Australian Government

**Department of Education, Employment
and Workplace Relations**

Teaching and Learning Languages: A Guide

Program example

Japanese middle years

Disclaimer
The views expressed in the publication do not necessarily represent the views of the Australian Government Department of Education, Employment and Workplace Relations.

Introduction to examples

Collected here are examples of teachers' work. These are drawn from teacher practice and are included here to exemplify aspects of teaching, learning and assessing languages, as discussed in the *Guide*. Teachers were invited to share their planning and programming documents and members of the project team worked with them to further develop aspects of their work.

Programs
The collection of programs includes primary, middle and senior secondary long and short-term programs. These contain annotations designed to point out specific points of interest for you to consider in your reading of them. At the end of each program you will find a commentary that describes how the program exemplifies selected sections of the Guide.

A selection of teachers' work
This is a selection of programs and parts of programs, plans for classroom teaching, planned assessment tasks, descriptions of the teaching and learning contexts, investigations and evaluations of practice, and reflections on current practices. It shows teachers engaged in professional thinking, planning, reassessing and evaluating what they teach, how they teach and who they teach.

About the examples
- These examples of teachers' planning, practice and reflection are provided for you to examine, consider and perhaps use in expanding your own understanding of language teaching and learning. We know that teachers learn best from other teachers and so we encourage you to look across the set of examples in all languages rather than just the language(s) you teach.

- The examples of teachers' work included here belong to individual teachers and are taught in a particular context which means that you will not find models that you can instantly adopt and teach. Rather, you will find ideas about teaching and learning that you can use by adapting and reworking them to produce programs, and classroom teaching, learning and assessment practices that you can use in your own context.

- The examples of teachers' work are not included here because they constitute 'best practice' or are exemplars of definitive programs for languages teaching and learning. You will find some outstanding approaches to planning and teaching that advance our understanding of how to make languages teaching and learning a rich and effective learning experience for students. You will also find teachers' honest reflections and evaluations of their pedagogies, questioning what they do and rethinking what they will do.

- The examples of teachers' work may include some pedagogies of which you may be critical. However, you will also find professional educators striving to make sense of their work with students, language teaching and language learning.

PROGRAM DESCRIPTION

Language	Japanese
Level	Year 9
Example	Body and soul
	Short-term program
Annotations	In text
	End of text

Body and Soul

Band: Middle		Year: 9		Standard: 4	
Learning Area: LOTE – Pathway 1B	Strand: Communication Understanding Language Culture		Essential Learning: Identity Thinking Interdependence Futures Communication		Key Competencies: KC1 KC2 KC3 KC4 KC5 KC6 KC7

Key Ideas

Communication

Students read and respond to texts to interpret meaning and to learn about Japanese. They develop thinking skills and make connections between form and meaning in Japanese to learn how meaning is conveyed in a range of contexts.

Students experiment with language and write their own texts to describe their personal and social world. They explore diverse forms of communication, including digital and electronic technologies, to share meaning with others or members of their team.

Understanding Language
Students use models to identify and analyse patterns and systems in language and apply these in constructing their own meaning. They explore diverse forms of communication as they develop their potential for constructing meaning.

Culture and Intercultural
Students recognise connections between cultural values and practices and language used. They recognise values significant to the culture and how these are represented in the culture and language used.

Learning Outcomes

Communication
4.3 Organises and analyses specific information in texts.
4.4 Writes short texts to convey personal messages, information or ideas.

Understanding Language
4.5 Reflects on how language is used to extend or elaborate a message, and compares how concepts are expressed in different languages.

Culture and Intercultural
4.6 Reflects personally on cultural practices, compares how these are expressed across cultures. Learns to discover the cause of communication problems. Learns to find possible ways to 'fit in' personally to a culturally different environment.

Student Outcomes
At the end of this unit, students will be able to:
- write and say vocabulary associated with body parts
- describe someone using colours and adjectives
- understand the medical system in Japan.

Resources
Video – *Faces of Japan*
NHK TV - Missing persons
Obentoo Text and Workbook
Daily Life Activities (see handout booklet)
Flashcards
Handouts

Comment [A1]: Explicit planning of resources to be used.

