

Stage S2 progressing towards example 2

The student
Year Level: 8
Background: Iraqi. Refugee from Iran
Language: Arabic
Schooling: Schooled in Iran for a few years

The task
 A one-to-one interview, where the student was asked to say as much as she could about a series of pictures to an interviewer (Int). An interpreter (Ips) was available for translation if needed.

The text shows that the student:

pronounces the basic elements of the English sound system well enough to be understood

uses pauses and fillers

uses correct pronouns

S In this eh man, is buy? Mm ... buy the book. When they, they buy these books many and his buy for him because of [inaudible] for his [married].

Int Mhmm. Ok. Let's listen now and see if we can hear you.

S he is buy with his, buy the book and the, this woman, this man, in buy for him. When they are buy is go to home and [inaudible]

Int [discussion about sound levels]

S Eh, this woman is, this man is eh [sewing] eh. What's this?

Int A tailor. A sewing machine.

S Ah yes. This eh man is sewing machine. They, the man is sewing, Eh. This woman is eh buy for him, for him eh clothes. Yeah? He, she is give for the man [sewing].

Int [more fussing about sound levels]

S This is Mosque. Mosque. This is Mosque and the people is come to Mosque because they are eh praying

is beginning to use compound and complex sentences with some success

makes direct appeals for assistance

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 uses a mixture of simple, compound and complex sentences to express her ideas. She uses some coordinating, e.g. and, and subordinating conjunctions, e.g. when, because. She asks for assistance when she does not know the English word for an item in the picture she is describing (sewing machine).