

Year 10 Second Language Learners

Oral — Average (1)

Commentary

Learner Background and Program Context

This student is a second language learner whose first language is English. He was born in Australia and his parents were born in Europe. The student has studied Japanese since Year 8 and also French for 1 year in Year 8. The student has never visited Japan. The Japanese program has four 55-minute lessons per week.

Features of Achievement in this Sample

The student conveys a range of personal information including his family, daily life, school, leisure activities, and hobbies. Each piece of information is mostly given in one simple sentence (e.g. (Q) xxxさんは何年生ですか。(A)16さいになります。)。The student gives his opinion about school subjects he likes and dislikes in a few simple sentences with the interviewer's scaffolding assistance (e.g. (Q) テニスはどこでしますか。(A)テニスは毎日です。(Q) 学校でテニスをしますか。(A)学校のあとでテニスをします。)).

The student uses a variety of vocabulary to talk about his personal life. He uses a few modifiers (e.g. ときどき、とても、よく) to make the meaning of the utterance more precise, for example, by using intensifiers such as really, very, etc. (e.g. とてもむずかしいです。) The student makes a good attempt to use more complex verb forms (e.g. ～なければならない) and to link sentences with connectives (e.g. ～けど、から) to form a complex sentence (e.g. ときどきむずかしいけど、よくおもしろいです。かんじはむずかしいから、がんばらなければならない。)).

Errors in the choice of words, particles, and verb forms do not interfere with communicating meaning (e.g. ミルクをたべます。)).

The student speaks relatively slowly with some hesitations. His comprehension is not always accurate and produces some unexpected answers (e.g. (Q) どうやって学校に行きますか。(A)と言います。(Q) 何できますか、(A)英語と化学と数学と)。The student asks for clarification and repetition when he is not sure of the meaning of the interviewer's questions.

Year 10 Second Language Learners

Oral — Average (2)

Commentary

Learner Background and Program Context

This student is a second language learner whose first language is English. He and his parents were born in Australia. The student has studied Japanese since Year 4 and also French for 1 year at Year 8. The student has never visited Japan. The Japanese program has four 55-minute lessons per week.

Features of Achievement in this Sample

The student conveys a range of personal information in response to the interviewer's questions about his family, daily lives, school, leisure activities, and hobbies. Each piece of information is mostly given in one short sentence (e.g. (Q) よくえいがを見ますか。 (A) はい。)。The student gives his opinion about food and school subjects he likes and dislikes in very simple short sentences, mostly with the interviewer's scaffolding assistance (e.g. (Q) ねだんはどうですか。 (A) \$16 です。(Q) 高いですか。 (A) 高いです。)).

The student uses vocabulary which he mainly learnt in class to describe his personal details. The student's utterance mainly consists of a main verb and one object (if required) and contains few modifiers (e.g. とても). Errors in the choice of particles and/verb forms may interfere with communicating meaning.

The student speaks relatively slowly with frequent hesitations. His comprehension is not always accurate and produces some unexpected answers (e.g. (Q) どんなアルバイトをしたいですか。(A) たべものをつくります。)。The student asks for clarification and repetition when he is not sure of the meaning of the interviewer's questions.

Year 10 Second Language Learners

Oral — Average (3)

Commentary

Learner Background and Program Context

This student is a second language learner whose first languages are English and Cantonese. He was born in Australia and his parents were born in Hong Kong. The student has studied Japanese for 7 years and French for 3 years from Year 6 to Year 8. The student has never visited Japan. The Japanese program has four 55-minute lessons per week.

Features of Achievement in this Sample

The student conveys a range of personal information including family, daily lives, school, leisure activities, hobbies, and part-time job. Each piece of information is given in a short simple sentence in response to the interviewer's questions. Occasionally the student responds to the interviewer's question simply with a Yes/No or with one other word.

The student uses a variety of simple frequently used vocabulary. A few simple adjectives are used to describe the characteristics of people he mentions (e.g. テニス部の先生はやさしいです。)

He answers the interviewer's questions with a copula
(e.g. Q: コンピュータで何をしますか。 A: しゅくだいとゲームです。).

The student's speech is relatively slow with frequent pauses. His speech is generally intelligible and the pronunciation of some words is influenced from Chinese (e.g. しゅうごく for ちゅうごく). His comprehension is not always accurate (e.g. Q: 家族は何人ですか? A: 高校二年生です。). Usually he remains silent when he is not sure of the meaning of the question or how to answer the question.

He responds to the question eventually with the interviewer's scaffolding
(e.g. Q: いつサッカーをしますか。 A: いつ、いつ、分かりません。
Q: ふん。えっと、いつ、 Q: いつ、学校が終わった後サッカーをしますか。 A: はい。).