

## Year 10 Second Language Learners

### Oral — Average

#### Content

Students discuss topics related to their personal worlds including personal details such as name, age, immediate family, pets, and school. They express factual information about places, events, and activities. They state personal preferences about food, clothing, and activities such as sports and hobbies.

Students participate in role plays and structured conversations such as information-gap tasks using formulaic language and often using prepared written notes. They ask and answer questions about a specific topic or situation such as travelling in Indonesia, purchasing goods and services, making arrangements. They give presentations using rehearsed language on topics such as my house, holidays, a special event.

#### Vocabulary

The range of students' vocabulary knowledge reflects their immediate world. They describe family members and their occupations (e.g. *Bapak saya berumur empat puluh sembilan. Dia bekerja di kantor*). They describe pets and their character (e.g. *Anjing saya namanya... Saya suka anjing saya. Dia lucu*).

They state their school subjects, for example, *Bahasa Indonesia, Bahasa Inggris, Matematika, Olahraga, Ilmu Pengetahuan* (often using a borrowed word from English with Indonesian pronunciation (e.g. *Matematika, Musik, Komputing*) and refer to school-related objects (e.g. *pena, meja, buku*). Students describe common leisure activities (*bermain bola net, tenis, futbol*). They describe factual details about where they live (*Saya tinggal di...*), their house (*rumah saya besar*), and pets (*saya mempunyai anjing*).

The range of adjectives relates to descriptions of objects (e.g. *besar, kecil*), conditions (e.g. *panas, dingin*), physical appearance (e.g. *tinggi, cantik*), and some characteristics or personal traits (e.g. *lucu, ramah*). Students know the vocabulary of primary colours and cardinal numbers.

#### Forms and Structures

Students use simple subject-verb-object sentence construction (e.g. *Saya belajar Bahasa Indonesia*). They construct sentences with a single idea using *ber-* verbs (e.g. *saya bermain bola basket*). Most common are *bermain, berjalan, berenang, bersilancar, berbelanja*.

Students are familiar with a limited range of simple *me-*verbs (e.g. *Saya membaca buku*). Most common are *membaca, mendengarkan, menonton*.

Students refer to themselves and others using simple pronouns (i.e. *saya, dia, mereka, kami*). They use simple noun-adjective word order with possessive (e.g. *Rumah saya besar*).

In conversation and dialogues with peers, students create their own questions using familiar question forms such as *Siapa?, Di mana?, Berapa (harganya)?*

Time is expressed using the preposition *pada* (e.g. *Pada hari Minggu...*). Future tense is expressed using the preposition *akan*; however, this is not applied reliably, for example, *Saya menjadi dokter hewan*.

Students use simple conjunctions such as *dan* and *karena* to join two ideas.

#### Fluency

As students construct their responses, their delivery is characterised by frequent pauses and false starts. They often comprehend the question; however, fluency is interrupted by the need for specific vocabulary that extends beyond their existing range of familiar items.

### **Intelligibility**

Students' intonation of familiar words reflects that modelled by the teacher (e.g. raised second to last syllable); however, this is not applied consistently to unfamiliar vocabulary. Pronunciation includes use of the vowel 'e' and 'a', 'i' as well as 'c' (ch), and beginnings of the rolled 'r' sound although this is often not strongly developed and does not impede intelligibility. The glottal stop 'k' that appears at the end of words is often aspirated (e.g. *kakak*). Students often use words borrowed from English with Indonesian pronunciation (e.g. *komputer, tiket*).

### **Comprehension**

Students show comprehension of formulaic questions such as those using *Apakah? Siapa? Di mana?* and *Berapa?*, and statements that are related to familiar topics. Questions that present difficulty are more open-ended (*Bagaimana?*) or refer to time and duration (e.g. *Berapa lama?*). Students show partial comprehension of questions or statements using less familiar vocabulary; however, they rely on occasional use of English by the interlocutor to support specific comprehension.

### **Communication Strategies**

Students use a number of formulaic terms to show lack of knowledge or comprehension (e.g. *saya tidak tahu, maaf, saya tidak mengerti*). They ask for clarification by stating the question back to the interlocutor (e.g. *Tahun ini?*). Answers involve predominantly single-word responses (*ya/tidak*) as well as single-word answers that draw heavily on the question pattern (e.g. Q) *Suka berenang?* A) *Saya suka berenang*).

Students also move into English to signal misunderstanding, 'Can you repeat that?' and to seek clarification of purpose/instruction (e.g. 'Just read it?'). At times, students agree, using *ya* often to sustain interaction and to wait the next opportunity to comprehend. Typical paralinguistic devices that students use include confused or blank facial expressions and shaking the head to signal lack of comprehension. The use of English verbal fillers is common, such as when seeking confirmation or signalling thinking time (e.g. *hmmm, yeah*).

### **Discourse**

Students' responses are typically a single word, phrase, or single sentence and are highly dependent on the interlocutor's questions as prompts. There is minimal evidence of discourse coherence beyond the sentence level. Students elaborate a single idea using the conjunction *dan* (e.g. *Saya main piano, dan saya juga ...*). They contrast ideas by using the conjunction *tetapi*, for example, *Rumah saya besar tetapi tua (lama)*.