



Australian Government

**Department of Education, Employment
and Workplace Relations**

Teaching and Learning Languages: A Guide

Practice example

Interactional language: transcript



Research Centre for
**Languages
and Cultures**

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Acknowledgment

This work was funded by the Australian Government Department of Education, Employment and Workplace Relations.

Introduction to examples

Collected here are examples of teachers' work. These are drawn from teacher practice and are included here to exemplify aspects of teaching, learning and assessing languages, as discussed in the *Guide*. Teachers were invited to share their planning and programming documents and members of the project team worked with them to further develop aspects of their work.

Programs

The collection of programs includes primary, middle and senior secondary long and short-term programs. These contain annotations designed to point out specific points of interest for you to consider in your reading of them. At the end of each program you will find a commentary that describes how the program exemplifies selected sections of the *Guide*.

A selection of teachers' work

This is a selection of programs and parts of programs, plans for classroom teaching, planned assessment tasks, descriptions of the teaching and learning contexts, investigations and evaluations of practice, and reflections on current practices. It shows teachers engaged in professional thinking, planning, reassessing, and evaluating what they teach, how they teach and who they teach.

About the examples

- These examples of teachers' planning, practice and reflection are provided for you to examine, consider and perhaps use in expanding your own understanding of language teaching and learning. We know that teachers learn best from other teachers and so we encourage you to look across the set of examples in all languages rather than just the language(s) you teach.
- The examples of teachers' work included here belong to individual teachers and are taught in a particular context which means that you will not find models that you can instantly adopt and teach. Rather, you will find ideas about teaching and learning that you can use by adapting and reworking them to produce programs, classroom teaching, learning and assessment practices that you can use in your own context.
- The examples of teachers' work are not included here because they constitute 'best practice' or are exemplars of definitive programs for languages teaching and learning. You will find some outstanding approaches to planning and teaching that advance our understanding of how to make languages teaching and learning a rich and effective learning experience for students. You will also find teachers' honest reflections and evaluations of their pedagogies, questioning what they do and rethinking what they will do.
- The examples of teachers' work may include some pedagogies of which you may be critical. However, you will also find professional educators striving to make sense of their work with students, language teaching and language learning.

Example	Interactional language
Language	Indonesian
Level	Senior Secondary
Teacher	Melissa Gould-Drakeley (NSW) A teacher conducts a class discussion about the cultural and linguistic content of two videos of birthday parties in Indonesia. She uses the interaction to elicit information and understanding from the students; she provides summaries to 'scaffold' the ongoing discussion and to allow the students to make connections e.g. links to other resources, grammatical structures, language features and cultural values, in a demonstration of culture in language and language in culture.

Teaching and learning Classroom interactions The nature of interactional language Tasks and task-types Student engagement Recognising the diversity of learners and their life-worlds Technology in language teaching and learning	The students construct, explore and express their own interpretations of the subject matter through carefully planned questions and interactions. The comparison of the two DVDs was used as a starting point for exploration in which students actively constructed their knowledge about the concept. The teacher guided and 'scaffolded' the processes of assembling and interpretation through open questions, hints, reminders and modelling of the target language. Students were given opportunities to interact with the teacher and with each other to refine and develop their understandings. The teacher asked for comments on the reflections made by others, which enabled the construction of a deep and shared understanding of the concept. These interactions were carefully planned so that the students arrived at the intended destination where the next text resource was waiting for them, as anticipated by the teacher.
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Indonesian Year 12

Transcript of Year 12 Indonesian lesson: teacher, students, three observers
Welcome, introductions, context setting

Teacher: As you guys know we've got three guests today: *tiga tamu, ada tiga tamu hari ini, ada guru Angela Scarino* all from *Universitas SA, Pak Leo dan Bu Michelle* also from *Universitas SA*.

OK, get your books out.

What Angela, Michelle and Leo are doing today is really just observing, so they might ask you some questions. Michelle speaks Indonesian, but if Angela and Leo happen to ask you a question it will definitely be in English, or if in some other language, then well and good! Frank speaks some Italian; he has Italian heritage...

AS: *Si bene*

Teacher: And Duncan, when we have him speaking, he'd be speaking to me in Italian and I'd have no idea. Diane who's coming has some Philippino heritage.

Diane tidak di sini hari ini?

What we're doing today is we've started a theme... kind of to fill you guys in as well...we've started looking at birthdays and so we're going to continue with that today and *kemarin kita menonton video, ya? Hari ulang tahun di Kuta, ya? Dan ini tentang gadis yang berumur empat belas tahun dan dia merayakan hari ulang tahun. Dia pergi ke mana? Untuk merayakan hari ulang tahunnya?*

Student: Waterbom Park.

