Stage B2 | beginning | example 2

The student
Year Level: 11 year old boy who had just moved to his second primary school
Background: Iraqi background, but born in Iran; His family had been in Australia 15 months, 9 of them in a detention centre.
Language: Arabic

The task
The student was asked a series of questions about his background, in a one on one interview situation with an adult (Int).

The text shows that the student:

uses time markers but not past tense

can use "to be" correctly

uses negation (putting 'not' after "to be")

Int: what did you think about it?
S: First is good. After is boy want fight and ..yeh.
Int: OK. Are there lots of boys fighting at [previous primary school]?
S: Mm. Yeh.
Int: Which boys?
S: Wa.. Mm. One boy is er Chinee, China. And er..China and er.. I don't know. One boy is [inaudible].
Int: But they keep on wanting to fight?
S: Yeh.
Int: Why do they want to fight?
S: Am [inaudible] he said, you bash my cousin.
Int: Aha. OK. So there was a bit of a·
S: Yeh.
Int: Some people were bullying other people. That can't be very nice.
Did you feel safe at [previous primary school]?
S: Yeh.
Int: What about here?
S: Here is very good.
Int: Very good. OK. So it feels safer or better?
S: Yeh.
Int: OK. Did you go to school in Iraq?
S: No, I am not go to Iraq. I am born in the Iran.

takes quite long turns, 5–6 words

engages appropriately in the conversation

does not always use comprehensible pronunciation

attempts to mark past time

This text is an example of a student beginning to work towards the Standard at B2. He is improving his comprehension of English and use of social and classroom language. He is able to engage in social interactions using language beyond short utterances and formulas, however breakdowns in accuracy and fluency occur as he takes more risks.

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