

EDS4250
SEMESTER 2 2019
Assignment Cover Sheet

Assignment 1, 40%, Due 15 August 2019

STUDENT NAME: Priscilla Cullen

STUDENT NUMBER: 0061082852

Part A: Rationale

It is evident that the learning of literacies is an essential aspect to the ultimate success of students not only in the school context but in their transitions post-education. (Henderson, 2019) This academic paper will discuss the distinct literacies that are associated with the Japanese teaching area – particularly in relation to a Year 9 assessment piece. It will then argue the importance of the teaching of these literacies associated with the assessment task and how this is intertwined into the Australian Curriculum and relevant and current policy. Lastly, the concluding argument will explain the importance of teaching the discussed literacies associated with the Japanese teaching area to a diverse cohort of learners. This rationale will clearly illustrate the importance of teaching literacies through Japanese to diverse learners to not only obtain proficiency in Australian English but to develop cross-cultural awareness.

(THESIS NEEDS WORK)

In the Japanese teaching area, there are distinct literacies that are taught that work to strengthen literacy ability not only in Japanese but all languages in the student's repertoire. ("Literacy", 2019) Lo Bianco's argument that 'a multiliteracies pedagogy cannot but be multilingual' (Molyneux, 2009) indicates that multiliteracies and Japanese go hand in hand. Literacies developed in Japanese such as reading, comprehension, speaking and listening. Also included is the cultural knowledge aiding the student's ability to use appropriate Japanese language depending on the context; can all be strengthened in Japanese and then used in cross-curriculum subjects. These literacies allow students to obtain proficiency in the decoding of semiotic systems used in Japanese such as the complex writing systems of kanji, hiragana and katakana, make meaning between texts, connections between texts and text type and culture. In a broader sense Japanese also incorporates cultural literacies through the gained knowledge of Japanese language and cultural practices and the 21st Century Skill ("21st century skills: Explanations of associated skills", 2017) ICT using technological incorporation and communication in Japanese and to access the culture.

It is of utmost importance that the teaching of literacies related to the below Japanese written assessment are taught to students. “Learners are supported to develop their own meta-awareness, to be able to think and talk about how the language works and about how they learn to use it.” (“Literacy”, 2019) Students will need to be able to display skills in key literacy area as they reflect and write about their day in English before consolidating all known Japanese knowledge to translate two diary entries of their choosing. Such as understanding specific school-related language, grammatical patterns, past tense and informal language. “The important point is that LOTE teachers are responsible for providing explicit instruction that aids students’ development of the four resources required for being literate language users.” (Exley, 2006) Teachers should use the Four Resource Model (“The Four Resources Model for Reading And Viewing”, 2018) when implementing this task as it includes all of the necessary strategies. From code-breaking an exemplar looking at the grammatical patterns, kanji and tense that is used in the script, to meaning making which allows students to not only create and gain meaning from texts that they read but also from those that they create themselves. Thirdly, text analysis discovering that texts are written for a reason; from a certain point of view and text use which allows students to understand how culture shapes texts and its implications.

Policy states that Australian English is an integral aspect of Australian identity and a goal of “All Australian residents should develop and maintain a level of spoken and written English which is appropriate for a range of contexts, with the support of education and training programs addressing their diverse learning needs.” (Dawkins, 1991) This links to the Australian Curriculum through through Literacy being a General Capability and how Text knowledge; Grammar knowledge; Word knowledge and Visual knowledge link throughout the curriculum. (“Literacy”, 2019) Australian Curriculum, Assessment and Reporting Authority (ACARA) states that in language learning in the curriculum promotes literacy

learning by "...Explicit, explanatory and exploratory talk around language and literacy is a core element." ("Literacy", 2019)

As mentioned previously; the literacy needs. It is important that literacy in Japanese is taught to diverse learners such as English Additional Language/Dialect (EAL/D) students and Aboriginal and Torres Strait Islander students; many of whom are coming into the classroom with English as a second language. Both EAL/D and Aboriginal and Torres Strait Islander students benefit from the J. Davis (2008) third cultural space model – that is the understanding that both groups of people have distinct cultures that when overlapped create something new. (Embedding Aboriginal and Torres Strait Islander Perspectives in schools, 2011) The Japanese classroom is fundamental in this discourse due to the nature of Japanese cultural conversation paving way for the cultural conversation of the cohort. Taking the “8 Ways of Aboriginal Learning” into account; literacies are taught through including these learning methods into rich pedagogical practice. Deconstruct/Reconstruct is an important element as it allows students to see the task as opposed to multiple parts; it promotes conversation through modelling and scaffolding. (8 Aboriginal Ways of Learning Factsheet, 2012) This is clear in the task through the annotated assessment task that is provided to students. Class conversation can revolve around reading the whole journal entry first and then breaking down each sentence and accompanying annotation. Adjustments can be made for culturally diverse students to allow them to write their two weeks of diary entries in their native language if they prefer as it is only the Japanese translations that are being marked. English as an Additional Language or Dialect Teacher Resource, (2014) states that this will “...allow students to make use of their first language to make sense of English and to facilitate the learning of new concepts.” It is important to be the teacher of literacies in the diverse classroom to not only promote the literacy development of diverse learners but to foster a culture of acceptance and cultural understanding.

To conclude this academic essay has provided a rationale as to the importance of implementing all facets of literacy teaching in the Japanese classroom including the benefit to Australian English language learning and cross-cultural awareness. This has been done through the thorough look into the distinct literacies associated with Japanese learning as well as its importance in relation to the journal writing assessment task. Next specific policy and curriculum elements were discussed and finally specific strategies for teaching literacy to EAL/D and Aboriginal and Torres Strait Islander students was discussed. All this information comes together to further highlight the importance of continued literacy learning not only in Japanese but across all subjects and to all diverse students.

