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| Stage S1 | Standard | example 1 |
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The student
Year Level: 15 Year old female; in TAFE special ESL class
Background: Refugee from Iraq;
Language: Arabic.
Schooling: schooled to Year 3 in Iraq, then in Iran.

The task
 The student was asked questions about herself by an interviewer (Int). An interpreter (Ips) was there for support if needed.

The text shows that the student:

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| <p>shows an understanding of when to use common polite forms</p> <p>chooses appropriate form – statement or command</p> <p>uses features of the English tense system</p> <p>transfers knowledge from their L1 to English, even though there may be some cultural difference</p> | <p>Int: So, if you were me, and you were telling teachers what to do in the classroom, what would you tell them to do?</p> <p>S & Ips: [asks for and receives translation]</p> <p>S: Excuse me Teacher can you speak, speak slowly, with eh the, speak slowly because we not understand your language. Your language is different for us. And eh can you did it write also for us. We'll write and when we finish you writing that word and we check the answer.</p> <p>Int: So the teacher at the moment gives you the answers and doesn't let you try.</p> <p>S: No</p> <p>Int: So you don't try and then make mistakes and then learn?</p> <p>S: Yes</p> | <p>uses sentence patterns from her L1</p> |
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This is an example of a student at Stage S1. She can negotiate meaning and interact with others using formulaic language, short simple and well-rehearsed grammatical features and creative adaptations of her limited English repertoire. Her responses include commands and statements, and she uses subordinating, e.g. because, when, and coordinating conjunctions, e.g. and, to connect ideas. She asks for clarification in her first language.