NEW-ARRIVALNESS AS A SOCIAL CONSTRUCT:

A QUALITATIVE CASE STUDY

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APPENDICES

Appendix A: Consent Form
Appendix B: Transcription Conventions
Appendix C: Full Transcripts of 10 Lessons
Appendix D: NAP Curriculum-Related Drafts
   1) The 2005 Draft (Cover Page and Index Only – Full Text Available upon Request)
   2) The 2006 Draft (Cover Page and Index Only – Full Text Available upon Request)
Appendix E: Excerpts of NAP Curriculum-Related Drafts
   1) The Core Component and Purpose of NAP
   2) The Consequences of Not Controlling the Dominant Language
Appendix F: Seven Types of “Difference” Identified in the 2005 and 2006 Drafts
Appendix G: Three Types of “Diversity” Identified in the 2005 and 2006 Drafts
Appendix H: Coded Teacher Talk from 10 Lessons
Appendix I: Categories of Norms Identified in 10 Lessons
Appendix A: Consent Form

THE UNIVERSITY OF ADELAIDE HUMAN RESEARCH ETHICS COMMITTEE

STANDARD CONSENT FORM
FOR PEOPLE WHO ARE SUBJECTS IN A RESEARCH PROJECT

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<table>
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<tr>
<td>1.</td>
<td>I, ………………………………………………………. (please print name) consent to take part in the research project entitled: Settlement in Australia</td>
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<tr>
<td>2.</td>
<td>I acknowledge that I have read the attached Information Sheet entitled: Project participation consent</td>
</tr>
<tr>
<td>3.</td>
<td>I have had the project, so far as it affects me, fully explained to my satisfaction by the research worker. My consent is given freely.</td>
</tr>
<tr>
<td>4.</td>
<td>Although I understand that the purpose of this research project is to investigate my experience of socialisation and language development, it has also been explained that my involvement may not be of any direct benefit to me.</td>
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<td>5.</td>
<td>I have been given the opportunity to have a member of my family or a friend present while the project was explained to me.</td>
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<tr>
<td>6.</td>
<td>I have been informed that, while information gained during the study may be published, I will not be identified and my personal results will not be divulged.</td>
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<tr>
<td>7.</td>
<td>I understand that I am free to withdraw from the project at any time and that this will not affect my study or marks at school, now or in the future.</td>
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<td>8.</td>
<td>I understand that I will be video and audio taped during this project.</td>
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<tr>
<td>9.</td>
<td>I am aware that I should retain a copy of this Consent Form, when completed, and the attached Information Sheet.</td>
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   (signature)   (date)

WITNESS

I have described to ………………………………………………………….(name of subject) the nature of the procedures to be carried out. In my opinion she/he understood the explanation.

Status in Project: …………………………………………………………………………………. Name: ………………………………………………………………………………………………………

   (signature)   (date)
Appendix B: Transcription Conventions

AA       Individual Students Identified with Initials
S        An Unidentified Student
Ss       Multiple Students
T        Teacher (Ms Jen Smith)
HT, GI   Researchers
CAPITALS Upper Case Indicates Loud Speech Volume, Stressed Words and/or Syllables
()       Unintelligible Talk
(words)  Transcriber's Best Guesses. “xxx” Inside the Parenthesis Indicates Unrecognisable Word(s) within the Guesses
((()     Contextual Information, Non-Verbal Expressions etc.
0'00''00 Time Count based on DVD/Video/Audio Recordings
:        Lengthening of Particular Words or Syllables
...      Pauses around 1 Second
,        Brief Pauses Less Than 1 Second
=        Overlaps with Other Speakers
Appendix C: Transcripts of 10 Lessons – 1 April 05 (Term 1, Week 9)

1 April 05 (Term 1, Week 9)

1. T: This morning, GIs going to tape what I say, because this is going to be quite strange. After a little while I'll think I'm going to forget that the tape recorder is there, but to start off with I'll probably feel a little bit uncomfortable and that's what happens when someone is taping you, isn't it? You start—or when somebody is watching—you start of being very careful and after a while you feel more comfortable and relax a little bit and you're a bit more normal. You know, what's happening here is with taping me; this is very similar to what will happen for you when you go into uh through our course and when you go into Stage 1 or...Year 11, Year 12, when you go to university you will have to stand up and you will have to give a presentation to the students in your class and it will be taped. Sometimes it'll be taped with a little tape recorder, sometimes it will be videoed. So what I'm doing this morning is what you will be doing too later in our course; part of our course that you will all give an oral presentation. Oral? Means? (a student's name)

2. S: Speaking

3. T: Speaking. Good. That's right. And presentation? To show other people, so an oral presentation is something that you will do, too, with Helen and with me. Now, our work this morning is um in a couple different parts to begin with, because the people who are still writing their recount or checking their recount of the excursion to Glenelg need to finish that this morning. Now other people have already finished and I've got your papers and I've started to look at those. Those people have got some different activities that you can be doing while the other people are still writing. When, when all the students have finished writing the recount, then there's some activities that we'll do together. So the students who are doing the recount...need to finish that. The other students have got a number of different things you can do. The first one is the Nullarbor Bus. ...The reading and the comprehension. The second one. The second one is a sheet here on practicing the missing words, practicing vocabulary about a house. Some of this vocabulary is a...a bit different to the vocabulary you've done with Helen and some of it is the same, so there's that sheet that's on missing words, parts of a house. Now I'm going to put these on the floor so you'll have to come and get them. When you finish your work you come and get the next sheet so there's that one. Then there's another one here with irregular verbs. Practicing irregular verbs. I'm sorry. There's some of that err work to do. If you finish that there's one more sheet that you can go onto. And this sheet here, what's got some vocabulary...um the things that we do around the house. Some activities around the house and some more irregular verbs practicing, some of the irregular verbs that we have done together. Err irregular verbs and some of these ones are also regular verbs on this sheet.

4. S: ((asks question))

5. T: Nullarbor Bus. Remember, yesterday um I gave people big book and a, a sheet with questions and I said I would check this on Monday. So if you, if you haven't finished it already, you can do that. Everybody has that, don't you? Got this book? Yeah?...

6. Ss ():

7. T: Yes, cause you finished it. So the idea here is that you start up here or you start at wherever you are with your work...and then you just work through these sheets at your own speed. ((turning to the researchers)) GI and HT if you can help me, ((to the Ss)) we'll go around if you've got questions, then there's more people who can answer your questions. The only people we can't help very much are the people doing the recount. Right so we can't help you very much. Just a little bit, a little bit. Urm okay. Do you have any questions about what I want you to do?

8. Ss: No

9. T: No. Well then, let's get started. So can you open your folder and find the work you are going to do, or come and get, come and get a worksheet if you're finished all the other work that I've given you already.

10. Ss: ((talking to each other))

11. T: ((To a student)) No, no, I'll come and talk to you in a sec. You weren't here yesterday

12. T: ((More inaudible noises))

13. ((mostly silence as Ss work for 1 hour and 20 minutes.))

14. T: Everyone, I'm sorry but it's time to stop for morning tea. And when we come back from morning tea we're going to do some different work. But you might say, "But I haven't finished this, I haven't finished all of this". That's okay. This is the one I want you to finish for Monday. Finish this one for Monday. The others I will check next Wednesday. Next Wednesday.

15. Ss: ((inaudible talking))

16. T: So everybody, can you be sure that you've got all of these. And then will you please write this in your diary before you go to morning tea.

17. S: I've finished all of them
Appendix C: Transcripts of 10 Lessons – 1 April 05 (Term 1, Week 9)

18. T: Finished them all? Okay, keep them in your=
19. S: =folder=
20. T: =in your folder. And here’s the hole punch if you want it
21. ((inaudible talking))
22. T: Put them up here. ((talking about lollies provided for Ss)) All for me? So, please take something. I think there’s enough for 3 lollies each; I think take 3 lollies and a biscuit if you would like. So you can go to morning tea and we’ll be here next ….. so you can leave your books and everything here.
6 May 05 (Term 2, Week 2)

1. T: You know I saw you walking to school this morning and I thought, “Oh my gosh SQ’s wearing T-shirt”. I’m cold and I’ve got long sleeves on and this is nice and thick. So um yeah so now’s a good time to be looking in shops to be finding some nice warm clothes, you know, for example, err PK’s—PK’s sweatshirt, that’s a really nice warm sweatshirt and ME’s got her nice warm jacket

2. Ss: Ooh, ooh

3. Ss: Ooh, ooh=

4. T: =and SX's got his jacket good for stopping the wind, yep, so you need to be thinking now what are you going to be wearing in winter because=

5. S: =Jen, ()

6. T: Mmm

7. S: You will die

8. ((laughter))

9. ((some background talking))

10. T: It’s quite funny, you know, sometimes students have come from very cold places, but still in Adelaide they feel that winter is very cold

11. S: Yeah I feel that

12. T: You feel that?

13. S: Yeah in the mornings sometimes it’s very hot in the morning. Now it’s cold

14. T: You feel the difference

15. S: Very cold.....five days it will be very... Like yesterday, because

16. T: ()

17. S: a little not

18. ((lapse in recorded data?))

19. T: Of course a lot of places are hoping for rain. They need rain. They haven’t had rain for a long time, and we need plenty of water in our reservoirs, and the farmers of course need water. So even when it’s raining it mightn’t be what we want will be good ((little laugh)), it will be good when it rains. ((02’00)) Ok, um...now. Can, can we start by welcoming our visitors again who are not really our visitors because we’re used to seeing you here now. Um GI and HT, would you like to say ()

20. Ss: Good morning

21. HT: ((gets up and walks to the front)) Good morning

22. S: Yes, good morning

23. T: Yes, that’s a good way to start

24. HT: Ur very good to see you again, after I think three weeks or even longer for some of you, um, so as usual we’ve prepared our newsletter for this morning. I’m not sure if you have time to read, sorry...err to read through err () err this lesson, but I just um provided one each for you.

25. ((silence for 2 mins—the whole class reads through the newsletter))

26. T: That’s very interesting. That’s the museum err sorry, that’s the building next to the art gallery=

27. HT: =Yes=

28. T: =isn’t it? And that building has a really beautiful, um does it still have a museum in there?

29. S: ()

30. T: It used to have a little um err=

31. =((a student knocks on the classroom door from outside. He needs to talk with T))

32. T: (). Everyone, would you excuse me for a while?

33. S: Yes

34. T: Will you talk to GI and HT while I’m away?

35. S: Yes

36. ((T goes outside to talk with the student))

37. SM: ((asks HT a question about the location of the building))

38. HT: ((drawing a map on the whiteboard)) That's North Terrace in the city and this is State Library and Museum, then Art Gallery, OK, and Mitchell Building ((the particular building introduced in the newsletter)) is here.

39. S: ()

40. HT: Museum (). There are many bus stops but I thought, I study somewhere here ((pointing at the particular part of her map on the whiteboard)) and there’s a small driveway, but we can walk into university, and this is the building ((the Mitchell Building)) I can walk through and get to the building I’m studying in. Very nice.

41. S: ()

42. HT: I think I can...

43. Ss: ()

44. HT: That building is very tall building and when I walk in and I see, like, well, I don't know how I can,
like, go inside. ( ) And I see big staircase in front of me and big, like, tall walls and seeing it, I think ( ) first floor's high, like, 10 metres or more=

45. Ss: (=)
46. HT: ()
47. (multiple speakers, overlapping talk))
48. HT: I like it very much.
49. (multiple speakers, overlapping talk. T returns from outside and quietly observes the lively interactions that are going on in class))
50. T: Well everyone, that was the nicest thing for me to walk in and see you all talking like that. That's fantastic! It's better when I go away, you relax a bit more and you all get together and talk.
51. Ss: ( )
52. T: I'll go away again (laughter) why don't you want this test? (laughter)
53. MR: (Can we do this test in the next lesson?)
54. T: No, let's do it now. Finish and, no, we do it now. It'll be finished and you can forget it. ( ) You don't worry about it. Remember we said? You don't worry. ( ) Don't worry. ( ) Okay, now ( ) Um where, how will I do this? I will put the test on your desk. It will be faced down, remember that?
55. Ss: ( )
56. (perhaps picking up the wrong set of sheets?) Oops, it doesn't look like that. It looks like this and it will be face down. And then when I say, "right, you can turn your paper over," and you write. Now please remember some of the rules. One rule: Don't look at somebody else, right? You know this is not a test where if you make a mistake you are in trouble; that's not the situation, is it? It will help you realise how much you remember, and if you don't remember about one of the verbs, then all this test does is it says to you, "I must check this again". And so when you are doing the test, please don't look sideways, and please don't speak, and please don't look in your book.
57. Ss: ( )
58. (laughter)
59. T: So that's the task
60. S: Yes, I don't have paper.
61. T: I will give you the sheet so you can write on here. Put your name and date at the top. And it's the 6th today, isn't it...check this, yep okay, put your date at the top, your name, your date, and just fill it in. And if there's something you don't know, you've got two choices. One choice is you put nothing and that, you leave that and go on to the next bit; the other choice is you have a go. Right, you think, "Oh, it might be this" and you put it down. Right. Just it's up to you. Don't stress
62. S: Don't stress
63. T: Don't worry. Relax. If you relax, your mind, mind, your brain will relax, too. And you might be able to remember some.
64. S: ( )
65. T: Yes (laughter) Oh, dear. ((providing the test sheet)) Turn it over so it's face down on your desk. 15'11+
66. Ss: ( )
67. T: Okay, turn it over. And start.
68. Ss: (talking)
69. (long silence as Ss working with the test))
70. T: When you’re finished, turn it over on your desk, that's right 20'00
71. (silence)
72. T: Okay, one more minute.
73. (silence 40seconds)
74. T: Okay, there's twenty seconds. Have one last check of your sheet. Be sure your name is there...Okay, great. Thank you every one. Can I have them now please. ((starts collecting the test sheets)) Thank you.
75. ((T collects the test sheets))
76. T: Okay, thank you everyone. I'll give those back to you when I see you on Monday morning um yeah Monday before lunch
77. S: Not before lunch
78. T: before lunch (laughter) not before lunch? (laughter) I'm sure you all did well. I'm sure you did. I had a quick look as I was collecting them and they looked pretty good to me=
79. Ss: (=)
80. T: (=talking over Ss)) Have a quick look at your sheet. Do you think you've got them all? Which work was the trickiest? Remember, Tim uses that, (go silent) the trickiest. Which word was the trickiest?
81. Ss ( )
82. T: Ah "beat" and "beaten"
83. S: “bite"
Appendix C: Transcripts of 10 Lessons – 6 May 05 (Term 2, Week 2)

84. T: Ah, “bite”. For you it was “bite”
85. S: and ah “brought” and “bought”
86. T: “brought” and “bought”
87. S: (... “caught” …)
88. Ss: (laughter)
89. T: it does sound like an “O”, doesn’t it, and it’s that “AU” to give it that “O” sound. They are tricky.
90. OK ahm the next thing on our list here is the library overdues…Um in the holidays, the librarian prints, printed um a list, a notice for everyone who’s got some books that they haven’t returned.
91. Books or cassettes=
92. Ss: =((talking noise))
93. T: Excuse me, ((taps the desk to seek Ss’ attention)) Hello, hello
94. S: Ah hello
95. T: so books or cassettes they haven’t returned and um there’s a so there’s a note for you, YA, if you can return those soon, in the next week, that would be good. Now what happens if you’ve got a library something from the library, and you don’t want to return it, you want to keep it longer. What do you do?
96. Ss: We will be fined
97. T: No you won’t be fined
98. Ss: ()
99. T: No
100. Ss: (renew)
101. T: That’s it. That’s the word, isn’t it? “Renew”…that’s right, so now here at College you need to bring the book and the cassette to the library and go to the circulation desk and say, “Can I please renew this?”
102. S: That is an extension
103. T: It’s like an extension, ((writing on the board)) yep, “extend”…you can use the word “extend” as well, that’s right; and there’s no fine at College. Of course if you don’t renew your books or you don’t get an extension…then we start to have some problems and the library um will come, the librarians will look for you um…they don’t do that very much; usually they ask me to speak to you, speak to the students…but um…when you finish at the College or at the end of the year, they will take that money out of your book deposit um but…you don’t need those; you don’t need to have something that long at home. So when you’ve finished with it, bring it back, but it might be something like a grammar um book a text book of some kind it might be a…dictionary, for example, so then you want to extend it. And that’s no problem if you keep extending it. Right. Now. What we’re going to do is to look at a sheet of vocabulary that we, that I’ve made about our lesson in PE yesterday. So you can take one of these …thanks. And can you pass some to Gl and HT too? I found it very interesting in PE yesterday. I was watching you and everyone seems to be understanding Tim very well now, and
104. S: You right?
105. T: It didn’t look like. It didn’t seem to me that there was a lot of new vocabulary for you yesterday but I’ve written these things down. We had the word relay. A relay and that’s where one after the other you do something one after another. A relay can be running but we played a relay in basketball, didn’t we?
106. Ss: Yeah
107. T: Um so that’s a relay, you see a relay in the Olympic games, and yep
108. S: ()
109. T: Yep. Okay, the next one. We’ll modify this slightly, that word “slightly”’. A very nice word, isn’t it? “Slightly” and it means?
110. S: “a little bit”
111. T: “A little bit”, that’s right. “Slightly” means “a little bit” and, “modify” means “to change something” so we’ll change something a little bit we’ll modify that slightly…….”Stacking the team”, he talked about “stacking the team” and we saw that in the basketball relay there was one team that had a lot of very good basketball players, those good basketball players there and so that team, because it was a ‘stacked team’ they got a very good score!
112. S: (muttering))
113. T: Yep…okay so that’s “stacking the team”…put all the people who are good something on the same team…….The next word he taught us was “handicap”, a “handicap”. When you’re talking about sport, it’s got a different meaning in some other situations, but when we’re talking about sports, a “handicap” is to make it possible as system, to make it possible so that all of the teams can be sort of equal…sort of score the same, so when, when we were doing the “handicapping” “handicapping”, it meant that some teams already started with a score of eight. Some teams started with a score of 12. One team started with a score of zero….So the STACKED team started with a score of zero and the rest of us had a handicap that we started with
114. S: That’s not fair

304
113. T: Oh it was good for our team. We were doing really well, weren't we? Yes when we were playing with a HANDICAP we did really well ((laughs)) But yes, it's hard for the stacked team to compete harder to compete. Okay, we played "half court basketball"; you know a full court the full area and we only played with HALF of that area. Then we had two other games; you played "quoits" and this is where BK got the new title: "The King of Quoits". The best quoits player I've ever seen. Amazing, and Tim is very impressed with your QUOIT playing. Um...and "magnetic darts" err that's a great favorite, isn't it? Um he gave us that little phrase [dyawanna], [dyawanna] 114. Ss: [dyawanna]
115. T: [dyawanna] [dyawanna] do this? [dyawanna] do that?
116. S: [tday]
117. T: [tday], [tday], [dyawanna] do it [tday]? ((laughter))
118. Ss: ((muttering))
119. T: That's right, [dyawanna] [dyawanna]
120. Ss: [dyawanna] look
121. T: [Dywanna] go home? Nope
122. Ss: ((muttering))
123. T: Nope. Nope, not now. Okay and then we played, and we played “mat ball” yesterday and that was a new sport for us...A lot of the skills in mat ball we've practiced in other games too. Here's a little exercise; it's a short exercise to do about mat ball...the um...it says, now "write the instructions for playing mat ball". We need a big thick blue mat...a big soft ball, a cricket bat, cricket stumps...we didn't use cricket stumps yesterday...Now these are the instruction words. Remember when you're giving instructions...you use the the root of the verb, the imperative..."hold", "run", "jump", "hit", "run back", "bowl", "catch", "try" and "make". And in this exercise you can use the word "try" twice...now I'm going to stop speaking in a moment; you've got rules here; for the batting team, these are the rules and for the fielding and bowling team these are the rules. For the batting team, these were the people who were hitting the ball...and fielding, fielding team these were the people who were= 124. Ss: =(small response)=
125. T: receiving the ball, trying to catch the ball.
126. S: ((small response))
127. T: That's right, and bowling the ball...alright...okay now I think I'll be quiet. Have a look at these instruction words, and, write here...what you think the correct one is okay
128. Ss: ((muttering))
129. T: You can talk to each other. That's fine.
130. Ss: ((some muttering before silence))
131. T: Okay. Can I have your attention now? First I want us to put the answers, and check the answers but after that I want us to think about how you did this exercise. The way that you tried to do this exercise. So let's look at this. Okay. So the rules of the batting team number one?
132. Ss: Number one make
133. T: Good, make number two
134. Ss: ()
135. T: Three
136. Ss: ()
137. T: Four
138. Ss: ()
139. T: Five
140. Ss: ()
141. T: Okay. Thank you.
142. Ss: ()
143. T: Who was that? That was you, wasn't it? Next one () Three
144. Ss: Try and try again
145. T: Right, so those were the correct answers. With this exercise it's as important for me to see how you did the exercise and for you to think about how you did this exercise. ...Teacher gives you an exercise, I didn't give you much advice, did I? ...I didn't give you an example. I didn't give you the first answer...I gave you the sheet. A little bit of explanation... I want you to turn your page over now. I want you to write on the back of the page. I'm only going to give you...about three minutes to write, so not a long time to write. You need to...think a little bit, think a little bit how did you do the exercise...how did you personally do the exercise. ...Okay...I want you to think about how you did it.
Appendix C: Transcripts of 10 Lessons – 6 May 05 (Term 2, Week 2)