Teacher: *Ya, dia pergi ke water bompark. Ya. Dengan? Dengan siapa?*

Student: *Dengan keluarga.*

Teacher: *Ya dengan keluarga dan teman teman. Now hari ini kita juga akan menonton dvd. Ini juga tentang pesta hari lang tahun tetapi walaupun in di Bali ini di Jawa, ya? Dan umur dia empat belas tahun dan umur gadis gadis saya kira mungkin mereka anak kembar, mereka berumur sembilan, sembilan tahun. Ini di Jawa timur, ya? Di Jawa timur, jadi dekat Bali uh huh? Jadi ini mungkin lima menit, enam menit jadi kita menonton dan sesudah itu kita akan membandingkan saya kira...*

[Two students enter at this point]

Teacher : *Silahkan masuk. Jadi mungkin, Candice duduk dekat Michelle, ini Michelle, Leo dan Angela*

Students: Hello, Hi!

Teacher: *Sebelum kita mulai ini Emily [say your name]*

Emily: *Nama saya Emily.*

Teacher: I'm being a bit mean just introducing them and then they don't know who you are, and you're the *bintang*s.

[Students all say their names]

Teacher: *Jadi Candice dan Emily hari ini kita akan menonton dvd [loud truck goes past] maaf tidak apa apa saya tahu... [inaudible]*

I'm not very technical but I'll be able to work the DVD.

So hari ini dvd ini tentang pesta yang terletak di Jawa Timur ya? Jadi kemarin itu di Bali [...] itu di Jawa timur [loud truck].

[DVD starts]

Teacher: It's pretty slow – you'll find the Indonesian a bit slow – but it gives you a good context. A bit slow, but don't worry about it.

[DVD ends]

Teacher: *Jadi ini berbeda dari video kemarin ya? Ya tapi ada yang sama juga ada yang berbeda dan ada yang sama? Jadi kemarin kita menonton video tentang, ah siapa namanya? Say lupa tentang Ina, ya? Ina tinggal di mana? Kemarin?*

Student: *Kuta.*

Teacher: *Ya di Kuta, dan dimana Kuta?*

Student: *Di Bali.*

Teacher: *Ya di Bali dan sekarang ada anak kembar ya dan mereka tinggal di Jawa Timur. Saya tidak tahu kota, saya kurang tahu kota yang mana tetapi saya tahu mereka tinggal di Jawa timur. Dulu kita belajar tentang kepulauan di Indonesia jadi kalau Bali mereka beragama apa? Kalau tinggal di Bali?*

Student: *Hindu.*

Teacher: *Ya mereka biasanya beragama Hindu tetapi ada orang yang Kristen dan juga ada yang beragama Islam ya? Tetapi kalau di Jawa, bagaimana?*

Student: *Muslim.*

Teacher: *Ya jadi mereka beragama Islam jadi kita tahu [] ada perbedaan, ada satu yang tinggal di Bali ada satu yang tinggal di Jawa timur, satu yang Hindu satu yang Islam. Bagaimana dengan status sosial mereka? Sama atau berbeda?*

Student: *Um berbeda.*

Teacher: *Berbeda? Mengapa berbeda?*

Student: *Ah Ina kaya tetapi anak kembar mungkin kemiskinan.*

Teacher: *Ya saya kira apakah anda setuju dengan Becky? Becky kira bapak keluarga ini kaya, agak kaya tetapi mungkin ini lebih miskin ya? Lebih miskin ya?*

[Teacher makes a mistake on writing on the board; students pick her up on it, laughter]

Teacher: *Jadi ada satu keluarga yang agak kaya dan satu keluarga yang lebih miskin ya? Apakah Tim setuju? Dengan Becky? Ah keluarga Ina kaya dan keluarga anak kembar lebih miskin atau apakah Tim pikir.. pendapat lain, ada pendapat lain Tim.*

Teacher: *Oh tidak apa apa. Diane bagaimana pendapat Diane? Dia setuju dengan Becky?*

Diane: *Ya.*

Teacher: *You do? Do the rest of you agree with Becky? Becky thinks this family was quite rich whereas this one is poorer.*

Student: *I wouldn't say they're poor but they didn't go out to Waterbom Park or anything...*

Teacher: *So we're justifying that...*

Student: *But they did have a lot of people though.*

Teacher: *This side went to Waterbom Park – and Emily, yesterday, who's been to Waterbom Park, told us that it's quite expensive coz she's been there, and so we said, yeah, they're probably middle class. So they have a social status that's different. Now these guys are at home, ya? Di rumah, and what did you say? Someone said something about the tamu, the guests.*

Student: *I said there's a lot of people at that one.*

Teacher: *At this one?*

Student: *Yeah.*

Student: More *gotong royong*.

