variations in language use that reflect different social and cultural contexts, purposes and relationships [Key concepts: 内/外, respect, social relations, variation, register; Key processes: selecting, applying, comparing, evaluating] (ACLJAU196)	• applying an understanding of Japanese values such as respect (内/外) by making appropriate language choices, for example, using ご/お prefixes, and plain or polite forms, and recognising characteristics of formal/informal registers • evaluating how language choices reflect social relations and priorities, such as using expressions that deflect praise of self or own family to show modesty, for example, 日本語がじょうずですね。いいえ、ぜんぜん。 • noticing differences in text structure and grammar between formal and informal Japanese language use, such as abbreviations, dropping of particles and emphatic intonation in informal communication such as face-to-face interactions, blogs, emails and other forms of correspondence, for example, あした行く？/先生、あした行きますか。うん、わかった。/はい、わかりました。それは何？/山中さん、それは何ですか。 • comparing verbal and non-verbal elements of communication in different languages and cultural contexts, such as ways of disagreeing or responding to thanks, or the use of gestures, facial expressions or あいづち/silence

Investigate changes to Japanese and other languages and cultures, identifying factors such as education, media and new technologies, popular culture and intercultural exchange [Key concepts: globalisation, exchange, influence, contemporary culture, language revival/reclamation; Key processes: mapping, classifying, analysing, reviewing] (ACLJAU197)	• finding examples of ways in which social and cultural influences impact on languages, for example, the abbreviation of borrowed words in Japanese, such as リモコン or スマホ, or the combination of borrowed words with る、ググる and サボる to make verbs • reflecting on changes in their own language(s) and cultures due to influences such as technology and social media, for example, the use of abbreviations in text messaging or the replacement of words by emoticons, and considering possible effects of such changes on *kanji* acquisition in Japanese and spelling in English • exploring the influence of Japanese popular culture in Australia, the Asia region and around the world, such as the influence of Japanese design and technology and the popularity of J-pop, electronic games, *anime*, *manga* and *cosplay* • investigating the state and nature of indigenous Japanese languages, considering issues such as language revival and reclamation, and drawing comparisons with Aboriginal languages and Torres Strait Islander languages in Australia

Role of language and culture	Elaborations
Understand that the Japanese language carries embedded cultural information and assumptions that can be difficult for speakers of other languages to interpret [Key concepts: intercultural exchange, meaning, reciprocity, values; Key processes: analysing, questioning, discussing] (ACLJAU198)	• providing examples of exchanges in Japanese that require cultural as well as literal interpretation, such as responses that deflect personal considerations (for example, replying positively to the enquiry お元気<ruby>元気<rt>げんき</rt></ruby>ですか), or strategies to preserve values of humility and honour • discussing how the cultural value of 内<ruby><rt>うち</rt></ruby>/外<ruby><rt>そと</rt></ruby> is expressed through language, such as the use of prefixes and suffixes when referring to people outside the immediate 'group', the choice of informal or formal register, and decisions about what to share/not share in general conversation • exploring cultural concepts embedded in Japanese language which embody important core values and behaviours and for which there is no direct English translation, for example, えんりょ and 和<ruby><rt>わ</rt></ruby> • discussing their own and others' attitudes towards cultural diversity and difference, including the use of stereotypes and generalisations, and considering how these affect communication • considering how contemporary expressions of individuality exemplified in some forms of contemporary Japanese youth culture relate to traditional concepts of conformity and collective identity

Japanese

Years 9 and 10 Achievement Standard

By the end of Year 10, students use Japanese to share information, experiences and views related to their social worlds using rehearsed and spontaneous language. They use correct pronunciation, including that of borrowed words, and adopt appropriate rhythm and phrasing to allow for others' use of あいづち. They ask and respond to questions, elaborating responses by providing reasons or explanations, using a range of adjectives and adverbs such as ぜんぜん or かなり. Students begin to use plain form to communicate with their peers. They use kanji to read and write verbs, for example, 思います、来ます、聞きます、食べます、飲みます, nouns, for example, 新聞、会話, 外国語 and adjectives, for example, 早い、上手な、下手な. Students extract, analyse and evaluate information from extended spoken, written and multimodal texts, such as films, blogs, brochures, itineraries and journals. They predict the meaning of unfamiliar words and expressions from context, grammatical knowledge and familiar kanji, and by drawing on their knowledge of textual characteristics and features. Students produce informative and imaginative texts, appropriate to audience and purpose, using the て form and plain form to express preferences, permission and prohibition and to describe past experiences. They build cohesion and complexity in written texts by using conjunctions, such as ですから、けれども, and indicate frequency by using a range of intensifiers, for example, よく、たいてい. Students discriminate appropriately in their use of kanji, hiragana and katakana. They translate and interpret texts, explaining words and expressions that are difficult to translate or that have embedded cultural meanings, such as にゅうがくしき、おぼん、サラリーマン. They discuss elements of interaction in Japanese, such as the importance and use of あいづち in meaning-making. They make connections and comparisons between their own and others' culturally shaped perspectives, reflecting on the influence of perspectives on intercultural communication.

Students understand the functions of the different scripts within text, for example, hiragana for grammatical elements; katakana for borrowed words and some onomatopoeia; and kanji for nouns, verbs, adjectives and some adverbs. They distinguish, for example, between おくりがな and ふりがな, and understand the concept of おん/くん readings. They identify multiple readings of kanji, and begin to use kanji radicals as a tool for indicating meaning. Students use the て form and plain form verbs as a basis for grammar conjugations. They use metalanguage to describe and compare language features and rules of sentence construction. Students choose です/ます or plain form based on age, relationship, familiarity and context. They identify hybrid terms that combine Japanese and English, such as コピペ、オーガナイズする、ダンスする. They explain how key Japanese cultural values such as community, 内/外 and humility, いいえ、まだです。, and consideration of others are reflected in language and behaviours.

The Australian Curriculum
Languages - Japanese
Years 7–10 (Year 7 Entry) Sequence

Years 7 and 8

The nature of the learners

Students are beginning their study of Japanese and typically have had little prior exposure to the language and associated culture. Many will have learnt an additional language in primary school, while some have proficiency in different home languages and bring existing language learning strategies and intercultural awareness to the new experience of learning Japanese. Students' textual knowledge developed through English literacy learning supports the development of literacy in Japanese. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive. Students may need encouragement to take risks in learning a new language at this stage of social development and to consider issues of how the experience impacts on their sense of 'norms' associated with their first language and culture.

Japanese language learning and use

Students are encouraged to speak, listen to, read and write Japanese in a range of interactions with the teacher and one another. They use modelled and rehearsed language and gestures in familiar contexts and begin to use learnt language to express their personal meaning. They experiment with sounds and use high-frequency words and expressions, gradually broadening their range of vocabulary and language functions. They develop knowledge of Japanese word order and of grammatical features such as particles, adjectives, verb tenses and politeness forms. They apply this knowledge in simple oral and written texts such as self-introductions and statements relating to themselves and their personal worlds. They become aware of the systematic nature of Japanese grammar and of its importance in conveying meaning. They develop metalanguage to talk about Japanese grammar and to make comparisons and connections with their own language(s).

Students are exposed to all three scripts, hiragana, katakana and kanji, and develop a working knowledge of how these are used to create meaning. They develop proficiency in reading and writing hiragana and use high-frequency katakana and kanji to read and write words and sentences. They work collaboratively and independently, exploring a variety of simple texts with particular reference to their current social, cultural and communicative interests.

Students read, view and listen to a range of texts, and apply modelled language to create and present their own texts. They share grammatical knowledge and language resources to plan, problem-solve, monitor and reflect. They begin to use vocabulary and grammar accurately, drafting and editing texts to improve structure and to clarify meaning. They develop linguistic and cultural awareness through analysing texts, comparing languages, and applying their knowledge in language exercises and tasks.

Learners use a range of processes such as observing, comparing and reflecting on language use to identify how cultural values and perspectives are embedded in language and how language choices determine how people, issues and circumstances are represented. They reflect on intercultural perspectives and on their experience of intercultural communication, exploring aspects of environment, lifestyle and social practices associated with Japanese culture and making comparisons with their own. They develop metalanguage for discussing the nature of language and culture, and monitor and reflect on their language and culture learning through discussion, journalling or contributing to shared digital spaces.