146. Ss ( )
147. T: This one here. How you did this written exercise here in the lesson.
148. S: Now
149. T: Okay, three minutes for you to write something there.
150. S: …to answer this question that on the board
151. T: Yes, I want you to answer this question. Everyone will have a different kind of answer.
152. ((long silence as Ss work on the task given))
153. T: Okay…now, remember there's no right or wrong answers here. The next question I'm going to ask you is…"How did you FEEL doing this exercise here this morning?" How did you FEEL? You don't have to write long sentences, just words are okay…I'll give you just half a minute to answer that one.
154. Ss: ((some muttering))
155. ((silence as Ss work))
156. T: Okay, and the last question that I'm asking you is this one. It's not really a question but I want you to finish this sentence…. My sentence is: “I wanted Jen to….‖. …So when I gave you this exercise and I said, "I wanted you to do this exercise", what did you want me to do?
157. St: Nothing
158. T: (You need to put that.) Just one minute to answer that one. If you've got nothing to write, that's okay. Or you're not sure how to write it, that's okay, but=
159. Ss: =((muttering))=
160. T: =just don't show it to someone else so they can write. Okay.
161. Ss: ((muttering))
162. T: Okay, you stop there and can you give me your sheet? I want you to stop now. If you're not finished, don't worry……I just want you to stop now. You don't want to stop do you?
163. Ss: ((talking while T collects work))
164. ((noise, talking, T laughing))
165. T: Okay, now, WHY did I ask you these questions? Why did I ask these questions? Do you remember what you did yesterday? Okay, to put down in words on paper……what's in your head, in your memory about how to play that game.
166. S: ( )
167. T: That's, that's two. And why did I ask these questions?
168. S: Because you want…( ) …so we can find out the words we=
169. T: =That's right
170. S: …. past tense
171. T: Past tense. Okay…GG
172. GG: You was asking those questions so that you can find out how long we are understand
173. T: Yes, all of these things are helping me. Can I say why? What was in my head? I asked these questions because I would like you to think about…how you learn. We all learn in different ways and at different times we use different strategies, different tactics, so different methods so that we can understand something or so we can do an activity, do an exercise…write an essay or whatever, we use different ways of learning. I wanted you to think about…what way you were using when I gave you that kind of an exercise. Um when I was looking around and I'm sure, GI and HT, when we were looking around at you doing that exercise, we could see different people using different strategies; some people went to a dictionary some people were were wanted to read the whole thing and then come back; some people wanted to talk to another person to be sure that they had the same understanding. Ur and so there were different ways that people used to do this….Some people didn't want another person involved; they wanted just to be there themselves thinking about it and looking at it themselves….without another person being involved. Now how did you feel doing this? When we are studying…our feelings are very important. When somebody, when a teacher gives you an exercise to do that's quite unclear, you're not sure what you've got to do, you're not sure that you understand what’s on that sheet how do you feel about it? …Pretty important to understand how you feel about it and of course if you're feeling confused, confusion can then become anger. You can be angry with the teacher for not explaining it to you, and that err that emotion then might stop you from being able to do the work and but it's it's good if you do feel angry. Don't…and not just sitting there, “Oh silly me I don't know how to do this", sometimes you feel that, don't you? …You think, “Oh, there must be something wrong with me; I don't know how to do this", Um and so I want us to be doing some work in the in this term understanding our feelings about different kinds of things we're asked to do and then how we overcome any of the problems. Now here what did you want me to do? MK?
174. MK: Okay…I I need you maybe to check on my my work and then you point out where I went wrong so that I can try to maybe improve or to get the goodly understanding
175. T: Uh-huh, YA
176. YA: I need to to get a good explanation…an example of this... because we need……yesterday err
Appendix C: Transcripts of 10 Lessons – 6 May 05 (Term 2, Week 2)

yesterday we have push…our work we couldn't
177. T: Yes, coach. Good
178. YA: (in a louder voice) And afterwards we, we didn't even me, I didn't understand that's why now I want to do it…like…this
179. T: Okay
180. S: Yes
181. T: Right! Right!
182. S: …know how much we understood and how…( ) and what…( ) to …
183. T: Yes, that's that's right. Okay…so thank you for doing that, and as I said, we're going to spend some time thinking about talking about how each one of us likes to learn and how we learn best and how we can improve the things we…change some of the things we do so we learn even better than we're doing now. Okay, thank you for that, so that's one of our focuses for this term. And you know another one of our focuses for this term
184. S: is
185. T: is the?
186. S: biography
187. T: Biography, that's right and we started to do our work on biography=
188. S: =with Einstein=
189. T: =with good old Albert Einstein. And oh where have I put Albert, the work about Albert.
190. S: ( )
191. T: He's still in here, he's not out yet. He's having a rest….Okay everyone. Can you put your folder on your desk and open it and can you find the few pages that I've given you already…so you have these two already. You have.
192. S: ((muttering))
193. T: Okay. You have that sheet already=
194. St: = ( )
195. T: You don't? I'll give you two sheets MA
196. Ss: ((muttering))
197. T: We looked at that that um structure of this genre. We also looked at this. “Biography of Albert Einstein”. This piece of writing
198. S: ( )
199. T: ((laughs at the response)) A bit. It looks a bit of a mess at the moment so we looked at dates, we looked at the words and phrases that show us time. We looked at the what's in each paragraph and the structure of this. We looked at some of the ways that paragraphs were linked. Then after that we started to do the time line of Albert Einstein's life…from the information that we had here. And so on a piece of your note paper, you began with the various years and you were filling in the information about what happened in those particular years from here taking information from here. So you were making…a timeline of Albert Einstein's life and that's where we finished on Wednesday afternoon and on Wednesday afternoon I asked you…to complete the time line at home because we would go on from there today. And so that's the point that we're at. So on your own desk now you should have those three pieces of paper, and I err we with the timeline we began doing the the um…information together and then we put the date…When I look around the class I can see lots of finished timelines so that's great. So I what I would like us to do…before we continue, to move everyone into groups. …I've been doing so much talking talking again this morning, and it's time for me to stop talking and for you to have a chance to speak. Ur so first of all I would like you to to form groups, and there are 18 people here this morning, and I would like you to form 6 groups of 3. Make a decision. …Um and you will you will start off in one group. You will do some work in that group and then people will move to a different group, …as we go through the rest of the lesson today. …When you're in your groups can you…please organise your desks so you have…this is the front of the room. Two desks opposite and one desk at the end…and can you be sure that not all of the groups are close together…we have some extra desks so I am going to put some extra desks the extra desks out here at the front out of the way to give us a bit more room. So you can choose your group to begin with because then, as I said, I'm going to be moving you around so you work with different people at different times.
200. ((noise as desk started being moved))
201. T: Um, can I take your desk? I'm going to take some extra desks
202. Ss: ((talking and moving around))
203. T: ….Give me a hand with this, I want to put them up…I might actually stand on that…I think it will …. Okay, as long as we don't…. ( ) Now as we um… ((turning to one of the student groups)) excuse me, but how can you have your back to me? Remember here's the front…You've got two people looking at each other and one person looking to the front. Um now there should still be one extra desk in here…I need to take one more desk…
204. Ss: ((talking and moving around says something to T))
Appendix C: Transcripts of 10 Lessons – 6 May 05 (Term 2, Week 2)

205. T: Okay, alright. Okay you've got some more space. Okay this is…interesting for me to look at….is this working?

206. Ss: Not working

207. T: Not working. Can I draw a plan of what is in my head? How do I think this is should be?

208. Ss: ((talking but contents inaudible))

209. GI: Have it this way have it here

210. Ss: ((talking noise))

211. T: I think we need…

212. Ss: ()

213. T: ((laughs))

214. S: OK

215. T: Are we getting anywhere? Any three people

216. S: ()

217. T: three people, three desks

218. Ss: ((talking/discussing/negotiating))

219. T: this three rows…down here…any extra chairs…

220. ((Lots of Ss noise. T laughs and interacts with Ss. indistinguishable interactions and noise))

221. T: And we'll put it here

222. S: …my friend

223. ((indistinguishable interactions and noise))

224. T: Okay. That's good to have that open. I’m going to run through it myself in 2 minutes

225. Ss: ((muttering))

226. T: Thank you very much everybody. If we um um. ……I’m happy that I’m happy that we’ve got 21 students in the class, but I’m glad that the first time we’ve made these groups with the big tables that some people are not here because it's given us just enough space and and so I have to work out what we will do in the future when everybody is here and we do some group work. Thanks for doing this. This is the way I wanted it because as I said, …after doing some work, you will move to another group. Now first thing I want you to do is, I want you to put Albert Einstein's time line on your desk and in your group I want you to compare what you have all written in your time line. Compare, I want you to see, have you all got the same information or different information.

227. ((Ss talking and working together))

228. T: Okay. That's good to have that open. I’m going to run through it myself in 2 minutes

229. Ss: ((talking/negotiating))

230. T: And we'll put it here

231. T: Okay everyone. It's morning tea time. After morning tea time I will move people around in different groups and so forth and then were going to go on and look at…what we can't find in our time line. Before we go can you please help yourself…chocky biscuits some, the last of the chocolates some scotch finger biscuits these biscuits… Have a biscuit couple of biscuits, some choccy

232. Ss ( )
1 July 05 (Term 2, Week 10)

((Beginning of class, social chatter for 02/17))

1. T: Well, good morning everybody
2. Ss: Good morning Jen
3. T: (talking about the agenda written on the whiteboard) this is err what I haven't put on here is umm, news.
4. ((a short silence))
5. S: err
6. S: Good news
7. T: I ha, I haven't put on here, the NEWS. There's some…errr the, today is a special day for a few different reasons. One reasons is, …that umm there are students in the New Arrivals Program who have finished their course, some of them have been in the New Arrivals Program for twelve months, and some have been in the New Arrivals Program for eighteen months. So they're finishing today, and next semester those students will do some other subjects and other studies here at College. And so their graduation is going to be in the Study Centre, next to the library, behind the library, err and they are going to have a BIG ceremony. So ALL of us will be there. And we will go there at the beginning of lesson two.
8. Ss: (talk amongst themselves)
9. T: At 10.45
10. Ss: Okay
11. T: Okay? So, 10.45 you need to go to the Study Centre, we need to get the good seats, umm…..I'm, I'm probably going to be running around a little bit because I'm one of the people organising this. We have some politicians coming, who will give speeches today.
12. S: Politician
14. S: ( ) ask them?
15. T: No, you won't ask them
16. S: (okay)
17. GI: (laughs)
18. T: (laughs) not today, but you know when we are in City next, semester, we will invite politicians to come to us and you will be able to ask some questions
19. S: okay
20. T: then we will go to Parliament House, and we will watch them working in Parliament House.
21. S: Oh, okay
22. T: Alright? One of the politicians coming today, his name is TKT, TKT,
23. TN: What party?
24. ((someone's laughter))
25. TN: Labour Party or
26. GI: (laughs)
27. T: I'm not sure
28. S: Libe, Liberal?
29. S: Liberal=
30. T: =umm, he's, he's the member of West Torrens. Remember I told you the other day, he's the member of West Torrens. You know, this District is area of Adelaide, it's called West Torrens.
31. S: Torrens
32. T: and err TorrensVILLE, is in West Torrens. And umm so he comes to College and he helps umm a lot of, err helps us with a lot of (inter college), and he helps us to get money for some things at College, too. So he's an and he supports us in a lot of ways, so next semester we will we will make an appointment to go and see him working there, he'll show us his office, and people he works with, and err yes so we'll see what happens in the Parliament next semester. Okay. Umm yeah so that's happening, so it's err it's err err special celebration for those people who are finishing. It's a wonderful thing to finish err a course, isn't it… It's err who remember what it was like when you came and STARTED your course. And err and NOW you're, for you, you're half way through your course. You've got six more months, in six months, you will be doing this, too. Alright? Your graduation will happen, also, in six months. Alright? And err there will be special one, because it will be the end of the year, there, it will not be in the Study Centre. The graduation is in the Gym, err and um it's even BIGGER than today. Umm, okay; so that's lesson two. Err also in um, that there's another thing I need to tell you about that I ONLY found out last night. But there are lessons for people who want to learn how to get the driver's licence. Remember those lessons, some of you went to them. I think, umm…AH went, JW went, you know, they were here earlier this year in W…umm
33. S: A
34. T: A…
Appendix C: Transcripts of 10 Lessons – 1 July 05 (Term 2, Week 2)

35. S: A
36. T: One=
37. S: =A-one=
38. A: =A-one?
39. S: Yeah
40. T: they are on Monday afternoon,
41. S: Yes
42. T: at three o’clock, and, they obviously they DON’T teach you HOW to drive, but they teach you the RULES, so that you can…try to sit for the test to get your c, Learner’s permit, your Ls. So if you want to do those classes, they will be, on…Monday afternoon, and the first Monday back, Monday the 25th of July, that lesson will happen. Okay so I’ll get a little notice for you, and give you that at the beginning of err next lesson or during the (business). If you if you're interested in learning how to get your Ls, those classes will happen. Err IF you’ve already, I think a lot of people already got your licence, you’ve got your Ls, you’re already out there driving? Then maybe you can tell some other students who, might be looking to do this. Alright?
43. S: mm-hmm
44. T: Umm…right, so those are the two things. Another thing is um, umm the principal will come up and visit us today, Brad will come and see us for couple of minutes, somewhere about nine o’clock. Just a couple of minutes to say hello.
45. Ss: Yes
46. T: Umm okay, err now this is the way I think we’ll do things today. So, umm…welcome to GI and HT, again
47. S: Yes, ()
48. T: ((laughs))
49. S: ()
50. T: and err err and then, err TS, would you like to do your oral?
51. TS: Yep
52. T: Yes? And then I’ve got a comprehension for you all, to do, um and while you’re doing your comprehension, one by one, I’ll ask you to come outside and we can talk about your marks from your oral presentation.
53. TS: Alright
54. T: Alright?
55. S: yep
56. T: And umm then after I finish with that, I come back here, we can come back in and umm we can watch a video, JUST for FUN, just for pleasure, today. Err and after that umm we will probably have a little bit of err
57. S: ()
58. T: little bit of party…((noise of desks and chairs banging))……err,
59. MR: I bring another one
60. T: how are we going? Err and then there is another desk here, too
61. S: Yeah
62. T: and take this red chair, someone can have the red chair,
63. S: Ooh!
64. T: Oh, you okay?
65. S: yeah yeah yeah yeah=
66. T: =yeah yeah yeah ((laughs)) umm, okay…
67. ((noise of furniture moving and Ss talking))
68. T: No, you come and take THIS one. ()
69. ((noise of chair hitting somewhere and Ss talking, T telling Ss to shift furniture etc. Long interruption to classroom activity;))
70. T: and…so…I’ll hand over then to GI and HT, who’ve got some things to say to you, I think?
71. GI: Yep
72. ((a few noises of chair hitting somewhere))
73. GI: Okay, umm…we’ve got along the suggestion of the Ghan, and this time I’ve gone back to answering the couple of questions, umm one question is about Australia’s flags which, when I started to research I already found out that there is a lot more to the flags than () the eye. Umm so I’ve explained it a little of our flags, and () more about South Australia, and finally, what is the last one, “What Australians think about newly arrived migrants”.
74. S: ((slight laugh))
75. GI: So they are the questions that I answered today.
76. T: Hmm, hmm!
77. GI: () each other
78. T: Hmm
79. GI: But, one little thing that I wanna talk about is something that I answered about a couple of issues ago… and that question was “How do you actually get to know Australians and talk to Australians?”. So this week I’ve collected just a few copies. What I said was, a good way to meet Australians will be to go and do the WEA courses.

80. T: Hmm

81. GI: and they’ve JUST actually put out a brand-new catalogue, and I’ve managed to get three of them for you, to share.

82. T: and that's going to be in the local paper.

83. GI: this week

84. T: Mmm.

85. GI: It's in the local paper this week. So you need to look in your garden for the one that's thrown over your fence in a plastic bag.

86. S: and I've already got one

87. GI: you've already got one.

88. S: Yep

89. GI: GOOD. So, for the people who haven't got that any of these yet, these, WEA run SHORT courses. They are anything between three hours, and……maybe th, three hours to six weeks. A few courses run longer like, for example, “Language for Travel”. So if you wanted to learn Italian, they go for much longer like a year. ( ) things like that. But they have things that cover EVERYbody's interests.

90. T: Hmm

91. GI: So, there are some like, “Around the House”, so it's just learning how to, you know, look after things around the house. Computer training, they do a lot of computer training, umm, fitness, food and wine, gardening, health, investment, ......metaphysical matters, which is, quite interesting.

92. T: really challenging your language

93. GI: Yeah

94. T: mmm.

95. GI: and photography…art, study skills, tourist, travels, so there's a lot of courses that SUIT a lot of interests. And a lot of the people who go to these, go to things just because they're interested in it, and also to meet other people.

96. T: yeah

97. GI: okay, so they're very relaxed, social type of courses. And they are quite cheap, too. So I just thought I bring this new catalogue to your attention, so that you can be aware that that's the place that you can go and to meet other people, Australians, and have a bit of fun at the same time.

98. T: Yeah

99. GI: they do a lot of, I, stuff that I would like to go out (to do) is like jewellery maybe. Things like that

100. T: yes, I've done some of those courses, I've done one course in “How to play the flute”,

101. Ss: Oh, yes

102. T: oh I was so bad.

103. ((big laughter))

104. T: ((laughing)) I've done a lot of different kinds of courses with WEA. Umm and umm they are not, all of the courses are not in one place. Some of them are in the City, some of them are in the different places in the suburbs, and some of them are actually here at College. Umm on umm Wednesday night, Thursday nights there are some classes, I know always there's something happening in the KITCHENS here.

105. S: ooh

106. T: Umm they teach THAI cooking, Vietnamese cooking, different kinds of delicious food, and there're some people who learn how to write children's books. You know, era, how to write children's books. It's a GREAT thing, a lot of people are doing that. So many different classes at

107. GI: and=

108. T: =in=

109. GI: =and=

110. T: =different places.

111. GI: and from time to time they do things like car managements

112. T: Yes

113. GI: so they're learning how to change car oil in your car and basic maintenances and you save a lot of money

114. T: I've done that one!

115. GI: Have you?

116. T: ((laughs)) I've done that one! I've done one on bicycle maintenance, how to look after your bicycle. Yeah? Mm, you start talking about () and I think, “Yeah I've done this one, I've done=
Appendix C: Transcripts of 10 Lessons – 1 July 05 (Term 2, Week 2)

117. GI: =they turn=
118. T: =this=
119. GI: =()=
120. T: =they're so interesting= 
121. GI: =()=
122. T: =yeah.
123. GI: yeah
124. T: yeah. And they're not too long, but, a lot of them you can do one, and then if you like it, you can go to the next level, ((murmurs)) () Mm.
125. GI: So I've just=
126. T: =That's a=
127. GI: =brought along=
128. T: =good suggestion=
129. GI: =a few of those, that I'll leave with Jen, so if you want to have a look at them
130. T: Hmm
131. GI: or even today, if you think ()
132. T: Yeah, good idea
133. GI: ()
134. T: Hmm………yes…..
135. GI: ((to a student)) ()
136. S: Oh, thank you
137. T: ((laughs)) mmm
138. S: (listen, listening)
139. T: okay, well, shall we listen to TS gives her oral presentation now? And err
140. ((silence for a few seconds))
141. T: Okay? Can you swap seats?
142. ((silence and some Ss' chatter))
143. T: No, ME is ()
144. ((silence and some Ss' chatter. Ss utterances slowly diminish))
145. S: Shhh
146. S: Shh shh
147. ((silence for a few seconds))
148. TS: okay? Good morning everyone, ((TS gives her presentation on Princess Diana. The presentation continues for 5 minutes and 36 seconds)) thank you.
149. ((Ss clap their hands))
150. T: Thank you, thank you TS. Well that's a a relief, it's over
151. ((laughter))
152. T: Well done, well done.
153. ((a couple of Ss clap their hands again))
154. T: you know, umm, sometimes students have have done their oral presentations and their heads have been down and ((in a whispering tone)) they've been speaking very softly ((in a slower and louder voice)) but you've been all fantastic. You've all had your head up, volume is great. You know, I think you've done such a good job, such a good job. I'm very pleased.
155. Ss: ooohh=
156. T: =WELL DONE. Well done= 
157. ((Ss clapping their hands))
158. T: give yourself a clap
159. S: Okay
161. TN: You didn't, you didn't say that with ours!
162. ((laughter))
163. S: Have we the time to, ME, ME ()=
164. S: =I need you
165. ((Ss talking amongst themselves, the sound is slowly diminishing. This continues for nearly 30 seconds))
166. T: Okay. Now, I saw…
167. ((Intermission to the class as T walks out of the room to meet Brad, the principal. Ss are talking amongst themselves. T and Brad enter the room. 55seconds))
168. B: ((to T)) These boys ()
169. T: ((to Brad) yes
170. GI: ((to Brad)) Hi
171. B: ((to GI)) Hi, how are you?
172. GI: ((to Brad)) Good, thanks
173. B: ((to the whole class)) Good morning, everybody!
174. Ss: Good morning
175. ((short silence for 2 seconds))
176. B: ((to a student?)) How are you?
177. S: Okay
178. ((short silence for 3 seconds))
179. T: umm
180. B: ((to T, in a softer voice)) Now, do the people know what I am here for?
181. T: No, they don't
182. B: Okay.
183. T: Mm-hmm
184. B: () I needed to know () PK, obviously=
185. T: =PK,
186. B: and
187. T: MK.
188. B: MK. Okay. ((to the whole class, in a loud voice)) You may have heard, that, Rotary, which is err an organization of men and women, usually leaders from business, err run a camp program, where umm young adults can go and spend a few days, learning the skills of being leaders in the community. And umm four of our students this year have been accepted to go to the camp, and that is a great honour and great achievement. And two of the students are from this class.
189. ((some Ss’ reaction))
190. B: And err I’m delighted to umm to give PK, and MK, err information about this camp, and err for those of you that aren't going, hopefully in the future there will be more opportunities to do this sort of thing. But it's terrific that PK and MK from this class will be able to go, and err Jen will be able to give them some more details about what this means, and got the=
191. T: =Yes=
192. B: =go through this information with you, umm and err hopefully when you come back, you’ll be able to share with us your experiences. So I don't know PK, who's, where's PK?
193. T: over here
194. B: ((handing over an envelope to PK)) Congratulations, PK
195. PK: Thank you
196. B: Well done. And MK?
197. T: ()
198. B: Congratulations, MK.
199. MK: thank you
200. B: Well done. ((to the whole class)) Well I think it's a great honour for these two young men to represent us, so, well done
201. ((people clap their hands))
202. B: Thank you very much
203. Ss: thank you
204. B: Have a good day,
205. S: thank you
206. B: and, ((to T)) we’re gonna see everybody at the graduation?
207. T: Yes
208. B: I'll see you all a bit later today.
209. Ss: () see you
210. B: Okay, thanks, Jen
211. T: Thank you very much
212. B: bye bye ((opens the door and leaves the room))
213. TS: bye
214. ((noise of door shutting))
215. TS: but, what do you have to do? To get that?
216. T: What did they have to do?
217. TS: Yep
218. T: Well they have to apply, they have to write an application, maybe you are away the last ().
219. TS: Yeah
220. T: and umm, yeah so every year, Rotary invites umm some students to apply
221. TS: Okay
222. T: but there are many people who are not able, NOT accepted. Err and they usually umm, from us, they ask for people from a particular group, so some years, some years we had people from Bosnia. Right?
223. TS: Yea
224. T: Some years we've ha err um Bosnia, Serbia, Croatia.
225. TS: Yes
Appendix C: Transcripts of 10 Lessons – 1 July 05 (Term 2, Week 2)

226. T: Some years, we’ve had people from, from China. From Afghanistan, umm you know, so we’ve had people from different countries and different areas represent the students and umm err if, so, this year they’ve asked for people from Africa, to go… Because the young people from the Australian community here going, err need to, feel they need to learn more about, the things that African students HAVE experienced, and are interested in experiencing here in Australia. So when MK and PK come back, next term, they’ll be able to tell us what happened. I do know that the students who went to th last year, had a wonderful time, it, was a real opportunity to meet other Australian people, other people, who are trying to contribute to the, the wider community. Umm and so, that will be interesting for us to be hearing about your experiences. Mm

227. S: Proud of you

228. T: We’re proud of you, yes=

229. S: =You’re lucky

230. T: Umm, okay, oop! So that’s err

231. ((Ss talking amongst themselves for 2 seconds))=

232. T: =we’re up to the comprehensions.

233. ((Ss’ multiple talk for 8 seconds))=

234. T: =Okay, so umm

235. ((Ss’ multiple talk for 2 seconds))

236. T: Can you please umm take one and pass them on…

237. ((pause with a few Ss’ utterances as Ss pass around the handouts, 3.5 seconds))

238. T: err there’s enough (laughs)

239. ((silence for 8 seconds))

240. T: oh, oh err look, err who did they ()

241. S: ()

242. T: this () err

243. S: ()

244. T: yeah that’s (), that’s ()

245. Ss: ooh

246. T: that’s only half

247. ((silence for 3 seconds))

248. T: DL, could you give YL and err… ah, ((murmurs)) ()

249. ((silence for 7 seconds))

250. S: () everybody?

251. T: yes, but it’s got something on both sides.

252. TS: Yup

253. S: Okay

254. T: but things will be ()

255. ((silence for 8 seconds))

256. T: Okay, now, this comprehension. This is NOT a test. You know the students in one of the other classes said to the teacher, “We want to do a test. The last day of term, we want to do a test”.

257. S: We’ve said that=

258. T: =Right? Is that the same for you?

259. S: No

260. ((laughter))

261. T: Of course you would LOVE to do a test.

262. ((some more laughter))

263. S: (I’d like to do it)

264. T: Um, okay, so here you’ve got, there’s some, err you CAN WRITE on these paper. Umm so there’s something to read, there’s some, short answers here, multiple choice, we call those multiple choice, so you can choose one of the answers, one of those A, B, C or D, umm and it says, “put a TICK”. What the TICK looks like?

265. ((a short silence))

266. T: Good, ((laughs slightly)) okay, and then umm on the back, there is some more multiple choice, but then we get down to, “Work it out” and “What do you think?”. Now these are not short answers. These are longer answers, you’ll need some note paper

267. S: Okay

268. T: write your answers and (). Okay?……umm, and you know, give that a good, good err amount of attention, and err good try at those ones, they’re not short, not simple answers. Umm especially the ones “What do you think?”, that’s coming out of here ((pointing out her head))….Right?

269. S: oh

270. T: Right, yeah? Write your mind, your own ideas. Okay, so, while you are doing that, I’ll ask people to come, and I tell you about, your result for, I’ll give you a feedback for your oral presentation.
Would you please bring your diary with you, so you can make a couple of notes about what I tell you. Okay?

