

Stage SL**progressing towards****example 2****The student****Year Level:** 16 year old.**Background:** Kuwait -> Iraq -> Jordan -> Australia**Language:** Arabic**Schooling:** interrupted. Has never been to school before.**The task**

A one-to-one interview, where the student was asked to describe to an interviewer (Int) a number of pictures. An interpreter (Ips) was available to help with translations. The two pictures described show some children playing on a big wheel, and a woman talking with a tailor. This is the same student as in SL Standard, example 1, three months later.

The text shows that the student:

can answer simple questions about self and school

is able to use pronouns *she* and *he* (an S1 feature)

Int Can you describe those pictures or tell me anything you can about them?
S She's in a [inaudible]
Int Mhmm
S They play. They kids
...
S and they scared
Int Yep. And what about you? Would you be scared?
S of course [asks for interpretation]
Ips They're funny. They laugh
Int Oh, so they're scared and they laugh.
S Mhmm. Iraqi woman. Islam. He ask the, she, he ask her and make it dress for her

can produce short, simple utterances including non-standard forms (here she omits 'to be')

transfers some simple language structures to other contexts (but this can result in error)

This student, at Stage SL, communicates simply but effectively in English in a limited range of familiar social and classroom contexts. She communicates using short, simple utterances, including non-standard forms. She understands simple questions and responds to them. She understands and uses basic grammatical patterns as well as non-standard forms. She uses her limited repertoire with varying accuracy to respond to questions and express simple ideas. She asks for clarification in her first language.