

Stage SL**beginning****example 1****The student****Year Level:** 16 year old.**Background:** Iraq -> Iran -> Australia**Language:** Arabic**Schooling:** interrupted. Had some schooling in Iran in Farsi (L2)**The task**

A one-to-one interview, where the student was asked to tell the interviewer (Int) as much as she could about a series of pictures. An interpreter (Ips) was available to help with translations.

The text shows that the student:

chooses to not communicate in English. In the first 400 lines of this conversation, she produces four words in English.

Int OK. I'm very interested, as you know, in finding out about your language learning and some of your experiences in [this town]. OK?

Ips [Interpreter to S].

Int So, it says here that you have been in [this town] since December last year, is that right?

Ips [Interpreter to S].

S [S to Interpreter]. [Indicates].

Int Yes. And where were you before you came to Shepparton?

S Woomera.

Int We [read] a lot of dreadful things at Woomera.

Ips [Interpreter to S].

Int OK. And before Woomera, you were in Iraq or Iran?

S [Iran].

Ips Iran.

Int OK. So, what did you do today, before you came to talk to me?

Ips [after talking in Arabic with S] She was working [on computer].

Int Working. On the computer. OK. And what were you doing on the computer?

Ips [after conversation in Arabic with S] There is a lots of programme [like the news].

Students, beginning to work towards the Standard at SL like this student have very little or no oral English. She does not respond meaningfully to English. In class, she joins in activities by watching and copying what other students do in the classroom. She may spontaneously repeat words or phrases without understanding their meaning. When she speaks in the classroom, it is usually to other Arabic speakers.