271. ((silence 6.5 seconds))
272. T: Now, umm I’m going to go to MY office, you know my office?
273. S: Yea
274. T: Everyone knows that place?
275. S: yeah
276. T: down the end here, you, yeah you know yea yea okay I'll be there, and so what will happen is, you will need to come down to meet.
277. S: Yes
278. T: Yep? Alright? So, who wants to go first?
279. ((short silence for around 2 seconds))
280. MR: Me!
281. T: oh, well, okay.
282. S: ( )=
283. T: =((laughs slightly)) Alright
284. ((noise of the door squeaking as MR leaves))
285. S: he doesn't want to study
286. T: ((laughs)) No, he does…
287. ((T leaves. Ss start their task.))

around 35'00
Appendix C: Transcripts of 10 Lessons – 5 August 05 (Term 3, Week 2)

5 August 05 (Term 3, Week 2)

((beginning of class, a few Ss talking amongst themselves for 25 seconds))

1. T: Well…umm welcome everyone. And welcome to HT and GI. Umm…

2. Ss: ((still talking amongst themselves)) three three players (Oh)

3. ((Ss talking amongst themselves at the back notice the class has started and stop talking))

4. T: Umm, in a minute I need to make a phone call to Erica, you know the teacher from the other class. Umm so I’ll be out in a moment. Just, so that you’re not doing nothing while I’m doing THAT, umm I think we go to what my plan is for today. Umm, now, umm we have GI and HT again, with us, umm what I haven’t done is put, there that HT is going to talk to you umm this morning, and maybe GI, as well? A little bit? And then, err after that, we’re going to do some excursion preparation…umm, some quite difficult reading, umm for you to do. And err and we need to look at the worksheet that you are going to use when you are on the excursion today. Err then we’ll have a break, and I thought it, that’s probably TOO LONG, for the break, actually, these, definitely too long, I wasn’t, I wasn’t doing too well with my maths this morning. Umm, umm

5. ((silence for 5 seconds with occasional Ss’ utterances))

6. T: How about a break at about ten o’clock?

7. S: fifteen minutes break

8. T: YEAH, fifteen minutes break.

9. S: Why=

10. T: =That’s long enough for coffee and stretch your legs and……..go to a loo?

11. Ss: ()

12. T: ((laughs)) Umm, and yeah, and have err you know, a bit of a chat? And then we’ll go to the museum, because, I mean, you’d be talking to each other as we are going to the museum anyway. Umm and then, umm when we, err so we’re going to the museum today umm I KNOW that you’ve been to the museum all, umm, last week. But we’re going to see a different exhibition today. And, I know that err that’s sort of going to the museum again, in such a short time, BUT we WERE very lucky to get the booking in this exhibition. You know we have to BOOK, to go to the exhibition. If we go one by one, you know, with a family or something, you don’t have to book. But when you go as a group, you have to book. And, so you know, sometimes we have, err a teacher has to wait MONTHS, to be able to go, to see a particular exhibition. And the one we are seeing today, is one of those very popular exhibitions. So we were SO LUCKY to get a booking today. So I just said, “Yes I’ll take it”. You know? Umm and the work that you are doing…for this err excursion is, err is in exactly what we want you doing now, too. So, we’ll, you have err excursion to the museum. Now, I haven’t put an exact time when to return, because, umm, this exhibition CAN take quite a lot of time to do that. Right ((0'03"53. Recording time count restarts from this point)) There is um, I think, four, four or five pages in the exercises to do, there’s umm, It’s a VERY interesting exhibition. I hope you enjoy it too. But I so I haven’t set a time when to come back so that we DO have enough time to look at it properly

13. S: ()

14. T: Yeah, (). Um so then we’ll come back and have a a lunch break. Um now if you want to…um …go and have your lunch break from the museum. That’s okay with me so long as it’s a LUNCH break and it’s not going and playing the electronic games at the cinema or, or playing poker machines or…umm things like that. Okay? Um and then err then so before we leave the museum I’ll have a word with you about the time we need to start our lesson again, alright? Um and then when we come back, there is some reading some more reading about this exhibition um, in, with, associated with this exhibition um and some comparison of articles. Um, now we need to do a little bit of preparation for next Tuesday. I know Monday is PE and Tuesday we’re having a guest speaker at College to talk about gambling and so there’s a little bit of vocabulary for you to prepare for that. And after that we’ve got the recount and the biography that you’ve been working on for me. Um I’ve gone through them and now it’s time for the final draft um and it would be good if we can do it today, and I can talk to you, one by one, about mistakes, okay? Um and the people who haven’t finished their biography can finish the draft this morning… Okay? …Now be just before anything else, um there’s the sign-on sheet here. Now you, I’ve, Pam has done it a little differently than what I thought. Please take a whole square to write the time that you arrived to today…and your initials….Okay? ((passes around the sheet))

15. ((some Ss talk: unintelligible))

16. T: Yep

17. S: Serious

18. ((Ss fill in the sign-in form in turn))

19. T: Now if you arrive at work,

20. S: So late=
21. T: =15 minutes late, two things happen. Oh three things can happen... One, they DOCK your pay. You know "dock"? Means they mean you don't you don't get so much money; they take some of your pay. They DOCK your pay. They give you a warning. Right? ......If you are late again...you will no longer be employed here. Yep? And then if you ARE late again...then=
22. S: =fired=
23. T: =that's it. Finished=
24. S: =Fired
25. T: =Unless there's a very good, because most people are working as casual employees, they just don't, employ you again. And so, I know this looks like it's casual but...I'm, I'm here to work and so are most of you, and so we need to be clear on time. Okay?
27. ((short silence))
28. T: fine, so
29. ((AN walks in late))
30. ((Ss' laughter))
31. T: ((to AN who just walked in)) You missed the talk about being late.
32. Ss: =((laughing))
33. T: And get (xxx late) this sheet? Can you please sign in and pass it on? And um now, GI and HT, would you like to,
34. S: =Would you like to=
35. T: =to talk? And an everyone, can you,
36. S: ()
37. T: now, =(laughing)) I think that there's enough places to sit. =(laughs))
38. Ss: =((small laughs))
39. T: =So come and find somewhere better to sit, okay? Um=
40. S: =((Ss talking))=
41. T: =there's there's here, I'm sorry I () everything
42. =((some unintelligible exchange))
43. T: =but yeah, err AK, AK, come in come down here. Sit down here… MK! Come on!
44. =((Ss talking, T prompts HT to come forward to stand in front of class))
45. T: =Now in a in a little a little bit of time, when we start to do the reading and looking at work sheet .....we'll divide up into groups and people can work in smaller groups in some of the other rooms. Okay? But for for now, um, but you all need to find somewhere reasonable to sit when you come in. Okay? ...So…over to GI and HT.
46. HT: () okay, umm good morning, everybody
47. Ss: =Good morning
48. HT: =I...have got a few things this morning, but first of all, what I'd like to do is…
49. S: ()
50. HT: =Yes?
51. S: =It's it's better to stand here ((indicating the front of the room))
52. HT: =Ah, okay!
53. S: =Yah don't worry
54. S: =Yah, yah!
55. HT: =() comfortable spot!
56. S: =((laughter))
57. HT: =Yeah as a student I used to sit
58. S: =Yeah
59. HT: =right in the corner
60. S: =yep
61. HT: =FAR away from the teacher
62. Ss: =YES
63. HT: =I don't know why I used to do that
64. Ss: =Okay ((laughter))
65. HT: =((moving forward and stand in front of the Ss)) Ooh!
66. Ss: =((laughter))
67. S: =Yep!
68. HT: =Strange feeling...okay, but so the first thing I'd like to do today is to pass around the newsletter. You might find it a bit strange this time because.......it's got a different name....or a name or just greeting phrase…
69. =((Silence as HT distributes newsletters)
70. S: =Okay…
71. HT: =Okay
72. S: =Yep
73. HT: =you finished?
Appendix C: Transcripts of 10 Lessons – 5 August 05 (Term 3, Week 2)

74. S: No
75. S:
76. HT: ((laughter)) Oh, yes… I’ll shut up for… two or three minutes.
77. ((silence as Ss read them. Occasional chatters))
78. S:
79. T: ( ) haven’t done before
80. S: Yes, I know.
81. ((silence 20 seconds))
82. HT: So, what do you think about the name… of the newsletter?
83. S: City Campus
84. HT: City… City Campus
85. S: Yes
86. HT: ((laughs)) Okay, ((as writing on the whiteboard)) one… any ideas?
87. S:
88. HT: ( ) Campus?
89. S: City Campus is the best
90. HT: Yes?
91. Ss: Yes yeh
92. HT: Good! Okay
93. S: Or the Campus
94. HT: Campus. Okay
95. S: No ( )
96. TS: New Home
97. HT: New Home! Oh!
98. ((short Ss chatter))
99. S: Or Second Home
100. HT: Second Home.
101. S: No, this is third, so…
102. ((laughter and some intelligible exchange))
103. HT: New home
104. S: ( )… LONG Excursion
105. HT: Long excursion!?
106. S: Yep!
107. T: ((laughter in response to 104)) very ( ) ((laughter))
108. S: he he.
109. ((silence a few seconds))
110. HT: Alright, ( )=
111. MK: = I would say… Weekly Idea ( )
112. HT: Weekly Idea… mmm.
113. S: ( )
114. ((silence 10 seconds))
115. HT: Well, how about… ( ) how you say it, ( ) vote (power vote)
116. S: ( )?
117. HT: Vote
118. S: err okay
119. HT: yep
120. MK: ( )
121. HT: Mm
122. MK : ( ) would you say that?
123. HT: ( ) for me.
124. AB: you have ( ) … "Hello There!"
125. HT: (laughing)… nah, I just meant, "Hello!"
126. S: hello there
127. HT: Yeah, we haven’t met for a long time
128. T: Hello there
129. S: but but the name suggests ( )
130. HT: Okay… umm am I missing anything here?
131. Ss: … no
132. HT: Okay, good. I just count the hands… ( )
133. ((laughter))
134. HT: okay, ( )=
135. TS: = New Home!
136. HT: ((pointing at the first suggested name HT wrote down on the white board)) So I’ll count from here, okay?… Who would like Weekly Ideas?
Appendix C: Transcripts of 10 Lessons – 5 August 05 (Term 3, Week 2)

137. ((a short silence followed by laughter))
138. S: One
139. HT: One.=
140. S: =One.=
141. S: =One.
142. HT: Long Excursion
143. S: No
144. S: (). Two.
145. ((overlapping talk))
146. T: Just wait
147. ((overlapping talk))
148. MK: (...) so we have to think about (...)
149. HT: Yes, so we have to think about what (...)
150. HT: Good! So that's... New Home?... Three?
151. S: No...
152. ((laughter and some overlapping talk))
153. T: There seems to be ( ) going on here
154. ((laughing))
155. MK: ( )... so we have to think about ( )
156. HT: Okay, City Campus...
157. ((laughter and overlapping talk))
158. S: four
159. ((laughing))
160. HT: Okay;
161. S: Eight
162. HT: No
163. S: Nine, five
164. S: Okay! Eight, that's it!
165. HT: Okay () doesn't mean () City.
166. S: (laughing))
167. MR: We won!
168. S: Hooo!
169. S: Hello There
170. HT: Hello There?
171. AB: Hello There!
172. HT: ...retired...
173. ((laughter leading into a lively talk amongst the Ss))
174. HT: Okay, well...
175. ((a lively talk amongst the Ss))
176. HT: ((to one student)) what did you say?
177. S: ( )
178. ( )
179. HT: =((checking the votes)) okay... right... so... I don't know... if... these are everybody...=
180. Ss: =( )
181. HT: but this is...
182. Ss: ( )
183. HT: what attracted most people so=
184. Ss: ( )
185. HT: =so... okay, from now on, this one, I'll put “City Campus” for its name.
186. S: Okay
187. HT: Okay!
188. S: We win!
189. S: So what do I () didn't vote
190. T: Well, well, um this IS a democracy
191. S: Yeah=
192. T: =and in a democracy you can choose to ABSTAIN. You know the word “abstain”?
193. Ss: No ((muttering))
194. T: No?
195. Ss: ( )
196. S: =() City Campus ( )
197. T: It means to not do something... and ((to HT finding something to wipe off the whiteboard))
you need some tissue
198. HT: Yep
Appendix C: Transcripts of 10 Lessons – 5 August 05 (Term 3, Week 2)

199. T: Yeah and so “abstain”, you can “abstain”; you choo yo u choose not to vote OR if it's a vote on paper and you write something—you don't vote, but you write something like “this is stupid” on the paper. That's called a “donkey vote”

((GI talking to a student during 188-193))

200. Ss: ((laugh heartily))

201. HT: Err okay, I don't ( ) people…

202. Ss: ()

203. HT: Okay, I'm not gonna spend any other time now, so if I could ask some of you err to…err to talk together, () I'll talk a little bit about the paper I'm holding at the moment. So yeah I might talk to you () next one (if it's okay).

204. ((silence 10 secs as HT leaves))

205. T: Um now, we've got…um………now, err first…right…we've got, some readings to do and some preparation to do for the excursion. Umm…and…I would like you, not to sit in here in the, classroom looking arrangement, to do it. I'd like you to work in small groups um because some of the vocabulary is quite difficult and it would be good to help each other and that way GI and HT and I could, could work with more groups and um and help you through the reading. So I'm going to start, um with with the two things that I'll give you, and in your group um you need to control the amount of time that you spend on each thing. Um so I'll just pass them out to begin with and then have a short word about them and then ask you to move somewhere else so err so that you can do some some group work. Can you pass those around?...And um yeah so there… We'll go to the museum to…um I'll get ( )…to see this exhibition. It's the Mawson exhibition…… And…and I'm NOT going to be asking you to write a biography

206. S: ((muttering))

207. T: alright?

208. Ss: ((small laughing))

209. T: Um we're actually going to be…um to be moving on to a different genre called a, a a “Character Study”. But…before we go to this exhibition… I want to tell you a couple of things umm about WHY we are going to this exhibition. This exhibition is about the work of Douglas Mawson and Douglas Mawson is a very famous person in South Australia. ((to some Ss?) Thank you. ((to the whole class)) Um he is a he is famous for a number of different things and…and people have NAMED a lot of things after Douglas Mawson. There is a suburb called Mawson.


211. T: Mawson Lakes. Err there is a museum at the University of Adelaide named after Douglas Mawson. There are err there is a statue on North Terrace… There are streets named after him. Um there there are many many things that carry his name. And there is ONE thing that carries his face. That we would all like to have. We would like to have many, many of these. His face is on the $10 note…

212. Ss: ((laughs slightly))

213. T: Alright? Now=

214. MR: =I like Douglas Mawson=

215. T: =Every time we've got $100 note

216. S: ha ha

217. Ss: I like it

218. T: () ooooh, Mmm… (old) MAN=

219. S: =I like, I like=

220. T: =what a good man.

221. Ss: ((slight laughs))

222. MR: I think I saw his picture in the museum of him just like this one

223. T: Just like that. Yes. Yep. Um…there you go. Umm and so, what I'd like now is for you as I said, to work in groups. You've got two things to get through. Err this reading here. This is, it's very important that you've read that before we go. And this is the worksheet. So re re ( ) you've read that and understand that before we go. Now if you find you've read through this, you understand everything. You've read through this and you understand everything. DON'T worry! I've got some more!

224. ((small laughter from one student))

225. T: thing I can give you (to read). Okay? So let's break into groups. Do you have questions before we do that? No? You've got dictionaries, you've got each other and dictionaries so that you can understand…GI, HT and me are dictionaries. Okay? Right, now um it's err probably a good idea if you work in groups……but minimum of 2, maximum of 4. Okay?

226. Ss: ()=

227. T: =now we've got the common room, we've got the classroom next door, we've got the tables in the hallway here and hallway there…um we've got tables in here, we could have some…a couple of groups…maximum 2 groups in here. Okay? So um we can, we can move furniture um at the other end of the the building, and we can work in other rooms. Okay? If you need any extra
furniture, you can, you can take it, take some of the small desks from the next next room, next
door and move them up there? Okay? So can I let you do that yourselves, make those into
groups

228. Ss: ((a few of them)) Yes=

229. T: okay...so find SOMEwhere and someONE or someONE and someWHERE

230. ((silence 30 seconds as Ss start organising groups and shifting, with occasional chatter))

231. T: ((To the Ss remaining in the classroom)) Now there's too many people still in this room. I'm
sorry. Maximum of 2 groups in here.

232. ((silence 15 seconds))

233. T: YA, (...)AB, why don't you go to the (...). MK, (where is he)

234. ((Ss settling their own work groups. No intelligible talk for 1 min 30 secs as GI walks around with the
recorder))

235. S: ((to GI )) ( )

236. GI: ((to the student)) Sorry, can you say that again?

237. S: I got some word here but I want you to describe it to me

238. GI: Yes, I can help you

239. S: but I know this already. This one

240. GI: Have you heard the word “glacier”? A glacier is a very ancient river of ice.

241. S: Okay

242. GI: So it's a river that many many many years ago froze and glaciers, because they are rivers that are
frozen, they still move, and they move very slowly.

243. S: Okay

244. GI: So a glacier is a frozen river so when they say glacial geology, he is interested in areas that have
glaciers.

245. S: And exploration? The first thing? Is this to discover?

246. GI: Yes, “exploration” is to discover new things

247. S: “Exploration” – is it an adjective?

248. GI: When words end with “-tion”, it is a noun. When you first arrived in Adelaide, you probably
went exploring?

249. ((Ss in a group all join in) Yeah Yeah

250. GI: So, “explore” is the verb. “Exploration” is the

251. S: noun.

252. ((A student asks another question))

253. GI: You're ahead of me, because I haven't read it yet...((reads through the reading sheet)) “Flinders
Ranges”: there are, they are, hills north of Adelaide. Here we have the Adelaide hills. If you go
north, you'll come across the Flinders Ranges. It's a range of hills.

254. S: High or not high?

255. GI: They ar not mountains... Hills. ...In some places they are quite high, but they're not mountains.

256. ((silence))

257. GI: If you need any help, just ask

258. ((silence))

259. ((some indistinguishable talk among Ss))

260. ((silence))

261. S: ((to GI)) This one. “Polar night”

262. GI: OK um. The Poles. We have two Poles. The North Pole and the South Pole. I don't know about
the South Pole, but I've been to countries where um countries right up here ((points at a
particular place in the map)), and what happens is the way, in summer, the sun's up all day. But in
winter there's no sun. You know how you hear about the longest and shortest day of the year.
Up near the North Pole, I've been there on the shortest day of the year. In winter the sun gets
up at about 11 o'clock, but it was a long way away and goes down at about 3 or 4 o'clock. ...So a
Polar night, is talking about seasons. So during the Polar night, it's a long time when the sun is
not up. Days are very very short.

263. S: We have this in Africa. July we have long night

264. ((a long silence))

265. S: I don't know... name or what I don't know ... English class

266. GI: How can you tell if a word is a proper noun?

267. S: Pardon?

268. GI: How can you tell if a word is the name of something?

269. S: I have to, I have to know it because in a, in a, in a sentence when something begin in capital
letter where I'm not expecting a capital letter to appear I have to know definitely that one is ah

270. GI: Where is this word in the text? Where is the word, muffle? ((looks at the reading sheet closely)) It
doesn't have a capital letter, so it's not the name of something

271. ((silence followed by Ss asking questions))
272. GI: This man was responsible for...sewing... So, if they're sewing this, it's something that you sew?
Sew a harness?
273. ((silence followed by Ss asking questions))
274. GI: So, we're making something for a sledging journey...and a sledge? Do you know what a sledge is?...It's something they put a harness onto a dog, and the dog will pull the sledge. So a harness is something ( ) and a sledging journey
275. ((momentary silence))
276. S: And this one here - “sing along”
277. ((GI continues to assist this student with reading comprehension. Individual/Group work on reading continues on for longer than 30 mins from this point before the class naturally dismisses for a break,))
Appendix C: Transcripts of 10 Lessons – 19 August 05 (Term 3, Week 4)

19 August 05 (Term 3, Week 4)

DVD 1. Synopsis and Transcripts

0’00 – 02’45
Beginning of class, T is about to leave the room in a process of explaining some housekeeping matters to Ss. Within first 15 seconds, T leaves the room to obtain tea and coffee containers so that she can show to Ss exactly what she is talking about. Ss are left on their own for nearly three minutes before she returns.

02’46 – around 04’00
T returns with a container. Standing at the door at the back of the room, T shows the container and talks about the name of the container as well as explaining the shared tea and coffee available in the kitchen area etc. T leaves and takes BB with her to the kitchen to return the container.

04’01 – 05’11
Ss are left on their own, talking amongst themselves.

05’12 – 06’05
T returns, some social chatter occurs. T and Ss talk about something to do with T collecting money from Ss, possibly for the shared tea and coffee.

06’06 – 06’52
T pulls out a pile of marked work. Some Ss pass small amount of money to T. A slight confusion on the sign-in/sign-out sheet in which Ss record their time of arrival.

06’52 – 07’20
T declares that she is handing back Ss work. Before she hands it back, she gives some explanation on what Ss should do with correction, particularly to do with where to write the correct words or phrases on the sheet.

07’20 – 08’36
T starts handing back Ss work. MK, sitting closest to T keeps passing the work as T reads out individual student’s name. It takes a good one minute. It appears that there are more than one type of work she is handing back and the work is not assorted according to each student’s name. T picks up Ss’ work from the top of the pile, and calls out many of Ss’ names multiple times.

08’36 – around 09’25
From 08’36 onwards, for about 25 seconds, T declares that she has handed back the work to Ss with multiple long pauses in between.

From 09’07 onwards, T tells Ss to hand in anything that they want T to check. A few Ss hand their work to her.

09’25 – 13’17
Silence as T quietly moves around, organizing herself, and writes on the whiteboard. For nearly 4 minutes, Ss are left on their own, occasionally interacting amongst themselves.

13’17 – 13’43
T announces to Ss that she wrote down today’s schedule on the board. All she says in this time is that there are quite a few things to do, obviously not huge tasks individually, lots to discuss. No explanation on each agenda is given.

13’43 – 0’16’10
T again asks Ss whether they have got anything to hand in for her to mark. Just before 14 mins SM asks questions about the journal (that appears to be the one GI asked them to do in the previous observation on 5 August 05). T asks if the journal may be ready by the following Monday, and asks Ss to write down the deadline on their school diary. Very few Ss do this for some reason, and then from around 0’15 silence falls and Ss are mostly left on their own for one minute.

16’10 – 28’00
T hands the floor over to HT to greet with Ss and distribute the newsletter. HT starts with the “breaking news” that on the previous night she came across with a red back spider and that she almost touched it accidentally. T asks Ss questions about the particular spider and some social chatter occurs.

At around 18’40, while Ss are passing around the newsletter, HT reminds Ss of the video camera she is using to document the classroom business. This is the first attempt to use the video recording device in the observation. Some jokes and social chatter are included in the process while T asks a couple of questions pertaining to the frequency of the use of the video HT is planning.
Appendix C: Transcripts of 10 Lessons – 19 August 05 (Term 3, Week 4)

in her observation and whether videos are often used in the university.

(Starting at 20:20)
1. T: Do you use a video umm at the university?
2. HT: ((with some hesitation)) Well, y..yes, that's university video, so we do use videos for...like, data collection or fieldwork...yeah.
3. T: ((to Ss)) Fieldwork, fieldwork, fieldwork
4. ((silence for a few seconds))
5. HT: Some of my, classmates are teachers, go and visit different cities, different countries, and meet people there, and interview them, and talk to them, umm to get umm data or important information. And that's, fieldwork we do. So, this time, for me, this is kind of fieldwork,
6. T: hmm
7. HT: although we tend to say, “classroom observation”.
8. T: ((to Ss, in a very soft tone)) in a, in a couple of weeks, I'll give you an assignment ((in a slightly more louder voice)) where you'll have some fieldwork to do, ((volume goes up a little bit)) where you will need to be interviewing someone. ((in a louder voice, approaching the average tone that she talks to Ss in class)) And, and you'll need to record the interview in some WAY. ((in a louder voice)) You may choose to record with the video, or you may choose to record it with a tape recorder. We have those things that can be borrowed from the Resource Centre at College, we can make arrangements for that. So you'll do some fieldwork also.
9. ((short silence))
10. T: and fieldworks is an important part of ALL, um senior secondary and um tertiary subjects.
11. ((silence for 6 seconds))
12. HT: okay, a...and err, have you got any questions about newsletter?

22:25 – 28:00
Some Ss (SM, MK etc) ask questions to HT pertaining to her Chinese language learning she talked about in the newsletter. Some interaction between HT and Ss occur in the process. T asks NW if he ever learnt Japanese, wonders if TN (left after the previous term) is able to speak a bit of Japanese etc. At one time T starts commenting on the script system of Japanese and that leads HT to demonstrate how her name can be written in different scripts used in Japanese etc. A few more questions from Ss and HT answers them and provides some explanation.

At 26:44 HT indirectly declares that it is now time for her to stop talking so she can hand the floor over to T. “I can keep talking about it for the whole day, but I shouldn’t” invokes Ss laughter. T says it is interesting and suggests Ss to continue talking with HT during break time. T thanks HT.

At around 27:04, in withdrawing to the back, HT passes GI’s apologies to the whole class. HT leaves at 27”14, and then T picks up the word “apologies” and continues with the language instruction of “send apologies” with a long silence in between.

28:00 – 28:29
Some teacher talk and questions on the classroom environment (e.g. too cold or not, getting “stuffy”) ending with T mumbling to herself.

