Stage S2   progressing towards   example 1

The student
Year Level: 10
Background: Iraqi. Came via Syria
Language: Aramaic/Arabic
Schooling: interrupted. Attended an English Language School in Sydney.

The task
A one-to-one conversation with an interviewer (Int), where the student was able to respond at length to prompt questions.

The text shows that the student:

can use stress to emphasise key words in sentences

is aware of the importance of pauses to make longer utterances intelligible

can use a small range of vocabulary to convey shades of meaning

S: Yeah, I have a child
Int: You had a child?!
S: No. No. It's **like** a child.
Int: [all laugh] very happy to hear that
S: [inaudible because all laughing]
S: I have to take the – it's the **doll**! Like, like a baby. He's crying, he feel everything
Int: yeah?
S: Cold, hot. Him. He would like three litres of [inaudible]
Int: Yep
S: And I got to [inaudible] because I have a baby with voice. And everyone thinking he's a real baby. And he was crying and everyone ask me
Int: Mhmm
S: Yeah, I say just a doll, I have project
Int: Yes [laughs]
S: But they will, he will stay with me like five days.
Int: Mhmm
S: It was so horrible [yeah] because I can't sleep [mhmm] He will always wake up in the night

is less dependent on a supportive conversation partner

attempts to use elements of modality

uses features of the English tense system, but not consistently accurately (from S1)

can usually use correct pronouns, but makes some errors

This student who is progressing towards the standard at S2 attempts to use her growing repertoire of language to verbalise the thinking processes related to abstract ideas and problem solving. She can generally cope with oral discourse that includes increasing amounts of colloquial language, although a lack of awareness of cultural references might still seriously impede meaning in many cases. She has begun to attempt to vary the modality of utterances appropriate to context (e.g. would/could/can), and use a diversified range of vocabulary to convey the same idea (e.g. pretty, nice, beautiful).