Year 6/7 Second Language Learners

Oral — Average

Content

Students are familiar with content related to their immediate world, in particular greetings and introductions, personal details, sports, food and school. They have basic knowledge of Indonesian geography (e.g. capital city, Jakarta/Jawa/Bali) and the daily routine of young Indonesians.

Without support, students respond to simple questions (e.g. *Apa ini? Siapa nama Anda/kamu? Siapa dia? Berapa orang? Apakah kamu suka sepak bola?*). They typically respond with single-word answers and formulaic sentences (e.g. *Nama saya… Umur saya…*).

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 rely heavily on memorising, often reading aloud prepared written material.

Vocabulary

Students know basic conversational greetings and simple social exchanges using terms of address. (e.g. *Bu, Pak*), and salutations and questions such as *Halo, Apa kabar? Baik-baik saja, sampai jumpa*.

Students have sound knowledge of cardinal numbers (e.g. 1–10, *puluh, ratus*) and occasionally *ribu* or *juta*, often requiring considerable time to formulate answers. They have a range of vocabulary related to their own interests such as sports (*tenis, futbal, sepak bola*) as well as their immediate school environment (e.g. classroom objects *buku, pensil, komputer, meja*).

Students use basic nouns for familiar places (e.g. *sekolah, rumah*) and transport related to getting around (e.g. *bis, mobil*). They know names of familiar animals (e.g. *anjing, kucing, kuda, burung*).

Forms and Structures

Students use common personal pronouns such as *saya, kamu, dia.* They use the pronouns for members of their immediate family (e.g. *bapak*) and know the terms for identifying younger and older siblings (i.e. *adik/kakak*) and their gender (i.e. *perempuan/laki-laki*). They use the possessive form with commonly used phrases such as *nama saya… ibu saya… mobil saya…* Students' responses show beginning awareness of Indonesian word order; however, without fully understanding that Indonesian shows possession through word order (e.g. *saya hobi kriket, Saya satu kucing*).

They typically use single-word responses to questions and sometimes extend this using simple verbs such as *suka* (*saya suka selada*), *makan (saya makan pisang)*, or *ber-* verbs (e.g. *Saya bermain bola net*).

Fluency

There is minimal evidence of fluency at this level, with responses restricted to one or two words and responses following the pattern provided by the teacher or audio stimulus.

Intelligibility

Students are familiar with the basic sounds of Indonesian, in particular 'u' (oo) (e.g. *buku*) and the consonant 'c' (ch) (e.g. *kucing*) sounds. They are imitating appropriate intonation, raising the second to last syllable on familiar words and following the teacher models provided (e.g. *ber**main***).

Comprehension

Students show comprehension of formulaic questions and utterances (e.g. *Siapa nama kamu?*). They show lack of comprehension or confusion when unfamiliar vocabulary or structures are used (e.g. *Apakah ada binatang di rumah?*). They rely on modelling, repetition or rephrasing, and visual cues in unrehearsed conversations.

Communication Strategies

Students use strategies such as mirroring or adopting the interlocutor's vocabulary or patterns of speech to create meaning, for example, Q) *Bermain netbal di mana?* A) *Bermain netbal di sekolah.* Students use English to ask for clarification, for example, restating questions (e.g. Where do you live?). They use gestures such as pointing to pictures or text to focus attention on the topic of conversation and they use gestures to signal meaning such as size and actions (e.g. running).

They show lack of comprehension or confusion by smiling, having a puzzled facial expression, or by agreeing using *ya* if unsure of the question.

Discourse

In unsupported tasks, coherence in oral language is not evident beyond the single-sentence level. In supported tasks, students use rehearsed, modelled language including devices such as greetings, questions and answers, and definite articles such as *ini*… to refer to visual supports.