Totoro is not looking well. Read Totoro's conversation with Naho and then write down what the symptoms are.

なほ：どうしましたか。
トトロ：……はきぶんがわるいです。ねつがあります。そして、けがをしました。
なほ：どこがいたいですか。
トトロ：足がいたくて、しっぽがいたいです。おなかがいたくて、耳もいたいです。
なほ：じゃ、病院へ行きましょう。
トトロ：はい、かぜをひきましたから、病院へ行きます。

Totoro's symptoms: _____

_____

_____

What is missing from this conversation?　　　Fill in the blank.
_____

Do you think Totoro is a boy or a girl? _____

Explain why _____

_____

_____

Body and Soul

Three Introductory Conversations

Vocabulary help ＊うつった＝ to get passed on,

Insert an illustrative photograph obtained from the Internet, such as one of a Japanese family at kotaku.com/gaming/notag/Japanese-families-hate-television-love-wii-277025.php

Conversation A: (Mrs. Tanaka in her son's room)

家^{いえ}で　（７時）

お母さん：たけちゃん、おはよう。もう７時よ。

たけ：ええ？７時？ (turns over, and closes his eyes)

お母さん：あら、たけちゃん、だめよ。おきて。

たけ：ぼく、あたまがいたい。

お母さん：あたまがいたい？かぜ？

たけ：うん、おなかもいたい。

お母さん：そう？(feels Take's forehead with her hand)

　　　　あら、ねつがあるの？学校^{がっこう}はきょうはおやすみね。

たけ：うん。

Conversation B

家で　（７時５分）

お母さん：じゅんこちゃん、７時ですよ。

じゅんこ：ええ？７時？お母さん、わたしおなかがいたいの。

お母さん：ええ？あなたも？たけしもおなかがいたいのよ。

じゅんこ：きのうはだいじょうぶだったの。

お母さん：(feeling Junko's forehead) あら、あなたもねつがあるの？

　　　　　　おいしゃさんをよびましょう。

Use cartoons from free use sources to illustrate topic.

Conversation C

家で　（６時）

医者^{いしゃ}: ごめんください。

田中^{たなか}：あ、はーい。あら先生、こんばんは。どうもすみません、

　　　おいそがしいところ。どうぞお上^あがりください。

医者：あ、どうも。たけしくんもじゅんこちゃんも病気ですか。

田中：はい、そうなんです。しゅじんは先週からかぜをひいていますが、

　　　こどもたちは２人ともきのうまで元気でした。けさはねつがあります。。

医者：(walking into Junko's room with Mrs Tanaka)じゅんこちゃん、

　　　どうしましたか？気分^{きぶん}がわるい？

じゅんこ：あ、先生、はい、わたしは気分^{きぶん}がわるいです。おなかがいたいです。

医者：そうですか。はい、ちょっと口をあけて、、、「あーん」

じゅんこ：あーーーん。

医者：のどが赤いですね。のどがいたい？

じゅんこ：はい、すこしいたいです。
医者：(turning to Mrs. Tanaka)　かぜですね、お母さん。
田中：ああ、やっぱり。
医者：お父さんのかぜが＊うつったんですね。
じゅんこ：はい、たぶん。父は一週間前から　かぜをひいています。

Comprehension check (in a group of 2~3, answer the following questions. You will be asked to report the answers to the whole class in 10 minutes)

1. In which part of the day (morning, day, evening, night) did each of these conversations (A, B, and C) take place? How do you know?
2. Write the full name of the two children in Japanese.
3. What is the word for 'I' or 'me' for boys in Japanese? For girls?
4. Describe the physical conditions of Take and Junko.
5. Has this ever happened to you? How did you feel then?
6. Who does the Doctor believe has passed a cold onto the children?
7. By what Japanese word (address term) is Mr Tanaka referred to by Mrs Tanaka, by Junko and by the doctor?
8. Mrs Tanaka referred to the doctor in two different ways. What are they? Why do you think Japanese do this? Do you do the same in English?
9. List instances of Mrs Tanaka and Junko showing respect towards the doctor by the way they used Japanese. Could you do the same in Australia in English?
10. What other ways would you use to show respect to your doctor in Australia?
11. What advice would you give Australians about communicating with doctors in Japan. (And why?)
12. In your opinion, what would a Japanese doctor feel if s/he was called 医者, which is the direct translation of 'Doctor'?
13. Compare the Japanese words お母さん、お父さん、and お医者さん. What do they have in common? What do these common parts indicate? Does a similar thing happen with the English language?

