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. わたしはきょうかんがすきました。おおきいバースがありました。そしてたくさんおいしいもん
(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: わたしはきょうかんがすきでした。たまごもあっし、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、なくなったり、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).

Forms and Structures
Students tend to use polite form when speaking. They use a good range of particles accurately (e.g. うえにいえがされます。)

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

Students negate verbs and adjectives correctly and change the endings to link with another verb or adjective (e.g. えんびつじゃないで).

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おふろ.

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たべます。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.)