The student
Year Level: 14 yr old boy in Year 7
Background: Iraq -> Iran -> Australia
Language: L1 Arabic.
Schooling: schooled in Iran in Farsi.

The task
The student was asked questions about himself by an interviewer (Int). An interpreter (Ips) was there for support if needed. This is the same student as in S1 progressing towards, example 2 but a different task. The tasks were completed around the same time.

The text shows that the student:

- speaks using fragmented utterances
- transfers language structures from L1
- recounts a short familiar event, in detail, attempting to use past tense
- uses time markers
- is trying to use aspects of the English tense system
- uses present simple and continuous forms, but not in the correct places
- uses possessives correctly
- cannot yet use past tense of common verbs

Int: And how did you get from Iran to Woomera?
S: Iran is for ... airplane is coming, em ... Malaysia. Malaysia is one week, was boat. Yeah is come and er ... Indonesia
Int: Yeah
S: After, maybe three months, yeah, or four months. Come with boat in Australia. And Australia is Christmas Island. Yeah, after two days, go in Woomera
Int: Mhmm. And did you come with your whole family, in Woomera?
S: No, just my mother and brother
Int: So, your father came here before?
S: Yeah, yeah.
Int: So, in your family, who speaks the best English?
S: He ... I don’t know. Maybe my father, yeah.

This student, progressing towards the Standard at S1, is still dependent on slow careful speech and face-to-face contact, but has begun to identify essential information relevant to his personal experience. He responds confidently when encountering familiar, formulaic and routine questions. There are still frequent examples of a transfer of knowledge of the structure of spoken and written texts and discourse patterns from his L1 to English.