Year 6/7 Second Language Learners

**Writing — Average**

**Content**

With support and scaffolding, students write in Japanese to give information about themselves (e.g. favourite subjects, food, movies, sports, family members, school year, age) in up to five or six simple sentences.

They may use suggested topics and vocabulary where the language is familiar, but often rely on previously learnt rehearsed language, sometimes imperfectly recalled.

Some students use culturally appropriate content beyond that given in the prompt, for example, use of rote-learnt appropriate formulas for self-introductions such as どうぞよろしく。

**Vocabulary**

Students use vocabulary relating to school, family, pets, weekend activities, etc. They use a limited range of concrete nouns and verbs (みます – to see いきます – to go します – to do たべます – to eat) but few modifiers. Occasional use of more sophisticated vocabulary is clearly the result of rote-learnt expressions for particular contexts (e.g. *Oki enu kate imasu. It should be Ookii inu (a) katte imasu. I have a large dog.) Students are aware of gairaigo (loanwords). There are many minor errors in spelling indicating either pronunciation or writing problems and a small number of words are not comprehensible. Students tend to write vocabulary items for sports and foods, etc., in English or romanisation (with an approximation of Japanese spelling), for example, すきなた bemono は ice creamです。 (My favourite food is ice cream.)

**Scripts and Characters**

Students demonstrate varying levels of control and neatness in writing, and in mastery of hiragana. Some students write mainly in Japanese, with limited use of romanisation, but others use romanisation extensively with only limited use of hiragana (e.g. *Skinabekenomowa です。)

Students’ writing generally demonstrates an awareness of, and ability to discriminate between, hiragana and katakana, but katakana usage is limited to their own name and sometimes words given in the prompt. Generally, gairaigo words are written in either romanisation (with an attempt at Japanese spelling) or English. Romanisation is also used for hiragana symbols that cannot be recalled.

Japanese-style full stops are used fairly consistently. A few students attempt to use kanji for numbers.

There is confusion between similar hiragana symbols (e.g. つ / つ) and symbols with the same pronunciation (e.g. た / た). Other spelling errors owing to confusion with similar sounding syllables or the omission of long vowels or other syllables are also apparent. Some errors are probably caused by inaccurate pronunciation and others probably by lack of mastery of hiragana.

At times more serious spelling errors, which cause confusion in meaning, occur.

**Forms and Structures**

Students use simple sentence constructions within the context of rehearsed language. They attempt full sentences using desu/masu forms. Although they are usually comprehensible, they are often incomplete or contain incorrect elements. For example, すきなは suposu は dancing です。（for すきなスポーツは dancing です。）
Students rely on the repeated use of two or three rehearsed oral patterns and use a limited range of verbs and other complements. Commonly used patterns are X は Y です (X is Y), X を します (I do X), すきな N は X です / X が すきです (The X I like is Y / I like X). Some students attempt a wider range of expressions, often resulting in less accurate usage.

**Discourse**

Texts draw on rehearsed formats and so are generally broadly appropriate, although simple. For example, generally self-introductions are in the form of a list of discrete items of information about themselves. Some students use culturally appropriate text structure and language for the text type, for example, they begin a self-introduction with konnichiwa and finish with dozoyoroshiku. Students who are not familiar with the discourse type, or with extended production, may use strategies such as falling back on more familiar genres such as a question-answer format, for example,

なまえは、なんです（sic）。ビリーです。

なんさいですか。 11さいです。

なんねんせいですか。 5ねんせいです。

なねがすきですか。 すいいえが。。。