

Year 10 Second Language Learners

Oral — Average

Content

Students engage in conversation to share information about themselves and their personal world. They exchange personal information and facts about their family and their friends. They talk about their favourite activities and interests, including preferred sports, and about school, their year level, and favourite subjects. Attempts to talk about more specialised topics (e.g. travel, holidays, Chinese culture) are restricted by limitations in vocabulary.

Vocabulary

Students use high-frequency vocabulary to talk about their personal world, providing factual information about themselves and family members, including their age and occupations. They talk about friends, identifying a particular quality (why they like a person), common interests they share, and activities they do together. They identify personal interests or hobbies, including sports (e.g. 骑自行车, 看书, 玩电脑, 打篮球). They talk about their school life (e.g. their year level and preferred school subjects). They express simple opinions about their studies, including Chinese, about sports and interests, and other routine activities.

Forms and Structures

Students use basic sentence structures to express their ideas. They present information in single clauses, responding with keywords, for example, (I like) 游, or single words to affirm or reject a proposition (e.g. 喜). They express time and date using specific time words, and identify participants using prepositions 跟 or 和. Descriptive phrases using the adverb intensifier 很 are generally correct when presenting familiar rehearsed information. 和 is regularly used when listing items, and 因 is used to provide simple reasons.

Errors include overuse of the verb 'to be' (e.g. 他是四十五) and when attempting a spontaneous response omitting, for example, the adverb (e.g. 我有...多朋友), or sequencing information in English word order, placing the prepositional phrase at the end of the sentence (e.g. 去很多地方和朋友).

Fluency

Fluency is evident with rehearsed phrases or in response to familiar questions about, for example, self, family, friends, interests, and school. Students need time to process less familiar questions and generally respond with single words or short phrases (e.g. Q: 你坐什么车来学校? A: 公共汽车).

Intelligibility

Communication is intelligible when presenting familiar rehearsed information, but pronunciation is weaker when using unfamiliar or low-frequency words offered by the interlocutor. Some basic errors occur in tones with some high-frequency words (e.g. 姐姐 jiějie not jiějie, 跑步 pàobù, not pǎobù), and with occasional rising tones at the end of a sentence (as in English), for example, 医生 yīshēng not yīshēng; 音 yīnyuè not yīnyuè.

Comprehension

Students understand familiar question forms and statements containing factual information. When a keyword is changed or a question format is new, comprehension is restricted (e.g. 你今年多大了? rather than 你今年几岁?).

Students rely on short positive or negative confirmations or statements containing a single idea, often relying on familiar words provided by the interlocutor in order to respond. Questions containing a low-frequency word often require simplification or rephrasing (e.g. 你喜欢什么活动? requires rephrasing to 你星期六和星期天喜欢做什么?).

Communication Strategies

Students rely on the interlocutor's sentence patterns in order to respond, with few attempts at an extended response. Answers are seldom elaborated, with the interlocutor using 'why' (为什么) questions to elicit more information, the student responding to provide simple reasons (e.g. Q: 你喜欢学中文吗? A: 喜欢. Q: 为什么? A: 我喜 中国文化).

Comprehension often depends on English intervention to support the interaction. Students use English to confirm unfamiliar questions or words, for example, 'Does that mean...?' or to make a request for repetition, for example, 'Can you repeat that again please?' or 'How do you say minutes?' Students sometimes repeat a question to assist in understanding and formulating a response. Responses often include English for unfamiliar vocabulary when attempting to elaborate (e.g. 'comedy 影').

Discourse

The flow of interaction is restricted by limitations in students' linguistic resources and requests for clarification. Student responses are short, generally phrase level, limited to verb-object structures, statements to confirm or reject propositions (e.g. likes and dislikes), and occasional reasons provided using 因为. Students may seek support in either English or Chinese in order to sustain the conversation.