

Year 6/7 First Language Learners

Writing — High (1)

じこしょうかい

わたしの なまえは です。

_____ 12 _____ さいです。

たんじょうびは 10 がつ 27 にちです。

ぼくの けぞくには 5人 います。兄と弟と ぼくと父と
母です。ぼくは 土曜や 日曜日に海へ行く
のが 好き。ぼくの 好き は サッカーとテニスです。
きつても あつめて います。ぼくの 友だちは
 と です。ぼくは 二本 生まれ です。
2004年の はじめごろに オーストラリアに きました。
さいしょは えいごが できませんでした。でも 今は
えいごの ほうが よいです。ぼくが いく 中学
校は という クリフチーの
学校です。あんが い ぼくの 住んでいる 人は
だれも いません。ぼくは 三つの 家にお
んだごし があります。一つは 日本に あり、
あとの二つは オーストラリアに あります。ぼく
は まだ しゅうらい なにに なりたいかわからな
いけど、たぶん サッカーの せんしゅに なりた
い と思っています。

Commentary

Learner Background and Program Context

This student is a first language learner who was born in Japan. He came to Australia at 7 years of age after completing 1 year of schooling in Japan. His mother is Japanese and speaks to him in Japanese, his father is Australian and speaks to him in English. The student continued learning Japanese after he arrived in Australia in Year 2 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 writes a detailed and well-sequenced self-introduction text including information about when he came to Australia, where he will go for secondary school, and personal feelings about what he may like to do in the future.

The student includes a large number of common nouns (e.g. えい語、中学校、せんしゅ) and counters (e.g. いつ、5人、三こ) in his writing. He also uses adverbs of time effectively to indicate the order of events (e.g. さいしょは、はじめごろに、まだ). He uses the particles と、も、に、の、が, and は accurately. Verbs are used in the plain form (e.g. している、past plain すんだ negative plain わからない), present form (e.g. あつめています), and in the *-tai* form (e.g. なりたい). The student also uses relative clauses (e.g. おんがくをきくの、いく中学校) and comparatives (e.g. でも今はえい語のほうがとくいです。)The connective *けど* is used as well as a verb in the *て* form to create a complex sentence. There are some small errors in his writing; however, these do not cause misunderstanding (e.g. the opening sentence). His final sentence is a complex one and he uses a number of culturally appropriate phrases and vocabulary to express what he is thinking he might like to become in the future.

He uses some colloquial expressions (e.g. *angai*) that do not fit with the general formal register, and indicate that he is drawing on his fluency in spoken Japanese. It is evident that his ability to separate spoken and written language is still evolving.

His writing is neatly formed and includes hiragana, katakana (e.g. オーストラリア、サッカー) and many kanji (e.g. 日曜日、思う、海、家).

Year 6/7 First Language Learners

Writing — High (2)

じこしょうかい

わたしの なまえは です。

_____ 11 _____ さいです。

たんじょうびは 12 がつ 22 にちです。

ほくには お父さんと お母さんがいます。友達 は、175人くらい
いると思います。しゅみは、のんびり好きです。好きな所は、
日本の静岡県 の浜松市の小学校です。週末は、のんびり
したい。おでかけは、好きな食べ物、おさしみです。
好きな食べ物、パイナップルとフルーツサラダです。好きな
飲み物は、牛乳です。好きな飲み物は、ミックス ジュースです。
こんなほくですが、おねがいします。

Commentary

Learner Background and Program Context

This student is a first language learner who was born in Japan. He came to Australia at 9 years of age after completing 3 years of schooling in Japan. His mother and father are both Japanese and speak to him in Japanese. The student continued learning Japanese after he arrived in Australia in Year 4 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. He also studies Japanese at an after-hours language school.

Features of Achievement in this Sample

The student follows the prompts in the model to structure his self-introduction, giving basic information about his family, friends, hobbies, favourite places, etc., as requested. His responses are fairly minimalist, with little elaboration, but this is likely to be as a result of the task and context. Although it is unlikely that his full range of competencies is drawn on in this task, he uses a range of simple vocabulary and grammar accurately and appropriately.

The student produces a well-written self-introduction, including information about his friends, interests, favourite places, and favourite foods and drinks. When writing about his friends he says that he thinks he has about 175 friends.

His writing is carefully formed and includes hiragana, katakana (e.g. ミックス ジュース), and many kanji (e.g. 週末、牛乳、静岡県、浜松市).

The student draws on a broad range of vocabulary to express himself clearly and succinctly. The particles と、には、の、が and は are used accurately. Verbs are used in the plain form and writing also includes relative clauses (e.g. のんびりする事です。) the たり、たりします structure, and と思います。 In his final sentence he uses culturally appropriate phrases and vocabulary to conclude his self-introduction (こんなぼくですが、おねがいします。).