私の日常生活

(My Daily Life)

STUDENT NAME: _____

Timelines	Dates
DRAFT DUE DATE	24 th August 2019
DUE DATE	7 th September 2019



Audience: Teacher and fellow students.

Context: Communicating daily routines.

Your task: In **English** you are required to keep a journal in which you write down what you do each day. This can include school life, hobbies, events, what you have eaten and what you have done in your free time. You will then choose **two** of these entries (one of these **must** be a school day) and create a diary entry in **Japanese**. You **must** include visual elements in your diary entry such as drawings, photos, event tickets or more. Get creative!

Task Requirements: You are required to submit **both** the diary in **English** and your two **Japanese** diary entries. You need to clearly demonstrate that you can use and adapt learned language, apply conventions of the text type, use visuals to support meaning and compose texts in **Japanese**. Therefore, it is essential that you write in the **correct tense** and **politeness level** for this task.

Length: The written response must be **400** Japanese characters long. (200 per diary entry)

Conditions: Some class time will be allocated to this assessment piece, but it is understood that students will also need to use their own time in which to complete this task.

Presentation Options: You can present your diary in the following ways:

1. Written diary entries in a designated book
2. PowerPoint presentation
3. Printed diary entries
4. Poster display
5. Other options: Discuss with the teacher!

Marking Criteria:

- | | |
|---|-----|
| 1. Vocabulary for school life (すがく、英語、せいふく、先生、学校、高校生) | /20 |
| 2. Use of learned kanji (私、行く、来週、火曜日、家、と思います、時、何) | /20 |
| 3. Use of plain form past tense (食べた、飲んだ、楽しかった) | /30 |
| 4. Creation of diary entries | /30 |

Part B: Written Exemplar

日曜日

朝にごぜん八時に私は起きた。私の家族はフレンチトーストを食べた。そして、私はベンさんの家に行った。ベンさんの家に行く途中でお菓子を買いたいと思った。おまけに、ペプシを買いたかった。さて、お金を払おうとした時、私はお金をおとしてした！探しても探しても、お金は見つかりませんでした。さいあくだ！いい人が私の食料品を払ってくれた。夕方に映画を見てお菓子を食べた。ねむくなったので、私は家に帰った。やっぱりいい日だった。



月曜日



朝にごぜん六時に私は起きた。朝ご飯を早く食べて学校に行った。学校の前で友達に会った。英語のテストがあることを思い出した！やばい！70点が取れた。ダメダメ！学校の後は、きっさてんでおいしいチーズケーキを食べた。私の友達と一緒にいるとき私はいつも幸せだ。夕方に、私は親に「70点をとった」と言った。お母さんは「次は頑張っ
てね」と言った。私はお母さんを抱きしめた。明日も頑張ろう！



Part B: Written Exemplar (English)

Sunday

This morning I woke up at 8am. My family ate French toast. Then, I went to Ben's house. On the way to Ben's house I remembered I wanted to buy some sweets. Additionally, I wanted to buy Pepsi. Then, while I was paying, I dropped my money! As much as I looked, I couldn't find it. Bad feeling! A nice person paid for my groceries. That evening I watched movies and ate sweets. Because I was sleepy, I returned to my house. After all I had a good day.



月曜日



This morning I woke up at 6am. I quickly ate breakfast and went to school. I met my friends in front of the school. I remembered that there was an English test! I was scared! I received 70 points. No good! After school at the café I ate a delicious cheesecake. When I am with my friends, I am happy. That evening, I told my parents that I received 70 points. My mother said next time do your best. I hugged my mum. Tomorrow I will do my best!



Part B: Annotation of Written Exemplar

日曜日 八月四日

朝にごぜん八時に私は起きた。私の家族はフレンチトーストを食べた。そして、私はベンさんの家に行った。ベンさんの家に行く途中でお菓子を買いたいと思った。おまけに、ペプシを買いたかった。さて、お金を払おうとした時、私はお金をおとしてしまった！探しても探しても、お金は見つかりませんでした。さいあくだ！いい人が私の食料品を払ってくれた。夕方に映画を見てお菓子を食べた。ねむくなったので、私は家に帰った。やっぱりいい日だった。



月曜日八月五日



朝にごぜん六時に私は起きた。朝ご飯を早く食べて学校に行った。学校の前で友達に会った。英語のテストがあることを思い出した！やばい！70点が取れた。ダメダメ！学校の後は、きっさてんでおいしいチーズケーキを食べた。私の友達と一緒にいるとき私はいつも幸せだ。夕方に、私は親に「70点をとった」と言った。お母さんは「次は頑張っ
てね」と言った。私はお母さんを抱きしめた。明日も頑張ろう！



Commented [PC1]: Structural knowledge: Include the date and day at the beginning of your journal entry.

Commented [PC2]: Structural knowledge: Required relevant images

Commented [PC3]: Structural knowledge: Include time of activity.

Commented [PC4]: Word knowledge: Include kanji that has been learnt in class

Commented [PC5]: Grammar knowledge: Remember to write verbs in plain, past tense.

Commented [PC6]: Word knowledge: Including thoughts in Japanese

Commented [PC7]: Word knowledge: Transition words e.g. So, then, and

Commented [PC8]: Grammar knowledge: Past tense, plain form, want to buy conjugation.

Commented [PC9]: Grammar knowledge: Linking with て form.

Commented [PC10]: Structural knowledge: Appropriately ending the journal entry.

Commented [PC11]: Word knowledge: School life vocabulary.

Commented [PC12]: Word knowledge: School life vocabulary

Commented [PC13]: Word knowledge: In text numbers are written in Roman numerals when horizontal.

Commented [PC14]: Grammar knowledge: Using Japanese speech marks.

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