

## Year 12 Second Language Learners

### **Oral — High**

#### **Content**

Students speak in Indonesian about their immediate, personal worlds as well as topics related to broader social and global matters. They describe their interests and activities, their family members, their home environment. They describe their daily routines and activities both in and out of school, including subjects, teachers, facilities, hobbies, and home duties. They offer personal opinions and evaluations about these topics (e.g. fairness of tasks at home, qualities of teachers, limitations of own abilities). They recount aspects of film and literature of interest to them (e.g. *spesial efeknya, membalas dendam, pengarang*).

Extending beyond their immediate world, students discuss their hopes and aspirations for work, travel, and study. They describe parental views and how these may be similar to or different from their own. Students present their understanding of topics that have been researched such as HIV/AIDS, polygamy, deforestation. They give detailed factual information and personal views on these topics often using specialised terminology. Many students state their desire to travel, particularly to parts of Indonesia, and relate this interest to the cultural significance of places and ethnic groups, for example, *Tanah Toraja, kedua negeri (Australia dan Indonesia)*.

#### **Vocabulary**

Students have a broad range of vocabulary that allows for some refinement and sophistication of use, for example, using *kegemaran saya (hobi saya), masuk kuliah (pergi ke universitas)*. Students use some specialised terms related to particular topics, for example, personal aspirations (e.g. *kursus apotik, otak*), and research topics such as *mendaur-ulang*.

The range of verbs includes simple *ber-* verbs and terms referring to more abstract ideas such as *berperan*. Students use a range of *me-* verbs to describe concrete processes (e.g. *menjalankan mobil*), and more abstract ideas such as *mempesonakan*.

Students' spoken language includes a number of *ke-an* and *pe-an* nouns (e.g. *kemungkinan, kebijaksanaan, keadilan, pengertian, pendidikan*) to refer to more abstract ideas.

Descriptions show a range of simple adjectives and the use of *me-* words as adjectives particularly related to emotional impact (e.g. *menjengkelkan, menyenangkan*).

Students refer to quantities using cardinal numbers with the *ke-* prefix (e.g. *kedua negeri*), quantifiers such as *salah satu*, and classifiers (e.g. *seorang guru yang baik*).

#### **Forms and Structures**

Students use a range of forms and structures to express ideas in spoken form. They vary their sentence construction with both subject and object focus. They use embedded clauses with *yang* to elaborate and qualify statements (e.g. *yang sudah saya pelajari. Negeri yang ingin saya kunjungi... Yang harus saya selesaikan hari itu*). Object focus in third person form is also used when describing actions (e.g. *kalau dibandingkan dengan harapan orang tua, dikenali di seluruh dunia, dibagikan di antara... dibiayai oleh orang tua saya*). Object focus is used appropriately with control, including correct use of first person form and third person using *oleh* (e.g. *Harus dilakukan oleh dia*).

Students draw on a range of conjunctions to connect and contrast ideas (e.g. *sebenarnya, oleh karena itu, baik...maupun... walaupun...*).

Students use past and future tense, including hypotheticals such as *andaikata*. Time is expressed using the preposition *pada* with dates and months, and *pada* is used to describe more abstract relationships such as one's interest in something (e.g. *saya tidak tertarik pada...*).

**Fluency**

Students' spoken Indonesian flows across a series of ideas or an extended, elaborated idea. They move between simple, single sentences and complex, connected ideas as suitable to the demands of the question. When students pause to respond, they typically state their lack of knowledge, indicating that the pause is related more to content than to linguistic range and complexity.

**Intelligibility**

Students have developed effective pronunciation and intonation to make meaning clear. They produce most sounds with a high degree of accuracy and use stress appropriately to give emphasis to a word or idea (e.g. raising second to last syllable) and by using *pun* to emphasise the end of a clause/idea. Pronunciation is mostly correct and consistent, with occasional incorrect vowel sounds, for example, *kue (kui)*, *mengerti (mengarti)*, *adik (edik)*, but this does not impede intelligibility.

**Comprehension**

Students comprehend a range of question forms including *Mengapa? Bagaimana? Berapa lama?* and open-ended imperative forms such as *Ceritakanlah sedikit tentang...* Students respond readily to questions and show very little hesitation in generating an appropriate response. They generally interact comfortably with a range of speakers, including native speakers. Where vocabulary and structures are less familiar, students generally comprehend meaning; however, they may seek clarification of specific language items.

**Communication Strategies**

In interacting with others, students use a number of strategies to demonstrate their comprehension and to seek clarification or confirm their understanding. For example, they mirror the interlocutor's language in their response (e.g. *T: Selain Bahasa Indonesia, Anda belajar apa? S: Pelajaran yang lain adalah...*). They state their lack of comprehension using, for example, *Saya kurang mengerti, Saya tidak menangkap itu...* Furthermore, students seek rephrasing or repetition of the question by using *Sekali lagi. Apa maksud Ibu?* Occasionally students are unsure of factual details and use *saya kurang pasti* to indicate lack of knowledge, rather than lack of comprehension.

Students self-correct (e.g. *pekerja – pekerjaan*) or clarify their own views or expression (e.g. using *Maksud saya adalah...*).

Verbal fillers adopted from Indonesian expression are used at times (e.g. *anu*) to create thinking time while students prepare their responses.

**Discourse**

The degree to which students form coherence across their oral responses relates to the text type and level of support provided. During unsupported interaction (e.g. examination interview) students connect ideas using devices such as giving reasons using a series of ideas (e.g. *alasanya begini...*). They elaborate an idea by giving more detail (e.g. *misalnya*) or contrasting ideas using *walaupun begitu... selain itu, di pihak lain...* They indicate possibilities beyond those stated (e.g. *dan sebagainya*).