Contexts of interaction

Japanese is used by the teacher and learners in classroom routines, structured interactions and learning tasks. Opportunities for interaction in Japanese are also provided through a range of resources and materials. There may be interaction beyond the classroom with guests or members of Japanese-speaking communities or via digital technology or student exchanges.

Texts and resources

Learners work with a range of resources designed for language learning, such as textbooks, audio recordings, teacher-generated materials and online resources. They read, view and interact with a variety of spoken, written and digital texts created for different purposes (social, informative, transactional, imaginative and expressive). Authentic texts such as advertisements, commercials, film excerpts or recorded conversations provide opportunities for discussion and analysis of the relationship between language, communication and culture.

Features of Japanese language use

Learners become familiar with the sounds and patterns of spoken Japanese, including pronunciation, rhythm and intonation. They identify words borrowed from English, noting differences in pronunciation and spelling. They use Japanese in classroom interactions and short communicative tasks. They participate in scaffolded activities to exchange information and complete transactions. They listen to and read texts to obtain specific details or to understand gist. Learners understand and apply rules/patterns applying to elements of Japanese grammar such as word order, simple verb forms, nouns, adjectives and particles. They understand that language is organised as text, and that texts use different structures and language features to achieve different purposes. They use modelled examples and apply knowledge of language features to create texts for different purposes, such as informative, personal or descriptive. Students develop an awareness of different cultural perspectives. They identify words, phrases and behaviours that convey Japanese traditions and values such as politeness and humility and use these appropriately.

Level of support

Learning at this level is supported by rich and varied language input and the provision of experiences that are challenging but achievable. Opportunities to review and consolidate learning are balanced against provision of engaging and relevant new experiences and connections. Learners rely on teacher talk, instruction, modelling, feedback, and structured opportunities for practising and understanding new language. They are supported to develop increasing autonomy as language learners and users. Support resources include word lists and dictionaries, visual organisers, images and gestures. Learners collaborate with peers in structured pair and group tasks that have clear roles and expectations.

The role of English

English serves two main functions in the Japanese class: it represents a point of reference for learning the new language by enabling students to compare structures, features and cultural meanings in each language, and it is used when appropriate for explanation, reflection and discussion.

Years 7 and 8 Content Descriptions

Communicating	
Socialising	**Elaborations**

Interact with peers and the teacher to socialise and to exchange information about self, personal worlds and immediate environment, and to express feelings, likes and dislikes, using appropriate gestures

[Key concepts: self, family, home, interests; Key processes: interacting, describing, expressing]

(ACLJAC001)

- exchanging greetings depending on the time of day, for example, おはよう ございます。こんにちは。, using appropriate titles and terms of address, such as 〜先生 or Simon さん、and gestures such as bowing to show respect
- giving and receiving items using culturally appropriate gestures and language, for example, どうぞ。どうも ありがとう。
- exchanging personal details with Japanese-speaking peers via online or virtual forums, for example, providing name, age, school, and language(s) spoken at home
- introducing themselves (じこしょうかい) using culturally appropriate formulaic expressions and gestures, はじめまして 、どうぞ よろしく。、with bowing and appropriate eye contact
- describing aspects of their personal worlds, for example, friends, family, pets, teachers, school and interests, using expressions such as noun は adjective です。わたしの ともだちは おもしろい です。
- exchanging information about daily or leisure activities or events via face-to-face or online modes of communication such as blogs or virtual conversations, and comparing experiences with those of Japanese-speaking peers, using cohesive devices such as conjunctions when sequencing or elaborating, for example, 日よう日に えいがに行きます。それから、かいものを します。or すしが好き です。でも、さしみが 好きじゃない です。
- expressing likes and dislikes, for example, スポーツが 好き です。しゅくだいは ちょっと…。
- using formulaic language to express feelings, for example, おなかが ぺこぺこ です。つかれました 。さむい です。どきどき します。

Engage in transactions and collaborative activities that involve planning and making arrangements, such as obtaining goods and organising performances

[Key concepts: tasks, transactions, collaboration; Key processes: planning, making arrangements, purchasing, performing, participating]

(ACLJAC002)

- working together to create displays, presentations or performances to showcase their Japanese learning for family, friends or school community
- following instructions, for example, following a recipe to make やきそば, おこのみやき、まきずし or making origami
- making arrangements using language related to place, time and activity, for example, 火よう日に テニスを しますか。火よう日は ちょっと…。
- participating in scenarios that involve ordering and purchasing goods such as food and drink, for example, すしを ください。おちゃ、おねがいします。いくらですか。
- participating in class activities such as word, board or electronic games, using set phrases in Japanese such as わたしの ばん、みぎ、ひだ、かった！、まけた、ざんねん、だめだった、だいじょうぶ？、がんばって！、つぎは だれ？、いち、に、さん！

Interact in classroom routines and exchanges such as asking and responding to questions, requesting help, repetition or permission, following instructions, or giving praise and encouragement [Key concepts: roles, routines, interaction patterns; Key processes: responding, requesting, apologising, thanking] (ACLJAC003) 📄 🌐 👥	• using set phrases, formulaic expressions and appropriate gestures for regular classroom routines such as opening and closing lessons and responding to roll call, for example, きりつ、れい、ちゃくせき、はい、います。いません。 • asking the meaning of words and how to say something in Japanese, requesting repetition and indicating whether or not they understand, for example, はい、わかりました。いいえ、ちょっと わかりません。日本語<ruby>にほんご</ruby>で 何<ruby>なん</ruby> ですか。すみません、もう いちど。 • using formulaic expressions to ask for clarification (for example, 〜は えい語で 何<ruby>なん</ruby> ですか。十四<ruby>じゅうよん</ruby>ページ ですか。) or permission (for example,トイレに 行<ruby>い</ruby>っても いいですか。), to apologise for lateness or interrupting (for example, すみません、ちょっと いい ですか。おくれて すみません。), and to borrow classroom objects (for example,えんぴつを かして ください。けしゴム、ありますか。) • using appropriate language and behaviour when giving and receiving classroom objects, for example, どうぞ。ありがとう ございます。 • following instructions to complete an activity or to get organised, for example, たって ください。三人<ruby>さんにん</ruby>グループになって ください。 • praising, complimenting and encouraging others, for example, じょうず ですね。いい ですね。よく できました。すごい ですね。もうちょっと です。がんばりましょう。
Informing	**Elaborations**

Locate key points of information in a range of texts and resources and use the information in new ways

[Key concepts: information, data, culture; Key processes: researching, classifying, interpreting, presenting]

(ACLJAC004)

- identifying key information such as names of people and places, times and activities in familiar types of texts such as conversations, profiles, emails and announcements
- gathering, classifying and summarising results of class surveys on topics such as students' likes and interests, family, neighbourhood, activities or habits, and presenting findings to others, for example, ひるごはんに 何を 食べますか。日よう日に 何を しますか。しゅうまつに どこに 行きますか。
- listening to and reading texts and reorganising information to present in new ways, for example, by sequencing activities chronologically by completing a timetable or timeline, chart, table or itinerary
- reading, listening to and viewing texts such as video clips, brochures, websites, menus, labels and packaging to obtain information about aspects of Japanese culture, for example, daily routines, food, writing systems, significant places or geography
- locating, interpreting, classifying and listing factual information from modified texts such as notices, timetables, announcements, advertisements or signs
- identifying cultural values reflected in a range of texts, such as the use of symbols, signs or images in advertising

Present factual information about aspects of Japanese and Australian lifestyles in spoken, written and digital forms

[Key concepts: community, cultural practice, personal world; Key processes: composing, designing, presenting, reporting, comparing]

(ACLJAC005)

- creating and presenting a profile of a well-known Japanese or Australian person, including details, for example, とし、かぞく、and 好きなこと such as 食べもの、スポーツ、かもく、どうぶつ

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- planning and preparing short spoken, written or digital presentations on aspects of daily life and social/cultural practices in Japan or Australia, such as school, leisure, daily routines, celebrations or festivals, using supporting resources such as sound, images or graphics

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- reporting on events and activities in their immediate environment or personal worlds, such as through a personal blog, digital post, formal speech, diagrams, charts or illustrated schedules, for example, きのう サッカーの しあい でした。わたしの がっこうの チームは かちました。

