

Year 10 Second Language Learners

Oral — Average

Content

Students provide personal information in response to the interviewer's questions with a simple sentence or one-word utterance.

(e.g. (Q)どんなアルバイトをしたいですか。(A)ビデオゲームのショップです。

(Q)よくえいがを見ますか。(A)はい。

(Q)コンピューターで何をしますか。(A)しゅくだいとビデオゲームです。).

Elaboration is provided largely with the aid of the interviewer's scaffolding

(e.g. (Q)ねだんはどうですか。(A)\$16です。

(Q)高いですか。(A)はい、高いです。).

Students understand and answer questions about well-rehearsed topics including family members (e.g. how many in the family, who they are, what mother and father do, how old their siblings are) school subjects, after-school activities, likes and dislikes of food, daily lives (e.g. what time they get up, how they get to school), where they live, part-time job, etc.

Students provide reasons, opinions, etc., in a very simple sentence using the information provided in the prompt, but markers of coherence or relationship to the previous topic are generally not made explicit.

(e.g. (Q)週末に何をしたいですか。(A)映画に行きます。

(Q)どうしてですか。(A)ハリーポッターが大好きです。).

Input information given in the prompt is used in a limited capacity

(e.g. (Q) どうしてカナダに行きたいですか。(A)スキーが好きです。).

Vocabulary

Students use a variety of words to talk about their family members, school subjects, sports, likes and dislikes, etc. Simple high-frequency words used in students' talk include nouns to describe school subjects, verbs to describe their daily lives including たべます、見ます、勉強します、行きます、 and adjectives to explain the reasons for liking/disliking school subjects (e.g. おもしろい、むずかしい、たのしい) and to talk about food (おいしい). Adverbs are used to indicate the degree of the likes/dislikes (とても) and frequency of their activities (ときどき、よく、毎日).

Simple conjunctions (e.g. けど、から) are used to link two verbs/adjectives to form more complex sentences (e.g. ときどきむずかしいけど、おもしろいです。漢字はむずかしいから、がんばらなければならない。).

Students show limited use of appropriate classifiers after nouns in high-frequency contexts (e.g. 5人、16さい). Appropriate terms are used to refer to own family members (e.g. 父、母、弟、兄).

Lack of control of verbs results in the misuse or overuse of familiar verbs (e.g. いきます、です、します).

Frequent use of English words to fill the gaps in vocabulary knowledge is evident (e.g. bedroom, computer games, weekend).

Forms and Structures

Students use simple structures (e.g. デニスはまいにちです。ポリッジを食べました。たくさんDVDがあります。) and some complex sentences (e.g. 学校のあとで、テニスをします。ときどきむずかしいけど、よくおもしろいです。漢字はむずかしいから、がんばらなければならない。すしはおいしいと思います。) to talk about their daily activities, and their opinion about their school subjects, food, sports, etc.

Attempts are made to use more complex structures and forms after repairing the initial utterance (e.g. すしはおいしいです、おいしいと思います。東京ディズニーランドに行きます、行くことができます。)

Errors observed in students' talk include particle use (e.g. _____を好きです), verb form (e.g. 六時半をおくした), and some tense issues (e.g. 学校に電車で来ましたか。いいえ、車で行きます。), but in general these errors do not interfere with intelligibility.

In response to the interviewer's questions, students change patterns in their responses (e.g. (Q)朝ご飯に何を食べましたか。(A)パンを食べました。(Q)家族は何人ですか。(A)5人です。)

Choice of grammar patterns is not always correct.

Fluency

Students are able to produce familiar patterns and formulaic speech at an appropriate tempo without frequent pauses. Frequent pauses resulting in loss of fluency are observed when students try to use unfamiliar patterns and words. Simple discourse markers (e.g. でも) are used. Occasional hesitations or slowness in language processing may prevent effective communication.

Pronunciation of some less familiar borrowed words shows a strong influence from English phonology (e.g. soccer, basketball), but some attempts are made to pronounce English words with Japanese pronunciation (e.g. Clive Cussler – クライブ・カスラ, shooting game – シューティングゲーム).

Some English intonation is apparent.

Some evidence of self-correction (e.g. Manly を... Manly でします。) is evident.

Intelligibility

Pronunciation, stress, rhythm, and intonation are influenced by English, but this does not cause difficulty in understanding students' speech.

Comprehension

Comprehension may not always be accurate, but with the interviewer's assistance, students are able to continue the conversation)

(e.g. (Q)ねだんはどうですか。(A)\$ 16です。(Q)高いですか。(A)はい、高いです。).

Lack of comprehension is marked by statements in Japanese such as 'I don't know' 'I don't know the meaning of ____'.

Communication Strategies

Students are able to ask for repetition of the question, clarification, or use English occasionally to sustain the conversation. They make an educated guess when asked questions.

Repeated attempts at clarification result in the use of English.

Students are able to respond to more difficult questions after considerable scaffolding/hints, although some remain not understood.

Discourse

Students are aware of sociolinguistic rules (e.g. 父、母 referring to their own parents) although they are not always correct.