

Japanese Club



Most Wednesdays at lunch time in the Japanese Room.



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Japanese

日本語



Rationale

Japanese has been taught in Australia for more than 100 years, widely taught as a second language in schools.

Trade and tourism activity between Japan and Australia strengthened interest in Japanese learning.

South Australia is a sister state with Okayama prefecture, sister city with Himeji as well schools.

Language

JAPANESE is a phonetic language. Pronunciation is predictable and new words can be pronounced easily.

There are 3 SCRIPTS for writing:

- ❖ *hiragana*, basic phonetic script representing the sounds of Japanese
- ❖ *katakana*, the companion phonetic script, largely used for loan words
- ❖ *kanji*, Chinese characters that represent meaning rather than sound.

The 3 SCRIPTS are used interdependently.



GRAMMAR is relatively uniform. There are few irregularities, no grammatical gender. There is predictable and systematic conjugation of adjectives and verb tenses. There is a difference between word order in Japanese sentences, for example in Japanese the verb goes at the end of the sentence.

Japanese CULTURE is reflected in language use.

Curriculum

CURRICULUM involves the cultural dimension that shapes and is shaped by Japanese language.

CURRICULUM is designed with intercultural language learning to enable students to participate and develop new ways of being in the world and understand more about themselves in the future.

The Australian Curriculum, JAPANESE LANGUAGE has 2 STRANDS:

communicating and *understanding*.

ACHIEVEMENT STANDARDS are set at the end of year 2,4,6,8, 10.

(Reference: AUSTRALIAN CURRICULUM Context Statement.)

At Redwood Park

Reception to Year 2

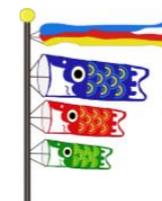
Students learn through play and action related language, songs, everyday interactions.

Classes are divided into 4 groups. For part of the lesson each week, one group's activity is play and action related language. The other groups participate in language or cultural based tasks. Groups rotate weekly.



Years 3-4

Students interact with their peers with structured interactions, create short spoken descriptive texts, use adjectives and verbs and learn the *hiragana* alphabet.



Years 5-6-7

Students convey information about daily routines, activities and events. Their reading, writing and speaking include frequency of time and sentence structure includes conjunctions and different verb forms. They have the opportunity to type in Japanese using electronic devices.

Students read and write all *hiragana* and high frequency *kanji*.

How Kanji Were Formed

