Year 10 Second Language Learners

Oral — High

Content
Students convey a range of personal information and opinion in response to the interviewer’s questions about family, daily lives, school, leisure activities, their hobbies, part-time jobs, etc. Each response to a question is given in one or two sentences.

Students elaborate the information where personal interest is evident by extending their responses.

Students also express likes and dislikes of school subjects, food, sports, etc.

Some students attempt to justify their reasons for their likes and dislikes using a range of adjectives and adverbs.

Vocabulary
Students use a wide range of words learnt from the course to talk about their personal lives. A variety of nouns (e.g. school subjects, leisure activities, hobbies, food) are used to give a detailed description of their daily lives. Students show some ability to conform to sociolinguistic rules relating to word choice by using appropriate terms of reference for family members (父, 母), and natural use of 〜さん, etc. Verbs used in their descriptions are mainly simple high-frequency words.

Use of high-frequency adjectives and adverbs (e.g. adjectives — おもしろい, むずかしい, adverbs — とても, たくさん) is observed.

They also indicate the frequency of their activities by using intensifiers.

Effective use of words to describe time, and days of the week to explain frequency of activities, is evident (e.g. 月曜日から、金曜日まで宿題をして、週末に shooting ゲームをします。).
Students use the correct counter (classifier) to refer to the number of family members (e.g. 一人、二人、三人) and pets (e.g. いぬがいっぱいとねこがにがきます。).

Elaboration is made with the use of conjunctions (e.g. そして、でも、だから) and connective particles (接続助詞 (から、し、て、が)) to provide further information about what was mentioned in the previous sentence or justification for the activities in which they are engaged (e.g. スポーツが好きですがあまりできません。数学はやさしいと思うから好きです。僕もえがか好きです。でも、料理も好きです。).

**Forms and Structures**

Students use forms and structures that were taught in class (e.g. _で、_たい) in simple sentences containing basic elements (i.e. subject, verb/copula and object). They use a wide range of forms (e.g. _たり_たり、てもいいです、なければなりません) and form more complex sentences containing coordinate/subordinate clauses in a strategic way (e.g. 食べ物を食べて、宿題をします。週末に宿題をしたり、ゲームをしたりします。) in familiar contexts. However, they struggle to form a response when asked questions relating to content that is not rehearsed.

Students use tense and negation appropriately to provide the information required to fulfil the task requirement.

Students make intelligent guesses even when presented with unknown forms and try to use guessing to keep the conversation going (e.g. when the interviewer uses the phrase つくったことがある、the student does not seem to understand it, but answers using the form つきました instead).

Occasional errors of particle use (e.g. いぬをすきです。へやによみます。), verb morphemes (e.g. てんぷらをつかったです。), and errors with relational patterns (e.g. あまり... without a negativeあまり高います) are evident, but these errors do not interfere with communicating meaning. They are also often examples of overgeneralisation, indicating a good grasp of the basic function of the particles rather than random errors.

Students use coherent devices by using the subjective particle (も) and determiners (この、その、あの) to refer to the interviewer’s or their previous statement (e.g. (Q) まさきさんは、サッカーが好きですが、xxxさんはどうですか。) (A) はい、私もサッカーが好きで、今年サッカーをしています。(Q) どうしてしたいですか。) (A) 私の友だちは、このアルバイトをしています。

Some evidence of independent learning of language outside the classroom context is observed.

**Fluency**

Students provide personal information in one or two sentences with relative ease. There may be occasional loss of fluency in transition from rehearsed or formulaic speech to spontaneous interaction, but this does not prevent effective communication. Occasional use of fillers (e.g. そうですね) are not distracting in general.

Students are also able to able to pronounce loanwords from English with Japanese pronunciation (e.g. マクドナルド、シューティングゲーム、コメディー、コンピューター) and may use the strategy of applying Japanese phonology to English words to compensate for gaps in lexical knowledge.

**Intelligibility**

Pronunciation, stress, rhythm, and intonation, although influenced by the first language, rarely interfere with intelligibility.
**Comprehension**

Comprehension is mostly accurate for questions on common and concrete topics without any clarification or repetition. Basic interrogatives are understood well. When the student is confronted with a linguistic or situational complication or an unexpected turn of events, comprehension may be slower or clarification strategies may be required. Students use non-verbal acknowledgment to indicate comprehension.

**Communication Strategies**

Students engage directly with the interlocutor by clarifying the support required (e.g. ask for clarification or for repetition (e.g. すみません、もういちど、わかりません、アルバイトは何ですか) and occasionally switch to English. If the utterance is not understood, students repeat or revise to make himself/herself understood rather than giving up.

Responses are immediate, appropriate, and informative.

Students usually manage the speaker-listener relationship effectively (e.g. use of backchannels ええ、そうですね、using fillers えっと). Hesitation markers may be in L2 or L1 (e.g. ‘Um’) and if no capacity is evident, English is apparent.

Students use guessing strategies in preference to clarification strategies and use the question/input to assist the response (e.g. ... ごろ). Sometimes this may result in mispronunciation or miscommunication.

**Discourse**

Students use cohesive devices (e.g. high-frequency connectives でも、そして、ぼくもえいががすきです。でもりょうりもすきです。) and simple registers conforming to sociolinguistic rules (e.g. 父、母 referring to their own parents).

**General comment on learners who know a related language (e.g. Chinese)**

The greater exposure to Japanese outside the classroom and cultural identification that these students have result in more natural use of language and greater confidence in use. There is greater evidence of metalinguistic observation, for example, finding differences and similarities in linguistic and cultural elements.