

Year 6/7 Second Language Learners (Bilingual)

Oral

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 after she arrived 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 provides a two or three sentence response when asked about her favourite thing during her recent school trip to Japan. She speaks in detail about the Japanese breakfasts, describing what was included and also what was not. She uses the positive past tense of *すき* and *あります* accurately and also connects verbs to make a complex sentence. Particles are used accurately: *わたしはあさごはんがすきでした。たまごもあるし、ソーセジもあるし、サーモンもありました。トーストがありません!* (I liked breakfast! There were eggs, there were also sausages, and there was also salmon. There is (no toast!). She is also able to sustain the conversation further. For example, when asked what she eats for breakfast in Australia, she replies *かんこくのあさごはんをたべます。* (I eat Korean-style breakfast) and when asked if Japanese- and Korean-style breakfasts are the same, she responds: *ちよつとちがう。* (they're a little different). This demonstrates the student's ability to confidently and accurately describe in detail personal experiences and factual information. The final phrase (*ちよつとちがう*) is in plain form, although earlier sentences are all in *desu/masu* form. This would appear to demonstrate that she is generally relaxed and confident conversing in Japanese with the group.