

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 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、何なんで、いつ、どこで、using both rehearsed and some spontaneous language, giving opinions and making comparisons, for example, でも、母は 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、月曜日), 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、前まえ) 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、じゅっぶん. 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, もうすしが んぱりましょう。 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.

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 Level Description

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 ^{にち}まい ^{とも}日、^い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.

Year 7 and 8 Content Descriptions

| Communicating | | Understanding |
|---|--|--|
| Socialising 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] Engage in activities that involve collaboration, planning, organising, negotiating and transacting. [Key concepts: negotiation, transaction, presentation, instruction; Key processes: planning, budgeting, comparing, sequencing] 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] | Creating 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] 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] Translating 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] Work collaboratively to design bilingual resources to convey information to the school community. [Key concepts: bilingual text, glossary, meaning; Key processes: annotating, explaining] | Systems of Language 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] 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] 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] 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] |
| Informing 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] 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] | Reflecting 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] 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] | Language variation and change 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] 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] |
| | | Role of language and culture 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] |