- creating a video clip to communicate specific information to a particular audience, such as a visual or virtual introduction to their family or neighbourhood or a glimpse into a week in the life of an Australian teenager for potential exchange student groups

- creating a comparative report on aspects of Japanese and Australian lifestyles, such as climate, students' interests or daily routines, using formats such as data displays, charts or graphs to identify similarities and differences, for example, オーストラリア人は　フットボールが　すき　です。でも、日本人は　やきゅうが　すき　です。今オーストラリアは　秋　です。でも、日本は　春　です。

Creating	Elaborations

Listen to, read and view texts such as folk stories, video clips and television commercials, share reactions and describe aspects such as characters and contexts [Key concepts: imagination, fantasy, character, effects, values; Key processes: responding, reflecting, creating, comparing] (ACLJAC006)	• reading and viewing texts such as *anime*, *manga*, video clips or lyrics of J-pop, responding to questions about characters, lyrics or events, for example, だれ　ですか。名>まえは　何（なん）ですか。何（なん）の　イベント　ですか。どこ　ですか。、or re-creating elements by means of a storyboard, timeline or original performance • responding to structured stimulus questions about characters, places, events or effects in imaginative texts such as stories, films and *anime*, using modelled language and formulaic expressions to express reactions, for example、やさしい　人（ひと）せが　たかい　です。おもしろい　はなし　ですね。ちょっと　こわい　です。かなしい　です。たのしかった　です。びっくり　しました。どきどき　しました。 • comparing and reflecting on ideas, values and key messages in Japanese texts, such as the moral of a story or folk tale, identifying ideas and themes that may be similar or different across cultures, for example, Japanese concepts of おんがえし、working hard, consideration of others and humility • discussing which animals often feature in Japanese folk tales and what characteristics are attributed to them, for example、つる in つるのおんがえし、さる and かに in さるかにがっせん、and comparing with animals that feature in folk stories from other languages and cultures from the Asia-Pacific region, such as Australian Aboriginal and Torres Strait Islander stories • exploring the idea of changing values and behaviours as represented in contemporary imaginative and creative texts such as television shows and/or commercials, video clips, jingles and computer games
Reinterpret or create and perform imaginative texts such as video clips, raps or skits using modelled language and supporting resources [Key concepts: adaptation, mode, performance, intercultural experience; Key processes: creating, interpreting, expressing, performing] (ACLJAC007)	• creating imaginative texts to share with others, for example, a commercial for a new or existing product, a comic strip, a jingle, song or rap • producing short scripted plays or video clips to perform or present to others who are learning Japanese, experimenting with rhyme, rhythm and onomatopoeia • composing and performing an imagined scenario or skit designed to support intercultural understanding and involving elements such as comedy, emotion or surprise, for example、いただきます。いってらっしゃい。もしもし。こんにちは。 • creating imaginative stories using a variety of resources and modes of presentation such as video clips or digital photo montages • designing texts for real or imagined special occasions that include the expression of culturally appropriate behaviour, for example、ねんがじょう、母（はは）の日（ひ）M
Translating	**Elaborations**

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Translate and interpret short texts such as self-introductions or conversations, noticing and explaining aspects that are similar or different in Japanese and English versions [Key concepts: meaning, translation, equivalence, context; Key processes: translating, interpreting, comparing, explaining] (ACLJAC008)	• collaborating with peers and the teacher to translate and interpret familiar texts in Japanese such as emails and phone conversations between friends or self-introductions, noticing similarities and differences between Japanese interactions and their own communicative style • interpreting words and expressions encountered in simple Japanese texts such as greeting cards, menus or stories that do not translate easily into English and that reflect aspects of Japanese culture, for example, ていしょく、いただきます、the use of 'happy' in English compared to おめでとう in Japanese, しつれいします、はじめまして、どうぞよろしく • comparing own translations of simple texts with peers', explaining why words or expressions were translated in particular ways and considering reasons for any differences • learning to use dictionaries and electronic translation tools, identifying issues such as multiple meanings of words and the need to consider context • comparing the meaning and use of emoticons in Japanese and English
Create simple bilingual texts and resources such as learning support materials, menus, brochures, signs, digital presentations, displays and captions [Key concepts: bilingualism, equivalence, context, meaning; Key processes: translating, reasoning, explaining] (ACLJAC009)	• creating written or digital bilingual resources to support their language learning, such as captions for photo stories or displays, glossaries or personal Japanese–English dictionaries, with examples and explanations of terms or expressions that have cultural associations • preparing bilingual captions for texts such as a newsletter item for the school community or for Japanese-speaking peers, exploring how to convey specific ideas in two different languages • interpreting aspects of spoken Japanese texts for others, for example, providing an English commentary on a Japanese item at a class, school or community event, assembly or parent evening, explaining culturally significant expressions and gestures • creating bilingual menus, signs or brochures for the school or local community, such as information about caring for the environment or school resources

Reflecting	Elaborations

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Reflect on the experience of learning and using Japanese in different contexts, commenting on similarities to and differences from their own usual language use and behaviour
[Key concepts: intercultural experience, cultural frames, response; Key processes: identifying, reflecting, expressing]

(ACLJAC010)

- adopting Japanese ways of communicating that reflect cultural values and practices such as the expression of respect or familiarity, for example, 母（はは）、ママ and お母（かあ）さん、〜さん and 〜せんせい
- describing and demonstrating differences in ways of showing consideration for others in Japanese, for example, using particular terms of address, register and body language in greetings, such asおはよう。versus おはようございます。、or forms of respect or apology when entering a classroom しつれいします。、at mealtimes いただきます。or when interrupting someoneすみません。
- reflecting on aspects of the experience of using Japanese that highlight intercultural differences relating to social and communicative behaviours, for example, the use of personal space and body language, and ways of accepting or refusing an offer
- observing live or recorded interactions in different Japanese-language contexts, identifying aspects that they find confusing or surprising, for example, gestures (おじぎ), levels of politeness, ways of requesting, thanking or greeting, or the exchange of business cards, and comparing to own cultural forms of expression and social interaction
- developing language for expressing personal reactions to and feelings about intercultural experience, for example, いいですね。あれ？ へえ すごい！びっくりした！すみません。
- noticing that a focus on 'self' is avoided in Japanese by the minimal use of the pronoun 'I' in interactions

Collate and present information in print, digital or online formats about self and peers to share with others, and notice own and one another's ways of expressing identity
[Key concepts: self-expression, identity, community, communication; Key processes: reflecting, comparing, identifying]

(ACLJAC011)

- identifying elements of identity that may be important across all cultures, for example, family, community, location, language, religion, age, gender
- sharing reactions to intercultural experiences, and considering whether their individual background, age and interests contribute to attitudes and/or beliefs that impact on the experience
- preparing a digital class profile to exchange with Japanese-speaking students, showing the cultural backgrounds, interests and personalities of each class member using images, captions and symbols
- creating a print or digital personal 'cultural ID profile' to exchange with Japanese-speaking peers, making decisions about what points of information will be of most interest, for example, by creating a family tree with associated links to cultural connections, languages spoken, interests and activities
- comparing and reflecting on how identity is expressed across cultures and languages, considering the idea of 'belonging' and the relative importance of group or family membership as expressed in different languages

Understanding

Systems of language	Elaborations
Recognise and use features of the Japanese sound system, including pitch, accent, rhythm and intonation [Key concepts: mora, pitch, rhythm, intonation; Key processes: listening, distinguishing, recognising] (ACLJAU012) 📄 🅖	- understanding the system of Japanese sound combinations, that Japanese has five vowels and that a vowel can be attached to all consonants except 'ん' - accurately pronouncing all combinations of *hiragana* and *katakana*, including voiced and unvoiced forms and all combined sounds (contractions and blends) - understanding that the sounds of *hiragana* and *katakana* are identical even though the associated scripts are different - recognising that in the copula *desu* and the verb suffix *masu*, the 'u' is devoiced in normal speech - using available combinations of *katakana* to experiment with the Japanese pronunciation of loan words, for example, レストラン - recognising the basic unit of sound in Japanese ('mora': モーラ or 拍), for example, こんにちは has five moras - becoming familiar with the rhythm of Japanese, recognising the concept of the 'foot' (フット) as the minimum unit of rhythm, and that one foot in Japanese consists of two moras, for example, ごちそうさま is pronounced as a three-foot word