28:29 – 46:44 Pre-announcement of the Excursion to the Show

13. T: Alright, umm, so, that’s HT’s news. Now the SHOW Information. Umm you’ll be going to the Show with Pam, and it, that will happen on Wednesday the 7th, I think...Wednesday the 7th. Can you just put that in your diary? So Wednesday the 7th will be our “Show day”. You’re going with Pam but I’m coming, too. (laughs)) Because I LOVE the Show. I love all the LANGUAGE that you can LEARN and we can use that from going to the Show. There’s a err, if if err Pam and I are with you, then, you know, we can...talk a lot more...
14. SM: ((Puts up his hand)) What kind of show is it?
15. T: …and, I’ve got some wonderful exercises to do with you about the Show before we go,
16. Ss: ((a few Ss groan, SM scratches his head and look down))
17. T: so I can give you information about...err, especially, some of the vocabulary. But this Show, it's umm traditionally, it's the “agricultural” show, so the Show started as an opportunity for the people who work in the country on farms, err to, bring their animals to the City, and for the City people to SEE farm animals, that's how it began. But it expanded. And so um people in the City who have animals, take their animals to the Show. It's a competition, it is a big competition, and it's very, valuable, if if your animal is JUDGED the top animal in that kind of animal, it can be worth a lot of money to you, not on the day, but what you can DO with that animal. Like, so for example, if you've got a BULL, you know, a bull, and you win the championship, with that bull, you can...you can take the bull to the other farmers, and, that bull can produce MORE animals. You can use that bull to MATE with, and you CHARGE the other farmers. And of course, the
better the bull, the more you can. You can charge for mating. Umm or if it's a female, umm the babies that animal has are worth more money. Err and you know, so there's a lot of things in there, and as I said, there's farm animals, there's, CITY animals, TOO. There's DOMESTIC animals. So, there're your dogs, your cats, your birds, err as well, rabbits. guineapigs. Lots of different kinds. CHOOKS, chickens. roosters. So, there're your dogs, your cats, your birds, err as well, rabbits. guineapigs, lots of different kinds. CHOOKS, chickens. roosters. So that's one part of it. Another part of it is um plants. And the Show has got to do be the best place to have your photo taken with the flowers because the the sh the display of the flowers is amazing. Umm, incredible, and that's um BEAUTiful photo especially if you want to send a photo overseas. And... err there, and there're all sorts of different plants. There's fruits, there's vegetables... so, there's competitions for all kinds of things. This competitions are for the things that people make ( ), so people make models, model planes for example, model tanks, mm you know, model cars, err people who make, cakes... umm so there's cooking, there's art, different kinds of art, furniture, a lot of things like that there is competitions for. There's ONE area that is called “New Inventions”. So new inventions for the house, new inventions for plants. And the Army is there, and they sh, the Army, the Navy, the airport, the Air Force. And they show some things about what happens in those services, and what equipment they use. Umm... there're horses, umm the horse competitions. And there're lots of funny competitions. There's music, there's dancing, umm err the entertainments, free entertainment. Umm there's cars, new cars.... umm yeah so...motorbikes. You name it. There's probably something, at the Show. Umm and as I say, there are... there are so many things to see, and to talk about, you cannot normally get to see. It's once a year.

18. AH: (to YL)) YL=
19. T: =a, as well as that, there ARE... sideshows. The sideshows are where you play games, or you GO on RIDES. You know; one example is the Ferris Wheel, you go on, you sit down, and it goes around:=
20. AB: =I know this=
21. =((AH grins))=
22. T: =around... yes? Alright, there's one that goes nice and slow, and then you've got other ones that are going, all sorts of directions, and up and down, and spinning, and spinning around this way, and you're on the wall
23. (SM laughs slightly, NW nods)
24. T: =and and the floor's gone and you're, stuck on the wall... lots of things like that, but... we won't do these together ( (laughs)) We, we'll, WE'LL stay together till about half past one, on that day, and then if you want to go on your own after that, you can. And if you want, we'll have a quick look at the sideshows together. But I'm not a sideshow freak. Right, and I find them a little bit too ( (in a murmuring tone)) expensive
25. SM: where is it?=
26. T: =too expensive. Where is it?
27. SM: Yes
28. S: ()
29. T: It's at the WAYville Showground,
30. S: Goodwood Road
31. T: and, that's right, down Goodwood Road. From the City it's only five minutes on the bus. We can catch a bus from Currie Street, special bus, umm... and go there, or we can go there by train, and there is a special, station, just for the Show. The rest of the year, that station doesn't operate. So we could go by train, or we could go, umm by bus. Actually, I think it will be nice to go by train
32. AB: Yah
33. T: cause a lot of these people don't go on the train very much. I know AK does YL do, but NOT everybody goes by train very much. So, you know, maybe we could go on the train that day and=
34. S: =()=
35. T: =once again, the train is very fast. Five minutes, and then you are there. And it's something different, isn't it=
36. SM: =How many classes going there?
37. T: How many CLASSES?
38. Ss: ( (a couple of Ss)) Yeah
39. T: Well, on the Wednesday, I know that Pam, err e I know THESE two classes are going
40. ( (a few Ss nods))
41. T: Mm. But, there will be THOUSANDS of people there. Thousands.
42. SM: No, what I mean is from our our college
43. T: I'M I'm not sure what days the other classes are going. The other classes WILL go, but they'll be going on... th they might be going on that day, they might be going different days. Mm
44. AN: ( (asks questions)) So () you said () different shows
45. T: No
Appendix C: Transcripts of 10 Lessons – 19 August 05 (Term 3, Week 4)

46. AN: (   )
47. T: yes,
48. AN: (   )=
49. T: =err NO NO it isn't it will be different, from one day to the next day. For example, umm say on the Monday, they'll have one err they'll have five kinds of dogs, on the Tuesday they'll have five different kinds of dogs. Right, the DOGS are, are only there for about one day. Each kind of dog. You know, so umm you know umm and so the THAT will change. Some of the animals change from day to day. But other animals are there for the whole ten days of the Show. You know, err they, you see umm especially the BIG farm animals, umm and the sheep err you know, the sheep, the cows, the horses…umm…the err the pigs, because the farmers have to bring them so far. Then usually they are at the Show for, the ten days. Err and the farm people live there. Alright, they're just about to live there at the Show; umm……for that time, because some people bring their animals, two thousand kilometres, to come to the Show. And err, so, you know, they don't do that just for a couple of or once, or one or two days. Yeah. And, every year at the Show, there are things that make me laugh…there are things that amaze me, that I did not think were possible, there are animals that I find incredible, umm and year every year there, there are things that are, I haven't seen before! And err and (in a much louder voice) FOODS that I haven't eaten before, there's a lot of food at the Show, different kinds of food, there's rubbish, junk food. I shouldn't say rubbish, should I?

50. (SM grins, other Ss are looking down at the desk)
51. T: there's junk food, but there's ALSO a lot of food where, you know, c SMALL small farming properties and making something, they're trying something new. You know, and err and they take that to the Show for people to try. And you can buy it, if you want, but you know, BE CAREFUL, there's quite a lot of eating you can do at the Show for free. (laughs)

52. (some Ss smile)
53. T: SOME of it, you can't, unfortunately, but there's quite a bit you get a little bit of this, a little bit of that, you know (laughs) And err that's quite interesting and e e that way you get to experiment with different kinds of tastes…and umm and learn about different kinds of INDUSTRY. So, farming in Australia is CHANGING. I think farming everywhere is changing, because, of the GLOBAL competition…because of umm the changes with the genetic modification of food……and and so, you know, there's BIG industry there, in food production. And err a lot of things we can talk about it, you know, if you're interested in Business, you know, we we look, you can see, umm DIVERSIFICATION, in, in farming…communities. And you can see value adding to a product that they already have. You know, for example, value adding, with wine, err in the past, they used the grapes to make the wine…and the things that were left afterwards, has just been rubbish. …NOW, you know, business is err working out, farming umm vineyards, are working out, things they could do with this rubbish… err not so much to make food, but perhaps to make fertiliser, or to make FISH food. Right? So some things that they can use what used to be rubbish, and make money……and that's called “value adding”.

54. SM: It's like recycling
55. T: No, it's not really recycling because…they're trying to make new products. Mm
56. T: Food diversity
57. T: yes, diverse, diversification. Mm. Okay? So we've got…
58. (Interruption of teacher talk as TS walks to the front to write onto the sign-in/sign-out sheet that has been returned to the front desk. 10 seconds)

59. T: So, umm…so, as I say, you might think, err ee on television sometimes with the Show, you might only see the sideshows. And you think, “Oh, well, you know, I don't need to go and waste my money on sideshows.” Mm but really, there, the sideshows are one very small part, of the HUGE, opportunity to learn…yeah. …Umm and in FACT, it is such an opportunity, ((TS finishes writing on the sheet and starts walking back to her seat)) WE, we REcognise this opportunity so much, that WE, the College PAYS. You pay five dollars and the College pays five dollars for you to go. That's how much, how important we think it is. You know, that's a lot of money for the College, to be, be paying. Because there's TWO hundred students, in the New Arrivals Program. So how much money is that?

60. Ss: ((multiple utterance) one thousand dollars, one thousand
61. T: Thousand dollars! (43"19) And, what do you call it? What do you call it, when, when the Government or someone helps you to pay for something?

62. SM: Sponsoring
63. T: Sponsor, is ano, is one word, sponsor, ((writes down something on the board))
64. (silence for 10 seconds as T continues writing)
65. S: ((probably reading the word T is writing?)) s, sub=
66. S: =the pension!
67. S: DL=
68. S: =subsidy.
Appendix C: Transcripts of 10 Lessons – 19 August 05 (Term 3, Week 4)

69. ((short silence))

70. T: subsidise. With an “s” or “z”, sometimes…

71. Ss: subsidise

72. T: subsidise. SO, this is, this is A, SO THAT’S the, the VERB? To subsidise? And the noun is?

73. ((T starts writing, several Ss’ murmuring and attempts)) (subsidition)? Subsidition,

74. T: Subsi…

75. Ss: (subsi, subsidition dition)

76. T: subsidy. An IMPORTANT word for you to know, when you’re listening to the news, you’ll hear them talk about a subsidy, for the farmers, if there is a flood or a draught.

77. S: Really.

78. T: Yep…umm, subsidy, another, another word that (that are) used, is when the Government is giving it out, is err is called err “relief package”

79. ((silence for 4 seconds as T writes down on the whiteboard))

80. T: Now, a “subsidy”, ninety-nine percent of the time is money. A “relief package” might be money, but it might be other things as well. So it might be umm free transport, for example. OR umm you don’t have to pay tax on…petrol. That’s err part of a relief package. It might be…VOUCHERS, to use at the supermarket for food…so=

81. S: =yeah=

82. T: =that might be part of a relief package.

83. MK: ((asks a question)) umm they’re also government ( ) use this one, one day is umm instead of importation and err and err exportation. So, in case, if err for the big companies the government ( ) do that so that they can save a locally produced goods in a (shed/shared) place so that they can attract, they they=

84. T: =Yes

85. MK: =attract people to buy from the locally produced food instead of=

86. T: =right=

87. MK: =buying from the exported one, err imported one=

88. T: =imported product.

90. MK: =imported=

91. MK: =instead of expensive=

92. T: =Yes… (45‖59) Okay, …umm so as I said, there will be more information about the Show, there will be, some exercises to do, to prepare. I just have to get the most RECENT information, and THAT will be in the newspaper this…THIS weekend, on this Saturday…tomorrow, in the newspaper, there will be a small booklet, about the Show, umm with information and maps and things like that. I will give you all, that map, but I will get the most RECENT information to give you for the exercises, too. (46‖43) …Okay, HOUSEkeepings.

46"44 – 49"15 Housekeeping

T talks about “housekeeping”, which is about Ss’ voluntary cleaning of the rooms and shared areas in the City Campus. T says she has lost track of Ss taking turns in cleaning and asks which Ss have already done cleaning. She also asks for volunteer cleaners for the day. T writes down Ss’ names.

49‖15 onwards: Character Study: Sir Douglas Mawson (and some more admin)

T announces that they will now do work on Douglas Mawson and keeps talking about Mawson.

50‖06 T shifts a cardboard box that contains each student’s folders, makes comments on how full the box is etc. She starts pulling out each folder to the assisting Ss to pass it on to the relevant Ss. This process takes nearly 2 and a half minutes.

52‖30 T asks to open the folder, then instructs Ss to put HT’s newsletter to the folder. She reinstates that Ss need to put the researchers’ newsletters also into the folder. Silence for a good one minute.

53‖45 – 54‖14 T apologises and tells Ss that she has forgotten to tell them about the excursion. She continues and tells Ss that with the wet weather there is a good chance that they will not go on an excursion.

54‖14 – 59‖17 T continues instantly after the excursion matters and starts reviewing what Ss have been doing with the work on Mawson. She keeps talking about the excursion the class has gone on pertaining to Mawson, the movie they watched, his biography that they read etc. As she talks, she asks a series of questions about the profile of Mawson including the cities he spent in his early years, the degree he obtained etc. T goes off the topic to attend to the word “tertiary” education when she used that word in relation to Mawson. The class goes on with T continuing the review of the work with the questions.
Appendix C: Transcripts of 10 Lessons – 19 August 05 (Term 3, Week 4)

The video recording finishes at 59.17 while the class is still continuing.

END OF DVD 1.

The rest of the class on this phase—a brief synopsis based on the observation notes

T directs Ss to look at adjectives in relation to sentence-level grammar (Subject-Verb-Compliment) and word order (Noun-Verb-Adjective or Noun-Verb-Adjective-Noun). T then issues a group work. Instructions included copying a diagram written on the whiteboard: "Subject-Verb-Compliment" on the first row, "Mawson was strong" on the second row, "noun verb ^article adjective ^noun". She also tells Ss to copy what she is going to write on the board additionally. The task is to write five adjectives that describe Mawson and give reasons for each adjective. "ADJECTIVE" and "REASON" on the first row; "1. Patient" and "he was able to spend a whole extra winter" on the second row. Duration of the instruction on adjectives and issuing group works is estimated to be approximately 15 minutes. T tells Ss to find partners and start working somewhere else but not in the classroom. The reason for excluding their classroom as worksite is not provided. Ss start moving. The group work continues for over an hour and some time after 11.00am (approximately 2 hours and 17 minutes after the class started officially) without obvious instructions the break starts. The break continues until at about 11.30am.
AUDIO TAPE

1. S: ( )
2. T: No
3. S: ( )
4. T: ([slowly]) No, no no. The Show is on Wednesday.
5. ([Ss' multiple talks])
6. T: When we, okay, I ( )=
7. S: (=)
8. T: =yeah, when we come back. Yeah.
9. Ss: ( )=
10. T: OKAY, well, umm……we need to get, to get ready this morning. Umm we’ve got an excursion this morning. So we have to leave here at ten past nine, because we’re going to the Hyatt Hotel. Umm, the Hyatt Hotel, is, on……what street?
11. S: (Grenfell)
12. S: King William
13. T: NOT King William. The Hyatt. The Hyatt=
14. S: =The North Terrace?=
15. S: =North Terrace=
16. T: =North Terrace. Okay, so North Terrace=
17. S: =Hyatt
18. S: ah! Hyatt!=
19. T: =is, what it’s next to? Is next to the…
20. S: (=)
21. S: =Train?
22. S: =City
23. S: =Train
24. S: eee r royal ( )
25. T: = r r r r a
26. S: =railway sta=
27. T: =Railway Station, next to the Railway Station=
28. S: (=)
29. Ss: ((multiple talk)) ( )
30. T: err=
31. S: =opposite of the, vehicle registration
32. T: mmmb
33. S: (=) that car registration, office,
34. S: office=
35. T: ([surprised]) is it?
36. S: =yeah office=
37. T: =() where car registration is now?
38. Ss: =yes
39. S: no=
40. T: =Okay, right, okay, that’s new
41. GI: (I missed it)
42. T: =car registration is on North Terrace now,
43. S: =yeah
44. T: =opposite to Hyatt!
45. S: (=)
46. GI: Not ( )
47. T: =Not quite opposite!
48. GI: ( ) town today ([laughs])
49. T: =Oops!
50. S: =it’s opposite building….
51. T: I use, I use the different branch. I use the different br I don’t go to (that). Okay, well a long way! okay!=
52. S: =yeah so Malaysia Airline
53. ([Video starts])
54. T: ([excitedly]) Okay, alright, we’re putting it all together now. We can see the picture of where it is. Okay, so we’re going to go there. And err when we err at the Hyatt, umm there is a person who is going to show us. That person’s ([very slowly]) name…
Appendix C: Transcripts of 10 Lessons – 2 September 05 (1) (Term 3, Week 6)

55. T: that person's name……is…
56. S: Shiko, Shiko ((laughs slightly))
57. T: it's NOT Shiko
58. S: ((laughs))
59. T: I said, “Are you Shiko?” and she said, “No, I'm not”
60. S: ((laughs))
61. T: and she said, “I'm V”.
62. Sm: yea yea ((laugh))
63. T: okay, so err err a person called VM,
64. Sm: Err she is a (woman)?
65. Sm: Yea yah=
66. Sm: =NOO,
67. Sm: Mm ((little facial expression))
68. (silence for 5 seconds as T writes down VM's name on the whiteboard)
69. T: okay, VM will show us around. And, we'll be there for an hour, so we're due to be there at half past nine and finish there at, half past, ten? ((coughs. Up to here 1‖11 on video's count)) I've, I've asked her if she will SPECIFICALLY show you things to do with occupations in the hotel. ((1‖20 on video's count)) Err and so
70. (AB stands up and starts shifting to a different place with his chair)=
71. T: =when you are there=
72. =((AK walks in and takes a seat near where AB was a moment ago))=
73. T: =err I want you, to be, listening carefully to what she says about occupations. Umm now I haven't prepared a worksheet for you, but, can you please take a a piece of paper or a notebook with you, because I would like you, when you are there, to write down the name of every occupation that she mentions ((and then turns to the whiteboard and starts writing))
74. ((silence for 13 seconds as T writes down her instruction “1. List every occupation”))
75. T: ((starts talking as soon as stops writing)) And I've said here “List” ((facing Ss, tapping onto the whiteboard with left hand)), when we list something, how do we write it? If we make a list=
76. Mr: =note
77. T: ((as she hears MR, points to MR with her right index finger while her left hand is still on the white board))
78. Mr: =the notes
79. T: =they're notes, and=
80. Sm: =in an order)
81. T: =(turns to SM. Her right index finger shifts to SM accordingly)) And, and…
82. S: (list)
83. T: =(with her left hand moving horizontally across the whiteboard)) do we go along the line?
84. Ss: ((loudly)) No!
85. T: Right, ((with her left hand pointing to whiteboard several times covering a vertical line from top to bottom)) one, under under the other. So you would write um here, and here, and here, and then if you haven't got any space, ((moves one step to the right and point to the whiteboard)) um come, and make a list, in another column. Right? Umm, but DON'T write sentences. There's no time for that. So I want you to list every occupation. ((pauses))
86. (TS asks something to AN sitting next to her. AN nods. T stares at TS briefly and turns to the whiteboard and starts writing on top of the first instruction. TS supplies a piece of notepad to another student. GG walks in and takes a seat. 20 seconds))
87. T: ((to GG, in a softer voice)) you need to take some notepaper GG, got some notepaper?
88. (GG stands up and walks to the front))
89. T: ()
90. Ab: YES!
91. ((GG walks pass T to the other front corner of the room and looks into one of the boxes. A little confusion and talk amongst Ss to tell GG where to obtain something. GG eventually walks all the way to the back of the room))
92. T: umm, so list every occupation……and also I would like you to find out the qualifications and how you get, ((hand gesture of “1” and shakes the hand up and down)) ONE JOB at the hotel. ((turns to the whiteboard))
93. ((silence as T writes down “2. Qualifications & how to get 1 job. 27seconds))
94. T: ((as she turns to face Ss)) Okay? The qualifications are how to get, just one particular job. Not every job, alright, because there ((nods to herself)) there isn't a time to be asking her that, I think.
95. ((silence. T stands still. GG returns to his seat with his file. About 15seconds))
96. T: So, that, that's a couple of things about occupations. Now I can't predict, EXACTLY what she is going to tell us, so THAT'S why I've had to leave that quite open. But when we get back here, I've got quite a variety of questions I COULD ask you, depends on what she tells you there. Right, so please listen as carefully as possible, to what she says, ask her questions, right,
questions so that you understand, and so that she tells you something that you're interested in...umm when we get back here, I WILL ask you to write a short description, OF either the whole hotel or one section of the hotel. Right, because we haven't practiced writing a description for a while. So this gives us a little bit of practice to do that. So, umm ((turns to the whiteboard))

((silence for 15 seconds as T writes “3. Describe 1 section”))

T: ((turns back to Ss)) It's probably the easiest to describe ONE section of the hotel. She'll show us some very interesting parts of the hotel. ((06'23)) Now, unfortunately, there are some parts of the hotel that she CANNOT show us. One part of the hotel that she cannot show us is the kitchens. ... So we CAN'T go into the kitchens and that's because of the regulations, the laws, about occupational health, safety and welfare. So we can't go into that section. Another section that she WON'T tell, err she won't show us, is THE administrative area, the office area where the accountants and the bookkeepers, and the umm people doing all the paperwork err or computer work. Err we won't see them, but she can still ask her questions about those, those jobs there. And I HAVE said to her that I would like her to mention them, because I know that there are a couple of people here who ARE interested in, in office work, and so people who are interested in accounting or business management. And so you can ask her some questions about those kinds of occupations, too. Alright? ((07'44)) Umm, so, when I said describe one section, I, I DO mean, just one part. She's going to show us some very interesting parts of the hotel. Y, you might have never seen before. Some things will be, the things that a visitor to the hotel sees. A guest, a paying guest at the hotel sees. SOME THINGS are the things that the p p p the places that the workers, see. And, when you're talking about those places, you can call those the “behind the scenes”. ... umm workplaces in that hotel, behind the scenes. ...

((silence as T writes on the whiteboard 32 seconds))

T: because when you PAY, to go to the hotel, they don't take you to see the laundry... But the laundry, I think is an ABSOLUTELY AMAZING place in that hotel. So I DO hope that she shows us that, the laundry today. I've seen it before, and I was amazed. Absolutely amazed. Fascinating place, I've worked in laundries, big laundries in other countries, but I've never seen anything so schmick as that one. Okay, so we've got those things that I'd like you to be looking for... Now, please, talk to her. Find out things. Find out about her jobs. What she's doing, how did she get that job? What are her qualifications? You, we've talked about Australia, the land of qualifications? ((nods)) So what qualifications has she got? How did she get to that position...that that she holds? What, what does she, does she plan on doing that for the rest of her career? Or, does she see herself moving into some other, um activity or um some other job?

((silence for 2 seconds. Meanwhile, YA walks in and takes his seat))

T: So, ...umm

((silence for 5 seconds))

T: Is that enough for me to say? ((continues within one breath and playfully)) Now, if we want to take a clipboard, we've got them here!

Ss: ((some laughs))

MR: No, thank you!

TS: ((turns to MR and laughs silently))

T: =((to the whole class, confidently)) Well=

MR: =(absolutely)

T: remember, you MUST be, you DO need to take some notes. I know you've got this clipboard, clipboard-PHOBIA, you know the word “phobia”?

Ss: No

T: What's the “phobia”?

JW: () frightened by high high place or something like that

S: especially=

T: =That's right, especially strong FEAR of something, isn't it, the very strong fear of something. Some people are frightened of high places. Some people are frightened of, of um

Ss: people=

T: ='SMALL, small places.

S: ()=

T: =umm yeah some people are...are having phobia about spiders, or snakes...mmm. Mmm mice. Umm okay, umm yeah so I know you have, you, there are a lot of people in here who have umm clipboard phobia

S: ((laughs))

T: Yeah? Yeah?

