

Year 6/7 Background Language Learners

Oral — Average

Content

Students ask and respond to questions about self, family and friends, home life, school life, and leisure time. They provide details about their name, age, nationality, family relationships, sports and interests, clothing and colours, food and health, weather and seasons, shopping and money, and time and routine. They provide additional personal information about their family background, extended family, languages used at home, and aspects of their Chinese language experience and cultural activities.

Vocabulary

Students use a range of vocabulary reflecting their daily communication needs. They share details of their daily experiences, using specific terms for activities, sports, etc., and use modal verbs when talking about necessity, ability, or intention. They use pronouns to refer to people and things, and use numbers in a range of contexts such as time phrases and prices, population, and counting, using specific measure words for different objects. They describe everyday items using appropriate adjectives and express more qualified meanings using adverbs of scope, degree, frequency, etc. They provide some evaluative or reflective responses when asked opinions about their own world, including school life, Saturday school, or their use of Chinese.

Forms and Structures

Students respond using short phrases with little complexity in structure or organisation of ideas. Additional information relating to time, place, or participants in activities is provided when requested using a single phrase. Preferences and opinions are often presented as confirmations or affirmations using a single-word response. They apply number–measure phrases when referring to numbers of things, and in relation to time, price, or date. Occasional errors occur in the overuse of basic terms (e.g. 他没做东西), or in confusing similar sounding or related terms (e.g. 我最喜欢动物 (运动) 是羽毛球).

Fluency

Students engage in everyday conversation with responses presented at a natural pace when dealing with familiar situations. Thinking time, hesitations, and some false starts occur when information requested is more complex or relates to unfamiliar domains.

Intelligibility

Students' pronunciation and tone are generally accurate, with some weaknesses in intonation and rhythm when dealing with an unfamiliar interlocutor or unfamiliar question or subject matter. Evidence of dialect (e.g. Cantonese) is common, but does not impede intelligibility.

Comprehension

Students comprehend familiar questions spoken at natural speed, but comprehension is limited when questions contain complex information or requests for additional information.

Communication Strategies

Students use their bilingual resources to manage the interaction. English words are inserted regularly and students do not feel it necessary to use only Chinese to interact. When the question is not fully understood, students may request clarification using simple questions in Chinese, or seek confirmation of the meaning of keywords in English.

Discourse

Students' responses are short with occasional extended or detailed responses, with conjunctions used effectively to coordinate the message. The students are generally passive conversational partners, awaiting requests from the interlocutor before sharing information.