Recognise and understand the relationship between the character-based scripts of hiragana, katakana and kanji [Key concepts: script, kana, kanji, hiragana, katakana, furigana, stroke order, pictograph; Key processes: recognising, copying, applying, distinguishing]

(ACLJAU013)

- understanding that the Japanese language uses three different scripts depending on word origins and on the context of language use
- reading and writing all *hiragana* and *katakana*, including voiced, contracted and blended sounds, using the *kana* chart
- using the *kana* chart as a systematic framework to support learning
- recognising that Japanese can be written vertically or horizontally and has various typefaces in printed form
- understanding the use of basic Japanese punctuation marks such as a まる (。) 、てん (、) and *katakana* long vowel mark (ー), for example, in a student's name such as サリー
- applying the principles of stroke order to write all *kana* and high-frequency *kanji* such as 行きます、月、大きい
- knowing that *kanji* were brought from China and that *hiragana* was formed by simplifying the form of *kanji*, while *katakana* was formed using a part of *kanji*

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- understanding that each individual *kanji* represents meaning as well as sound, such as 日 ('sun', 'day'), and that some *kanji* come from pictographs, for example, 山
- learning to write high-frequency *kanji*, such as numbers, days of the week, family members, and basic adjectives and verbs, applying the basic principles for stroke order, for example, 父、母、小さい、見ます、日本語
- understanding the use of *furigana* as a tool to support reading

Develop understanding of the systematic nature of grammatical structures and features of Japanese used to perform particular functions, such as describing people, objects and places, and indicating quantity

[Key concepts: grammar, vocabulary, syntax, metalanguage; Key processes: recognising, describing, indicating, comparing]

(ACLJAU014)

- developing metalanguage for communicating about language, using terms such as 'noun', 'pronoun', 'verb', 'adjective' and 'conjunction', and cross-referencing with knowledge of English-language syntax and parts of speech
- understanding the rule that Japanese sentences end with a predicate and that there are three types of predicates, noun plus copula, adjective plus copula, and verb:
  - subject は noun です。
  - subjectは adjective です。
  - subject は objectを verb ます。
- understanding that pronouns are used far less frequently in Japanese than in English
- understanding and using a range of particles to perform different functions, for example:
  - は (subject, topic marker)
  - が (subject, topic marker: 〜が好きです、〜がいます/あります)
  - を (object)
  - に (time, destination)
  - へ (direction)
  - で (transport)
  - の (possession)
  - と (and, with)
  - も (also)
- understanding the role of sentence-ending particles such as かand ね
- understanding that the word order of noun phrases is not important as long as they appear before the verb and are accompanied by correct particles
- understanding how to use いand な adjectives in the present tense in basic sentences such as たのしい、たのしくない、ゆうめいな、ゆうめいじゃない
- understanding the rules of verb conjugation, for example, ます、〜ましょう、〜ました、〜ません、〜ませんでした
- understanding different question words such as 何, どこ、何よう日、どんな、いつ、いくら、だれ
- describing locations of homes, people and things using basic structures such as noun は place に あります。noun は place に います。
- using a range of verbs related to daily activities, for example, 行きます、見ます、たべます、かきます、よみます、ききます、はなします、します
- understanding and responding to formulaic expressions that use て form, such as 見て ください。トイレに 行っても いい ですか 。
- creating cohesion and flow using conjunctions, for example, そして、それから、でも
- knowing how to count 一〜千

- using common counters and classifiers such as ～人、～さい、～がつ、～時
- understanding the use of こそあどseries in concrete contexts, for example, これ、それ、あれ、どれ
- using basic time expressions such as days of the week and months, for example, まい日、ときどき
- building vocabulary that relates to familiar environments such as the classroom, family and personal world and that can be used for cross-curricular content learning
- understanding the use of the prefixes お and ご before some words to indicate respect, for example, おなまえは？、ごかぞく
- understanding that the words for family members are different for one's own family and for other people's families, for example, お母さん、母
- identifying similarities and differences in Japanese and English grammatical rules relating to word order or the use of elements such as pronouns

Identify textual conventions of familiar spoken, written and multimodal types of texts [Key concepts: text, genre, mode, tenor, audience; Key processes: identifying, sequencing, comparing] (ACLJAU015) ▤ ⠆⠅ ⊙	- recognising structures and key features of familiar types of texts such as めいし、emails, conversations, speeches, advertisements, stories and songs, identifying formulaic expressions and comparing with similar texts in English, for example, by comparing ways of answering the phone or starting and ending a letter - identifying how certain types of texts are typically constructed, for example, the use of particular layouts, visual images and grammatical features in advertisements, *manga* or brochures - understanding that the format of Japanese texts can include either たてがき or よこがき、according to the context, purpose and intended audience - understanding how to create textual cohesion, using elements such as paragraphing or conjunctions to sequence and link ideas and to maintain the flow of expression, for example, そして、それから、でも - understanding conventions associated with using げんこうようし、for example, the size of small characters, the position in the square and the placing of punctuation

Language variation and change	**Elaborations**

Understand that Japanese language use varies according to the context and situation of the interaction and the relationship between participants [Key concepts: variation, context, relationship; Key processes: identifying, distinguishing, analysing] (ACLJAU016) 📄 🌐 👥 🔗	• understanding and explaining variation in language use based on the age, relationship, and level of familiarity between participants, for example, 母/お母さん and 〜先生/〜さん、avoiding あなた when showing politeness • identifying language use associated with gender, age, social status or the purpose of interaction, for example, ぼく、わたし、はい、うん、こんにちは、ハロー、さようなら、バイバイ、and recognising the importance of using appropriate forms of address when interacting with different people, for example, using 〜くん/〜さんwhen communicating with close friends, family members or other young people, and using 〜さん、〜先生 for adults
Understand that the Japanese language both influences and is influenced by other languages and cultures [Key concepts: language change, intercultural contact, loan words; Key processes: identifying, reflecting, making connections] (ACLJAU017) 📄 ⠅ 🌐 🔗 ᴧᴧ	• recognising words of Japanese origin used in English, for example, 'judo', 'karaoke', 'karate', 'obento', 'sushi' • recognising the use of words 'borrowed' by Japanese from other languages such as English, French or Portuguese, for example, サッカー、ゴルフ、パン、and noting how these are pronounced by Japanese speakers • understanding that languages and cultures change continuously due to contact with one another and in response to new needs, ideas and developments in communications and technology, and considering why some types of words and expressions are more frequently borrowed, such as ラップトップ、ダウンロード、チャット • identifying words that have similar meanings and pronunciation across different languages, and reflecting on the possible origins of such words and their associated cultures • understanding that there are Japanese-speaking communities outside Japan, for example, in the United States, in particular Hawaii, and South America, and that Japanese is widely taught in many countries around the world and within the Asia-Pacific region, including Australia ᴧᴧ • understanding that all languages change, that some are constantly growing and expanding and that others are disappearing or being revived, as in the case of many indigenous languages
Role of language and culture	**Elaborations**

Explore connections between languages and cultures as exemplified in particular words, expressions and communicative behaviours, noticing how meaning can be culture-specific and difficult to transfer between languages [Key concepts: culture, language, values, meaning; Key processes: analysing, explaining, comparing]

(ACLJAU018)

- considering how Japanese language and interaction patterns around familiar routines such as mealtimes reflect traditional practices and values associated with family life, for example, using formulaic expressions such as いただきます。いってきます。いってらっしゃい 。ただいま 。おかえり。
- identifying changes in contemporary communication styles that reflect changes in Japanese and Australian cultures and social practices, for example, ハロー、バイバイ and グッドラック
- identifying and explaining phrases that require cultural knowledge in order to be understood in translation, for example, はじめまして。よろしく おねがいします 。or that the question おげんき ですか。is a genuine health enquiry rather than a greeting
- understanding that the Japanese language has many ways of expressing values such as consideration and respect, for example, どうぞ, >どうも、すみません、おくれて すみません、しつれいします、and using indirect forms of refusal and softening responses, for example, ちょっと…。あんまり…。