S: YA

T: Okay

S: JW (why not)
Appendix C: Transcripts of 10 Lessons – 2 September 05 (1) (Term 3, Week 6)

125. T: (grinning, putting a clipboard into a cupboard near her)) I’ve put them in the cupboard, they won’t hurt you…okay (11"50) alright, SO…umm
126. (silence for 3 seconds)
127. T: any questions about this?
128. (silence for 2 seconds) 12"00
129. T: When we finish at the hotel, we’ll come back here, have a break, and then get down to the…((searching for words as she uses both hands to twice point to the handouts placed on the front desk))
130. MR: excursion
131. T: getting everything that I’ve planned for. Okay? (12"12)…umm…((points at JW , and then to YA intensely)) YA just missed ((walking towards YA while still pointing at YA with her index finger)) what we were talking about, ((changes to use the left index finger to point at YA. Still walking. To YA)) so I will photocopy this for you so that you’ve got questions. Alright? Umm…((checks her wrist watch)) err or in this time ((pats YA's shoulder and points at the whiteboard)) could you just copy these three questions down on paper? Piece of paper ((looks up. To the whole class)) Okay, umm…
132. GG: What is the name about..
133. T: What’s the name about? ((walking to the whiteboard))
134. GG: V…
135. T: (points at the name VM))
136. GG: M:…
137. T: (turns to face Ss)) Alright. This is the person who (turns to JW, points to JW with the left hand))…what would you say about her?
138. JW: …she is the (girl), she is woman woman ( ) working there ( ) to that hotel, Hyatt hotel =
139. T: Okay; she is going to show us around the Hyatt Hotel. You know the word “around”?
140. S: Yes
141. T: “Show us around” ((hand gestures to indicate around)) the Hyatt hotel=
142. GG: =so she is the guider, right?
143. T: ((to GG)) (She is) the guide, not guider, guide. Yeah, the VERB, and the noun are the same word. ((shakes her head, with her right index finger pointed upwards)) No “R” on the end. That’s right, good, (faces sideways and walks the front desk) good (13"17) Well, we’ve got a couple of minutes ((picks up a pile of handouts)) before we go,
144. ((A student's digital watch beeps))
145. S: (to HT?) Good morning
146. ((Ss interact amongst themselves as T continues to flip the paper. At 13"58 T finishes this and starts walking to the middle of the room to return their marked work. As she returns individual Ss their work, she either murmurs, says a few words to Ss, talks to herself, licks her finger, puts absent Ss’ work aside, or tells a student near her whose work it is so he can pass it on to the relevant Ss etc. T takes a few more steps towards the back of the room and continues returning work to Ss))
147. S: (to HT?) Good morning
148. ((Ss interact amongst themselves as T continues to flip the paper. At 13"58 T finishes this and starts walking to the middle of the room to return their marked work. As she returns individual Ss their work, she either murmurs, says a few words to Ss, talks to herself, licks her finger, puts absent Ss’ work aside, or tells a student near her whose work it is so he can pass it on to the relevant Ss etc. T takes a few more steps towards the back of the room and continues returning work to Ss))
149. S: You are asking rewriting this?
150. T: Nope, you have a look at them. ((continues returning work)) Aren’t they fantastic?
151. S: yeah
152. T: Isn’t it LOVELY to look at the piece of your work, ((and then looks around the room as if to address the whole class)) umm=
153. TS: =without mistakes?
154. T: ((turns to TS)) YEAH, ((looks around the room)) it’s got no red pen on it, looks fantastic! ((starts returning Ss’ work again)) Look at all those corrections. It’s just so GOOD!
155. S: we have ( ) in
156. T: Ah, little bit, not much, not much…
157. SM: (=)
158. T: =((to AB as she returns his work)) AB, this one is yours, I recognised your writing…err ((to MR as she returns his work and points at the work and shakes her index finger)) that was gorgeous, that was a beautiful piece.
159. MR: ((no facial expression as he examines the returned work)) (=)
160. ((some Ss multiple talk as T continues returning Ss’ work. T interacts with TS and provides some instructions on the work she is returning to TS, but the talk is unintelligible. At 17"20 T finishes returning work to Ss and picks up the leftover from a desk in the middle of the room and walks back to the front. As she walks she briefly says something to YA and returns to the front desk. Ss talk. T returns remaining Ss’ work to a plastic sleeve and places them on the front desk.))
Appendix C: Transcripts of 10 Lessons – 2 September 05 (1) (Term 3, Week 6)

161. T: Okay now that work that I've given back to you, umm.. that can all go in your "City" folder. ((noddling)) That can all go in your green "City" folder, in a pocket there, ((nods)) okay? ((then checks the time))
162. YA: “City” folder. ((points to the boxes at a front corner of the room and stands up))
163. T: ((to YA)) right, err ((pointing to the box next to TS)) it's there YA, next to TS.
164. YA: okay ((and moves across to the box))
165. T: ((to the whole class)) Okay, so THIS is a good TIME if you need to.........umm freshen up ((grins slightly and pauses))
166. ((silence 3 seconds with the noise of Ss packing up))
167. T: umm just put your papers away, just get organised. I'm going to get my…GEAR.
168. ((Ss' packing up noise))
169. T: ((turns to the front table, looks down to see some documents and talks to herself)) get my…paperwork
170. ((Ss' packing up noise with some talking amongst themselves. T remains at the front desk and continues to do something with her documents.))
171. YA: ((looks up and talks to T)) ( ) you said you're giving for copy, ((waves his hand to the back)) copy for that?
172. T: ((looks at YA and points her index finger at the paper YA is holding)) No, you got it now:
173. YA: Okay
174. T: ((to YA, while pointing at the whiteboard)) ( )? Great, okay, because that's what I want you to make notes on when we ( ) ((murmurs and looks down to the front desk. Picks up a phone and some document and then leaves the room.))
175. ((Ss' talk amongst themselves before leaving for the excursion. Video stops at 27’05. Audio stops at 28’20 when Ss are leaving the room for excursion. Video recording resumes with Ss and T heading for the Hyatt hotel. The video captures the excursion to the hotel, with a surprise encounter of the then Minister of Immigration, Amanda Vanstone. The excursion continues and Ss walk around inside the hotel with a guide VM. The video stops at 1'22’30, where the group is at the final stage of their hotel visit.))
2 September 05 (2) (Term 3, Week 6)

(Class resumed after Ss had a break following the excursion to the Hyatt Hotel. Audio recording starts with some chatter while T is distributing handouts.)

1. HT: Ooh, terrific!
2. S: ((to T)) (?)
3. T: I’ve told them. So that we can err they just got to log off, I think
4. S: what (?)
5. TS: ()
6. T: okay...SO, this this sheet is about us going to the Show. Can you...ummm just leave that to one side for a moment, I’ll give you some other she, other sheet to that the Show, (0"33) but HT has something to say, I’ve TOTALLY forgot. So I’m very sorry, HT
7. HT: Oh, that’s okay, you’ve been busy preparing for, you know, the Hyatt Hotel visit today, so...that’s fine. (0"46) SO once again, I’ve got, we’ve got a newsletter, for you ((starts distributing the newsletter))
8. ((Ss read newsletter on HT’s request for arranging individual interviews with Ss. At 3"38 HT asks if anyone is still reading the newsletter. Some chat occurs and then Ss continue reading. At 4"50 HT asks if there is any question on Ss’ interview. Lively question-and-answer phase follows for 8 minutes 12 seconds, including aims, venues and length of interviews before T takes over the floor.))
9. T: () was, but but, you know, please remember. This is voluntary.
10. S: voluntary
11. T: This is voluntary. That’s if, you know that when HT is with us, not every one of you gets the chance to talk, you know? And, and so this is an opportunity for you to talk to HT about things that you’ve noticed in Australia, ummm things that you’re not happy with or things you ARE happy with. You know, it’s not at all blue and green, ummm, questions that that you’ve got err in your mind, things you are considering. () and thi, this is an interview in interview that’s really more like a discussion or a talk, you know? You say what you want to say. You know, where something that you don’t want to say, ((in a softer, assuring voice)) you just don’t say it. You know? It’s it’s err you you are in control. (Alright?)
12. ((Some clarification and joke occur on “in control” instead of “under control” and people laugh. A few more questions on the use of recording device. HT talks about confidentiality in that Ss’ names are not disclosed.))
13. HT: Okay. Thank you for your time. ((packs up and leaves the front))
14. T: Okay, let’s start a little bit of the work about the Show. Umm...when you look at that, () and totally I have missed a mistake on this. They should be three to=
15. S: =to five
16. T: FIVE. Now that’s because Wendy and I worked together when we did= 17. S: =when you did=
18. T: the planning, you see=
19. S: =().
20. T: And so she typed this out and I, you can see, I added a little bit one...ummm yeah so we worked together doing this planning. ((15"59)) So, this is the information about us going to the Show, ummm so where we’re going and when? So that’s next Wednesday. Errr now we’ll meet at the Railway Station. At, AT the top, the top. Don’t go down into the Railway Station, stay at the top, near the clock?
21. S: mm-hmm
22. T: you know, big clock, under the clock in that area there? And now we’re going to leave at half past eight. We’ve decided that we want to get an early start, so we can see as much as possible on the <tape finishes>.
23. T: (In the middle of her talk. Stands at the back of the room, close to the wall where a map of the City of Adelaide is hung )...Those buses are going, ((swings her right arm several times)) constantly, one after the other. You know. Umm...and they go THERE, people get off, other people get on, and they just go back into the City. So, at the end of the Show when you finish, you can choose how to go home.
24. S: yep
25. T: ((looks at a photocopy of the showground map placed underneath the City map. She does this to indicate where the showground is in relation to the City)) Maybe you want to catch that, the bus from there ((moves her index finger from the showground to the map of the City)) back to the City...maybe you wanna catch the train from here ((swings her right arm with index finger pointed)) back to the City.
26. S: Yep
27. T: You could also catch um the tram ((points at NR)) to Glenelg ((then looks at the showground map)) because, the tram is, it, the tram runs just along here ((points at one spot on the showground map and looks at NR)). So you got Goodwood Road,
28. NR: Yep
29. T: ((looks at the showground map)) so if you came...but you COULD go out this gate here,...down the Goodwood Road and there's a station just there. ((looks NR and then looks to the map))
30. S: (don't know how this is)=
31. T: =And another way is to go out this gate here on Leader Street,
32. ((silence for a few seconds))
33. AB: Leader St
34. NR: Cool
35. T: And...
36. AB: It's far=
37. T: =((talking to NR)) you can go either Goodwood or you can come this way and there's another tram stop, you know where the tram stop goes over the bridge and you can see the swimming centre
38. NR: ((goes blank and murmurs)) No
39. T: No?
40. AB: ( ) err 296=
41. T: =( ) swimming centre just here...you can catch 296, 297, that's my bus
42. S: ()
43. T: That's right, and that bus goes down to the Marion Shopping Centre,
44. AB: 296
45. T: Yeah
46. AB: doesn't have. Our home is the last stop ((laughs))
47. T: Is it? Ah your home is the last stop? Oh okay. You're lucky aren't you? Umm yes so...there's plenty of different ways of getting home from the Show. ((walking to the front)) Now, if you're not sure, please talk to me, and
48. S: (that's it)
49. T: =((silence for 3 seconds))
50. Ss: ((multiple talk, some laugh, then a student (AB) says something))
51. T: =Look here ((perhaps meaning the schedule distributed to Ss)), if you look here at nine o'clock, ......what happens at nine o'clock?
52. S: ( )
53. T: =NINE O'CLOCK AT NIGHT=
54. Ss: ((multiple talk)) Dairy Farmer's=
55. T: =nine o'clock at night=
56. Ss: =Dairy Farmers, Farmers=
57. T: =Farmer's
58. S: ((murmurs)) ( )
59. T: what?
60. Ss: fireworks
61. T: FIREWORKS!
62. ((silence 2 seconds))
63. T: Do you like fireworks?
64. ((silence for 2 seconds))
65. TS: ((undecided sound)) mmm
66. SM: What's that?
67. T: What's that? Firework's where they go ((makes an exploding sound)) (...)
68. ((some response. AH nods with comprehension.))
69. T: and up in the sky, there's all sorts of colours=
70. S: =Ooooh!
71. Ss: ((some Ss respond with comprehension. NW nods))
Appendix C: Transcripts of 10 Lessons – 2 September 05 (2) (Term 3, Week 6)

79. T: Yeah, flashing colours and...spirals and all sorts of things happening up in the sky with light. Fireworks, and yeah so firework is on EVERY NIGHT at the Show. Free fireworks, love it. Now, also, (in a cheeky voice)) young people, Chunky Custard is on at half past, err at ten past nine. Do you know Chunky Custard?
80. TS: No
81. S: No
82. T: Music
83. Ss: music?
84. T: Music! Young people's music
85. S: DJ
86. T: Yeah. No, not DJs,
87. AB: =at what time?
88. T: =LIVE music.
89. AB: =at what time?=
90. T: =this is a Band. Chunky Custard is the band.
91. AB: you ()=
93. S: Really? ((laughs))
94. T: Okay? It's a funny name, Chunky Custard.
95. Ss: ((some Ss talk amongst themselves)) ( )=
96. T: =Okay? ([13'08]) So, you you know, you, you you go to the Show, you can see lots of stuff, and have lots of ENTERTAINMENT at the Show. umm
97. ((short silence 2 seconds with a student producing some sound))
98. T: Yep?
99. AB: =(murmurs about the ticket) () the ticket ()
100. T: No, one day
101. AB: =(somewhat amused) One day
102. T: One day only
103. Ss: =(laughter)=
104. GG: =One day?
105. T: =one day o, the ticket is for one day=
106. Ss: =(multiple talk)=
107. AN: =() for the whole day? or
108. T: Yes, one whole day.
109. AN: ()=
110. T: One whol, ((pauses as she hears AB talking, and then in a serious and firm tone)) Yes, one whole day but=
111. AN: =()
112. T: =(shakes her head sideways) you CANNOT go out ((swings her left arm side ways to indicate "going out of a place")) and ((shakes her head and presses her left hand onto the desk in front of her)) come back.
113. Ss: () WHY ((and multiple talk))
114. T: =(looks downwards, shakes her head) No, no that's it ((waves her left hand))=
115. JW: =(I have to) stay=
117. Ss: =(multiple talk))
118. GG: you go one day, and () unless you go by your own
119. T: =(nodding to GG)) unile, that's right, unless you go on your own and you'll (need), you'd have to buy another ticket.
120. AN: So, () go there and get some other tickets ()…
121. T: =(pauses, with a slightly puzzled tone) (what?)
122. TS: mmm =(making a sound of disapproval)
123. T: =(shaking her head)) No, I can't get any more tickets. Can't get any more...((pointing at a pile of document at her left twice as she utters each word)) group tickets. ((swings her left arm)) The group booking has closed.
124. AN: =(nodding) Mm-hmm
125. T: So
126. S: ()
127. T: yes we can't get any more group booking. Umm…
128. AB: ()…today or ()
129. T: =(shakes her head slightly. Serious tone)) You don't have to sign it. You ARE coming with me, aren't you.
130. Ss: =(a student laugh, and then multiple talk. T remains silent and keeps staring at AB and MR))
131. T: Yes, that's suspicion for AB and=
Appendix C: Transcripts of 10 Lessons – 2 September 05 (2) (Term 3, Week 6)

132. YA: =yes I know ( )=
133. T: =MR ((nods))=
134. Ss: =((multiple talk))=
135. YA: =() AB and MR yah yeah=
136. T: =((nods to herself)) Yes.=
137. Ss: =((multiple talk))
138. T: UMM ((looks around the room))
139. Ss: =((multiple talk))
140. YL: =((asks T a question, unintelligible)) () called Red Robyn, Robyn Hood?
141. T: Oh yes, (looks at her copy of the photocopied show programme)) yes, yes (Shrek) Donkey and Red Robyn Hood, (turns her programme toward the Ss)
142. YL: Yes
143. T: (looks at Ss) okay. There are things here for people of ALL ages and ALL different interests. Umm and (pauses, looking at one section of the show programme and attempting to point at a particular show on the top left corner of the programme) err…you can s, err just if you look at the very first thing on that Wednesday at 8.30am, ―Cage Birds Pet Centre, Duncan Hall. Budgeree gars and other cage birds‖. So err it means that, on that day, at 8.30, they will, start judging…(searching for words, circling her right index finger around the relevant schedule) birds.
144. S: =((murmurs))
145. T: right? Pet, birds. () to see which is the best one…(mumbles, shakes her body slightly with right index finger pointed upwards)) best, gars, () Mm-hmm=
146. S: =((slightly amused)) ()=
147. T: MM ((nods) and, (looks at her programme)) so, that's err bird, something about the birds, but what happens after the birds or at the same time, is that, (faces class) "Sheep Judging".
148. Ss: =((murmurs))
149. T: Sheep
150. S: ()
151. NR: Do they have a pet shop? Real one?
152. T: ((shakes her head slightly)) You, you, can't, I think sometimes people buy fish, I don't know why,
153. S: I love ()
154. NR: =comfort, obviously=
155. T: sorry? (slightly leans forward and makes a posture of trying to hear)
156. MR: comfort=
157. S: =() animals=
158. T: =No,
159. Ss: ()
160. T: =(), no, you can't buy them at the Show. You can see them (nods to herself)
161. S: ()
162. T: =you wanna buy animal?
163. ((silence 2 seconds))
164. T: (murmurs) () buy some () ((points at a student at the back with a grin)) talk to you later.
165. ((silence 1 second))
166. AB: =() any kind of competition
167. T: =Yes, a=
168. S: =you ()=
169. T: =lot of competitions here. So, there's, the, and the birds, a that's competition.
170. SM: Not for us for example
171. T: For YOU? No.
172. SM: No
173. T: No, but you can LOOK, and you can think, “Well maybe next year, I will prepare something to enter into the show". (points at the back left corner of the room) Like Andy, alright, Andy has won a LOT of prizes. Now, I told you to go to the front office. Did you do that?
174. JW: yeah ((only response from Ss))
175. T: What did you see?
176. JW: The flower
177. T: …flowers. Special kind of flowers, they're called orchids…o-r-c-h-i-d-s, orchids…very hard, to, to grow so they look perfect. And=
178. AH: =or=
179. T: =did they look good?
180. JW: Yeah, they they're beautiful
181. S: Yeah beautiful
182. T: fabulous. Okay, umm=
183. AH: =excuse me, Jen.
Appendix C: Transcripts of 10 Lessons – 2 September 05 (2) (Term 3, Week 6)

184. T: yes
185. AH: is, same programme for every day? Or ( )=
186. T: =No,
187. AH: ()=
188. T: =it's different events for different days. So, for example, with the birds, you can see, it says, budgeree gars? Budgeree gars, that's one kind of bird. Right? So that bird is there, probably only on that day. Big, especially with the birds, because they get very, stressed, and there's a lot of noise, a lot of people at the Show, walking past, looking at them, and one day is about as long as the bird, small birds can stay there. But, some of the other animals, like the sheep, like the cattle, we will see some AMAZING animals at the Show. And many of those are at the Show for the whole time. And the people who own them LIVE at the Show. They actually live there. They have some other place to sleep, little kitchen and=
189. S: =ooh, ooh
190. T: the bathroom, showers, everything. They LIVE at the Show with their BIG animals, so these animals make a LOT of money. Some of them are there every day. And others, there's there there...are birds every day, but they're different kinds of birds each day. And the same with the dog. And (looks at the programme) so umm let's see ((rotates the programme that is upside down)) what kind of DOGS...oh, there we go, nine o'clock. DOG pa, DOG JUDGING ((rotates the program to show it to Ss)). Can you see that?
191. Ss: Yes=
192. T: =dog judging?
193. S: yes
194. S: got it=
195. T: =((looking at the programme she is holding up)) and then it tells you, umm...group ((looks up to see Ss))
196. S: five=
197. T: =five.
198. YL: German Shepherd=
199. T: =right, (looks at her programme again) German Shepherds, that's the same as my dog, and then some group one dog...now you may never have ((with her face facing downwards to her programme, moving eyes upwards to look up)) se, seen some of these dogs in your life ((swings her head sideways slow and then nods)) before. ((looks at the programme)) Umm, group four, duxehunds, and, different kinds of duxehunds, group sevens...
200. JW: Jen
201. T: Yes,
202. JW: ()
203. T: =((stares at the programme and pauses))
204. AN: Judging
205. T: =Judging? ((places her programme onto the front desk and steps backwards)) Judging where, is where, you know, where, each one of you got your dogs, yep? ((walks to the side as if she is pulling a dog. Looking at JW)) You walk your dog, dog walks the right way ((look at the whole class)), you RUN your dog, and the judges are watching, to s, to have, to check a lot of ((looks at JW)) things about the animal, and then they choose, “this one is the best”.
206. JW: =((nodding))
207. T: =right, this is second, this is the third.
208. SS: =((soft voice)) yes
209. T: =Yes, ((nods and walks back to front)) so that's the judging
210. NR: judgement
211. T: =Yeah, “judgement” is a noun. Yes, err so to=
212. S: =()=
213. T: =JUDGE, to=
214. S: =judge=
215. T: =JUDGE=
216. YL: =Judy, Judy, judge=
217. T: ==(points at the student) Yes, Judge Judy. The person IS a judge, and the judges come from all over the world. ((20’39)) (nodding) It's quite interesting. For many people, this is a SERIOUS HOBBY, very serious hobby, and also ((shakes her head sideways)) an occupation. So that they travel around the world, judging, particular err kinds of animals. Yes, ((shakes her left index finger and stretches her arm toward the ceiling, while attempting to sit sideways onto the front table. In an excited tone)) you wouldn't have thought it!
218. S: =yes=
219. T: =There is another occupation!
220. SS: =((multiple talk))=
221. S: =() as well.
Appendix C: Transcripts of 10 Lessons – 2 September 05 (2) (Term 3, Week 6)

222. T: Oh, yes
223. NR: I don’t know why they’re very serious
224. T: Yes, very serious. ((slightly amusedly)) Yes, it is very interesting to look at the faces
225. NR: Yeah faces, that’s () badge, ()
226. T: yes
227. S: (this one)
228. T: yes…
229. S: cat judging=
230. Ss: =()
231. T: =((looks at her programme and talks while looking down)) cat judging, yes,
232. S: yes?
233. T: that’s right, ((21‖26)) umm ((still looking down at her programme, points at one section of the programme. Only the T can see the program that she is holding)) if you look at 9.30, at 9.30 has got, (BORED) GOAT, judging, so goats. And dairy cattle? (21‖39) Dairy, “dairy” means…?
234. S: They’re milk=
235. Ss: =milk, milk=
236. T: =((nods)) Milk. GOOD, good, okay, so cattle will give you milk. So WHAT cattle give you milk? What do you call them?
237. ((silence for 2 seconds))
238. T: What gives you milk?
239. S: Cow??
240. T: =you know=
241. Ss: =animal=
242. T: =((looks at the left corner of the room and raises her hands towards that direction))
243. YL: they’re, they’re (cattle),
244. S: (dairy)
245. AB: Cow, cow=
246. Ss: =Cows
248. Ss: ((multiple talk)) ( ) beef
249. T: (shakes her head, shows her left palm to indicate “stop” or “no”)) NO, the beef’s for…
250. Ss: meat
251. T: meat. That’s right, so beef…is not dairy. (22‖08) Okay, woodcutting. That’s a great competition and we will show you that one. And, M, err Milky Way, in that ((looks up and slides off the desk and walk towards the centre front of the room)) agricultural learning centre. So, through the day there’re a lot of things that are happening. (22‖26) Umm, see, ten o’clock, “Cookery Judging”
252. ((silence 3 seconds))
253. T: You see, you might be a great cook, someone might be, a great cook of something special. Right, NOT everything, something special. And you can enter that in the Show. And you might win a prize for that.
254. NR: Iron Chef.
255. T: (((softly)) the Iron Chef. ((tilts her programme to face Ss and circles her left index finger all over the programme)) (22‖48) So, have a look through here and, and err see some of, (nods to herself and places the programme on the desk)) have a look at some of these things. (22‖55) ((picks up a photocopy of the map of the showground and shows it to Ss)) Now, on the map, as I said on the map, ((runs her right index finger vertically along the map)) we’ve put the letters down the side. Those letters are going to help you a little bit ((points her index finger at some other document on the desk and shakes her arm)) when you did these exercises that I gave you. Now I want you to take this map with you to the Show, because, ((picks up another document while still holding up the map)) what I give you now, is err, ITINERARY. (23‖20) (puts the showground map on the table)) You know ((instantly turns back to face the whiteboard. Picks up a marker)) the word “itinerary”?
256. TS: ((softly)) no.
257. ((silence 14 seconds as T writes down “itinerary” on the board))
258. T: Itinerary?
259. ((silence and small Ss’ talk four 4 seconds. T starts distributing the itinerary to Ss.))
260. T: Itinerary?
261. ((a long silence. Noise of the paper flipping and some Ss talk. Some laughter. 35 seconds))
262. T: No, no, no, not, I want us to all meet and go together.
263. ((silence 3 seconds))
264. T: Ah, okay. So, here we are, so you have to come past it. Like me, you have to come past it and then you go back…((24‖32) okay, SO, have a look at that, so it starts there at 8…30. Alright, 8.30. This is our itinerary. And an itinerary tells you, your travel plans.
265. Ss: ((some nod, some says yes))
Appendix C: Transcripts of 10 Lessons – 2 September 05 (2) (Term 3, Week 6)

266. T: Okay? So, here we are,
267. MR: like agenda?=
268. T: =8:30, err…
269. Ss: ((multiple talk)) ()
270. MR: Sound like agenda, agenda for=
271. T: =umm=
272. Ss: =agenda=
273. T: =a bit like agenda for the meeting.
274. Ss: Yeah
275. T: Yes. Same concept, but you know, time by time…this flight, that train, mm-hmm? (25"10) Okay, so, now I've LEFT some spaces on this. You can fill those spaces in by looking at the map.
276. S: okay
277. T: and I'll, stop speaking, you can talk and work together. Okay?

278. ((silence as Ss start working individually. At 25"52 T leaves the room. Ss continue working. At 27"10 T returns. She briefs attends to Ss at the back desk and walks to the front. As Ss continue working, T sets up an overhead projector. T turns on the projector at 28"03. YA looks up to check where the sound is coming from. Other Ss continue working. TS is putting her head on the desk and laying still. At 28"33, T, content with the projector, turns the projector off and starts walking around to assist Ss. A few exchanges with a student (possibly YA), then with YA. T talks to YL and sits next to him. As she attends to YL she notices something))

279. T: ((to the whole class)) I think () words got a, words got "A-1". Is it D, it IS a D,
280. S: Yeah
281. T: and I would say more like "A-1"
282. YL: You ()
283. T: ((slight laughs)) yeahh…yeah.
284. ((silence 2 seconds))
286. ((T continues assisting YL with orientating himself to the map. She leaves YL at 33"09. She asks a couple of Ss if they have finished. Then silence. T walks to the back of the room. Appears to be attending to AB for a while.))

