

Year 6/7 Second Language Learners

Oral — High

Content

Students are familiar with content related to their immediate world including their family, home, activities, neighbourhood, and school environments. They have some knowledge of Indonesia (e.g. names of islands) and the daily life of families and young people (e.g. foods, clothing, sports and leisure activities, school routines).

Without support, students provide responses to a range of questions including those using *Bagaimana*, *Di mana*, *Dari mana*, and open-ended questions such as *Kamu suka apa?*

The length of responses is typically a single word, short phrases, and sentences (e.g. *Saya punya... binatang saya... saya suka sekali lemonade*).

Students are familiar with and respond to classroom commands (e.g. *duduklah*, *bacalah*). With support, students perform role plays on topics such as bargaining in a market, and give presentations on topics related to their interests such as a favourite sport or personality.

Students use props, cue cards, or word lists to support their performance in role plays and in giving presentations that have a strong reliance on students memorising prepared information.

Vocabulary

Students know common nouns for people in their family and pets or farm animals (e.g. *bapak*, *ibu*, *kakak*, *adik*, *kakek*, *nenek*, *anjing*, *ikan*, *burung*, *kuda*) and others in the class environment (e.g. *guru*, *murid/siswa*, *teman*, *anak*).

Students refer to common Indonesian foods including the category *buah-buahan*, and specific items such as *nasi*, *apel*, *pisang*. Students use plurals by doubling the noun (e.g. *buku-buku*, *anak-anak*).

They express simple cardinal numbers (*dua puluh lima*) when describing dates and costs using *harganya* and *rupiah* at the end of numbers. They also use cardinal numbers to describe quantities (e.g. *tiga anak*). They express higher numbers using *ratus*, *ribu*, *juta*; however, they often require wait time or support to do so.

Students create descriptions of people using a range of adjectives (e.g. *bodoh*, *pandai*, *pendek*, *tinggi*, *ramah*, *lucu*, *tidak lucu*, *tidak baik*). They describe their environment using simple descriptions (e.g. *Hari ini panas*). Students occasionally use *karena* to give a reason for their opinion.

They have a broad range of vocabulary related to hobbies and pastimes (e.g. *bermain bola net*, *naik kuda*, *bersilancar*, *membaca buku*, *suka buku fantasi*). They have school-related vocabulary (e.g. *di sekolah*, *saya belajar*) and spaces (e.g. *kantin*, *kantor*, *kamar kecil*, *kelas*, *lapangan*).

Students refer to activities and routines using the times of the day (e.g. *pada jam/hari/bulan*).

Students have a number of names for common places around the city (e.g. *restoran*, *kantor*, *pantai*, *jalan*) and nouns for transport that they use (e.g. *bis*, *mobil*, *sepeda*). The simple prepositions of location (e.g. *di*, *ke*, *dari*) are used to describe movement.

Forms and Structures

Students use common personal pronouns such as *saya*, *kamu*, *Anda*, *dia*, and a range of personal pronouns to refer to people beyond their immediate family (e.g. *Pak Simon*, *Bapak teman saya*).

They use the possessive pronoun word order when modelled (e.g. *Nama teman saya... Kamar adik laki-laki saya...*).

Sentences are characterised by a number of simple base verbs (e.g. *Saya suka nasi goreng, Saya makan coklat*) and *ber-* verbs (e.g. *Saya bermain bola net*). There is a small number of formulaic *me-* verbs such as *Hobi saya menonton televisi; Saya (mem)punya(i)... Ibu saya suka membaca buku*. Some students use the verb *ada* to refer to the presence of something (e.g. *Di rumah ada kucing*).

Fluency

Responses at the sentence level show a flow of single ideas and a range of language to match (e.g. *Saya naik bis ke sekolah hari Rabu*). These utterances show appropriate pausing at the clause level.

Intelligibility

Students imitate pronunciation and intonation based on familiar language used in class such as vowels 'a' (ah) (e.g. *nama*) and 'e' (eh) (e.g. *becak*), and the rolled 'r' (e.g. *bermain*) sound. They often fully aspirate 't' and 'k' sounds (e.g. *tidak*) and continue to use English pronunciation of the 'u' sound (e.g. *buku*).

Students use raised intonation in familiar words (e.g. *bermain*) and attempt this pattern with less familiar words (e.g. *berbelanja*).

Comprehension

Students readily comprehend questions and statements relating to familiar topic areas. They show partial comprehension of questions that extend beyond the formulaic and familiar (e.g. *Suka berenang di pantai?*) and they use communication strategies to assist comprehension when necessary.

Communication Strategies

Students use gestures to support their meaning or extend an idea when the vocabulary is beyond their range (e.g. gesturing an action such as rowing). They use formulaic Indonesian responses to ask for clarification (e.g. *Maaf, saya tidak tahu*).

There are occasional attempts to self-correct (e.g. *Tinggal saya di... Saya tinggal di...*) showing evidence of awareness of a gap between the utterance and its meaning. Students are quick to self-correct if a correct response is modelled by the teacher or by another student.

Discourse

In supported tasks, students create cohesion using formulaic text conventions such as using greetings and questioning to take turns in conversations.