Japanese

Years 7 and 8 Achievement Standard

By the end of Year 8, students interact with one another and the teacher in classroom routines and activities, exchanging greetings, wishes and information about their personal and social worlds. They use gestures and formulaic expressions appropriately, for example, おくれて すみません。しつれいします。 They comprehend and respond to familiar questions, such as だれ、何、どこ、いつ、何よう日、どんな、 and instructions, such as たって ください。三人の グループに なって ください。、 using rehearsed and some spontaneous language. They ask for assistance and clarification, for example, 〜は 何 ですか。十四ページ ですね。. They pronounce voiced and unvoiced sounds, long vowels, blends, double consonants and high-frequency loan words with developing rhythm and intonation. They read and write texts in hiragana and katakana, with some kanji for numbers, days of the week and high-frequency nouns, adjectives and verbs, such as 人、先生、日本、大きい、小さい、友だち、行きます、食べます. Students identify key points of information in short predictable written, spoken and multimodal texts, understanding descriptions of people, objects, places and activities. They use non-verbal, visual and contextual cues to assist in making meaning. Students use rehearsed language related to their personal world to convey information in both written and spoken texts. They produce short sentences involving nouns, verbs (for example, 何を しますか 。ゲームを します。), common counter classifiers (for example, 〜人、〜ひき、〜さい), and adjective, noun and verb predicates. They apply correct stroke order to all characters, and use appropriate punctuation and textual features in texts such as captions, greeting cards, profiles, emails or timelines. They structure sentences using correct word order, and link information using conjunctions such as そして and それから. They translate and interpret short spoken texts, explaining Japanese gestures and expressions that do not readily translate into English, for example, はじめまして、どうぞよろしく。. They adjust their language to suit different contexts and situations, for example, the use of appropriate titles and forms of address, and respond in culturally appropriate ways to interactions with other Japanese speakers, such as bowing when greeting, and using appropriate eye contact.

Students recognise the nature and roles of the three Japanese scripts, understanding that hiragana represents the basic unit of Japanese sound, kanji represents meaning, and katakana is used for borrowed words. They use the hiragana and katakana chart as a tool when writing and reading, recognising their systematic nature. They know that hiragana and katakana are pronounced identically and that the pronunciation of borrowed words is determined by the Japanese sound system. Students understand and apply grammatical concepts such as the use of particles, for example, の、へ、に、で、と、も、が、は、を、か、よ、 and conjugation of present, past, positive and negative forms of verbs. They understand and use い and な adjectives, and apply the rules of counter classifiers such as 〜人、〜月、〜ひき/びき/ぴき. They explain how language and behaviour change according to participants, context and relationship, and that politeness and respect are expressed explicitly in Japanese through greetings, vocabulary, formulaic expressions and actions. They understand that languages and cultures change over time, and provide examples of how languages borrow words from one another. Students make connections and comparisons between elements of the Japanese language and culture and their own, identifying how languages reflect ways of thinking and behaving. They identify how Japanese values such as humility and harmony are reflected in language, such as by deflecting praise, for example, じょうず ですね。

いいえ。、 softening responses with expressions such as ちょっと or あんまり、 and using indirect forms of refusal or disagreement.

Years 9 and 10

The nature of the learners

Students have prior experience of learning Japanese and bring a range of capabilities, strategies and knowledge that can be applied to new learning. They are expanding the range and nature of their learning experiences and of the contexts within which they communicate with others. They have a growing awareness of the wider world, including the diversity of languages, cultures, and forms of intercultural communication. They are considering future pathways and prospects, including how Japanese may feature in these.

Japanese language learning and use

This is a period of language exploration and vocabulary expansion, and of experimentation with different modes of communication, collaborative performance and guided group discussion. Increasing control of language structures and systems builds confidence and interest in communicating in a wider range of contexts. Students use Japanese in classroom interactions and activities, to communicate and interact, to access and exchange information, to express feelings and opinions, to participate in imaginative and creative experiences, and to design, interpret and analyse a range of texts. They use a wide range of formulaic expressions that are essential for everyday Japanese interactions. They use an increasing range of culturally appropriate gestures and behaviours, with a greater degree of self-correction, spontaneity and repair. They monitor their own language use in relation to cultural context, situation, purpose and audience. They develop a greater understanding of Japanese cultural norms, for example, in relation to responding to praise, communicating refusal, or the use of eye contact. Students initiate and sustain interactions with other speakers of Japanese in spoken and written modes. They use familiar language patterns as a foundation for generating increasingly original language in the contexts of their physical and social environments. They develop broader knowledge of vocabulary and grammar to produce more sophisticated language for a variety of audiences.

Students build on their mastery of hiragana and katakana and understand sound variation in the pronunciation of borrowed words. They use a greater number of kanji and increasingly apply their understanding of known kanji to predict the meaning of unfamiliar words.

They explore and produce a range of texts associated with different contexts, and analyse information and concepts relevant to their social, cultural and communicative interests. They read, view and interact with texts for a variety of purposes, for example, social, informative, transactional, imaginative, expressive and instructional. They draw on modelled examples to understand and use more complex structures. They engage in drafting and editing their texts to clarify meaning.

Contexts of interaction

Learners use written and spoken Japanese to interact with peers, teachers and other speakers of the language in immediate and local contexts, and may also interact with other Japanese speakers through online environments.

Texts and resources

Learners engage with a range of language-learning texts and supporting materials, such as textbooks, modified and authentic texts, film/video clips, media texts and online materials. They also draw increasingly on texts produced for young people in Japan, such as short stories, songs, poems, films, video clips, blogs and social media texts.

Features of Japanese language use

Students become more fluent and accurate in both spoken and written language production. They gain more control of grammatical and textual elements. They use expressive and descriptive language to discuss feelings, opinions and experiences. They demonstrate understanding of language variation and change, and of how intercultural experience, technology, media and globalisation influence forms of communication. They develop understanding of the nature of both translation and interpretation, noticing the relationship between language, texts and culture. They understand that many Japanese phrases convey values and beliefs that underpin Japanese culture and cannot be translated into English. A balance is maintained between activities that focus on language forms and structures and those that involve communicative tasks, performance and experiences. Tasks involve collaborative as well as independent language planning and performance, and development and strategic use of language and cultural resources. Learners analyse text more critically, identifying how language choices reflect perspectives and shape meaning. At this level, learners are developing understanding of the relationship between language, culture and identity. They identify how meaning-making and representation in a different language involve interpretation and personal response as well as literal translation and factual reporting. They explore the reciprocal nature of intercultural communication: how moving between different languages and cultural systems impacts on the learner's ways of thinking and behaving; and how successful communication requires flexibility, awareness and openness to alternative ways. They develop the capacity to consider their own cultural practices through the eyes of others, and to communicate in interculturally appropriate ways.

Learners draw from authentic and modified resources to apply their developing linguistic and cultural understandings. They compare, analyse and reflect on their understandings of Japanese language and culture and of their own language(s) and culture(s), and question their preconceived ideas about Western and Japanese values. They continue to build metalanguage to think and communicate about Japanese and about their own language(s) and culture(s), using English to discuss their experience of language learning. Students identify aspects of culture embedded in Japanese words, expressions and behaviours, and recognise contexts in which particular values are expressed for different purposes and audiences.

Level of support

This stage of learning involves consolidation and progression. Learners are provided with new challenges and engage in more independent learning experiences. Continued scaffolding, modelling and monitoring support these challenges. Students are encouraged to develop increasing autonomy as language learners and users and to self-monitor and adjust language in response to their experience in different contexts. They analyse and reflect on texts and intercultural experiences through discussion, documenting and journaling. Continued focused attention on grammatical and textual features supports learners' development as text producers.

The role of English

Japanese is used in more extended and complex ways by both learners and teachers. English is used for substantive discussion, elaboration, comparison, analysis and reflection.