Student: Yeah, they might not have gone out but they did have a lot more people there.

Teacher: OK, so more *tamu*... Do we think they're more family? Friends?

Student: Family friends.

Teacher: *Mungkin keluarga* – we don't know for sure – *ya, keluarga, teman*. Whereas here we just had ... Who did we have going to Waterbom Park?

Student: Immediate family.

Teacher: Immediate family? So...

Student: And one friend.

Teacher: *Orang tua dan adik dan teman ya? Jadi ada lima orang, ini mungkin dua puluh.*

Student: *Ya.*

Teacher: *Ya. Jadi [] mungkin perbedaan tetapi ada juga yang sama.* I talked before about the fact that really traditional birthdays held would have the yellow rice, but in neither of these ... we didn't see any of that, did we? We didn't see any yellow rice. What did we have in both?

Student: Cakes.

Teacher: Yeah, we had the *kue ulang tahun* and would you say the cakes were quite similar?

Students: Yeah, they were both really big.

Teacher: Huge! Yeah, *besar sekali* with lots of cream, lots of icing, lots of really ... Indonesians in general tend to love really sweet, creamy things, things which are *gurih* – they consider that to be *enak*. So that was some similarities we've got, these are the differences - So what else was similar?

Student: *Kue.*

Teacher: *Ya jadi kue ulang tahun.* Anything else?

Student: [...]

Teacher: *Ya makanan.* What was similar about it? Was it *makanan* ...?

Student: The rice and the *sapi*.

Teacher: *Makanan Indonesia di...* [inaudible]

Student: Did they sing the same song?

Teacher: Ah. Good question. Did they sing the same song?

Student: No.

Teacher: No, they didn't – you're right. They didn't sing the same song, but did they sing 'happy birthday to you, happy birthday to you, happy birthday' ...?

Student: No, they sang the other one.

Teacher: And they didn't sing an Indonesian version of it either did they?

Student: Is it religiously relevant?

Teacher: Is it religiously relevant? *Mungkin.* Maybe. So they both sang a song, so they *menyanyikan, menyanyi lagu ulang tahun*, so they both sang a birthday song but the actual birthday song was different: so *lagu ulang tahun yang berbeda*. And I've got the words to that actually, so we can go through that, so you can have a look at those. What did you notice when they were singing the songs? About their body language? Did you notice anything in particular?

Student: Sorry ... what?

Student: They both clapped.

Teacher: Yeah, they both clapped, *bertepuk tangan*, clapping hands, *bertepuk tangan*, is something that... I don't know ... I don't clap my hands when I sing the birthday song, but is it something that you guys maybe do, a bit of a trend?

Student: Or sing along to your own song.

Teacher: Yeah, sing along. *Mereka bernyanyi.* So if it was my birthday, I'd be singing.

Student: And that guy played that funny instrument.

Student: Yeah, that was weird.

Student: We don't normally have that.

Teacher: I don't think if that's particularly traditional...um... we don't have that.

Student: Bagpipes.

Teacher: Mmm... bagpipes. I don't know, Michelle have you ever seen that?

Michelle: No, but there's this big thing about karaoke and performing at your own event, so maybe...I don't know, maybe that's something.

Teacher: OK, it's not something I've witnessed but that's an interesting perspective. I can't say that's common or commonplace, so we can't make that assumption that just because they did it it's something ... So what I'm interested in is [this]: we've got lots of differences and some similarities but can we say that these birthdays ... Do we think that they're influenced by ... what? ... Or are they influenced by *agama* or are they influenced by the *status sosial*?

Student: I reckon they're influenced by a Western...um... influence.

Teacher: *Ya, pengaruh barat*: so Western influence. What sort of Western influence can you see coming into both of these events? So what sort of Western influence do we have?

Student: Cake.

Teacher: Cake... *Kue ulang tahun*. What else?

Student: Clothes.

Teacher: The...?

Student: Clothing.

Teacher: The clothes, *ya*. The *pakaian jadi mereka memakai pakaian gaya barat mereka tidak memakai pakaian ke ...* Yet Emily, you mentioned that you went to something in Bali where they were wearing traditional dress, but it wasn't a birthday, but it was like... what was it?

