Year 10 Background Language Learners

Oral — High

Content

Students interact to share a wide range of information related to their personal, social, and educational world. They provide detailed personal information, details of family members, including family language and cultural background, personal qualities and shared interests of friends, as well as personal interests, hobbies, and sporting activities. They describe their school life: subjects they like, their school timetable, and school facilities. They talk about future plans, about reasons for their choice of subjects, and about university and future work aspirations. They describe their travel experiences and plans, including reasons for travel and places they like to visit, activities on holidays, and experiences overseas.

Students describe features of their life in Australia, multicultural life at school and in the community, and places they like to visit. They state preferences and explain reasons for their decisions and opinions. They make comparisons between places, languages, cultures, and communities that they have encountered. They talk about their Chinese identity, their home languages, people they interact with in Chinese and English (often siblings), and their Saturday school learning experiences.

They describe their experiences in China and elsewhere, including places visited, and recount memorable experiences. They explain their engagement with Chinese language and culture through film, music, literature, or community events.

Vocabulary

Students’ linguistic resources are wide ranging and used to full effect, extending beyond topics or content areas taught at school. Their expression is limited only by their knowledge of specific subject matter. They describe family relationships 外婆, activities 跳芭蕾舞, using a range of verbs and adjectives appropriately to describe their world (e.g. 很 的地方, 挺 的). They use specific terms to describe people and places (e.g. 教堂, ), and use natural expressions to maintain the flow of conversation (e.g. 没什么意思, 尽可能). They use colloquial and idiomatic expressions to add flavour to their talk and use English for unfamiliar expressions, for example, pop music, multicultural, god, service, and stressed, reflecting their natural, everyday code switching in their own social environment.

Forms and Structures

Students draw on extensive linguistic resources to communicate their meanings, with ideas expressed in a natural manner. They create complex noun phrases with detailed attributive clauses, and control a range of verb structures with complements of degree, potential, direction, and result to describe the manner or result of their actions. Prepositional phrases are used to identify location, direction, participants, etc., for example, 在我的家里是很热闹的地方, 外婆跟我们一起, 对我来说有帮助. They use a range of constructions to express more detailed meanings, for example, adverbs to express time (e.g. 开始小学...), complements of time to express duration.
They describe a sequence of events using, for example,... 以后 ... or simultaneous actions using ...
的候 (e.g. 笑的候), and using 就 (e.g. 到我就会到她). They express future intention using
modal verbs and adverbs (e.g. 将来, 就会), and past experience using aspect marker 过 and the tense
marker 了. They make comparisons using a range of structures including 比, 有... 那么, 跟... 一 ... They express conditionality using 如果 and 要是, contrast using 然... 但是... and 不过, and express
cause and effect using 因为, 为了... and 一 ... 就...

They use the particle 了 or 是...的 to add emphasis. They employ the passive voice effectively when
necessary, using 让, 叫 or 被, and use the 把 structure as required. Vocabulary and sentences are
occasionally influenced by dialect (e.g. ...我妈妈想我做老师; 不认识很久).

**Fluency**

Students are accustomed to interacting with a range of speakers, applying formal and informal styles or
register as appropriate, maintaining the interaction with confidence and ease. Spoken expression is
fluent and natural, displaying appropriate rhythm and phrasing. Questions are answered immediately,
occasionally pausing to consider how best to respond. Answers are often short, expressed in a natural
manner, with considerable ellipses.

**Intelligibility**

Students speak Putonghua effectively, with clear and accurate pronunciation, and occasional regional
(Cantonese/Taiwanese) accent evident.

Some minor pronunciation and tone errors occur that do not affect communication (e.g. shui, not sui;
可 kēài, not kēài).

**Comprehension**

Students understand complex ideas and expand on their meanings without hesitation, needing minimal
support from the interlocutor.

**Communication Strategies**

Students use a range of natural strategies in the course of conversation, repeating a word when not sure
of the meaning in context, for example, 自然? (natural), using phrases such as 我不太清楚when
uncertain how best to respond. They shift between English and Chinese naturally (e.g. ‘wild 物’,
"very stressed"), or use alternative terms to replace an unknown expression (e.g. 上第一年大学 for
大学一年 ) to maintain the flow of the conversation. They self-correct without hesitation. They
contribute to the discussion or direct the conversation through detailed elaborations, expressing
disagreement or clarifying meanings as the conversation develops, thus playing an active role in
sustaining the conversation.

**Discourse**

Students’ interactions are maintained through a range of detailed statements, with topics shifts
occurring smoothly as the conversation develops. The students are active conversational partners,
displaying familiarity with turn-taking routines, conversation fillers and gestures, willing to code switch
readily in order to maintain the flow of conversation.