

Year 10 Second Language Learners (Malay Background)

Oral — High (1)

Commentary

Learner Background and Program Context

This student is a second language learner of Indonesian at school. She was born in Australia and her parents were born in Malaysia, which she visited for 1 week. Her first language is English. She studied German and Chinese at primary school, each for 1 year, and has studied Indonesian at school for 9 years (1–10). The Indonesian program has three 50-minute lessons per week.

Features of Achievement in this Example

The student comprehends most questions related to family and leisure time. She responds eagerly with answers that go beyond a minimal response. She has a good range of simple verbs such as *mau*, *berenang*, *membaca buku*, *belajar*, *berbelanja*. She gives reasons for her preferences using *karena* and contrasts ideas using *tetapi*. She uses the term '*khususnya*' to emphasise her interests. She uses tense markers to indicate when events take place (e.g. *keluarga asuh saya tinggal di Indonesia sekarang, saya sering belajar untuk sekolah*). She includes aspects of her cultural knowledge and experience (e.g. *poco-poco, menari*). She attempts to construct Indonesian at a fast pace with some use of English interrupting the flow at times.

Year 10 Second Language Learners (Malay Background)

Oral — High (2)

Commentary

Learner Background and Program Context

This student is a second language learner of Indonesian at school. She was born in Australia and her parents were born in Malaysia, which she visited for 1 week. Her first language is English. She studied German and Chinese at primary school, each for 1 year, and has studied Indonesian at school for 9 years (1–10). The Indonesian program has three 50-minute lessons per week.

Features of Achievement in this Example

The student responds readily to all questions with sufficient detail to maintain interaction. She uses an appropriate greeting and term of respect for the interviewer.

Her response includes a range of simple and complex forms including object focus construction, which is used accurately and effectively (e.g. *Yogja yang kami pelajari di kelas*). She uses prepositions such as *dengan sekolah ada* and *saya tidak terlalu tertarik pada itu*. She has control of negation beyond the use of *tidak* (e.g. *belum pasti Bu, tidak pernah Bu*). She refers to time using the shortened form of *satu* (i.e. *sejam seminggu*).

The student comprehends all questions and responds with *saya tidak tahu bagaimana bercakap dalam bahasa Indonesia*, when she is asked to go beyond familiar content.