287. T: ((to AB)) so you didn't read this bit,
288. AB: …yeah ([laughs])
289. T: read this bit, and read this bit so you ()
290. ((silence 20 seconds))
291. T: ((to NR)) NR, can you go and log onto the computer, and get onto the, Royal Adelaide Show website?
292. NR: () or advertisement?
293. T: No,
294. NR: (something like that)?
295. T: No, no, through…umm, yeah, through google, do a search on google on Ro, Royal=
296. NR: ()
297. T: Err…maybe, Royal, it's not Adelaide Show, it's Royal. Royal Adelaide Show. Okay? ((turns to AB and MR, who used to be sitting next to NR but now standing to make a way for NR to leave the room)) Do you want to get onto the computer and find a website?
298. AB: Okay, yes ()(and leaves)=
299. MR: =()
300. T: No, no, I want you to find a website of the Royal Adelaide
301. AB: =Okay=
302. T: =Show.
303. AB: Alright.
304. T: Right ((turns to NW)) And, NW, you finished yours?
305. NW: Yes
306. T: You, do you wanna get onto the other computer, and find the Royal Adelaide Show?
307. ((NW stands up and leaves))
308. TS: What's (D-2), pig racing
309. T: yes, …umm no, because that starts with an “A”, ………pig racing, () are the pig racing, good, and then it says…
310. TS: ()
311. T: yeah it says, “walk south”.
312. TS: Aoh ((somewhat unhappy tone))
313. T: Okay? So, which way is south…yep, good, and then quick look at something which starts with “A”.
314. ((silence 2 seconds))
315. TS: ((points at one section of the map)) This?
Can I just have a look, do you know Alpaca,

No

(xxx so it's cute, it's cute)

oh

(big eyes, big, huge eyelashes…)

((looks up to see T and soon looks down))

((as leaving TS)) South American animal.

((little response and continues with her work))

((T walks around, tells another student to go to the computer. T leaves the room as well. Remaining Ss continue working with occasional interaction. At around 43'00 HT comes to the front and looks around Ss working silently. HT walks around. One by one, as Ss individually finish their work, they leave the room. At about 49'55 YA asks HT for assistance. HT assists YA. Noise of the majority of Ss and T interaction while looking at the website in the other room. After 51'00 Ss and T starts coming back. T leaves the room again. As HT continues assisting YA, a student starts playing with the video camera. T returns to the front, and as this happens, HT stops assisting YA and walks back at 52'27.))

Okay. Shall we have a quick look and see how you went with your exercise here? So we've said here, "meet at Adelaide…"

(Railway Station)

Okay…check your spelling…

(you're copying)

(Rail)

RAIL.

rail

rail.

railway

NO NO, NO!=

=rail, rail=

=railway=

railway.

=railway=

railway.

railway to Wayville Show=":

ground=

GROUND

((silence for 5 seconds as T writes down “ground” in a blank on a transparent sheet on the projector))

(looks sideways slightly, then looking at the transparency sheet) Okay, “Get off at”

Showground?

((writes down “showground”))=

=(multiple talk)=

=showground

=showground=

=(multiple talk)=

((finishes writing, then reads aloud the remaining words for the particular item on the itinerary and points at the words with a pen)) “Train Station”. (Briefly looks up, and then soon looks down at the sheet again) “Turn left along”…

WEST

west,

...boulevard=

boule=

=((multiple talk))=
Appendix C: Transcripts of 10 Lessons – 2 September 05 (2) (Term 3, Week 6)

368. T: =((looks up)) Okay, ((turns her head to the left and looks at AN)) now, you should know this, Mr Speaker of French? What's this word here?
369. AN: Boulevard
370. T: =((instantly snaps her head and eyes to the transparency in front of her and writes down the word))
371. Ss: =((multiple talk))=
372. =((AN says something to T, and T responds with “yeah” and “yes, that’s good” as other Ss interact amongst themselves))
373. T: =((as she finishes writing down “boulevard”, looks up)) Okay, “boulevard”.
374. Ss: boulevard=
375. T: =the “boulevard”, this is another word for…
376. ((silence for 1 second))
377. T: =what do you think?
378. Ss: =((a short pause, with a few words coming out of Ss)) ()=
379. T: =It’s another word for “street”.
380. Ss: =((a few murmurs)) (okay)
381. S: which street on it=
382. T: =((looks at AN)) street is a boulevard.
383. MR: boulevard, boulevard=
384. Ss: =( )=
385. T: =((looks at the whole class)) boulevard=
386. TS: =Is it English?
387. AN: No=
388. TS: =English word?
389. T: =((looks at TS, shakes her head)) French word.
390. TS: Fre, (unsure whether she is directing her speech to T or AN) err you said
391. T: French word. (looks at her transparent sheet) Yes, (looks sideways at TS again) but we USE it, and (looks straight) in America, there is err… (looks sideways at AN/TS) they they use the word “boulevard”. Boulevard usually is quite a wide street. (looks at her transparent sheet) wide street. Okay, so (runs her pen along the words as she reads them aloud) “Turn left along the West Boulevard to”…
392. S: Dogs
393. Ss: Dog
394. T: “To the dogs”. (writes down “dogs” and looks up) Okay, now, (waves her right hand over the transparent sheet with a stirring motion with a pen) THESE are NOTES. Not…
395. S: mm
396. T: =correct sentences but notes. You know, you realise that, yes? (looks down to the transparent sheet)
397. S: yes
398. T: =Okay, (points at the relevant words as she reads aloud) then we've got, “Turn south. Quick look at…
399. S: Cookery
400. Ss: Cookery
401. T: =((still facing down, starts writing as she repeats the word)) Cookery. Why did I want to look at ((finishes writing and looks up)) the Cookery?
402. ((silence for 5 seconds))
403. S: =((murmurs)) (I don't know)
404. TS: =((confusedly)) mmm=
405. T: =maybe they're making something delicious
406. S: =ah
407. T: =that we could try.
408. Ss: ()
409. T: =maybe, and=
410. S: =why=
411. T: =we will get a little something free. Maybe.
412. S: ah
413. T: If we don't, we will still see some AMAZING cakes. Amazing cakes…Okay, and “the Art and Craft”. So, art, painting, sculpture, craft,
414. S: craft
415. T: =err sewing, embroidery, needlework, err things that are made from WOOD
416. YL: and curving
417. T: =Mm, curving. Yes. Okay, err and there’s sa some photography in that building as well.
418. ((silence around 2 seconds))
419. T: =Now, at 10.15, this is very important that we are at the PIG Racing…
Appendix C: Transcripts of 10 Lessons – 2 September 05 (2) (Term 3, Week 6)

420. Ss: ((some laughter)) pig racing
421. T: ((in a cheeky tone)) Okay?
422. AB: I saw the err on the TV
423. Ss: ((laughter))
424. T: Did you laugh?
425. AB: Yah! It was good, it can JUMP!
426. Ss: ((some laughter))
427. T: Now you HAVE to laugh at it. Because it is all about=
428. Ss: =((multiple utterances))=
429. T: =just a just good fun. Umm
430. AB: PIG high JUMP! It was pig high jump
431. T: ((nodding to AB)) That's right. So we've said we want to be there at 10.15 because it starts at 10.30. And, ((waves her left hand parabolically to indicate an amphitheatre)) there is places that you can sit,
432. S: how can you get there=
433. T: =and if you DON'T get there at 10.15 you won't get anywhere to sit, and you won't be able to SEE=
434. S: = I think we have a lot of people
435. T: = so many, it's unbelievable. And it's=
436. NR: =()=
437. T: = alright for somebody who's tall, but for somebody who's not so tall, “I just hear the noise”
438. (big laughter)=
439. T: =”what's going on!”=
440. S: = ()
441. T: and, so BESIDES, I think by 10.15, it would be nice if we have a little bit of err sit, and and err good laugh. Okay, now; after that, ((looks up while pointing at the relevant section of the itinerary on the transparent sheet)) we'll walk ((follows the itinerary with the pen)) south,
442. S: south
443. T: ((looks down, reads aloud the next item while pointing at the words with a pen)) and we'll have a quick look=
444. S: =look=
445. T: =at=
446. S: =at=
447. T: =the…
448. Ss: ALPACA!
449. AB: and () plan.=
450. T: =“Alpacas” ((writes down the word. As she finishes, briefly looks up)) Now; ((looks down)) umm alpacas are the animals ((looks up, and looks around)) that come from…what continent?
451. (silence 2 seconds))
452. Ss: ()=
453. T: =wh, wh…
454. AB: Russia!
455. Ss: ((multiple utterances nominating country/continent names)) ()
456. S: Greece?
457. S: ()
458. T: ((looks at TS with a grin))
459. TS: America ((laughs))
460. TS: =ah, South America=!
461. S: hoo
462. S: Cool
463. T: So you'll be able to see, and probably touch an ((looks down at the transparent sheet. Holding a pen)) alpaca. ((runs through a section of the itinerary with a pen))
464. JW: () like camel or
465. T: ((looks sideways at JW , nodding)) It looks as if it's a relative of a camel.
466. JW: Yeah
467. T: Hmm ((nodding, facing straight)). Especially ((circulates her left hand around her mouth and looks at JW again)) around the lips.
468. JW: ((nods))
Appendix C: Transcripts of 10 Lessons – 2 September 05 (2) (Term 3, Week 6)

471. T: ((looks at other Ss)) You know, the camels they’ve got the blue (tooth)=
472. Ss: =yeah (
473. T: Mm ((nods, laughs, then looks down)) It’s a bit like that. ((58"14)) Okay, now at eleven o’clock, ((looks up to face Ss)) we’re going ((looks down)) to look at the ((looks up momentarily and looks down as uttering the word)) SHEARING in the=
474. Ss: =((multiple, lively utterances to bid for the correct answer)) (Agricultural Learning Centre)=
475. T: =() ((repeating Ss’ answer and writes it down))
476. NR: opposite err ()
477. T: Okay, ((looks up)) “shearing”, what is “shearing”?=
478. S: =cutting the wool=
479. NR: opposite err ( ) centre=
480. T: =Sheep=
481. NR: =shearing=
482. T: =But, in Australia, this is a big industry, isn’t it?
483. NR: and New Zealand=
484. T: =umm…sorry?
485. NR: New Zealand.
486. T: And in New Zealand as well, that’s true. (58"26) Umm so it would be interesting for you to see this… (59"05) umm and it will also be interesting, I hope that you will spend some time in the Agricultural Learning Centre, the people who work in the Agricultural Learning Centre are school students. And you can see what we expect of school students and how they, how they work with the public. And they inform people about the different animals that are in that Agricultural Learning Centre. (59"33) Umm or maybe in the Agricultural Learning Centre you will try some honey. ((in a much softer voice)) You know honey?
487. Ss: Yes () bee=
488. T: =from the bees?
489. S: ()
490. T: =from the bees, some different kinds of honey and, um if the bees have been on particular kinds of plants, the honey taste different. You know, () that. And err so you’ll have, you can try some different Australian honeys. (1'00"02) Okay, then we have a quick look at the Blacksmith’s=
491. T: shop.
492. JW: Honeys, how do you spell this (teacher)
493. T: Honeys?
494. JW: yeah=
495. T: =Honey=
496. Ss: =HONEY!
497. AB: E-Y=
498. T: =E-Y=
499. YA: Y-S, and and, “S” () honeys
500. T: honeys
501. AB: No, no no, no plural=.
502. AN: there’s no plural
503. S: no plural
504. AB: No plural!
505. T: YES
506. AN: No plural
507. YL: E-Y
508. T: Yes, it’s a plural!
509. YA: (turning to AH/YL to hush them?) SHE SAID honeys! ()=
510. T: =((talking over YA in a louder voice)) THREE different honeys.
511. YA: (laughs)
512. T: There’re three different honeys which you can try.
513. AN: ()=
514. T: mm, Err=
515. YL: =different honey?=
516. S: =(different honey)=
517. 344
Appendix C: Transcripts of 10 Lessons – 2 September 05 (2) (Term 3, Week 6)

525. T: =((to YL)) yes=
526. S: =((still singing)) and ( )=
527. T: =okay, now, the Blacksmith's shop. Do you know what the blacksmith=
528. AN: (It means xxx)=
529. YL: =Yeah
530. AB: THIS err THOSE=
531. YL: =( )=
532. AB: =whom make KNIVES
533. AN: =those who
534. T: =make things=
535. S: =aar aar aar=
536. T: =from…
537. Ss: =iron
538. T: =iron?=  
539. YL: =from iron, yeah
540. T: =GOOD, make things from iron...umm, and, so that's an interesting thing to see, and have a look
541. at his DOG, he's got one little dog…((1'01‖01)) Okay, now, twelve o'clock!
542. S: =Coca-cola=
543. T: =We're=
544. S: =stage=
545. T: =at the Coca-cola stage. What's the word “stage” means?
546. Ss: =(multiple attempts to answer) (means) they they=
547. S: =they sing and ( ) song
548. (AH):perform
549. T: =(looks at the direction from which the voice came from, and points at a student)) They
550. perform=
551. AN: =( )=
552. T: =Excellent. ((faces squarely at the Ss, with both palm pressing the air downwards)) a high place,
553. S: =yeah?
554. T: =a high place that someone will be standing, singing, or talking, so that everybody can see it.
555. Where do you usually see a stage?
556. JW: =Theatre
557. NR: =concert=
558. T: =((responding to JW)) in a theatre, good, ((responding to NR)) at the concert, that's right=
559. Ss: =(multiple utterances)=
560. GG: =and ( ) at church
561. T: =((points at GG to repeat))
562. GG: =at the church also=
563. T: =((takes her eyes off GG, and nods)) err, at=
564. S: =church=
565. T: =church, some churches have a stage=
566. S: =altar!
567. YL: =(to S in 542) Yeah, altar, it is called altar
568. JW: =some school (house)=
569. T: =the altar, the altar=
570. YL: =altar=
571. T: =yes.
572. S: =altar=
573. T: =So, you know it's a high place. ((turning to the overhead projector)) ((1'01‖48)) Well there's
574. ((pointing at a section of the itinerary on the projector)) going to be, at twelve o'clock, ((runs her
575. index finger along the relevant words)) there's going to be some music and dance, and ((looks up
576. while placing her index finger at the name of the band written on the itinerary)) this is the name
577. of the the band, or the group, ((looks down at the sheet)) that will be ((looks up)) singing and
578. dancing. ((looks down)) And…((looks up slightly leftwards, meaningfully)) modern,
579. S: =mm
580. T: =((shifts her head to face squarely to Ss)) okay, ((shakes her head)) not old-fashioned music.
581. Modern music. (looks down)) So ((shifts her index finger slightly downwards on the itinerary
582. and looks up)) you can see ((slowly looks around with nodding as she continues)) a free concert.
583. ((1'02‖12)) ((looks down, circulates her index finger on the projector)) And we thought that
584. would be a good time, ((looks up)) for ((moves her index finger accordingly to the intonation to
585. stress what she says)) us to sit there...ha, err ((removes her right hand from the projector and
586. waves backwards and down)) sit on the grass, alright, on the grass ((looks down at the projector
587. while putting her index finger back up on the projector)), and ((looks up and swings her hand on
588. the projector)) if you've got err and to=
Appendix C: Transcripts of 10 Lessons – 2 September 05 (2) (Term 3, Week 6)

573. S: =()
574. T: =(nods slightly as she speaks)) have some lunch ((looks down at the projector)) at that time
((nods to herself and picks up a pen to prepare for writing on the sheet on the projector))
575. S: () But ()=
576. T: =Okay, ((searching for the relevant section of the itinerary to continue)) right, now, I’ve err,
((stops and looks up)) and I’ve talked about the buying food, ((looks down, raises her left hand and
down)) but I’ll talk about that later. ((still looking down at the sheet on the projector and
moves her pen along each line she reads out)) Now, “We walk east, we enter…” ((starts writing
down answers))
577. Ss: ((multiple utterances)) jubilee pavilion
578. AB: JUBILEE…
579. Ss: ((a few utterances)) jubilee…
580. AB: Jubilee…
581. Ss: ((a few more utterances)) ()=
582. AB: =PAVILLION.
583. T: ((stops writing and looks at AB)) That is PERFECT. ((looks down at the sheet and points at the
word “jubilee”)) What does ((looks up)) the word “jubilee” mean?
584. ((silence for 4 seconds with a few Ss’ murmurs))
585. T: jubilee…
586. AB: I don’t know
587. ((a few Ss laugh))=
588. T: =umm, it’s, it’s a special anniversary. A special anniversary, ((looks down)) and usually it’s ((looks up))
something like fifty years,
589. S: jubilee
590. T: =or twenty-five years, ((looks down, runs her pen along the word written on the sheet)) and jubilee
((looks up)) is=
591. Ss: =(a few utterances, amongst themselves?)=
592. T: =usually the….ee=
593. Ss: =(a few Ss’ laugh)
594. T: the queen or the king ((starts nodding while looking around the class)) has been the queen or the
king for, for twenty-five years or fifty-years
595. S: yea
596. T: So, silver jubilee is the twenty-five years, and the GOLDEN jubilee is fifty years
597. T: =and million years?
598. S: =((laughs))=
599. T: =umm, it’s, it’s a special anniversary. A special anniversary, ((looks down)) and usually it’s ((looks up))
something like fifty years,
600. S: jubilee
601. T: =or twenty-five years, ((looks down, runs her pen along the word written on the sheet)) and jubilee
((looks up)) is=
602. Ss: =(a few utterances, amongst themselves?)=
603. T: =usually the…ce=
604. T: =good guess ((looks down))
605. SM: It’s big tent
Appendix C: Transcripts of 10 Lessons – 2 September 05 (2) (Term 3, Week 6)

623. T: ((looks at SM))=
624. YL: =pavilion=
625. AB: =No! No!
626. T: Err=
627. AB: =(Arcade)
628. T: not a big TENT, but a big.
629. AB: (arcade)!
630. T: ((stops, goes somewhat blank, starts nodding))
631. ((silence for 2 seconds as T keeps nodding))
632. T: build, a big building ((moves around her arm in a circle shape in the air)) that's quite open inside. ((constantly using her arm)) Not got a lot of small, not got s rooms inside it, inside it is like one big room. ((looks down and starts writing something down on the sheet))
633. ((mostly silent for 7 seconds))
634. T: ((as soon as stopping writing, without looking at Ss, points at the next item on the itinerary)) “Walking through to”..?
635. S: to…Cent=
636. AB: =CENTE
637. S: Centennial Hall
638. T: ((looks up))=
639. S: =Cente=
640. AB: =CENTENARY HALL!
641. T: (AH) ((looks down, starts writing)) you got it, =
642. Ss: =()=
643. T: =you got it, AB
644. S: centennial=
645. T: =cen=
646. Ss: =()=
647. T: =tenial=
648. S: =centennial)
649. T: Centennial,
650. Ss: Hall
651. T: ((still looking down at the sheet on the projector, pointing at the word “Centennial” she just wrote with a pen)) Centennial what do you think ((looks up)) “centennial” means? ((looks around slightly and looks down))
652. ((silence 2 seconds))
653. T: ((points at the word several times with the pen)) Anything we mean to the anything with the word=
654. (GG):this might be “Centennial=
655. T: =((looks up)) "CENT"=
656. (GG):= Hall”. Centennial Hall? Err Centennial Hall=
657. S: =“cent”
658. T: =((looks down)) "cent"=
659. S: No
660. S: cent
661. T: “cent”, we are talking about numbers, ((looks down)) and you’ve got something with ((looks up as she continues)) the word “cent”… in a dollar=
662. S: =no=
663. T: =how many=
664. Ss: =cent! Cent!
665. S: five cent?
666. T: how many cents in a dollar?
667. AN: hundred=
668. Ss: =hundred, hundred=
669. T: =((looks down)) hundred ((points at the word “centennial” on the sheet, and gradually looks up)) centennial means? A hundred=
670. S: =hundred
671. T: =((pauses briefly and)) years.
672. S: a hundred years=
673. T: =A hundred years, it’s another word for a hundred=
674. S: =century=
675. T: =years ((starts nodding)) anniversary. Centennial. ((looks down))
676. S: century
677. Ss: ((a few utterances))=
678. T: =OKAY, it's like century
Appendix C: Transcripts of 10 Lessons – 2 September 05 (2) (Term 3, Week 6)

679. S: century
680. S: ((whistles))=
681. T: =cenTURY? You see the, you see the err
682. S: (too many)=
683. T: =pattern? See the family? The word family?
684. ((silence for 1 second))

685. T: Okay, so we'll go to the Centennial Hall to see the flowers. Now maybe you think, “OOH! Flowers. I don't care about flowers” ((extra slowly)) BELIEVE YOU ME. You wanna send a photo to anybody. THIS is the place to have your photo taken. Amazing flowers. ((1'05"51))

686. T: Okay, “Walk south, and pass the Duncan Hall and the Ridley Centre to the stables. Look at the”…

687. Ss: Horse, horse
688. AB: horses=
689. S: =hor=
690. T: =Horses! More than one, (okay there're)=
691. S: =horses=
692. T: =horses there. I saw some horses this morning, exercising,
693. AB: Yah! Even I saw it
694. T: Did you?
695. AB: moving around, (=)
696. T: =exercising, yeah, aren't they gorgeous… Did you see them ((moves her left arm at the back of her head to indicate horse hair)) with the hair on the nape? Or…((uses both hands and moves them simultaneously in a symmetrical fashion at the back of her head)) plaited? Here? ((moves both hands in front of her head))
697. AB: Nah, I was inside the bus
698. T: (still moving two hands to indicate some kind of weaving) Yes, so was I but I was looking at, so they, ((voice diminishes)) you know, so they prepare the horses. And they exercise the horses (looks down to the projector while holding a pen. Points at the word “stable”) and the stables are (looks up) where they keep the horses. So some of these horses (starts nodding) will be there for err err quite a long time. (still nodding) Quite a few days. But they're (starts shaking her head sideways) usually not there for the whole ten days. Not the (starts nodding) same horses. (still nodding) Because there's horse competitions as well (looks down and soon looks up, nodding) Riding competitions and horse (looks down) competitions. ((1'06"51)) (still looking down at the sheet on the projector with a pen following the words as she reads) Okay, “Quick look in the Milk and Dairy, and the Dairy ((briefly looks up a little bit and soon looks down)) Cattle, and the”?

699. Ss: …((small voice)) (pigs)
700. T: Nah, ((swings her head sideways slowly)) okay, some people at this this point ((looks down and circulates her right hand around the relevant section of the itinerary with a pen)) some people (looks up while still circulating her hand) are not too happy, because of the pigs. ((slowly shakes her head sideways and talks insistently)) They are CUTE, they are very cute, the mothers, (1'07"10) ((abruptly changes a less emotional tone)) what do you call a mother pig?