Student: I don't know.

Teacher: Did you say it was like a religious naming day or something?

Student: Yeah, something.

Teacher: But you weren't sure?

Student: Yeah.

Teacher: OK. Frank?

Student: *Kemarin musik tidak tradisional di Indonesia. Barat di Australia*

Teacher: *Ya betul, jadi kemarin musik bukan musik Indonesia*. So the music that was played yesterday was 'Silverchair', yeah? OK, *tetapi hari ini ...* well I suppose we'd call it traditional, the only music we really heard played was the birthday song ... we didn't actually hear but do you think that was related to something else, because we also had another difference in the two parties I haven't really commented on ...

Student: It was ... um ... they had in this one they were [.....].

Teacher: Yeah, so do we think that's Javanese? Do you think it's to do with Islam?

Student: Well, it didn't happen in the other one.

Teacher: It definitely didn't happen in the other one.

Student: There wasn't many guests there.

Student: [...]

Student: Yeah, they served the food. I saw that. I was like ...

Teacher: So you'd prefer actually if it was your birthday, having all the attention ...

Student: Yeah, me, me, me!

Teacher: Me, me, me? So what does that reflect?

Student: Western culture.

Teacher: Western culture. But they weren't...

Student: But I guess they had that in the Bali one.

Student: But in the other one it was more about serving other people, not just yourself.

Student: Yeah, it was about others not just yourself.

Teacher: So we've got similarities and differences here ... so we can make assumptions about where it might be coming from ... Western influence or is it

to do with the religion, or is it tradition? These are questions we're going to be exploring together ... um ... over the next few lessons. The more we look at this unit the more that we look at birthdays being represented in different ways we might come to a shared understanding of, well, what is happening here in birthdays, and clearly they're still made a fuss of, and Tim we talked about yesterday, the president's birthday, and he shared that birthday with ...

Student: Downer.

Teacher: Downer. And they sang the Australian version of 'happy birthday to you' and all of that sort of stuff, so birthdays are still significant, but [what] we're looking at is, is that significant but related to a Western influence or is it because of *bangsa* or the *agama* or the *status sosial* or the *umur*? That's the other thing that was different. We had this party and they were *empat belas*, 14, and this one was nine, so maybe the difference is related to age. Maybe you'd be more likely to have all your guests come if you were nine and go out when you're 14. I don't know. What about you guys?

Student: [.....]

Teacher: Would you be more likely to have ...

Student: We'd ...

Student: Big party when you're 18.

Student: No. When you're little you're more likely to have a party.

Student: Oh yeah, your little friends.

Teacher: A little party?

Student: More of your friends.

Student: Coz your parents organise it, so when you're older they don't.

Teacher: Did we have...? Who were the guests and friends?

Student: They're all older.

Student: Yeah they're all older people.

Student: It's all older people and their children.

Teacher: Yeah, so it wasn't actually a big children's party...

Student: ...rather than an actual child's birthday.

Student: We didn't see them play games or anything like we do at children's parties.

Teacher: There was no pin the tail on the buffalo was there?

Student: Yeah ...

Teacher: As we explore, see more of that ... I guess we just have to have an open mind here as we explore together. OK, let me show you ... I thought it was interesting that you picked up that there were two different songs. We just have the one standard song and what I've got here is just the words for those two songs and I've just got some questions that I want you to think about on your own and then we'll share them in pairs. So just read through the question first, just to make sure you understand what I'm asking. Read through the questions first just to understand, you know, what I'm asking you. OK, so we've got the questions there and let's make sure you know what I'm asking ... so we've got *nilai-nilai apa di gambarkan di dalam lagu-lagu yang berikut dan jelaskan*. So what am I asking you to do?

Student: What values are being shown through the songs?

Teacher: Good. So what values are being shown through the songs, the following songs, then I ask you to *jelaskan*. What's *jelaskan*?

Student: Explain.

Teacher: Explain. So, you're going to have to give some *contoh*, some examples. Um... *nomor dua, bandingkanlah lagu-lagu ulang tahun, apa yang sama dan apa yang berbeda?* So what am I asking you to do there?

Student: Compare the two songs.

Teacher: Good. Yeah, compare, *bandingkanlah*, compare the two songs. What are similarities and what are differences? Just a language point: why the '*lah*' on the end of *bandingkanlah*?

