

Year 10 Second Language Learners

Reading — Average

Content

Students read texts such as blogs, advertisements, and web pages ranging from 50 to 250 words in length. Texts are related to personal domains of language use such as immediate family (かぞく、お父さん、お母さん), sports/hobbies (しゅみ、スポーツ), school subjects (かもく), the weather (おてんき), food (たべもの), transport, daily activities, etc.

Students have limited ability to read for information presented in the texts related to social practices (e.g. public signs, instructions).

Knowledge of Linguistic Forms

Texts include both authentic Japanese texts and those created for pedagogic purposes, that is, texts with a high degree of familiar vocabulary and sentence construction. Authentic texts include mainly familiar vocabulary and expressions, and students are able to understand the gist. Unfamiliar vocabulary or phrases may impede full comprehension of the text. Students have a limited level of awareness of the intended reader, the purpose of the text, and registers specific to the text.

Students recognise subject-verb-object sentence construction and modifiers if familiar vocabulary is used. Students also identify high-frequency nouns and verbs.

Task Requirements/Processing

Students undertake tasks at both sentence and whole-of-text (reading for gist) levels. Reading for gist is largely based on meaning at the sentence level and depends on recognition of key vocabulary. Students decode hiragana, some katakana, and basic sentence patterns. Knowledge of textual features in general such as the genre, the style of language, layout and purpose of the specific text with relevant kanji assist in the comprehension of the text. Students use visual clues and contextual information to apply knowledge of known kanji to new situations and to help solve questions in a limited capacity.

Students recognise basic kanji when the information is prominent (e.g. day/date, price). The ability to decode katakana and derive English meaning from unknown borrowed words is challenging for most students.

Students with knowledge of Chinese characters have a limited capacity to extract more information.