Years 9 and 10 Content Descriptions

Communicating

Socialising	Elaborations

Initiate and sustain interactions to share experiences, personal opinions, aspirations, thoughts and feelings and to discuss aspects of young people's experience

[Key concepts: discussion, social experience, popular culture, views; Key processes: interacting, responding, comparing, expressing opinions]

(ACLJAC019)

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- comparing experiences of teenage life and expressing opinions and aspirations, for example, 行きたいです。先生 になりたいです。つまらないとおもいます 。
- sharing information about significant or special events in their own life and comparing with those of Japanese teenagers, such as birthdays, holidays, celebrations, sporting events and festivals, for example, 土曜日はぼく のたん生日パーティーでした。どうでしたか。たくさん友だち が来て、たのしかったです。
- developing strategies to initiate and sustain interactions, such as asking for clarification or confirmation, acknowledging and showing interest, using appropriate gestures and expressions such as あいづち, ああ そうで すか。いいですね。そうですね。へえ。はい うん。
- maintaining and extending conversations by requesting additional information, asking appropriate questions, and using conversation fillers such as いつしますか。だれとしま すか。どうですか。
- providing evidence or reasons to justify own opinions or planned actions, for example, べんりです。だからコンビニ で買(か)いものをします。
- communicating with one another and with other young Japanese speakers via email, online conferencing or school-based exchanges about shared interests such as popular culture, sports and special events, or comparing aspects of school or home life, for example, 私(わたし) のしゅみ はスポーツです。山川(やまかわ)さんはスポーツをしますか。私はスー パーでアルバイトをしています。デービッドさんはアルバイト をしていますか。or ぶかつに入っていますか。
- using appropriate levels of formality for everyday exchanges such as greetings, introductions and apologies, for example, こんにちは。おそくなってすみませ ん。ごめんね！、and for thanking, inviting or congratulating one another, for example, メールをどうもあ りがとう。いっしょにカラオケをしませんか。

Participate in activities that involve transacting, negotiating, planning and participating in events and experiences [Key concepts: social exchange, transaction, negotiation; Key processes: planning, transacting, making decisions, performing] (ACLJAC020)	• engaging in social transactions such as presenting gifts, accepting and declining invitations, making excuses and apologising, using appropriate protocols such as forms of politeness and respect, for example, 土曜日はひまですか。土曜日はちょっと…。日曜日はどうですか。日よう日にえいがを見に行きませんか。いいですね、行きましょう。 • planning and completing tasks involving authentic or simulated transactions, for example, planning a holiday, purchasing goods, ordering food or making requests by email or text message • negotiating and making decisions about services, such as ordering in shops and restaurants, specifying size, number and colour where relevant, and commenting on products, for example, おこのみやきを二つください。おいしそうですね。むらさきのLサイズをください。かわいいですね 。 • creating a digital presentation or performance to present information about their own school to a Japanese sister school or Japanese visitors • planning social events, negotiating and making shared decisions, and creating associated texts, such as invitations or posters for an excursion or for activities for Languages Week, for example, 八時に学校の前で会いましょう。それから学校のバスで行きましょう、八時ちょっと前に来てください。 • role-playing scenarios related to travelling or living in Japan, for example, interactions with a host family or using public transport
Develop classroom language to participate in interactions such as clarifying, apologising, showing appreciation, complimenting, and reflecting on their learning experiences [Key concepts: discussion, reflection, interaction; Key processes: requesting, responding, clarifying, enquiring] (ACLJAC021)	• interacting in classroom routines using appropriate language to apologise, for example, すみません、しゅくだいをわすれました。、to request clarification, for example, テストは何日ですか。ゆっくり言ってください。、and to ask and respond to questions, for example, 〜は英語で何ですか。この漢字はどう読みますか。 • further developing metalanguage to communicate about language and about their experience of learning Japanese, using Japanese for terms such as verbs (どうし), adjectives (けいようし) and nouns (めいし) • enquiring about and describing the location of classroom items and materials by using appropriate prepositions, for example, げんこうようしはどこにありますか。テーブルの上にあります。学校の 左 にあります 。 • participating in class discussion by eliciting or offering opinions, for example, どうおもいますか。つまらないです 。、and by asking questions or making suggestions, for example, つぎはだれですか。いっしょにしましょうか。 • discussing their language-learning experience, for example, 日本語はやさしいですね。かんじはむずかしいです。でも、おもしろいです。 • showing appreciation and complimenting one another, for example, よくできました。うたがじょうずですね。

Informing	Elaborations
Access ideas and information from a range of spoken, print and multimodal texts, compare views, state opinions, and present information in different formats to inform or interest others [Key concepts: information, representation, modality, audience; Key processes: reviewing, recording, summarising, comparing] (ACLJAC022)	• examining factual information from a range of print, online/web-based travel and leisure texts, using it to compare options and make suggestions, for example, しんかんせんはとても高いですが、べんりだと思います。東京から京都まで二時間半かかります。バスで八時間ぐらいかかります。 • understanding the gist and recording specific details from texts such as websites, newspaper articles, documentaries, reports or podcasts on topics such as popular culture, schools, sports or leisure activities in Japan • obtaining and using information from a range of media texts, including television weather reports, interviews and digital video clips, and summarising key points through presentation modes such as graphs, charts, diagrams, and written or digital reports • identifying variations in spoken and written informative and persuasive texts, for example, print, television and online advertisements, noticing differences in language according to intended audience
Convey factual information, ideas and opinions using different modes of presentation that take account of context, purpose and audience [Key concepts: text, context, mode, audience; Key processes: selecting, editing, presenting] (ACLJAC023)	• collecting and organising information to report significant events in their personal worlds, such as family celebrations, travel or personal milestones, to classmates, parents or peers, using formats such as schedules, timetables, graphs, tables or statistics • preparing multimodal presentations on aspects of Japanese lifestyles and cultural practices that invite comparison and contrast with their own experience, such as aspects of popular culture, for example, fashion, music or *anime/manga*, or ways of preparing and eating food in different regions and/or seasonal influences, for example, おこのみやき and なべ • preparing and presenting/publishing an article for a magazine, e-journal or website with a specified audience in mind, for example, a film review for young learners of Japanese or a digital travel guide for a proposed visit to Japan • creating texts to inform others about or promote events, places or experiences, such as a poster or flier for a multicultural event or a brochure about their school for a Japanese audience, for example, ミュージカルにきてください。私の学校にようこそ。

Creating	Elaborations

Listen to, read and view a range of imaginative texts in multimodal formats, such as anime, manga or J-pop, describe settings, identify key ideas and events, give opinions and analyse cultural content [Key concepts: character, theme, expression; Key processes: reviewing, responding, adapting, comparing] (ACLJAC024) 📄 ⸪ 🜨 ⚘ 🝙 🝯 〽	• engaging with a range of contemporary Japanese texts, including songs, memes, *manga*, television programs, YouTube video clips or subtitled film excerpts, identifying and interpreting cultural elements such as values, for example, せんぱい and こうはい • comparing ideas and values represented in Japanese folk stories with similar Western folk stories/fables, for example, comparing いっすんぼうしand 'Cinderella' • reviewing a video clip, *anime* or film excerpt popular with Japanese students of the same age, identifying aspects that they enjoyed or disliked, for example, おもしろかったです。だから、また見たいです。おもしろかったです。でも、ながかったです。 • adapting an imaginative text such as a story or computer game, for example, by resequencing events, adding a new element or changing the location or era • identifying and describing characters, settings and events and identifying key ideas or themes in texts that they have particularly enjoyed, giving reasons for their choice • selecting favourite elements of performance texts, for example, humour in *manzai* skits, and comparing them with humorous texts popular among their Australian peer group • comparing expression and imagery typical of contemporary Japanese and Australian music, for example, by comparing video clips of popular songs or television song contests in Japan and Australia 〽
Create own or shared texts in different modes and formats to inform or entertain others, or express ideas, attitudes and perspectives, using imaginary characters, places and experiences [Key concepts: fantasy, entertainment, expression; Key processes: imagining, creating, performing] (ACLJAC025) 📄 ⸪ 🜨 ⚘ 🝯	• presenting a day in the life of an imaginary or real character from familiar *anime*, *manga* or film, incorporating elements such as humour or surprise to express different characteristics • using digital technologies to create a design for an Australian theme park, shopping centre or sports arena to attract young Japanese visitors to Australia • ceating short texts such as skits, raps or haiku, and using a range of digital technologies to design, perform and/or record these to amuse, entertain and engage other learners of Japanese • working collaboratively to compose and perform a skit such as a *manzai* based on an imagined scenario that allows for experimentation with expressive language • creating a digital persona or avatar in a Japanese-speaking fantasy world, incorporating communicative styles and behaviours observed in Japanese texts
Translating	**Elaborations**

Translate familiar social and community texts, such as emails, chat room posts, public signs and notices, from Japanese into English and vice versa, considering the role of culture when transferring meaning from one language to another

[Key concepts: culture, translation, equivalence, meaning; Key processes: comparing, analysing, critical and cultural reading]

(ACLJAC026)

