

Year 10 Second Language Learners

Reading — Average

Content

Students read a range of texts drawn from textbooks and the wider Indonesian-speaking community. Texts are typically descriptive, informational, opinion giving, and approximately 200 words in length. Texts are related to personal domains of language use such as family, house/home, shopping, activities, sports/hobbies, and school. Texts also extend into Indonesian-speaking communities and the wider world with content related to issues, climate and the environment, food and lifestyles. With support such as vocabulary lists and teacher explanations, students read a range of texts including blogs, instructions, maps, advertisements, public signs, and magazine covers for gist and simple factual details. Students have difficulty reading texts which are beyond those presented in textbooks and which are not created specifically for pedagogic purposes (e.g. magazines, Internet sites).

Knowledge of Linguistic Forms

Texts that are well understood are typically those simplified from authentic Indonesian texts and those created for pedagogic purposes (i.e. texts with a high degree of familiar vocabulary and sentence construction).

Students are familiar with vocabulary related to personal information (name, age, address), family members, housing and related objects, food and clothing, climate, activities, and school subjects. Unfamiliar vocabulary such as found in authentic texts presents a challenge to students' understanding (e.g. *barang berharga, berlainan jenis, bentuk lainnya, tanpa ijin*).

Students recognise basic time phrases (e.g. *pada hari Senin, pada jam delapan*) and tense markers (e.g. *sudah, belum*). They understand simple prepositions such as *pada, dari, di...atas/bawah/luar*.

Common *ber-* verbs that are known include *bermain, berenang, bersilancar, bercakap, berbelanja* and *me-* verbs that are known include *membaca, mempunyai, mengunjungi, membersihkan*. They are less familiar with *me-* verbs (e.g. *(dilarang) menyalakan, meninggalkan, memasuki*).

Students recognise questions such as *Siapa, Apakah, Berapa, Bagaimana, Apa, Di/Ke/Dari mana...?*

Students understand sentences with subject-verb-object construction; however, they do not readily understand sentences with object focus construction. They are familiar with simple conjunctions (e.g. *karena, tetapi, untuk*).

Task Requirements/Processing

Students read and analyse texts at sentence and whole-of-text levels. They scan texts to locate specific items of information using their knowledge of textual features in general such as text layout and diagrams/images.

Students rely heavily on knowledge of specific vocabulary and familiar grammatical structures to infer the meaning of unfamiliar words and phrases. They attempt to respond to critical literacy questions (e.g. Who is the audience? What is the purpose of the text?) but with some inaccuracies.

Where texts have a number of borrowed words from English (e.g. advertisements), students rely on their knowledge of English vocabulary and expression (e.g. *lokasi, garasi, karakter, fasilitas, informasi, grup*) to make meaning at phrase and sentence levels.

Students occasionally incorporate new vocabulary from their reading into their writing. They have sufficient skills in using bilingual dictionaries to locate words without affixes; however, they are still developing understanding of the rules of affixation, particularly with *me-*verbs.