701. ((silence for 2 seconds))
702. T: mother pig
703. ((silence for 2 seconds))
704. T: (looks down and starts writing on the sheet))
705. Ss: ()
706. GG: Piglet
707. S: No!
708. S: piglet is err=
709. Ss: =(read aloud what T is writing)) sow
710. T: (still attending to the sheet on the projector, murmurs) right
711. Ss: sow ()=
712. T: = ((nodding while still looking at the sheet)) so, (nodding) she is ((slightly looks up)) a sow; ((and looks down)) and (as she writes) piglets,
713. ((silence for about 3 seconds as T continues writing “piglets”))
714. T: that's right, ((finishes writing and looks up as she continues talking)) and a little pig, piglets. (1'07"20) So ((looks down and points at the words on the sheet on the projector with her pen)) you'll see (looks up) some sows, (looks down) and some (looks up) piglets, and there're competitions, who'll have the best ((nods)) group of piglets, and, and the err biggest sow and best-looking sow…((nods))
715. YL: () you said pigs are very cute.
716. T: (looks down)) yeah=
Appendix C: Transcripts of 10 Lessons – 2 September 05 (2) (Term 3, Week 6)

YL: =How do you spell the ―cute‖?
T: cute. ((looks down at the sheet and starts writing on the sheet))
Ss: C, C, U, T…
AB: U-R-E!
SM: U-T-E=
AB: =T-E
Ss: E, yeah ((and multiple talk))
S: C-U-T-E
AB: U-R-E!
SM: U-T-E=
AB: =T-E
Ss: C-U-T-E
T: ((stops writing, looks up, looks at Ss with a blank face)) ( ) cute=
Ss: =((multiple utterances))=
T: =( ((looks around the class)) pretty, like, pretty. Cheerful, but ((tilts her head slightly and shrugs her shoulder)) yeah umm…like…((shakes her right arm as if to shake out some expression)) y, like ((looks down)) you, okay ((starts looking up))=
S: =()
T: =
Ss: =
T: ==( )=
Ss: =( )=
T: =((swings the arm up and down accordingly to the intonation)) a little girl, a little boy is cute=
Ss: =()
AB: =I always hear! ((laugh))=
T: =you always hear it, ((nodding) yes…((shakes her head sideways once and starts nodding)) we use that word really a lot, it’s true, ((shakes her head)) cute, ((stops shaking her head)) ―HOW CUTE!‖ Err, little dog, ((using both hands to indicate ears)) got little (withers), ((shrinks her body a bit and puts her both hands forward. in a much higher tone, shrugging her shoulder)) “Oh how cute!” ((grinning)) okay? ((as she looks down at the projector)) “How cute”. (1'08"48) ((looks down at the projector)) Umm…((circulates her right hand with a pen to find the relevant section of the itinerary)) yes, ((looks up, and nods while still circulating her right hand as she speaks)) now, I’m, umm, ((pushes her left hand into her chest)) personally, I ((looks down)) find ((looks up)) the pigs very interesting. ((tilts her head slightly)) However, some people find pigs a little bit…((pressing her nose with her left middle finger several times)) ON THE NOSE.
S: =((one student laughs))
((silence 2 seconds))
T: =((stares at Ss, repeating the same gesture)) On the nose. ((looks down, murmurs)) okay
((silence 1 seconds))
T: =Umm ((searches for the relevant section of the itinerary again))…and then umm ((runs her pen along with the relevant section of the itinerary as she continues)) “we’re going to walk north at ((looks up, hand movement stops)) West Crescent”. Now when we do that, ((holds up her left hand in front of her and shows its palm to Ss)) umm ((moves her left hand up and down as she continues)) I want us to quickly go in and see the BEEF cattle.
S: =beef=
T: =((maintains the position of her left hand, shakes her head sideways while staring at Ss. Almost in a murmuring tone)) beautiful cattle, ((puts her left arm onto the projector. Still shaking her head)) beautiful cattle. (1'09"26) ((looks down)) And then “we’re going to go up West Crescent, to” ((looks up))=
Ss: =Wood=
Ss: =Woodcutting
T: =((looks down, starts writing)) woodcutting.
((silence for 4 seconds as T continues writing))
T: =((still writing, looking down)) and this is the competition,
((silence around 2 seconds. T finishes writing and looks up))
Appendix C: Transcripts of 10 Lessons – 2 September 05 (2) (Term 3, Week 6)

757. T: competition where people, (puts up her both arms together and holds them higher than her head then makes a gesture of chopping) chop...(continues chopping gesture) chop the woods. (shakes her head as she continues) People of different ages (stops shaking her head, starts. Instead, starts moving her both hands to point at her clothes) you'll have a look at and see what they wear, (pushes her both hands slightly downwards in front of her) this is the special clothes that they wear, and, (looks down) umm (looks up) and, (moves her both hands in front of her to indicate a large-sized body) have a look at the SIZE of some big people. (narrows down the gap between the hands) Some are very small and very fit, and others are (widens up the gap between the hand to indicate a huge belly) really HUGE guys

758. S: (laughs a little)

759. T: um, and you, you might be lucky, (puts her both hands down) you might see David Foster, who is our champion, (shakes her head as she speaks) amazing champion for seven years or something. (looks slightly sideways) Incredible guy. Big guy from Tasmania.

760. Ss: ((a couple of Ss)) mm

761. T: Err and there will be...people from New Zealand also, and (starts nodding) some from England sometime, different places, 110’21

762. Ss: ((a few Ss at the back of the room interact amongst themselves. This continues throughout T's turn in 741))

763. T: (still nodding) especially from New Zealand who come (looks down to the overhead projector) to compete (searches for the relevant section of the itinerary with a pen) in the woodchopping

764. S: (laughs) yes, (watch out)=

765. S: =((laughs))=

766. T: =((looks up)) Yes, woodcutting, (looks down) woodchopping. Okay, then at two o'clock, we're going to walk diagonally to the Coca-Cola Stage AGAIN, 110’38

767. S: ((laughs))==( )=

768. T: =((looks down and instantly looks up)) so back to the same place BECAUSE we can see another concert. And the people who are performing (looks down) this time um (looks up) their name (looks down) is The Amazing Zimbabwe Brothers (looks up and looks around). But they're not singing. (looks down) They're (shakes her right hand with a pen while in search for a word to utter)...circus=

769. S: =Co=

770. T: =and ACROBats. (Looks down, in a much softer tone) you know “acrobat”? (starts writing)

771. S: acrobat, yes...() 110’38

772. T: (stops writing, looks up, again in a very soft tone and nodding) mm, acrobat

773. Ss: ((multiple talk, mostly JW and AN))

774. T: (to JW and AN, nodding) I think they are from ()=

775. S: =Zimbabwe!

776. T: (still nodding) yeah, mm (looks down)=

777. Ss: =((multiple talk amongst themselves))=

778. GG: =WHAT DID ACROBAT MEAN?= 110’21

779. Ss: =()=

780. T: =((looks at GG)) acrobat? An acrobat is someone who can...((starts moving her both hands))

781. (YL):perform

782. T: (moving around her hands) do a lot of.

783. SM: gymnastics

784. T: ((stops her hand movement, happily)) Gymnastics! (starts moving her hands again) with their body. (stops moving hands) You know, (looks down at the front desk) so they can, (puts her both palms on the front desk) you know, they stand on their

785. Ss: ooh

786. T: on their HANDS!

787. S: hands, yeah=

788. T: =hands, and then one hand,

789. S: oh=

790. T: =and then, you know,

791. YL: who can walk, (puts his head with his right hand a couple of times) with the leg=

792. Ss: =((multiple utterances))=

793. T: =((in a louder voice)) ( ) so ((in a softer tone) with the leg=

794. Ss: =((multiple utterances, with slight laughs))=

795. T: =((laughs loudly)) Yes, did=

796. YL: =(), one foot, yah ((moves his arms))=

797. T: =mmm=

798. YL: =can walk with their hand, and (puts up his both arms high up in the air) with their legs ()=

799. Ss: =()= 350
Appendix C: Transcripts of 10 Lessons – 2 September 05 (2) (Term 3, Week 6)

800. T: =((looking at YL)) legs up, that's right, a=
801. 802. T: =lot of different kinds of things like err very AGILE:...agile people.((looks down)) (1'12''08)
     Umm, okay, and then, at half past two, ((looks up)) dismissal, ((looks down)) (you know)
803. 804. S: ()
805. 806. T: ((looks around the room)) DO your own thing, that means go where you like, (look at) where
     you like, ((1'12''19)) because, umm ((waves her left arm)) when...((starts walking to the other side
     of the projector. As she walks, she takes the transparent sheet off the projector)) when we
     planned ((leaning forward to pick up another transparent sheet with a showground map)) THIS
     ((picks up the sheet))
807. 808. T: ((looking at the sheet)) when we planned it, ((looks up)) we were ((looks down)) trying to be very
     careful ((looks up, slowly looks leftwards)) that we gave you=
809. 810. S: =(at 1'12''34, a student starts pressing the end of his ball point pen. The sound continues on
     and off until about 1'15''00)
811. 812. T: =a very good introduction. ((looks down))=
813. 814. AB: =((excitedly)) YAH!
815. 816. T: the seating going around=
817. 818. TS: Oh right
819. 820. AB: =((assuring T that he understands what it is)) Yeah yeah yeah=
821. 822. T: =and around?
823. 824. TS: =ah=
825. 826. T: =this?
827. 828. T: =You DON'T like that? ((laughs)) Umm that's called the Mad Mouse, and ()=
829. 830. S: ()=
AB: =I want to=

351
Appendix C: Transcripts of 10 Lessons – 2 September 05 (2) (Term 3, Week 6)

831. T: (=)=
832. AB: =Ferris Wheel
833. T: err and err there's a Zipper, we go up and down
834. SM: ((laughs))
835. T: spinning this way, that way, or you're sitting in the chair, and the chairs swing out really high...A lot of different things like that. And they're called, "rides". You=
836. Ss: =((murmurs)) rides=
837. T: =GO ON a ride. R-I-D-E?
838. S: =((making a sound of something falling)) pssshhhhh
839. T: So up here where we've got, it says, ten, it says, ((tapping onto a relevant section of the map on the projector)) “carnival”, ((walking from the projector to one of the front desks. Similar movement as 782)) that's where the RIDES are, ((picks up a whiteboard marker while turning to the whiteboard)) R-I-D-E? ((starts writing))
840. ((silence for 4 seconds as T continues writing on the whiteboard. A student sighs deeply))
841. T: ((finishes writing and starts turning to Ss)) and you go ((extra slowly, while putting a cap back onto the marker)) on a ride, now those rides, are pretty expensive. The tickets, for some of them are are over eight dollars.
842. YL:ten to fifteen
843. T: ten...((nods, and then in a dismissive/indifferent tone)) yeah, whatever. So...((stops talking, looks at Ss while rotating both palms inwards and outwards with somewhat suggestive facial expression))
844. S: (can't buy the) rides
845. TS: Oh it's once a year!
846. T: ((as two Ss speak, slightly takes her eyes off Ss, but still maintains her hand movement and slightly shrugs her shoulder, then grins meaningfully)) think about it, (you)=
847. TS: =once a year!=
848. T: =just think about it ((laughs))...((shakes her head)) I never go on the rides.
849. Ss: =((one student laughs slightly))=
850. T: =((keeps shaking her head)) I'm not a ride's=
851. TS: =why?
852. T: =((shakes her head)) Err ((pushes both palms out in front of her to indicate a feeling of rejection. Facing TS)) not a ride's person. ((takes her eyes off TS and looks slightly sideways)) But I do like to err look. Err standing and look at the people's faces=
853. Ss: =((laughter))=
854. TS: =() =((murmurs, shrugs her shoulder, apparently unsatisfied))=
855. T: =((nodding, looking around the room with a grin)) you know
856. Ss: =((multiple talk, amused, some laughing)) ()=
857. T: =((nodding, in a louder voice, talking over Ss)) mm, very entertaining, and=
858. Ss: =()=
859. T: =((starts walking, shaking her body sideways to mock an affected passenger coming out of the rides)) they get off and, the, some people are wobbly and
860. AH: =((some laughter))
861. T: =((stops the body movement.)) Yes. ((laughs, slowly stepping forward and then backwards as she plays with the pen at hand)) that's quite funny.
862. S: Yah, yah=
863. T: =Mm =((looks at the wall clock? And instantly looks back at Ss))=
864. S: =yes, it's funny=
865. AH: =() before you=
866. T: =yeah, ((looks around, moves around her right arm in shapes similar to a figure of eight)) and it's interesting to watch the little children on the lifts, special children's rides, too, they're, ((moves her right hand with an index finger pointed in a u-shape as she continues)) you know, just doing a little bit ((stops her hand movement, then uses both hands to indicate excitement)) and they're so scared, and so excited ((starts walking to the centre front)) and, so ((after a few steps, comes back to where she was a moment ago)) that's err that's an interesting things at the show. ((1'16''35)) ((puts up her right index finger then pushes it down)) One thing I I will say though, ((opens her left palm and looks at it while using right index finger to count the points she is making)) err ((looks up)) about, ((holds her left middle finger with right hand)) um ((slightly looks around the room)...((points at the projector with her left arm)) in the Carnival, there're ((puts up her right index finger in the air while extending her left arm to put the whiteboard marker on the desk near her)) some competitions in the Carnival, ((looks down, leans forward and puts both hands on the desk directly in front of her)) you know, they mark out ((looks up while moving both hands to indicate a square shape on the desk)) a ten dollar note, s sitting on the box, ((stands back up with both hands indicating a shape of a hoop)) and you've got a hoop, ((makes a gesture of throwing hoops)) you throw the hoop, so that ((leans forward and points at the desk in front

352
Appendix C: Transcripts of 10 Lessons – 2 September 05 (2) (Term 3, Week 6)

of her) it goes over the money? (in a very soft voice) Not many people win that money. (noddling) Alright? So ((opens both palms towards Ss, then suggestively)) mm=
867. S: =be careful=
868. S: (in an amused tone) BB (==
869. T: =((makes up the shape of a hoop with both hands again, and shakes both hands a little))=
870. Ss: =((overlapping talk)) () be careful=
871. T: =((maintaining the shape she made with her both hands, and moves the hands forward as she talks)) The HOOP must be exactly=
872. S: =yeah=
873. T: =the right angle…
874. S: yeah
875. T: ((stops her hand gesture)) just to go, ((folds her hands in front of her belly)) so that’s…
876. NR: what happens=
877. T: =((talks over NR)) TO be careful about=
878. NR: =((laughs cynically))=
879. T: =what you spend your money on the Show. ((opens her left palm and points at the ring finger with right index finger)) ((1'17''21)) Now there’s a lot of food at the show, ((nods once, slowly))
880. TS: Mmm
881. T: =((tapping the ring finger with the right index finger)) It’s NOT, ((starts looking around)) cheap food.
882. JW: Not cheap?
883. S: ()=
884. T: =((turns her face to JW)) NOT, cheap, ((tapping the ring finger with the right index finger accordingly to the intonation)) the=
885. JW: =((why))=
886. T: =FOOD costs MORE than ((sticks her right thumb out, and directs her right thumb towards outside)) outside. So for example, ((makes a shape of a container with both hands)) if you buy a packet of, bow much does a packet of chips=
887. TS: =two dollars=
888. T: =usually cost? ((looks at TS))=
889. S: =two dollars
890. T: =two dollars. ((looks directly in front)) So well at the Show, I’m sure, ((shakes her head as well as looking around)) it’s three dollars or three fifty or ()=
891. JW: =what about the honey?
892. T: =((looks at JW, after a slight pause)) honey’s cheap ((points at JW with left index finger))
893. JW: cheap there=
894. T: =honey is free. ((some hand gesture close to her mouth)) ()=
895. JW: =No no no, if I want to ()=
896. T: =you buy them, ((makes a shape of a big jar(?) with both hands, and starts nodding)) yeaah, um that, then it’s good price. You () some=
897. Ss: =()=
898. JW: =()?
899. T: =Yes, yes
900. TS: yeah,
901. T: =mostly maintaining the shape of a big jar she made with her both hands as she speaks)) you can buy some fabulous food good, they are, good, err you know, some good=
902. S: =yeah=
903. Ss: =()=
904. T: =but not, you know, but, so you PAY, cost them, () but ((keeps talking while Ss are talking)) and as I said, ((shows her both palms at Ss and presses the air a little. This movement is recursive)) the FOOD is not cheap at the Show, drinks are not cheap. ((1'18''15)) (maintaining her both palm wide open and shown to Ss)) What am I doing? ((shaking her head)) Am I buying, my my lunch at the Show?
905. S: =No, you come home=
906. Ss: =()=
907. T: =((stretches her both arm and move them towards her back)) I will have my little backpack, and in my little backpack,
908. (JW): () there=
909. T: =((looks at JW and shakes her head)) I will have ((counts item with both hands)) my food and my drink, ((moves both hand to point her back over the neck)) okay? Because there’s ((stretches her both arm)) NO WAY that I’m wasting my money on food and drink at the Show. Right? ((maintains the distance between both arms, points both index fingers outwards and shakes the fingers)) I DO look for everything that’s free, and I try all the food that’s free, ((makes hand gestures of picking up food and throwing it into her mouth)) have a taste, a little bit of this, a
little bit of that, ((places her both palms towards Ss)) some things are free, ((folds her arm in front of her)) but, ((places her both palms towards Ss and shakes her palms)) you know, buying food at the Show, is, a really, ()

910. YL: ((asking a question)) () microwave

911. T: ((shakes her head)) No, no, you need something that you ()

912. YL: =like rice

913. T: like rice, cold rice, cold noodle, you CAN’T heat anything up. No microwave…yeah

914. AH: Excuse me, Jen () ju-bi- ()

915. ((silence for 5 seconds. T keeps staring at AH))

916. T: Jubilee

917. AH: Jubilee

918. T: Jubilee…

919. =(a mobile phone ring tone starts)=

920. T: =JU, Jubilee ((stares at AH))=

921. =((music continues, YA looks around, starts moving his arms to dance to the ringtone))=

922. AH: ()=

923. S: =umm, EXCUSE ME

924. Ss: =((overlapping talk))=

925. T: ((still looking at AH, nodding with a grin)) Umm, ((looks around)) um ((to one student)) ()=

926. Ss: =((overlapping talk))=

927. T: =((starts attempting to climb over a desk)) another thing I want to talk about ((stops with her right leg on the desk)), and err I mentioned that before is about SHOES…((maintaining her current posture and takes her eyes off Ss and looks down))…you really need good work, walking shoes, because we WILL be walking a fair bit, your=

928. S: =()=

929. T: =((a mobile phone ring tone starts))=

930. T: =at the Show, every year, ((holding the posture, and with a gesture of putting a hat on)) I have a hat, but I still get a headache. ((shakes her head)) Right, but ((nodding)) if you haven't got a hat, it's even worse. So, think about having ((points at YA who is wearing a cap)) a hat or cap, sunglasses…((1'20''22) you need to look at the weather, and check what the weather is like ((starts pulling her right leg off the desk slowly)) because=

931. Ss: =((some Ss' moan and sigh))=

932. T: =maybe, it is going to rain, if it's gonna rain, ((nodding)) we're still going, ()=

933. S: =((slightly disappointed sound)) eeh=

934. YL: =((laughs))=

935. T: =(you know), we're still going, but we need ((sweeps the desk in front of her with right hand)) to…be in and out, of, shelter, so if it was raining, you need to ((smaller hand movement, shaking and circulating her right hand in front of her)) have some, maybe an umbrella,

936. S: ooh, ooh

937. T: or a jacket, something like that. ((swinging her right arm sideways)) So when we go from one building to another building, you, don't get too ((stops hand movement, starts nodding)) wet.

938. ((YA's mobile phone rings))=

939. T: =((feels for his mobile phone)) ooh, ooh=

940. T: =But I'm hoping that the weather will be good. Now=

941. SM: =((the siren that has been ringing outside the building)) () the siren?

942. T: =ANY questions? ((to AB putting on his sunglasses on)) OOH, John ().

943. AB: useful

944. T: I love it

945. S: (beautiful)

946. YL: Mr sunglass

947. NR: Mr. Cool!

948. T: yes

949. Ss: =((multiple talk))

950. ((Ss' laughter. T laughs as well))

951. T: Mm, you know the song, “I wear my sunglasses at night”?

952. S: No

953. T: ((laughs to herself)) ()
Appendix C: Transcripts of 10 Lessons – 2 September 05 (2) (Term 3, Week 6)

956. JW: =() this song?
957. T: ((shakes her head. To JW)) I don't know. It's the modern song.
958. ((subtle Se' laughing))
959. T: Alright=
960. S: =GOOD=
961. T: =now, any more que, any questions about the Show?= 121'35
962. S: =food is GOOD, you know
963. T: Okay, now, honestly, ((looks down)) I really do want you to bring, ((picks up the relevant handouts)) these, pages ((looks up)) with you, to the Show. Alright? …umm, ((joins the hand out she is holding with her left hand with the one she is holding with her right hand)) because it is your MAP, ((looks down, starts picking up another handout with her left hand while holding the other two in her right hand)) it is your ITINERARY, ((looks up)) AND the program, ((holds the program with her hand in front of her, and looks around)) what you can choose to look at after we, dismissed. ((looks down, puts the program back on the desk near her)) Okay, so, please bring these with you. ((touches the desk in front of her with the two handouts))
964. S: Okay
965. T: ((with a hand gesture)) Fold them up, ((with a hand gesture)) put them in the pocket…okay? ((rotates the handouts and nods, then winds the handouts into two, and addresses to GG)) So, if you hold this up, you can put it in the pocket.
966. GG: ((in a soft voice)) okay
967. T: ((to GG)) Alright? ((grins and looks down at a desk near her and puts the handouts down))= 122'14
968. Ss: =((multiple talk))=
969. T: (Then addressing the whole class) Alright, ((holds her both hands together in front of her)) lunch time?= 123'32
970. Ss: =((some laughter from Ss at the back))=
971. YL: =((holds up one of the handouts to the air and asks a questions)) ( ) this one?= 122'35
972. AH: =((joins YL and holds up a handout))
973. T: ((shakes her head)) No=
974. S: =no=
975. T: =that one is just, so you know, ((presses both open palms outwards towards YL)) (for sure), that's when, that's where, what the plans are=
976. Ss: =((some Ss talk amongst themselves)) ( )=
977. T: =okay? ((looks around, nods deeply once))
978. S: Lunch time?
979. T: =((nods)) lunch time
((Video stops abruptly at this point.))
Appendix C: Transcripts of 10 Lessons – 16 September 05 (Term 3, Week 8)

16 September 05 (Term 3, Week 8)

1. T: (Beginning of class, in explaining the agenda) um…got a lot of work for us to do today…but today I want it to be done in a little bit different way, not at all working on the same thing at the same time…but the first thing we WILL do…first thing we will, err GI, do you want to say.

2. GI: Mmm=

3. T: =Yes? First thing, GI will talk to you, and after that, um, we want to work on the Letter to the Editor. When you finish the Letter to the Editor, then I want you to be doing other, other work, but, this other work doesn’t have to be done altogether. .. It can be done on your OWN if you wanna work on your own, can be done in, pairs, or groups. yeah? So that we can work in a different way with the other things that we do today. Um there is an excursion that we could go on today, umm it’s an walking excursion, umm and I think that we will be okay with the weather; it was a little bit wet this morning but looks like it’s fining up now. ..

4. TS: Cold

5. T: We’ll be out there walking ((in a slightly laughing tone reflecting TS’s comment)) so it’ll get warmer that way…umm, and we won’t go just yet. It’ll warm up a little bit through the day. Umm we want to do some work umm about the Hyatt, umm THIS is going to happen today. How many times have you seen (them) write this (done) on the board?

6. MR: First time?

7. T: (in a surprised tone)) First time?

8. MR: () =

9. T: =well thanks MR ((laughs))

10. Ss: ((small laughter))

11. S: four

12. T: yeah four weeks so (we haven’t) watched it for four weeks. It’s gotta happen. We don’t go home till it’s done today. Okay?

13. ((silence))

14. T: (in a slightly laughing tone) Alright, so, GI, would you like to, to speak first,

15. GI: Yes=

16. T: =then we might get on with our, ((scaringly)) LETTER to the EDITOR.

17. ((silence for a few seconds as GI moves up to the front to the classroom))

18. GI: Okay, umm, I brought a newsletter along for you today…so I’ll give you that…in a minute, umm in the newsletter I’m talking about wanting you to, do two things for me. One is to do…that journal again…so it starts on today with a s short recount of your lesson; most of these questions are the same as before, okay, couple of just changed a little bit. So I’ll pass them out in a minute, and the other thing that I’m asking in that in a newsletter that you do is I really like to start getting in touch with you by email. Umm so I’m asking that you start it by sending me an email, and I’m asking you just to write about anything that you want to write about. So this is somewhere where you can write things to me, from your own interests. Okay? If you can’t think of, anything, to write to start with, why don’t you tell me about the show? Okay? You went to the show?..

