

Year 6/7 Second Language Bilingual Learners

Oral

Content

Students confidently engage in sustained conversations on a range of topics, for example, school activities, friends, interests, weekend activities, weather, food, sports, likes and dislikes. Some students also speak enthusiastically about their favourite part of their recent school trip to Japan, for example, Sushi, Kyoto, ryokans, shopping, Japanese breakfast わたしがりよかんがすきました。おおいバスがありました。そしてたくさんおいしいたべもの (I liked the ryokan. It had a big bath. Also lots of nice food.)

Students provide responses of two to three sentences to questions, for example, when asked her favourite thing about the trip to Japan a student responded: わたしはあさごはんがすきでした。たまごもあるし、ソーセージもあるし、サーモンもありました。トーストがありません! (I liked breakfast! There were eggs, there were also sausages, and there was also salmon. There is no toast!).

Their personality comes through in conversations as they express natural emotions (e.g. happily laugh and joke).

Vocabulary

Students have a broad range of vocabulary that they draw on quickly to express themselves. In addition to a broad range of nouns, they also use a range of adjectives (e.g. わるい、ひろい) and verbs (かぞえています、なくなった、わらっている、ねました)。

Vocabulary of intensifier and modification is also used, for example, とてもひかり to describe the 'very bright' Tokyo electric appliance store. Quantifiers are also used (e.g. たくさんの)。

Forms and Structures

Students tend to use polite form when speaking. They use a good range of particles accurately (e.g. うえにいえがあります。)

They adjust verb tenses correctly to describe activities (e.g. いきませんでした。かんじべんきょうしてあります。)

Students negate verbs and adjectives correctly and change the endings to link with another verb or adjective (e.g. えんぴつじゃなくて)。

Fluency

Students confidently interact in Japanese with responses flowing smoothly and limited pauses.

Intelligibility

All students make themselves clearly understood. Students speak very clearly with natural pronunciation and intonation.

Comprehension

Students demonstrate a high level of comprehension. Sometimes there are short pauses if an unknown vocabulary item is used; however, mostly students respond to questions confidently and without hesitation.

Communication Strategies

Conversations flow naturally and students engage comfortably in conversations in Japanese.

Students often use Japanese phrases for hesitation (e.g. ええっと、あのう)。

Occasionally there is code switching to English, for example, deer, scared, bath. Scared です。 (He was scared.)

When provided with the correct Japanese word, students continue to use that word in the conversation. Sometimes when students do not have the necessary vocabulary item they 'Japanise' the English word, for example, バース for bath instead of お風呂.

Most students continue the conversation on a topic when questioned further. For example, when speaking about Japanese breakfasts, a student was asked what she has for breakfast in Australia: かんこくのあさごはんを食べます。I eat Korean-style breakfast. When asked if Japanese and Korean breakfasts were similar she said: ちょっとちがう! (They're) a bit different!

Discourse

Students use cohesive devices, for example, discourse markers including conjunctions, effectively から、でも、そして; テレビです。そして、日本のてんきです。

Students demonstrate a level of awareness of register. They know both plain form and polite form and select the correct register for the context. In discussions with a visiting teacher, students mostly speak in polite desu/masu form, for example, いいえ、いきませんでした。(No, we didn't go there.)