Stage BL Standard example 2

The student

Year Level: 12 years old, year 5-6 **Background:** Refugee from Iraq; father came first. Other family members came via

Syria.

Language: Arabic

Schooling: interrupted. No school in Syria.

Has very limited L1 literacy.

The task

The student was asked a series of questions about himself and his life in Australia by an interviewer [Int]. He had the assistance of an interpreter [Ips] This extract is taken from the same interview as in example 1 but provides further examples of the student's language.

The text shows that the student:

gives some Who are the people in your family? Int: basic S: Um [to interpreter]. Ah, my father name H, and mum K. information Good. lps: about self Int: Mhmm. using short or S: And my brother, big brother, H. single word Int: responses S: And F. [Interpreter to S]. F [inaudible] F. F, yeh. And M and me. relies on other Int: So, you're the youngest? speakers to interpret and S/ Yeah. scaffold Int: OK. All right. So, all boys? S: Yeah, all boys. No girl. creates No girls. OK. And can you tell me about your home? Int: original S: Home? Beautiful. expressions, int: Mhmm. substituting **S**: Yeah. Going in my home, I have [telly] I have video. new words in Mhmm. OK. So, there are lots of things to do in your Int: learned home. patterns S: Yeah. questions to Int: Mm. clarify S: I got homework. Sometimes. Int: OK. responds appropriately

This text is an example of a student at Stage BL. He communicates simply but effectively in a familiar social context, using simple formulaic and some creative structures. He uses simple English to respond to the ideas of others. The student's English is characterised by varying grammatical accuracy, short 'telegraphic' structures and single word responses. He uses some basic communication strategies, such as questioning, to clarify ideas.

verbally or non-verbally