

Year 6/7 Second Language Learners

Writing — Average (1)

じこしょうかい

わたしの なまえは です。

junisai さいです。

たんじょうびは しき がつ はち にちです。

ねと

nettoruru します。

Basketboru します。

osteraria に い ん で り ます。

です。

お か あ さん の なまえは です。

お と う と の なまえは です。

お に い さん の なまえは です。

お に い さん の なまえは です。

お と う と の なまえは です。

お と う と の なまえは です。

お じ い さん の なまえは です。

お じ い さん の なまえは です。

Commentary**Learner Background and Program Context**

This student is a second language learner whose first language is English. She and her parents were born in Australia. The student began studying Japanese when she started school. The Japanese program is 50 minutes per week across the school.

Features of Achievement in this Sample

The student provides information relevant to the self-introduction task. She writes correct responses in the cloze exercise introduction, including her name, age, and birthday.

She goes beyond the usual range of personal details such as name, age, and family members, and includes place of residence and sports she plays. She uses verbs in the present tense (e.g. すんでいます) and future tense (e.g. します). She also uses a familiar pattern repeatedly (i.e. family member の name は xxx です). This phrase is used correctly to give the names of each of her family members.

Each of the names is written in English. She uses the correct nouns for each of her family members including, for example, おじいさん、おとうと。

The student accurately uses a range of particles including の、に、を、は. The *o* is written in roomaji after self-correcting her initial use of the character お for this particle. Generally characters are well formed, although there are some that are unclear (e.g. な, う).

Her response picks up on two of the topic areas suggested in the task prompt: sport and family. In addition she adds a statement about where she lives (not covered in the prompts) using the formula (Place)___にすんでいます__. Her strategy for both these topics is to use the same formulaic sentence repeatedly, filling in the slots with different items. For the sports she plays, she produces two sentences using the formula (*name of sport*) をします. For family, she draws on the words for family members provided in the prompt and repeats the formula (Mother) のなまえは XXX です。 (*My [mother]'s name is XXX*) eight times for different family members. The learnt patterns are used accurately in both cases. She does not use variations such as linking the names of brothers with 'and' in the one sentence, instead she repeats the same sentence for each brother.

The student uses a mixture of romanisation and hiragana. Romanisation is used for foreign words, indicating that she knows these should not be written in hiragana, and she attempts to reproduce Japanese spelling, indicating an emerging understanding of the phonetic rules for loanwords. Romanisation is also used to substitute for hiragana symbols in some words (e.g. *junisai* 12 years old) and for the particle *o*, which she attempts to write in hiragana incorrectly and self-corrects. This suggests that her mastery of hiragana is still incomplete.

Year 6/7 Second Language Learners

Writing — Average (2)

じこしょうかい

わたしの なまえは _____ です。

_____ さいです。

たんじょうびは _____ がつ _____ にちです。

わたしは name _____ です。

ともだち names _____

スポーツ、そか、

かぞく、おとうと、いもうと、二 おにいさん、

すきなところ、こうえん、うみ、

Commentary

Learner Background and Program Context

This student is a second language learner of Japanese whose first language is Vietnamese. She was born in Australia and her parents were born in Vietnam. The student is in her seventh year of learning Japanese and began when she started school. The Japanese program is 60 minutes per week from Prep to Year 4 and 120 minutes per week in Years 5 and 6.

Features of Achievement in this Sample

The student addresses some of the topics suggested in the task description. She begins with a full sentence to give her name (although the incorrect symbol わ is used for the particle は, even though this sentence is provided at the beginning of the task). She then lists the names of her friends, favourite sports, family members, and favourite places using the keyword from the prompt, followed by a single name, or in the case of family, a list of members which draws on the list provided in the prompt. She uses Japanese-style commas in the lists but not full stops. She reproduces appropriate vocabulary for describing some family members (e.g. いもうと、おとうと) from the list in the prompt. She also uses the kanji 二 to indicate she has two older brothers. The correct counter is omitted but the message is conveyed. She also reproduces some common nouns related to places from the list in the prompt (e.g. こうえん、うみ) and attempts to write 'soccer' in Japanese using hiragana そか. She is able to copy katakana from the text for the word 'sport', but uses hiragana to write other borrowed words (e.g. そか) and English to write friends' names. Her writing of script is generally well formed.