

Stage S1**progressing towards****example 1****The student****Year Level:** 14 yr old boy in Year 7**Background:** Iraq -> Iran -> Australia**Language:** L1 Arabic.**Schooling:** schooled in Iran in Farsi.**The task**

The student was asked questions about himself by an interviewer (Int). An interpreter (Ips) was there for support if needed. This is the same student as in S1 progressing towards, example 2 but a different task. The tasks were completed around the same time

The text shows that the student:

speaks using
fragmented
utterances

transfers
language
structures from
L1

recounts a
short familiar
event, in detail,
attempting to
use past tense

uses time
markers

Int: And how did you get from Iran to Woomera?
S: Iran is for ... airplane is coming, em ... Malaysia. Malaysia is one week, was boat. Yeah is come and er ... Indonesia
Int: Yeah
S: After, maybe three months, yeah, or four months. Come with boat in Australia. And Australia is Christmas Island. Yeah, after two days, go in Woomera
Int: Mhmm. And did you come with your whole family, in Woomera?
S: No, just my mother and brother
Int: So, your father came here before?
S: Yeah, yeah.
Int: So, in your family, who speaks the best English?
S: He ... I don't know. Maybe my father, yeah.

is trying to use
aspects of the
English tense
system

uses present
simple and
continuous
forms, but not
in the correct
places

uses
possessives
correctly

cannot yet use
past tense of
common verbs

This student, progressing towards the Standard at S1, is still dependent on slow careful speech and face-to-face contact, but has begun to identify essential information relevant to his personal experience. He responds confidently when encountering familiar, formulaic and routine questions. There are still frequent examples of a transfer of knowledge of the structure of spoken and written texts and discourse patterns from his L1 to English.