

Year 6/7 Second Language Learners

Oral — Average

Content

Students use basic greetings appropriately (e.g. こんにちは、さようなら) and can speak about their age, year level, family members, and other topics currently being taught using modelled language.

They respond with yes/no (はい/いいえ) or other single words to simple predictable questions and highly scaffolded questions relating to favourite sports, food, colours, and hobbies, for example, pointing to a teacher in a photo of a classroom Q. せんせいですか。 (interviewer) A. はい.

Students know about various aspects of Japanese culture and may speak about these quite confidently in English (e.g. kimono, origami, manga, sumo, festivals and Japanese food).

Vocabulary

Students are familiar with some basic vocabulary relating to sports, food, greetings, family, weather, classroom objects, colours, and hobbies.

Other vocabulary that students use includes: days of the week きんようび (Friday); age じゅうにさい (12 years old); grade ろくねんせい (Year 6); loanwords from English, for example, サッカー (soccer), ネットボール (netball).

Students use はい, いいえ, ありがとう (thank you) appropriately and other greetings such as こんにちは (hello). They often remember vocabulary taught in games and songs (e.g. body parts あたま, かた, ひざ, あし).

Forms and Structures

Students may have some knowledge of forms and structures, but their oral responses do not demonstrate this knowledge. Students' responses mainly include simple yes/no answers, lists of items (e.g. family members) and rehearsed models (e.g. あしたはくもりときどきあめでしょう。).

Fluency

Students tend to take a while to respond to questions. Answers beyond yes/no can be generally disjointed and laboured and include frequent pauses. Responses tend to be limited to very short phrases.

Intelligibility

Students' speech is generally intelligible. They produce known language with good pronunciation and clear articulation.

Comprehension

Students appear to be used to having instructions and information given in English. They seem to find it difficult to comprehend even simple questions given in Japanese without an explanation in English.

Communication Strategies

Students may be nervous about being asked a question in Japanese and respond with some hesitation. When presented with a very familiar question students tend to respond with single-word answers (sometimes in Japanese and sometimes in English). Students use gestures and facial expressions to convey meaning. Particularly when unfamiliar with the question, students tend to respond non-verbally, for example, shake head (not to say 'No' but to indicate incomprehension). Students often mirror their classmates' responses, sometimes repeating errors.

Discourse

Not evident at this level.