

Stage S1 beginning example 1

The student
Year Level: 15 year old.
Background: Iraqi.
Language: Arabic
Schooling: interrupted. Left school after Yr 6 to go to Syria.

The task
 A one-to-one interview, where the student was able to tell the interviewer (Int) as much as he could about some pictures. An interpreter (Ips) was present to provide translation if needed.

The text shows that the student:

<p>understands common instructions and questions</p> <p>can use common contractions</p> <p>is basically still using single words to respond</p> <p>can imitate models with some accuracy</p>	<p>Int: Can you tell me anything about, just one of those pictures? Int: Mmm. Try and tell me? S: er..woman Int: mhmm S: This woman, er? man? Int: Yep ... S: Car Int: Ok. Mosque, market, car D: Car. Er market dirty Int: Mhmm S: Man dirty. Car er.. and er.. market..no good. Is not good. Int: Ok. What about here, is this a market? S: Yeah, it's not. Market..er..book Int: Aha S: Books. Look [mimes] no good. No good Int: And this is a? S: This er? A <i>jamar</i> Ips: [speaks softly] Int: Mosque S: Mosque</p>	<p>expresses meaning through short, simple utterances</p> <p>is beginning to use different forms of negation</p>
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This student is beginning to work towards the Standard at S1. He communicates using formulaic language and simple, short utterances. He uses some simple, common contractions. He understands common instructions and questions, and simple descriptions and explanations when strongly supported in familiar contexts, but cannot necessarily respond in English. He uses some very basic strategies such as repetition to sustain a simple conversation in English.