

## Year 6/7 Second Language Learners (Bilingual)

### Writing — High (1)

じこしょうかい

わたしの なまえは name です。

十二 さいです。

たんじょうびは 一 がつ 二十 七 にち です。

わたしの かぞくは 五人が います。

おとうさんと おかあさんと いせうと 子ねこが います。

わたしは アートと スポーツと まんがのしやが すきです。

わたしは さんつが へた です。

わたしの ともだち name と name と

name と name と name と name です。

わたしの ともだちは たのしく です。

name は とても シリー です。

十二から、みんなは 十二のし です。

### Commentary

#### Learner Background and Program Context

This student is a second language learner whose first language is English. She and her mother were born in Australia and her father was born in New Zealand. The student began learning Japanese in her first year of schooling in a Japanese bilingual program that teaches 7.5 hours per week in Japanese, including content areas such as Science, the Humanities, and Visual and Performing Arts.

#### Features of Achievement in this Sample

The student provides an extended response to the self-introduction task. She responds to the prompts to give information about family and friends, but also includes information about school subjects that she likes/dislikes/is good at/bad at. She uses a range of patterns, with some minor grammatical errors that do not affect intelligibility. She also goes beyond listing the names of friends by creatively using the simple sentence construction (X wa Y desu) to give a description of them (fun) and elaborates by giving an example of a particular friend who is very silly and contributes to this fun.

She uses a number of common nouns relating to family, pets, friends, and school subjects (e.g. 子ねこ、まんが、ともだち). Adjectives including へた、たのしく and シリー are used appropriately, and she uses the strategy of coining a borrowed word to express 'silly'. She also uses the intensifier とても to provide emphasis in her writing. The particles used include の、は、が、と. The student also attempts to include a comparative by using the phrase noun のほがすきいです.

Other phrases used include: xxx と xxx があります and personal pronoun の subject は adjective です.  
The connective たから (therefore) is used in the concluding statement to summarise the information about her friends.

Her writing includes hiragana, katakana (e.g. スポーツ), and kanji (e.g. 子、二十七). These are generally neat and well formed. She includes the word 'silly' in katakana, recognising it as a word borrowed from English. She adds the English as well to support the reader's understanding. It is possible that this is a 'Japanised' word the student uses with her friends.

## Year 6/7 Second Language Learners (Bilingual)

### Writing — High (2)

じこしょうかい

わたしの なまえは name \_\_\_\_\_ です。

12 \_\_\_\_\_ さいです。

たんじょうびは 8 がつ 12 にちです。

わたしの かぞくは 三人です。おとうさんとおばあさんと  
わたしとおじいさんとおばあさんたちは  
かんこくにすんでいます。わたしのしゅみ  
はおんがく。おきくのとすいえいで。わたしは  
かんこくにいきたいんだけど、もここにいる  
のがすきです。ここはオーストラリアです。  
ここはほんとにあついです。

#### Commentary

##### **Learner Background and Program Context**

This student is a second language learner whose first language is Korean. She and her parents were born in Korea. She arrived in Australia in Year 2 after completing 2 years of schooling in Korea. The student began learning Japanese in Australia in a Japanese bilingual program that teaches 7.5 hours per week in Japanese, including content areas such as Science, the Humanities, and Visual and Performing Arts.

##### **Features of Achievement in this Sample**

The student has provided a detailed response to the self-introduction task. She goes beyond the suggestions provided in the prompts, and includes details about where her grandparents live, her hobbies, and what she would like to do. She expresses personal feelings through her writing (e.g. かんこくにいきたいんだけどもここにいるのがすきです) (I want to go to Korea, but I like being here.) The connective んだけど is used to create a complex sentence to express her desire to go back to Korea but that she also likes being here (in Australia). In addition, the ん is used to add emphasis to this statement. The level of language of related first language background speaker is higher and qualitatively different from that of her classmates. She is able to use more advanced grammatical forms, often conversational in tone, with minimal errors.

She uses a number of common nouns relating to family and hobbies (e.g. すいえい、おんがく、かんこく). She also uses the adjective あつい, and the intensifier *honto ni* (rendered as ほんとに) is used to provide emphasis to this phrase. She includes the plural form of the noun おばあさんたち appropriately. The particles used include の、は、が、と、とか.

The student also uses relative clauses (e.g. おんがくをきくの、ここにいるの). She uses verbs in the plain form (e.g. きく、いる), present form (e.g. すんでいます), and in the *-tai* form (e.g. いきたい). Other phrases used include relative clause がすきです, personal pronoun の subject は adjective です. The connective だけども is used to create a complex sentence to express her desire to go back to Korea but that she also likes being here (in Australia). In addition, the sentence final particle ん is used to add emphasis to this statement.

Her writing is generally neat and well formed and includes hiragana, katakana (e.g. オーストラリアー), and kanji (e.g. 三人).