- creating glossaries to explain concepts encountered in Japanese social texts and interactions that reflect cultural values or experiences, for example, よろしくおねがいします。いらっしゃいませ。ただいま。おかえりなさい。
- explaining why some terms cannot be used interchangeably in Japanese as they can in English, for example, すみません/ごめんなさい。ください/おねがいします。こんにちは/もしもし。
- examining literal translations of everyday social interactions in Japanese and identifying culturally significant concepts, for example, sayingごちそうさま。 after meals, orすみません。 in a restaurant, or terms used for apologising or excusing
- evaluating the effectiveness of electronic translators, for example, by comparing back-translations of short texts or formulaic phrases, identifying instances of non-equivalence and noticing the potential pitfalls of literal translation
- using print, electronic and online dictionaries effectively by taking context into account when interpreting the meaning of words or phrases, for example, ただいま、おかえり、ねます (go to bed), あし (foot/leg)
- considering differences between Japanese and English language used to describe people, for example, 目^めがほそい。はながたかい 。
- finding and using Japanese equivalents for conversation fillers such as 'um' and 'yes', for example, ええとあのうはいうん
- translating texts such as public signs, notices or advertisements from Japanese into English and vice versa, comparing elements such as levels of politeness or degree of directness, for example, ましょう form in Japanese, 'Keep clean (きれいにしましょう)' translates into 'Do not litter' in English

Create print, digital and multimodal bilingual resources for the school and wider community, such as notices and instructions, announcements, promotional material and invitations [Key concepts: bilingual text, representation, interpretation; Key processes: composing, selecting, translating, glossing] (ACLJAC027) ▤ ▓ ⸭ ⓒ ♣ ⹁	• creating an online bilingual class profile to send to a Japanese sister school or present to Japanese visitors to the school, including translations and/or explanation of key terms and expressions associated with events or school celebrations • providing bilingual subtitles or captions for a cartoon or comic that depicts intercultural encounters, for example, interactions between a Japanese exchange student and an Australian host family • creating simple bilingual texts for English and Japanese speakers, such as community information leaflets, menus, timetables or brochures, that include contextual and visual support • designing and maintaining a bilingual website with a Japanese sister school or another group of Japanese learners in Australia, considering the best use of each language depending on the context and nature of the information or interaction • creating bilingual texts for specific audiences, for example, songs or games for younger learners of Japanese, or a schedule for an event likely to interest both English and Japanese speakers, noticing how expression and representation need to be tailored to suit different audiences
Reflecting	**Elaborations**

Participate in intercultural interactions, recognising how their own cultural norms impact on language use and that intercultural communication involves shared responsibility for meaning-making

[Key concepts: frames, norms, reciprocity, reflection; Key processes: comparing, analysing]

(ACLJAC028)

- recognising that social values and reactions such as respect or displeasure can be expressed differently in different cultures, for example, noting the Japanese avoidance of direct refusal or eye contact, the desire to please by answering a question even if they do not know the answer, waiting to be invited to eat or drink, and the practice of smiling for different reasons in different contexts
- noticing cultural cues when interacting with Japanese speakers or resources that suggest differences in traditions, ideas or values, for example, ways of expressing feelings or emotions, maintaining harmony by avoiding direct replies to a question by using それはちょっと…。、and avoiding foregrounding the self with phrases such as (お先に) どうぞ。がんばります。
- recognising the importance of active listening skills to conversational etiquette in Japanese, such as showing interest and attentiveness by using あいづち and nodding, repeating information heard, and confirming details at the end of a conversation
- discussing incidences in Japanese-language exchanges when miscommunication has occurred, and reflecting on why or how this happened
- reflecting on how their own language and communication style might be perceived by Japanese speakers, considering concepts such as culture, attitudes, assumptions and values
- discussing Japanese cultural concepts such as 恩 (owing a kindness), 義理 (a sense of duty) and 和 (harmony), and considering how the expression of these concepts in Japanese language and behaviour compares with the expression of similarly significant concepts in their own language(s) and culture(s)

Reflect on own identity, including their identity as a learner and user of Japanese, through connecting observations of experience over time

[Key concepts: identity, perspective, change; Key processes: reviewing, presenting, reflecting]

(ACLJAC029)

- assembling and presenting an autobiography, including references to key experiences and significant events, interests and family origins, and identifying elements that may need explaining to Japanese speakers, for example, そふは七十六さいです。1951年にイタリアからオーストラリアへ来ました。
- identifying significant life events that are marked in Australia or Japan, for example, 七五三、birthdays, 18th/21st birthdays and 成人式 or marriage, and considering how these provide insight into cultural values or traditions
- considering the relationship between identity and language, with reference to the languages spoken by the students themselves, peers, and family or community members, including their own developing ability to communicate in Japanese
- examining the impact of cultural stereotypes and expectations in relation to cultural identity and intercultural communication
- considering whether their sense of identity changes when they use different languages

Understanding

Systems of language	Elaborations
Understand the intonation and phrasing patterns of spoken Japanese; and recognise that most kanji have more than one 'reading' and that the pronunciation changes according to kanji compounds [Key concepts: phonetic changes, intonation patterns, pacing; Key processes: distinguishing, vocalising] (ACLJAU030)	- understanding that some new notations have been devised over the years to account for the sounds of loan words, for example, ティ、ヴィ、ヴ - recognising and applying the basic pattern of intonation in Japanese, marked by the formation of a downturning curve - identifying the characteristic of rising intonation when asking questions in plain or ましょう form, for example, 行く？ 行きましょうか？ - understanding how to make appropriate pauses in a sentence, dividing the sentence into cohesive chunks to allow for the use of あいづち - understanding that changes occur in *kanji* readings, for example, 一月、月曜日

Convey meaning by appropriately selecting and combining hiragana, katakana and kanji characters, and use understanding of kanji to predict meaning of unfamiliar words [Key concepts: script forms and functions, meaning; Key processes: decoding, identifying, prediction]

(ACLJAU031)

- understanding that *kanji* are used for nouns, stems of verbs and adjectives, and some adverbs, and that the addition of *hiragana* to the stem of verbs and adjectives is called *okurigana*

- recognising that many *kanji* have multiple readings and that there are two types of readings, that is, *on-yomi* (音; *on* 'reading' or 'sound'), Chinese-style pronunciation; and *kun-yomi* (訓; *kun* 'reading' or 'explanation'), Japanese-style pronunciation

- developing strategies to guess the meaning of unknown words that contain familiar *kanji*, for example, 小学校、中学校

Understand the systematic nature of Japanese language and grammatical forms, and explore how to use/combine these elements to express complex ideas

[Key concepts: syntax, verb conjugation, cohesion, classifiers; Key processes: describing, identifying, classifying, applying]

(ACLJAU032)

- further developing metalanguage to describe and apply grammatical concepts and language elements, and to organise learning resources such as verb charts and lists of vocabulary and sentence structures
- understanding and applying the rules of the plain form, and knowing that the basic form of all Japanese verbs ends in *-u*, *-eru* or *-iru*, as listed in dictionaries
- understanding that verbs can be divided into three groups according to the way they are conjugated: Group 1 (five-step verbs), Group 2 (one-step verbs) and Group 3 (irregular verbs)
- using character charts as a systematic framework that enables recognition of verb conjugation patterns, and applying the formation rules of each verb group
- understanding and using a range of particles such as:
  - か (or)
  - に (purpose, indirect object, location)
  - で (location of action, by means such as ペンで、日本語で)
- understanding and using いand な adjectives in the present and past tense
- using verb stems with grammatical features such as 〜たい、〜 たくない、〜 かった、〜 やすい／にくいです
- understanding and using verbてforms to express a range of ideas, for example, 〜ている、〜てもいいです、〜てはいけません、〜てはだめです
- creating cohesion and flow by using conjunctions, for example, だから、それで、それに、verbてform, だから、しかし、それに、けれども
- expressing opinions, intentions and thoughts using the plain form, for example, 〜つもりです、〜とおもいます、〜たり〜たりします
- asking and responding to questions using 何で? どうして/なぜ? どのぐらい? いくつ?
- building vocabulary that relates to daily life and the world beyond school and home and that can be used for cross-curricular content learning
- elaborating ideas or statements using expressions such as 今しゅう、先しゅう、来年、いつも、ぜんぜん、あまり
- understanding Japanese counting systems using units of 10, 100, 1000 and 10,000 and associated *kanji*, for example, 百 、千、万
- extending the use of counter classifiers to include 〜円、〜分、〜まい、〜本、〜つ、〜日 (date)
- expressing superlative forms using 一番、for example, 一番好きなかもくは日本語です。
- expressing the location of items by using prepositions such as 右、左 、前、後ろ、上、下、となり、そば
- understanding and using plain or polite forms as appropriate to context, for example, understanding the concept of *uchi-soto* (内/外) for making appropriate