Homework

Using your Internet and dictionary skills, find out how (for whom) the Japanese word 先生 is used.
Note: depending on the learners' Internet skills, a link or two could be provided here.

> **Comment [A5]:** An example of learners given an opportunity to discover for themselves the connection between the meaning and the use of words.

> **Comment [A6]:** Comparing their own language/cultural practice with the Japanese.

> **Comment [A7]:** Personalising the issue of different linguistic and cultural practices.

> **Comment [A8]:** Reflection opportunities – putting yourself in someone else's shoes.

> **Comment [A9]:** Providing an opportunity to observe, discover and compare.

> **Comment [A10]:** Opportunity for learners to discover for themselves more about the cultural practices of using this particular word.

Conversation D
Two days later in the street
(Note: Daniel is an Australian boy living in Japan (for the past 8 months) because his father works for a Japanese company.)

じゅんこ：ダニエルくん、しばらく。おげんき？
ダニエル：うん、げんき。じゅんこちゃんは？
じゅんこ：きょうは　まあまあ。おとといは　びょういんへ行ったの。
ダニエル：そう。じゅんこちゃん、きれいになったよ。
じゅんこ：わたし？きれい？ありがとう。
ダニエル：そこの　びよういんの人　じょうずだね、よかったね。
じゅんこ：そう、あのびょういんの先生とてもやさしくて、いいわよ。
ダニエル：先生？先生もじゅんこちゃんとおなじびよういんへ行った？
じゅんこ：行った？先生はいつもあのびょういんよ。
ダニエル：どの先生？日本語の先生？すうがくの先生？
じゅんこ：え？すうがくの先生？
　　　　　学校（がっこう）の先生じゃないの。びょういんの先生、お医者（いしゃ）さん。
ダニエル：ええ？何？びよういん？先生？
じゅんこ：＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿
ダニエル：＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿
じゅんこ：＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿
ダニエル：＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿
じゅんこ：＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿
ダニエル：ああ、わかった。病気の時は病院へ行く。
　　　　　お医者さんは＿＿＿＿＿＿＿＿。
じゅんこ：そう、そう。

Note: Junko and Daniel may need many more turns in order to reach the second last line of the dialogue.

1. Hold a whole-class discussion to see what unfolds in this conversation.
2. Students are to complete the dialogue (in Japanese) in small groups.
3. Each group reports to the whole class how and why their group reached their decisions).

Comment [A11]: An opportunity for a teacher–students class discussion to give learners exciting instances to discover why the communication has broken down.

Comment [A12]: An example of learners finding ways to rectify dysfunctional communication in the target language to the best possible level

In the beginning...

You have learnt that kanji originated in China and many were based on pictographs, for example:

目 represented an eye

So how do you think our English alphabet originated? Is each letter formed from a pictograph just like kanji?

Using your research and Internet skills, answer the following questions:

1. Where did the English alphabet originate?

_____

2. Write the following words using pictographs:
   Clue: www.friktech.com/rel/canon/canon1htm

   Body

   Doctor

3. Which form of the words above is easier to recognise? Why?

_____

4. Which of the following do you think is easier for the Japanese people to recognise for the meaning of 'tree'?

木 or き?

5. Which one is easier for you to recognise?
_____

Learning kanji helps you to recognise the meaning of words even if you can't pronounce them.

6. How would you explain to Japanese people the different sounds of the following words:

th**ough**
th**ough**t   Is there a rule?
r**ough**
thr**ough**

Maybe Kanji isn't that difficult after all!!!