Student: Coz it's a command.
Teacher: Good. It's the imperative, a command. *Um nomor tiga, apakah lagu-lagu tersebut sama atau berbeda dari lagu-lagu happy birthday yang dinyanyi di pesta ulang tahun di Australia?*

Student: Is the song the same or different to happy birthday?
Teacher: Yeah, OK. Is the song the same or different to the happy birthday song in Australia? Now you've got the two songs on the next sheet. *Lagu hari ulang tahun* and you probably need the dictionary, as there are words in here that aren't on the list. That's the one that was in the video yesterday, so the *lagu hari ulang tahun*. And then the second one you heard today is also called *lagu ulang tahun*, so just *lagu ulang tahun* and not the *hari* there. And you can see that is just basically *panjang umurnya* and *serta mulia* just repeated a lot, so have a look, see if you can work out the meaning of those two songs and then just jot down ... you don't have to write in full sentence form ... just jot down a couple of points either in *bahasa Indonesia* or *bahasa Inggris* to the questions and then I'll get you to share your answers with the people sitting near you and we'll move on to the next activity. If you prefer to work together on this, that's fine guys; if you want to *berdiskusi di sama* ... if you feel more comfortable working together. No problem.

[Students work on task for a few minutes]

Teacher: Alright let's just ... I can hear some people saying that's confusing or how do we get that. Let's just have a look at *hari ulang tahun* lyrics together. So we've got *selamat panjang umur kami ucapkan*. So what does that mean?

Student: Happy long age.
Teacher: Happy long age? Happy long...? What might that be?
Student: Year... life.
Teacher: Happy long life. How could we translate that better into English?
Student: Happy birthday!
Teacher: Happy Birthday! Yeah, OK. Um ...so happy long life, 'I wish you a long life' perhaps, rather than just saying 'happy' ... *selamat panjang umur* ...so they repeat it again... um... *kita akan doakan*, so the first time we're going to say it, then they're going to *doakan*.

Student: Pray it.
Teacher: Pray ... yep ... OK. So they're praying ... alright. So *kita akan doakan selamat sejaterah sehat sentosa* ... So what's *selamat sejaterah*?

Student: Happy prosperous.
Teacher: Happy prosperous ... OK. How are we going to translate that?
Student: We wish you prosperity.
Teacher: We wish you prosperity... OK – or could be 'we wish you safety' but you're choosing prosperity.

Student: *Sentosa* means safety, so we can ...
Teacher: OK, OK...so we've got safety coming in later so *selamat sehat sentosa* so *sehat* is...?

Student: Health.
Teacher: So health and safety.. uh... huh *selamat panjang umur dan bahagia* we've got here...

Student: Happy.
Teacher: Happy... so happiness? OK. What are the main *nilai* that are coming out of that song?

Student: Um... well sort of religion ... when they say 'we will pray'.
Teacher: So the idea of praying. But what are they praying about? What are they wishing for?

Student: Safety, health, prosperity.
Teacher: Safety, health, wealth.
Student: Longevity.
Teacher: Longevity.
Student: Are we writing this in Indonesian?
Teacher: *Terserah*. It's up to you, OK?
Um... so yeah, *kesehatan, keamanan, keuangan*.
Student: What?
Teacher: *Keuangan*. What's that last one?
Student: Money.
Teacher: Money. And of course they're all *ke-an* verbs, *ah* nouns which are our abstract nouns.
OK, so we've got both sorts of values coming out and we've got that coming out through the language ... yeah ... does that reinforce any ideas you've already got about Indonesia?
Student: Well, it doesn't say 'happy birthday to you' so it doesn't say 'you' in there it says 'we.'
Student: So it says 'us' but not 'you.'
Student: It says 'us' ... we wish 'you' but not 'you'... do you know what I mean?
Teacher: So what's that about?
Student: Well, it's not all about them.
Student: The individual is not the focus.
Teacher: So, coming back to that idea of individuals deflecting self - what other examples have you seen of that in language? From Indonesia? Have you seen any other examples where they deflect themselves?
Student: OFC.
Student: OFC.
Teacher: Yeah. OFC, OK, so the object focus construction. Yep, good.
OK, what about the second page? There's not a lot ... there's probably only one word you really...
Student: Long age with nobleness.
Teacher: What does that mean, long age with nobleness? What's this whole idea of nobleness?
Student: Live long.
Teacher: Yeah, have a long life ... but how do they want to have their long life?
Student: With respect.
Teacher: Yeah, perhaps with respect and do it nobly, do it...ethically? But it's not necessarily a concept we talk about a lot is it? The whole idea of live your life with nobility?
Student: Is it like wishing them success for life?
Teacher: Maybe, wishing them success for life or do you think *mulia* might be more like ... if it's nobility ... it could perhaps be grandeur?
Student: Grandeur? I don't even know what that means!
Teacher: Like greatness, like in thinking of nobility, like when you talk about nobility what do you think about in English?
Student: Brave.
Teacher: Brave? Like what else? Gallantry?
Michelle: Meaningful, worthwhile.
Teacher: Meaningful, worthwhile.
Student: Sublime.
Leo: Ooh, I like sublime...
Student: Respect of family, respect of God.
Teacher: Why are you saying respect of family and respect of god for nobility?
Student: What about honourable?
Teacher: Honourable.

