

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.

Year 7 and 8 (Year 7 Entry) 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、何なに、どこ、いつ、何なんよう日び、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、先生せんせい、日本にほん、大おおきい、小ちいさい、友ともだち、行いきます、食たべます. 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、~月がつ、~ひき/びき/びき. 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 ちよっと or あんまり、 and using indirect forms of refusal or disagreement.

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).

Year 7 and 8 (Year 7 Entry) Level Description

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, journaling 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.

Year 7 and 8 (Year 7 Entry) Content Descriptions

Communicating		Understanding
Socialising 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] 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] 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]	Creating 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] 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] Translating 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] 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]	Systems of Language 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] 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] 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] Identify textual conventions of familiar spoken, written and multimodal types of texts. [Key concepts: text, genre, mode, tenor, audience; Key processes: identifying, sequencing, comparing]
Informing 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] 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]	Reflecting 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] 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]	Language variation and change 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] 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] Role of language and culture 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]