Year 10 Second Language Learners

Oral — Average (1)

Commentary

Learner Background and Program Context

This student is a second language learner of Indonesian at school. He and his parents were born in Australia. His first language is English. He studied Chinese in junior secondary school for 2 years and Indonesian at secondary school for 3 years (8, 9, 10). The Indonesian program has four approximately 50-minute lessons per week.

Features of Achievement in this Example

The student provides a good range of responses to questions related to family, home, school subjects, and pastimes. The student has a good range of vocabulary related to familiar topic areas including common nouns (e.g. tempat tidur, meja, kursi, lemari, televisi, sepak bola, ikan). He uses a number of prepositions and locations (e.g. di belakang, dalam kamar saya...). He uses rehearsed phrases to describe the house (e.g. tidak besar tetapi tidak pula kecil, terbuat dari batu bata). He maintains the conversation with the response ya, benar. He uses one or two me- verbs (e.g. memelihara, menonton). Overall, the flow is good when the student uses familiar phrases; however, it becomes more stilted when the conversation moves into less familiar topic areas and questions.
Exemplars with Commentaries

Year 10 Second Language Learners

Oral — Average (2)

Commentary

Learner Background and Program Context

This student is a second language learner of Indonesian at school. She and her parents were born in Australia. Her first language is English. She studied Italian at primary school for 6 years and Indonesian at secondary school for 3 years (8, 9, 10). The Indonesian program has four approximately 50-minute lessons per week.

Features of Achievement in this Example

The student presents information related to her family, home, school, and pastimes. She has a sound grasp of familiar vocabulary and structures related to these topic areas, for example, verbs such as bernama, berwarna, berenang, memasak and common nouns such as anjing and foods (i.e. kentang, ikan, daging, Wortel, buah-buahan, sayur-sayuran). The student understands questions related to activities (e.g. Kami tidak berenang di kolam renang itu) and gives information about her preferences such as Saya suka makan makanan. She refers to frequency using jarang and biasanya. She uses the conjunction untuk and dan to extend descriptions (e.g. besar untuk anjing saya). The student maintains the interaction by confirming with the interviewer (e.g. ya, betul). The response has many pauses filled with ‘ums’ and ‘ahs’, particularly when the conversation requires more than rehearsed language patterns.