

Tuesday (Japanese Language Group)

***We created this file with our second grader Japanese HLLs in mind.**

Use the following chart to identify and categorize your HL learners' range of abilities (this is about your specific language). Be as specific as possible and refer back to what you learned in Module II and consult pages 7 and 8 of the handout.

HL grammars	
Phonology - たちつてと (the “t” sound produced by HLLs often become very similar to the English “t” sound)	
らりるれろ (the Japanese “r” sound is different from an English “l” and “r.” Some HLLs pronounce these characters more similar to the English “l” and/or “r.”)	
す (“su”) - Some HLLs pronounce this character as a mere “s” instead of as “su.” In Japanese, each this character is a set of both a consonant and vowel.	
Morphology - counters (Just like Chinese, what counters to use in Japanese depends on the shape of the object 一個、一本、一枚, etc.)	
Vocabulary - connectors and sequencing words (それから、そして、最初に、次に、最後に need to be taught for students to connect their ideas), cultural terminology (ex.: words associated with Japanese traditions, foods, different greetings based on time of day), keywords for WH questions	
Language Variation	
Register - proper ways to greet the teacher vs. greeting peers (Japanese has various levels of formality, and it's crucial for HLLs to be aware of this. As an example, when working with young children, we acknowledge what HLLs know, but then we gently let them know about what's appropriate when greeting teachers in a school setting.)	
Different words for “I” “me” (based on both gender and formality) and “you” 僕、私、俺、あなた、etc. (How we say “I” or “you” depends on the context as well as the listener.)	
Dialect	
Standard/non-standard language	

Functional descriptors and properties	
The three modes of communication (interpersonal, interpretive, presentational)	

Tuesday (Japanese Language Group)

and four skills (reading, writing, speaking, listening)	
Language features text types: words, phrases, sentences; functions: use formulaic language, create with language, narrate, describe; contents (topics); contexts (situations)	
The three ranges or performance: novice, intermediate, advanced (and sub-levels)	