Student: Because it is to do with the interchangeability between the two ... like by respecting your family you respect God, and to show your respect to your family you respect God, they kind of go interchangeably.

Teacher: So that gets to the concept of nobility...OK ... so this is up to interpretation.

Student: Family is important.

Teacher: Family is important from what we've seen.

Student: And if you live there - particularly if they're very religious - you want God to look favourably upon you.

Teacher: So you're really looking at that word *mulia* as having a religious connotation?

Student: Yeah, I reckon it's like reflecting the family...um... values and stuff, do you know what I mean?

Teacher: Being moral.

Student: Coz how you are reflects on your family.

Teacher: So it's interesting isn't it? So I guess we've got *bandingkanlah lagu-lagu ulang tahun* - you've got to compare the two songs - *Apa yang sama dan apa yang berbeda?* So what's similar between the two songs?

Student: Long life.

Teacher: *Ya panjang umurnya* - long life. Anything else that's similar?

Student: No reference to actual birthday.

Teacher: No reference to *kelahiran* or birth? No. No reference to the birthday.

Student: No reference to you.

Teacher: No reference to you ... um ... what have we got that's... um ... anything else that's similar or different between the two? We've talked about the similarities of long life.

Student: They're both very positive aren't they? Safe, happy, prosperous, happiness, nobility.

Teacher: So wishing them something to do with their future, yeah? Alright ,and the last question - and I guess you've already answered this, so it's already been said - but what's different to the 'happy birthday' song? Happy birthday to you...

Student: Self focus.

Teacher: Yeah, self focus.

Student: And it doesn't really mention the future.

Teacher: Ours - 'happy birthday to you, happy birthday to you, happy birthday dear Frank' - Is it 'Dear Frank' or 'To Frank'?

Student: I always say 'dear' - maybe I'm just old.

[Class discusses use of 'dear' or 'to']

Teacher: Doesn't the song mean something? What about the party? Did the party have the same significance or did we just have some tradition coming in with the song? What do we reckon?

Student: What?

Teacher: Did the song - the words in the song - did they match what we actually saw with the actions at the party?

Student: I reckon that the Javanese one was more traditional.

Teacher: Yeah.

Student: It was all family and the setting.

Teacher: Sure.

Student: The other one being Balinese and probably richer that...

Teacher: And yet we still had this traditional song.

Student: I reckon it's all just traditional - like we sing our song - it's tradition.

Teacher: So it could just be a matter of tradition, and then we maybe look at the origins of the ...

Student: The other one seemed more focussed on the present day rather than looking to the future.

Teacher: That's true, that's true too. So that idea of celebrating the moment - I hadn't really thought about that - that's right, our happy birthday is that moment, that day, we've just turned 9 or 14, rather than ... and even at the end of that DVD they said they were looking forward to next year's birthday. So there's a lot that could be implied there. OK ... um ... hopefully you've had a chance to jot down your thoughts. What I'm going to get you to do now is to work in groups and we've got ... we've only got a short amount of time, so don't spend a lot of time on this, but I've got ... Diane and Tim if you don't mind working together, and Frank, can I get you to work with Diane and Tim as well and I'll give you all the same one.

[Hands something out]

Teacher: You can look at these together.

[Groups forming]

Teacher: OK, read through it and I'll give you a sheet that goes with it, but just start. See what you notice right now.

[Groups still forming, discussion starts]

Teacher: So the first one I've given you has got a lot of language ... so here's a sheet.

[Groups working]

Teacher: OK, that's a good question: Do Indonesians buy flowers for each other and for what occasions?

Student: The pictures aren't as good as ours.

[End of lesson bell sounds]

Teacher: OK, take the card home and tomorrow we're going to analyse them. OK, has everybody got at least one? OK. *Sampai jumpa*.