choices of register

Use a range of textual conventions in spoken, written and multimodal texts, and understand how different scripts are used to convey meaning or effects [Key concepts: text, mode, scripts; Key processes: composing, selecting, analysing, explaining] (ACLJAU033) ▤ ⓒ ⓒ	• applying their understanding of the function of cohesive devices such as conjunctions to sequence and link ideas and actions, for example, verb て form, だから、しかし、それに、けれども • applying understanding of the textual features of different text types to construct simple narratives, messages, slogans or song lyrics, noticing how the choice of language and text structure works to achieve each text's purpose • comparing language features of Japanese and English versions of familiar texts such as weather reports, phone conversations or text messages, for example, the use of abbreviations and emoticons, noting differences that appear to be culturally significant • using appropriate textual conventions to shape simple texts such as letters or menus, for example, introductions, linked paragraphs, summaries and sequencing strategies • analysing the function of different scripts in different types of texts, identifying examples of *kanji* used for nouns and verbs, *katakana* for borrowed words and *hiragana* for grammatical purposes

Language variation and change	**Elaborations**

Recognise variations in language use that reflect different social and cultural contexts, purposes and relationships [Key concepts: register, tenor, context, culture; Key processes: analysing, exemplifying, comparing]

(ACLJAU034)

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- examining how language choices reflect social relations and priorities, for example, the concept of 内/外、using ご/お prefixes and plain or polite forms, and using expressions that deflect praise of self or of own family to show modesty, such as 日本語がじょうずですね。いいえ、あんまり。
- finding examples of informal forms of language used by young Japanese speakers, such as the use of abbreviations or emoticons when texting and the use of loan words when discussing popular culture, for example, 'J-rock', 'J-pop', 'fast food'
- noticing differences in text structure and grammar between formal and informal Japanese language use, such as abbreviations, dropping of particles and emphatic intonation in informal communication such as face-to-face interactions, blogs, emails and other forms of correspondence, for example, あした行く？/先生、あした行きますか。、うん、わかった。/はい、わかりました。、それは何？/山中さん、それは何ですか。
- identifying how variations in language use and communicative behaviours reflect how emotions or attitudes such as respect, gratitude or embarrassment are differently expressed across languages and cultures
- comparing features of written and spoken Japanese that reflect different communicative purposes, such as formal grammatical structures in letters compared to conversational markers or interjections to support the flow of face-to-face conversation, for example, hesitation ええと、えー
- comparing verbal and non-verbal elements of communication in different languages and cultural contexts, such as ways of disagreeing or responding to thanks, or the use of gestures, facial expressions or あいづち/silence

Understand that the Japanese language has evolved and developed through different periods of influence and cultural and societal change

[Key concepts: language change, intercultural contact, popular culture; Key processes: reflecting, identifying, comparing]

(ACLJAU035)

- understanding that each region of Japan has its own dialect and accents, and that Japan, like Australia, also has some indigenous languages

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- finding examples of ways in which social and cultural influences impact on language, for example, the abbreviation of borrowed words in Japanese, such as スマホ、パソコン、the combination of borrowed words + する、オーガナイズ する、and メル友 for e-pal

- considering how globalisation has accelerated the introduction of English words and expressions into Japanese, and discussing possible benefits and disadvantages associated with the blending and mixing of languages

- discussing possible reasons for changes in Japanese language use, such as exposure to other languages, changing attitudes to social practices, involvement in social media and digital communication

- exploring the influence of Japanese popular culture in Australia and around the world, such as the influence of Japanese design and technology and the popularity of J-pop, electronic games, *anime*, *manga* and *cosplay*

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Role of language and culture	Elaborations

Recognise and explain how the Japanese language carries embedded cultural information, such as the prioritising of collective well-being, respect and harmony
[Key concepts: language, culture, intercultural experience; Key processes: analysing, reflecting, reciprocating]

(ACLJAU036)

- discussing ways in which learning Japanese can lead to new ways of thinking, behaving, or interpreting experience and values, for example, noticing and responding to demonstrations of politeness and respect through the softening of negative responses, such as あしたはちょっと...。

- considering the cultural significance of language associated with interactions such as issuing, accepting or declining invitations, leave-taking at social events, offering thanks, or giving and receiving gifts, for example, どうぞ。あまり…。どうもありがとうございます。、and reflecting on how they react and adjust to such expressions of cultural values when interacting with Japanese speakers

- exploring familiar types of Japanese community texts such as print or online advertisements, brochures, catalogues or memes that employ different representations of culture, for example, by analysing which products use traditional icons such as *samurai* in their advertisements and which use more contemporary images

- investigating language associated with events such as national holidays, for example, お正月 and ゴールデンウィーク、and identifying how it reflects associations between holidays and family values

- understanding that language carries cultural associations, for example, the ordering of information on Japanese business cards, such as じこしょうかい (company, title, surname, given name), indicates priorities in regard to individual, collective and family relationships

- identifying Australian ways of communicating and behaving that may appear unusual or inappropriate to Japanese speakers, for example, eating in public places, sitting on the floor or desk, speaking loudly and using direct eye contact

Years 9 and 10 Achievement Standard

By the end of Year 10, students use written and spoken Japanese to interact with peers, the teacher and other Japanese speakers to exchange information and opinions about personal interests and experiences. With support they share information about broader topics of interest, such as education, travel, sport, teenage life and popular culture. When collaborating in shared tasks and activities, they use set phrases and modelled language to transact and make arrangements, for example, 来週の土曜日にサッカーをしませんか。土曜日はちょっと…。 Students ask and respond to questions, such as どのぐらい、いくつ、 using spontaneous language. They provide explanations, opinions and reasons, for example, by using 〜と思います、〜からです. They maintain and extend interactions by requesting repetition or clarification and by using あいづち. They apply appropriate conventions of pronunciation, rhythm and phrasing in speech to allow for others' use of あいづち. Students read and write hiragana and known kanji, read katakana, and write familiar katakana words, including elongated vowels, double consonants and contractions. They analyse and extract information from a range of spoken and written texts and multimodal sources. They understand gist and predict the meaning of unfamiliar words and expressions from context, grammatical and vocabulary knowledge. Students create and present informative and imaginative texts, taking into account audience and purpose, such as by using て form (〜てはいけません、〜てもいいです、〜ています), and the plain form (〜たり〜たりします、〜と思います、〜つもり). They extend or qualify their message by using adverbs such as とくに、時々、 and link ideas by using conjunctions, such as それに、だから、けれども. Students translate and interpret texts, explaining words and expressions that are difficult to translate and those with embedded cultural meanings, such as ただいま, おかえり. They describe their reactions to intercultural experiences and reflect on how their own assumptions and identity influence and are influenced by their language use.

Students identify the functions of different scripts within texts: how hiragana is used for particles, conjunctions, and verb and adjective endings; katakana for borrowed words and some onomatopoeia; and kanji for nouns and verb and adjective stems. They apply their understanding of kanji to identify word boundaries and know its role in assisting with the identification of linguistic elements. They distinguish between おくりがな and ふりがな、 and recognise that kanji can be pronounced differently using 音 (on) or 訓 (kun) readings. Students understand the function of verb stems, and of て form and plain form verbs, and conjugate a range of verb tenses and forms. They apply their understanding of conjugation to produce negative and past adjectives. Students identify and use a range of case particles such as か (or), より、で (purpose/by) and に (location). They use metalanguage to describe and compare language features and rules of sentence construction. They choose between using です/ますor plain form based on age, relationship, familiarity, context and text type, such as using plain form in a personal diary. They understand that languages change over time through contact with other languages and cultures, and identify the particular impact of technology and media on contemporary forms of communication, for example, the widespread adoption of English terms into Japanese, such as コピペ. Students explain how Japanese cultural values such as the importance of community, 内/外、respect, and consideration for others are embedded in language and behaviours such as がんばりましょう。だいじょうぶ？。