Kanji

Some kanji are based on pictographs – a shape similar to the object it represents. These kanji are very similar to the Egyptian hieroglyphics. In other words, some kanji represent words.

Have a look at the following kanji:

目　　耳　　口　　足　　手

What do you think each of them means in English?

Here's a clue for one of them:

Okay, let's try a different way. Match the kanji on the left with the English meaning on the right by drawing a line between the two.

目　　　　　　　　　　　　　　mouth

耳　　　　　　　　　　　　　　hand

口　　　　　　　　　　　　　　eye

足　　　　　　　　　　　　　　ear

手　　　　　　　　　　　　　　leg

Do you think it is easy to remember the meaning if it looks like the shape? What do you think the kanji for 'nose' might look like?

Let's revise some of the vocab we have learnt using kanji:

耳	みみ	ear
目	め	eye
口	くち	mouth
手	て	hand
足	あし	leg
病気	びょうき	illness
病院	びょういん	hospital

Using the kanji above and some of the kanji you have studied in previous topics, try working out what the following words might mean in English.

口下　　　　　　耳下

手下　　　　　　足下

病人　　　　　　小病

大病　　　　　　大病院

長足　　　　　　大手

小足　　　　　　大足

黒目　　　　　　白目

Kanji can be fun!! Which surname would you prefer?

大口　　　小口

Appendix

Translation of Introductory Conversations

Conversation A

In the house (7 a.m.) Mrs. Tanaka in her son's room

Mum:	Good morning Take. It's already 7 a.m.
Take:	Huh? 7? (turns over and closes his eyes)
Mum:	Oi, Take, don't! Get up!
Take:	I have a headache.
Mum:	You have a headache? Is it a cold?
Take:	Yeah and I have a stomach ache too.
Mum:	Really? (feels Take's forehead with her hand) Ah, you have a fever. Stay home from school today, okay?
Take:	Yeah.

Conversation B

In the house (7.05 am)

Mum:	Junko, it's 7.00 am
Junko:	Huh? 7.00? Mum, my stomach hurts.
Mum:	Huh, you too? Take also has a stomach ache.
Junko:	Yesterday I was fine.
Mum:	(feeling Junko's forehead) Ah, you also have a fever. I am going to call for the doctor.

Conversation C

In the house (6.00 pm)

Doctor:	Can I come in?
Mrs Tanaka:	Yes. Ah, doctor. Good evening. Thank you for coming when you are so busy. Please come in.
Doctor:	Thank you. Are both Take and Junko sick?
Mrs Tanaka:	Yes, so it seems. Junko has had a cold since last week but both children were fine up until yesterday. This morning they got a fever.
Doctor:	(walking into Junko's room with Mrs Tanaka) Junko, what's the matter? You not well?
Junko:	Doctor, yes I don't feel well. My stomach hurts.
Doctor:	Really? Can you open your mouth for me, 'aaaah'
Junko:	aaaah
Doctor:	Your throat is red isn't it? Is your throat sore?
Junko:	Yes, it hurts a little.
Doctor:	(turning to Mrs Tanaka) It's a cold, Mrs Tanaka.
Mrs Tanaka:	I thought so.
Doctor:	It's Mr Tanaka's cold that has been passed on isn't it?
Junko:	Yes, probably. Dad has had a cold for a week.

Conversation D

Two days later in the street

Junko:	Daniel, it's been awhile. How are you?
Daniel:	Yeah, good. What about you?

Junko:	I am so-so today. I went to the hospital the day before yesterday.
Daniel:	Really? Junko, you are prettier!
Junko:	Me? Pretty? Thanks.
Daniel:	The hairdresser at that place was good and did a great job.
Junko:	I know, the hospital teacher is easy going and good.
Daniel:	Teacher? Did the teacher go to the same hairdresser as you?
Junko:	What do you mean 'went'? The teacher is always at that hospital.
Daniel:	Which teacher? Japanese teacher? Maths teacher?
Junko:	Huh? Maths teacher? Not that kind of teacher. Hospital teacher, doctor!
Daniel:	Huh? What?
Junko:	
Daniel:	
Junko:	
Daniel:	Oh, I see. When we are sick, we go to the hospital. A doctor is a (*Sensei*)
Junko:	That's right, yes,

Language, culture and learning	The program is on how meaning-making
What is language?	(addressing people by choosing particular words
What is culture?	at the appropriate politeness level in a particular
Understanding learning	context) involves both linguistic and cultural
Understanding language learning	dimensions. Both dimensions are necessary for
Intercultural language learning	the appropriate choice of words and expressions
	to be made in order to convey the intended
	meaning.

