

Stage S1 progressing towards example 2

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 1 but a different task. The tasks were completed around the same time.

The text shows that the student:

<p>speaks using fragmented utterances</p> <p>transfers language structures from L1</p> <p>recounts a short familiar event, in detail, attempting to use past tense</p> <p>uses time markers</p>	<p>Int: So, tell me what an average day for you would be? An ordinary day, tell me about that.</p> <p>S: I'm come in school and ..er..is come in school, is er go in the class. After class the recess, I'm going play soccer with boys and lunch, play soccer. Yeah. Just this</p> <p>Int: and after school?</p> <p>S: and after. And go home, go ..mm..er..er..washing my head and go help my mother maybe she wants help or no. Yeah. Em and the lunch. After lunch, (h)is maybe go sleep, maybe go play, play with my brothers. Yeah.</p> <p>Int: Mhmm</p> <p>S: Maybe, em..teacher er my father has teach me English maybe. Yes. Yes.</p> <p>Int: And what jobs do you do for your mother?</p>	<p>is trying to use aspects of the English tense system</p> <p>uses possessives correctly</p> <p>uses present simple and continuous forms, but not in the correct places</p> <p>cannot yet use past tense of common verbs</p>
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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 or familiar topics. He talks confidently about familiar experiences and is able to recount a series of event. He attempts to use different tenses, but not accurately. There is evidence of transfer of L1 structures to English.