

Year 10 Second Language Learners

Oral — Average (1)

Commentary

Learner Background and Program Context

This student is a second language learner of Indonesian at school. He and his parents were born in Australia. His first language is English. He studied Chinese in junior secondary school for 2 years and Indonesian at secondary school for 3 years (8, 9, 10). The Indonesian program has four approximately 50-minute lessons per week.

Features of Achievement in this Example

The student provides a good range of responses to questions related to family, home, school subjects, and pastimes. The student has a good range of vocabulary related to familiar topic areas including common nouns (e.g. *tempat tidur, meja, kursi, lemari, televisi, sepak bola, ikan*). He uses a number of prepositions and locations (e.g. *di belakang, dalam kamar saya...*). He uses rehearsed phrases to describe the house (e.g. *tidak besar tetapi tidak pula kecil, terbuat dari batu bata*). He maintains the conversation with the response *ya, benar*. He uses one or two *me-* verbs (e.g. *memelihara, menonton*). Overall, the flow is good when the student uses familiar phrases; however, it becomes more stilted when the conversation moves into less familiar topic areas and questions.

Year 10 Second Language Learners

Oral — Average (2)

Commentary

Learner Background and Program Context

This student is a second language learner of Indonesian at school. She and her parents were born in Australia. Her first language is English. She studied Italian at primary school for 6 years and Indonesian at secondary school for 3 years (8, 9, 10). The Indonesian program has four approximately 50-minute lessons per week.

Features of Achievement in this Example

The student presents information related to her family, home, school, and pastimes. She has a sound grasp of familiar vocabulary and structures related to these topic areas, for example, verbs such as *bernama*, *berwarna*, *berenang*, *memasak* and common nouns such as *anjing* and foods (i.e. *kentang*, *ikan*, *daging*, *wortel*, *buah-buahan*, *sayur-sayuran*). The student understands questions related to activities (e.g. *Kami tidak berenang di kolam renang itu*) and gives information about her preferences such as *Saya suka makan makanan*. She refers to frequency using *jarang* and *biasanya*. She uses the conjunction *untuk* and *dan* to extend descriptions (e.g. *besar untuk anjing saya*). The student maintains the interaction by confirming with the interviewer (e.g. *ya, betul*). The response has many pauses filled with 'ums' and 'ahs', particularly when the conversation requires more than rehearsed language patterns.