Teaching and learning	Many tasks are designed for students to both
Classroom interactions	acquire and participate (e.g. small-group and
The nature of interactional	whole-class discussions as well as individual
language	searching, thinking and reflecting individually.)
Tasks and task-types	The design of many of the tasks in this program
Student engagement	demonstrates how learners are guided to actively
Recognising the diversity of	construct knowledge, meaning and reality by
learners and their life-worlds	observing, noticing, comparing, connecting and
Technology in language teaching	thinking rather than being given facts and
and learning	knowledge to be memorised. At the same time,
	the questions and tasks require learners to
	interact, reflect and take responsibilities for their
	own response and for learning. All these are
	done by interacting with peers, the teacher, their
	own perspective (intrapersonally) and media.

Teaching and learning (continued, right column):

Tasks in the target language (e.g. to complete the dialogue) in a small group require students to actively engage with the language, peers, and with their own intrapersonal perspective. The question 'why did you decide to choose that expression?' requires learners to take responsibility for their own decision as well as to think about the effect their answer may have on the listener (interpersonal effect).

The program design demonstrates that it aims for 'a range of experiences' to cater for the diversity of learners, as well as for the multidimensional nature of learning (e.g. small-group discussion, individual homework, use of Internet, dictionary, writing task, whole-class discussion with the teacher, and reading tasks in both English and Japanese).

In order to make the learning 'matter' to the learners, some questions are 'personalised' to the learners' perspective.

Learner differences are considered in the design of the program in such a way that a variety of responses are accepted so long as reasons are given. The other way in which learner differences

	are catered for is providing individual work for which learners can use online materials as scaffolds or for acquiring further knowledge (for more able learners). Small-group work provides opportunities for learners themselves to scaffold each other and accept diversity.
Resourcing and materials Selecting resources The purposes of resources Adapting resources Using resources critically Relating resources to each other Contemporary resources Learners as resources Developing a resource bank	Technology and online information are integrated as resources and learning tools. That is, accessing contemporary and real-people materials and interacting with them is made possible by the use of technology. The program utilises a variety of resources such as those created or adapted by the teacher, and live online materials. Learning processes are being consciously included in the use of these resources (e.g. expecting students to use search engines).
Assessing Assessment and learning The assessment cycle Eliciting evidence of students' language learning Judging: considering criteria Validation	A wide range of activities and thinking processes are built into a variety of tasks (e.g. completing a target language dialogue, filling in the blanks, searching for the origin of their own language usages on the Internet, and inferencing or placing oneself in another's situation). The learner responses to these questions are the evidence of learning, even though these tasks may not have been designed specifically as formal assessment tasks (illustrating the intertwined nature of learning and assessing).
Programming and planning Planning language programs Long-term and short-term planning Planning for conceptual learning The place of context in planning programs Scoping and sequencing of learning Planning interactions Personalising learning experience	As evident in many annotated examples in the program, interactions with online materials, peers and the teacher make up the main part of the tasks. Intrapersonal meaning-making is also encouraged by posing questions that ask learners to reflect on their own position by giving reasons for their response and reactions. Furthermore, learners are encouraged to infer how they would act (personalising the experiences) as a mediator of different cultures (lifelong intercultural learning).
Evaluating language programs Evaluation as an ongoing process Evaluation in context Purpose and scope of evaluation Evaluation as inquiry	Assessing learning outcomes at every stage of the students' learning as the program is implemented will give a valid evaluation of this language program in each context and the program as a whole, as the tasks are designed to focus on both immediate and long-term (lifelong) learning.