19. Ss: ((slowly responding)) Yes=

20. GI: =Did you have a good time?

21. ((a short silence))

22. Ss: ((less Ss, softer tone)) err yeah..

23. GI: Yeah I wish that I could have gone with you, that (people) would have been really a fun day. Umm, so, I’d really like it if we could start emailing. If you’re not using email yet, and you’d like to get started, I’m quite happy to…meet up with you one day after your lessons when I’m not too busy working myself, and I’ll help you to get started. Okay? So that’s two things. And can you bring these stuff next Friday for Jen to post it=

24. Ss: =Yep=

25. T: and I’ll post them to GI. Now when that happens, I don’t read them. Okay? It’s just between you, hello=

26. HT: =Hello

27. T: between you and GI. Okay? So you can write what you want. I don’t read them. Okay? Private……between you and GI…

28. ((silence as GI starts distributing newsletter. Some unintelligible exchange of words with a student and T and between GI and Ss))

29. T: ((reacting to one student)) NO I mean you’re your relationship with GI…it’s=

30. GI: =what we call..

31. S: =Confidence=

32. T and GI: CONFIDENTIALITY.

33. Ss: (use them?)
Appendix C: Transcripts of 10 Lessons – 16 September 05 (Term 3, Week 8)

34. T: Yeah. So, yeah it's like when you're going to speak to a counselor (=)
35. S: (=)
36. T: =they're not gonna tell other people what you have talked to them about, or about you or what happened with your life
37. ((silence 20 seconds with Ss talking amongst themselves as they receive and pass newsletter around))
38. GI: and the other things too about our research which you might not remember is even when we write, about what we (=), will ne, we will never ever ever use your name. Okay, usually what I do is……I give you a number, so I'll talk about Student 1, or Student 10, so your name never never ever appears in any of my work. Okay?
39. ((minimal response from Ss, leading into a long silence (4 min 40 secs) as Ss read the newsletter with occasional chatter))
40. T: Okay? Any question to GI or
41. ((silence 4 secs))
42. T: No? (09'48) Okay, so can you put that City Campus work then to the, to the side, at the up on the corner at your, your desk, so YA, ah YA, is that to go home?
43. YA: yes
44. T: Yes, no, not,
45. YA: (=)
46. T: =yes that's right.
47. YA: (=)
48. T: He'll go home, people stay here.
49. S: (=)
50. T: good, good (=) (10'14) Umm, okay, now, ……could you put all of your letter to the editor WORK together on your desk now……so you SHOULD have this sheet here……that we worked on together, just to remind you, when we worked on this, we were in ((in a slower tone)) (room number)……so we=
51. Ss: =Aah=
52. T: =we err we had THIS as our basis and we modified it, we looked at the structure, we looked at the language features of a letter to the editor (10'55) so you should have this sheet………………… YEP! …….If you haven't got this sheet, I'm trying to copy it now, you can have a look at this sheet. Okay, alright? But if you, you should, if you've got it, just put it altogether.
53. ((silence with sound of paper flipping. Video starts recording))
54. MR: Can't find it…can I get one paper with examples……please.
55. T: Anyone else to get their examples?
56. S: Yes…
57. ((T laughs and moves across to the student))
58. S: Thank you very much.
59. T: (walks back to the front of the classroom, picks up handouts and then walks towards the student again) Oopps……….Can you (unintelligible but meaning “to keep it unwritten”) it for me at the end, okay and I'll, I'll copy you a proper set later. Okay that's the o=
60. MR: =be careful
61. T: originals. (starts walking back to the front of the classroom))
62. MR: Originals.
63. T: Originals….OH NO sor, (turns back to face Ss) oh yes, yes I do need those, without my scribbling all over. (12'18) ((showing a sheet on the overhead projector and points out the parts of the sheet)) Okay so we started off with this, so we looked at the structure, we looked at the language features. ((removes the transparent sheet and places another transparent sheet on the projector)) Then we did this work; we had a topic, and we looked at a plan, we did some brainstorming and we worked out WHY this is good…and some, and listed some reasons. We worked out why this is bad and put some reasons down here. And then ((points the right index finger at Ss)) YOU should have come. ((with her right index finger back on the relevant part of the transparent sheet)) put in some…points here. Here you should have written whether you think it was good or bad. Here you should have put one reason, another reason, another reason. And here you should have put down what you were going to put in the conclusion. ((places open right palm on the transparent sheet. Looks straight at Ss)) So you should have this plan (stares at Ss)………………Movin' on, good. Then we looked at some different examples. ((picks up another transparent sheet and places it onto the projector)) So we looked at these examples yesterday, we looked for the questions in them. We looked for the the use of the generic WE in them. WE looked for slang. Err we looked at some of the meanings of some of the the vocabulary. The ah some formal language, some emotive language……((picks up another transparent sheet, removes the other sheet from the projector and places new transparent sheet on projector)) We, we looked, again, ((points at some parts of the transparent sheet)) at err some meanings and rhetorical questions. Umm how effective a very short piece of writing can be, can show feelings and so forth. ((pointing at the relevant parts of the sheet on the projector with her
right hand)) Umm and err we looked at some, some meanings over here some questions down here. (removing the sheet from the projector) So we’ve done a lot of things to prepare for this. ((starts feeling for the power switch of the projector)) And so this is the time for you to write your letter to the editor ((turns off the projector)) on that topic that you’ve got. Now what I’m going to do is I can see that there are some people who do not have all of the sheets, so those people I want to stay in this room. The other people who’ve got their sheets, I want you to work in small groups. Ah and you can…find a nice quiet place in the building, well on this floor ((laughs) to work. Okay so you can take some desks up into that room up there, umm so err you can err work in next door if there’s space next door. So the people who haven’t got all of the sheets, stay here. The other people find someone to work with, go there and actually write your letter to the editor on that topic.

64. S: (from the back left of the classroom to T)) I’m a bit confused about the two dates that we are doing ( ). So there’s (one) up and there’s (other date) down (here. I don’t know how I am going to do this).
65. T: There’s up and there’s date down? No, no there’s only one date. ((switches on the projector))
66. S: This one or this one?
67. T: I don’t know where that second one is that you’ve got.
68. S: (seated outside the video camera range but appears to be pointing out the parts of the handouts to T ))
69. T: ((standing at the front centre of the classroom)) My eyesight’s NOT QUITE that good. ((looks at the transparent sheet on the projector)) No,
70. S: Yeah.
71. T: ((pointing out the parts of the transparent sheet on the projector)) this is if your responding to an article in a newspaper, remember? If you are talking about an article that you read in a newspaper, then you would put the DATE that it was in the newspaper. But we’re NOT. In this topic we’re not talking about and article that was in a newspaper. So you don’t need to concern yourself with that. ((switches off the projector and takes a few steps forward)) Alright so, yeah (AN).
72. AN: () ((points at one of the handouts)).
73. T: Right. ((starts feeling for the power switch of the projector)) I will go and photo copy some things, ((tapping index finger on held up transparent sheets on the projector)) can you tell me how many people need a photocopy of this? One, two, three, four, only four? No one else? Right four, four.
74. S: (five)
75. T: five? ((laughs then replaces the sheet with another sheet))
76. S: ()
77. T: How many people need a photocopy of this?
78. YA: One ((raises his index finger))
79. T: ((looking around the class)) Holy guacamole, hang on. PEOPLE WERE HERE. Okay hands up,
80. S: ((laughs))
81. T: HANDS UP.
82. S: Do you have ()?
83. T: ((counting up the number of Ss)) One two. WHAT! () ((looks up the ceiling and shakes her head)) Once more. One, two, three, four, five, six, seven,
84. S: You don’t (know).
85. T: eight, nine, ten.
86. S: (just like you)
87. T: GI and HT have an EXCUSE, nobody else does. Five for the first, ten for the second? ((slight laughs with a cynical tone)) Holy smoke, okay, right, I’ll just do that. ((shuffles the transparent sheets that are now placed on the table in front of the projector))
88. SM: How long should it be?
89. T: How long? Well, umm…remember it’s five paragraphs but remember we said the paragraphs are quite short. ((points at the whiteboard onto which one of the transparent sheets is projected)) Remember when I did the notes on the board?
90. SM: Yes.
91. T: The paragraphs are ONLY about two to four sentences long. ((walks across toward the door with master copies of handouts to be photocopied and then finds one of the sheets to show SM)) Ohh, on here it tells you how many sentences in each paragraph. ((drops the rest of the sheets)) Oh, sorry umm.
92. (multiple discussions between Ss, some Ss moving around classroom organizing papers and work)).
93. T: ((T returns to the room. To HT standing close to the door)) Got everything you need?
94. HT: I have.
95. T: Well done. ((to the whole class)) Okay I have those sheets here.
S: Yeah (I need them).

T: Right? So you'll have to come and get them yourself ((20"53))…… (to HT) good to see ( ).

TS: JW , JW , please. ((asking for a sheet))…You need one.

MR: You recording.

HT: Ahh, I am recording yah.

MR: Okay.

HT: You see in here, but…we see people moving.

MR: ((to BB who is seated closest to the video camera)) BB, BB, hello ha.

TS: JW, JW, please. ((asking for a sheet))…You need one.

MR: You recording.

HT: Ahh, I am recording yah.

MR: Okay.

HT: We've got one of the counselors coming to talk to us.

((JW returns to his seat from outside. AK stands up with his notepads and leaves the room))

BB: Yeah.

T: ( )

BB: How (many paragraphs here) in a body.

T: Yes. See this plan. One, two, three, four paragraphs.

BB: Okay. So this is the plan.

T: This is the plan, that's right plan. This is the topic, right this is the plan, so you have an introduction.

BB: (introduction write).

T: Umm

BB: ()

T: Umm in the introduction you write down whether, you know, you write down whether you agree or you disagree. Your feeling about this.

BB: About the topic yes.

T: Mm right, and then in these three paragraphs, you give a reason.

BB: Yeah.

T: So we talked here some goods or some bads can only be one way or the other way. Can't be both, has to be good or has to be bad. And then in the conclusion you need to draw your arguments together and say what you want to happen in the future.

BB: Okay.

T: Okay.


T: Yeah ((rub's her face with the right hand)) I know, I know I okay. ((Gets chair and sits down in front of TS with the desk in between. Points out one text in a handout)). Yep, okay so this is a letter to the editor so when someone writes to the editor their writing their opinion about something that's happened. Right, or some aspect of ( ) and so umm you can see that here we've got a topic. And this is the way you plan to write this kind of letter here. So you need to start with an introduction. In the introduction it needs to be strong and it needs to catch the attention. So for example, like this one, this is a very, very strong introduction. Yeah, he talks about poker machines being the locusts of the twenty first century, sucking the life blood, you know. So it's a very emotional.

TS: Yeah

T: Here this one “I wish to complain", it's not so strong but it's still alright. At least you know in the beginning that the person doesn't like the rest of what they are going to talk about. Okay.

TS: Yep.
Appendix C: Transcripts of 10 Lessons – 16 September 05 (Term 3, Week 8)

143. T: ((points at another text)) Umm this one. This is another really good way to start and that's with a question. Questions are a really good thing, it catches the reader's attention. Umm err…….
144. JW: You mean start it in the introduction?
145. T: Listen in, yeah in the introduction I said it has to be strong and it has to be catchy. Catchy means, it's got to get the attention of someone.
146. JW: Attention.
147. TS: Mm-hum.
148. T: Questions get the attention. Right so questions are always good. Umm or if somebody is really angry and they say I'm an, absolutely furious about blah blah blah, that gets attention. Or they are really happy about something.
149. TS: Or a lot of ( ) one sentence like…not not just one meaning.
150. T: Yeah yeah.
151. TS: That make a sentence stronger.
152. T: Yes that's right, yes, so so that's for an introduction. And then you, and in the introduction you make it very clear that you that you think this is good or you think it's bad. You can only be one, one side of the fence.
153. TS: In the beginning?
154. T: Yes right at the beginning, in your introduction. Right, and then in your body you say for example you said “it was good”.
155. TS: Uh ha.
156. T: “I would agree (with him the side of ( )”). Then in the body you, you need three different reasons.
157. TS: ( ).
158. T: Yeah, so you might say “you know was great because, umm it brought rura…urban and rural life together” and then you have to expand on that a bit so these are just sort of notes. So you'd have three, three reasons to choose from here and then in your conclusion you'd draw together your arguments and you'd say what you wanted to (xxx conclusion).
159. TS: Yep.
160. T: Mmm-hmm,
161. TS: Yep.
162. T: Okay so you=  
163. TS: =()((asks for clarification)).
164. T: Yes, okay, so the verbs in this, the verbs have to change, depends on the situation. Sometimes they are past tense, a lot of the time they are present tense verbs. A lot of the time there ( ). (going through the sample texts to pick up verb tenses) We have, umm, umm, err, well that's a question in the present. Umm, err, down here, this is what I mean how it changes with the situation this person talks about “I went”. But then umm, yeah so this one's past tense. Down here in the question is this present tense.
165. TS: Yep.
166. T: ( ). Okay, so just really does depend on the situation. Umm, but it's emotive language, so you show you are “angry”, ( ) you are “furious”, you can use those words. “I was angry”, “I was furious” “the people of South Australia are angry”. “The people of South Australia are furious”, or “happy”, “thrilled”, “( )”, “ecstatic”. 
167. TS: “Eccstatic”.
168. T: “Eccstatic”, that's another word for “happy”. You know when you're just so happy you're sort of out of your mind. Okay, err “excited” or “bored”
169. TS: Mm-hmm
170. T: ( ). And a lot of the time there's questions and sometimes those questions are rhetorical questions, which means that they are a questions that you don't expect an answer. Like this one's a good example, “Can't we even grow our own garlic?”. Well obviously the answer to that is, “Yes, we can”. So………..you know that's a good kind of rhetorical question. Here's another one: “after all paying for our own resource means that our money stays in our own country, doesn't it?” That little tag on there that's a rhetorical question. 
171. TS: Yep.
172. T: Now often exclamations that show that someone's angry. Mmm let's have a look here. Umm, like a “President, President Bush must be mad!” Exclamation …( ) Do you know; so you know what I mean by exclamation? It's not a question it's like “people are IDIOTS!”
173. TS: It's a statement, but,
174. T: It's a strong statement.
175. TS: Mmm angry.
176. T: Angry yeah usually angry, it can be excited like ( ) “WOW”.
177. TS: Don't really like something err so.
178. T: Mmm mm.
179. TS: Okay.
Appendix C: Transcripts of 10 Lessons – 16 September 05 (Term 3, Week 8)

180. T: Okay. So we can use slang. Slang is casual, informal language, like when, when they’re talking here about certain issues he did, doesn’t say “poker machines”; he says “pokies”. “Pokies”, that word is slang. Casual language, not the correct word that you find in the dictionary. Umm and it might be impolite. Might be.

181. TS: So it's okay if it’s polite?

182. T: Yeah it’s okay. Impolite but not too much. Like in here, someone talks about people who go to the pokies are idiots. You can say that.

183. TS: Okay.

184. T: Umm now the sentence may be short. Yeah sentences may be short. So you can, can have some really short sentences. Yesterday you found one paragraph that was fifty two words long. Far too long, far too long. The whole sentence, one sentence was one paragraph and that’s far too long. You can see most of the sentences are quite short. (Comparatively) short sentences. Not great long things that go on and on. Okay…

185. TS: ((nods))

186. T: You’ve got a shocking cold. So your husband’s feeling better now?

187. TS: Yeah.

188. T: Mmm yes.

189. TS: He gave me.

190. T: He did, oh dear.

191. TS: I have fever and shivers with it.

192. T: Bit of a flu.

193. TS: Yeah.

194. ((T stands up and walks sideways toward the door))

195. BB: ((asks a question as he shows his draft to T)) ( ).

196. T: I love it, I love it, it’s a question.

197. BB: Yeah


199. BB: ( ).

200. T: ((continues to examine BB's draft)) Okay so you can't say “the only best time”. You would have to say, “I-think-it-is-the-best-time”,.

201. TS: ((to JW seated next to her and using an electronic dictionary)) I hate this dictionary.

202. T: You can only have one best time, can’t you, so you can’t have “only”. Yep good, yep good. Started with a question, thank you. ((leaves the room))

203. ((a short silence followed by a voice coming out of the dictionary))

204. TS: ((looks into the dictionary JW is holding)) “I ( ) without you‖, yep.

205. JW: ((leans over to BB seated next to him)) You think ( ) is not good?

206. BB: (It depends on you). You can write anything; ((points at his draft)) here you can write anything that you feel.

207. JW: ((seats himself squarely. Returns to his worksheets))

208. ((silence as TS, JW and BB work on their own))

209. JW: ((after examining the text for a brief while, sits back deeply with a handout in his left hand and throws his pen on the desk)) (How) to do this. ((reads through the sample texts))

210. ((silence. JW stops reading and leans forward and assemble several sheets and attempts to start writing.))

211. TS: ((to JW)) ( ).

212. JW: ( ) dictionary not ( ) right.

213. ((silence. T returning to the room, walks to the front of the room and sorts out the sheets. JW continues to attempt writing without success. JW goes back and forth with a few handouts))

214. JW: ((to T)) ( ) Like “dear Sir or Madam”.

215. T: Yes

216. JW: It’s Mad-am?

217. T: You can write “Dear sir/madam” but what we saw yesterday on these modern, modern ones they don’t even have “Dear sir/madam”. They just begin bluah.

218. TS: ((nods to T)) yep

219. JW: ((resumes his work))

220. TS: Umm JW can you find out how ( ).

221. JW: What?

222. TS: ( ).

223. JW: ( ) ((picks up and opens his electronic dictionary)).

224. TS: ((whispers to JW)) ( ).

225. JW: ((typing into electronic dictionary))

226. ((JW and TS look into the dictionary together))

227. JW: “Progress” ((and passes the dictionary to TS)).

228. TS: (Okay, thank you) ((receives the dictionary from JW)).
Appendix C: Transcripts of 10 Lessons – 16 September 05 (Term 3, Week 8)

229. ((a short silence as TS stares at the dictionary))
230. TS: Ahh I need something like ( ) ((squeezes her hands)).
231. JW: (Strong ()).
232. TS: Yes. “Progress” ((writes down notes)).
233. JW: ( ).
234. TS: (points at the dictionary to JW) That’s “evolve”. (JW leans towards TS. JW and TS talk amongst themselves quietly). It’s too hard to...
235. JW: ( )
236. TS: …Okay, mmm.
237. JW: ( ).
238. TS: (Nerves).
239. JW: ( ) What’s that?
240. (JW and TS continue to work on the dictionary together)
241. TS: ( ) Okay…That’s “evolve”.
243. TS: Ahh if you say ( ).
244. JW: ( ).
245. TS: Yes… There’s no anything.
246. JW: Would the (time up would the time going).
247. TS: (picks up the dictionary from JW’s side and conducts word search) Mmmm….. Can’t find it here.
248. JW: Sometimes it’s confusing yeah ( ).
249. TS: (looking into the dictionary) Shit, spelling’s wrong, I hate this dictionary.
250. JW: ( ).
251. TS: Because always it says what you don’t (impossible).
252. JW: Don’t look up, look down. ( )…((returns to his work only to put pen down on the desk again after a few seconds))
253. (short silence)
254. JW: (leans backwards and stretches his back. Locates the video camera. Then to BB) Look behind, look at this. ((pointing to camera))
255. BB: Humm?
256. JW: (points to the camera, then stands up and walks straight to the camera and extends his arm to the camera)
257. BB: No, leave, leave, leave, leave, leave.
258. (JW changes the direction of the camera)
259. BB: Why?
260. JW: (TS asks me)
261. BB: Now I really ( ).
262. JW: Move it though.
263. (BB shakes his shoulder and resumes his work. TS and JW talk to each other. )
264. BB: (moves behind camera) You have to watch it? Ahhh.
265. JW: You see me?
266. BB: Yeah.
267. JW: Move it, man, move it please,
268. BB: No, no.
269. JW: Please.
270. BB: I’m not seeing
271. JW: Move the camera, please.
272. BB: Okay, thank you.
273. (JW walks to the camera and checks the view from the finder)
274. BB: It’s okay, it’s okay man… It does not see.
275. TS: Can you see me?
276. BB: it goes straight (over).
277. JW: ( ).
278. TS: Okay.
279. JW: (to TS) If the ( ) does that mean it’s a good thing?
280. TS: No, it’s your idea.
281. JW: I think it’s a good idea.
282. TS: Okay say, say it’s a good idea. …But… begin with umm..
283. JW: Questions.
284. TS: You know with ( ) like something like,
286. TS: It’s
287. JW: Yehh
Appendix C: Transcripts of 10 Lessons – 16 September 05 (Term 3, Week 8)

288. TS: like err umm (shalom). You know when you write umm,
289. JW: Shade.
290. TS: What’s the umm (shalom). How you call that? Umm it meant hello something like that. They, they begin like.. Something.
291. JW: I think they don’t ( ).
292. TS: (.  
293. JW: (.  
294. TS: I’m trying this but the translation is.
295. JW: You’re trying to write the (dictionary).
296. TS: Mmm I know,
298. TS: (Last ()). I know that….Mmm should… shad.
299. JW: (.  
300. ((silence. Rather large noise of building construction work))
301. T: ((returns to the room. To TS)) (.  
302. TS: ()
303. T: Okay so you say I know that (angry or every)) thing.
304. TS: I...
305. T: “Should” or “will”?  
306. TS: “Will”.
307. T: “Will”, “will”’s better, okay. (Enrolled). And (don't) say “with”,
308. TS: “With”
309. T: “with the passing of time”. “Passing of time”. And the other thing is to make this into a, a noun, passage. A different noun, (you've got) “a passage of time”. In a passage of time, with a passage of time you will...understand more about...Australian history.
310. TS: Mmm hum so “evolve” I found in the dictionary it means that, “pro..  
311. T: “Progress”,
312. TS: To be (.  
313. T: Yes, yes. Good word.
314. TS: Yeah?
315. T: Yes ((leaves TS))
316. ((silence))
317. TS: ((whispers to JW)) (What () is that?) ((laughs))
318. JW: There’s no time.
319. TS: I hope mine’s (.  
320. JW: ((turns to TS)) (.  
321. TS: (). Don't listen to me like herrr. () I need (.). (I must work)
322. JW: (.  
323. TS: ()
324. JW: You have to make (.  
325. TS: ((coughs))
326. JW: ((slightly surprised)) You have a cold?
327. TS: Yes.
328. JW: () ((points at the window))
329. TS: ((raises her thumb up)) () He gave them to me.
330. JW: He gave them to you. ().
331. TS: Yes, my husband.
332. JW: My husband.
333. TS: Yeah
334. JW: Okay. Your husband, not my husband.
335. TS: Okay ((laughs and slaps JW on shoulder)).
336. JW: () ((turns to his work))
337. TS: And you?
338. JW: ()
339. TS: Okay.
340. JW: ((sledge hammer going in background; can only pick up some words)) () “Give”, “satisfy”, ( ) “environment”, (xxx xxx things like that).
341. TS: ...But that's,
342. JW: That's (nothing xxx).
343. TS: That's, that's the second sentence.
344. JW: No that one,
345. TS: Nahhh=
346. JW: =((looks at his draft on the desk)) No (you said) you see, you see the (reason). ((looks at TS))
347. TS: I mean.
Appendix C: Transcripts of 10 Lessons – 16 September 05 (Term 3, Week 8)

348. JW: You see (clear) reason.
349. TS: Yes.
350. JW: ((appears to be challenging TS)) ( ).
351. TS: ((waves her hand and removes her eyes from JW)) It's okay, right.
352. JW: ((insistently)) ( ).
353. TS: ((looks at JW)) I don't know.
354. JW: ((looks at BB seated to his left)) ( ) the dictionary?
355. TS: ((taps JW's shoulder to attract his attention)) “Introduce”, “introduce”. ( )=
356. JW: =(to BB, confused)) (What do I want to) introduce.
357. BB: =(looks at JW) Introduce?
358. JW: In the dictionary. What is it?
359. BB: Introduce the term.
360. JW: No, no, the dictionary.
361. BB: () Is like introduce.
362. TS: =(nods to BB))
363. JW: What (type) is it?
364. BB: (There's not even xxx)=
365. TS: =(Like Russia). Talk about Russia.
366. JW: ()=
367. TS: =If, if, if someone read your letter and doesn't anything, doesn't know anything about=
368. JW: =()=
369. TS: =(your question) so you can like understand so you can introduce a=
370. BB: =Introduce ()
371. JW: Okay.
372. BB: (that sort of thing) is like an (adjective).
373. JW: An adjective.
374. BB: I think ()=
375. JW: =No, no we're not talking about the word, we're talking about what we will write.
376. BB: =(a little surprisedly)) Ohhh
377. TS: =(joins BB)) Ahh. It's (). ((resumes writing))
378. BB: Okay. (). You can introduce () something about it. For example, we are not talking about () at the restaurant.
379. JW: Okay.
380. BB: Mm
381. TS: =(stops writing. Stares at her writing error on the sheet)) I am so stupid, you know, I, I, I... always make=
382. =(BB and JW continue to talk each other))
383. BB: If you want to introduce ()
384. JW: Yeah.
385. BB: For example, I think you were to write a question. Now remember if somebody ask now "can you tell me about the Royal Adelaide show?" how will you begin?
386. JW: I'm not sure (its xxx).
387. BB: For example, if I () and said “JW how is the Royal Adelaide show?”, it's a question.
388. JW: “How is”.
389. BB: “How is the Royal Adelaide show that day”, how would you be telling me?
390. JW: Err that err, no, it's not the same. It's what's fun, and enjoy, I say like that.
391. BB: Yes, yer all right, that is an introduction. You say “it is really good” or “it is bad there is a lot of people”.
392. JW: Okay TS, (introduce)=
393. BB: =()=
394. JW: =it I say if I say,
395. (BB stops talking and returns to his work)
396. JW: =(taps the desk to attract BB's attention to BB) listen, don't write this, err, err “my point of view is err err () good err place and good environment err south Australian people are enjoy”, this is good?
397. BB: Yeah that err.
398. JW: Now what's the difference than the body?
399. BB: How.
400. JW: The body, than the
401. BB: If you say you reckon () is good WHY? That is now the body, why.
402. ((JW stops facing BB and he now sits squarely and leans forward. He nods as BB continues without looking at BB)=
403. BB: =Why is it good?=
404. JW: =I'm not worried about (this), I don't know how to explain this without the dictionary.
Appendix C: Transcripts of 10 Lessons – 16 September 05 (Term 3, Week 8)

405. (BB laughs slightly and returns to his work. TS looks at JW))
407. JW: TS don't phew me. (
408. (TS and JW laughs silently. Shortly afterwards TS coughs)
409. TS: I'm so sick, I will die. I can't...((uses tissue))... ahhh. ...Do you think,
410. JW: No. (But)
411. TS: (do you think) that I should.
412. JW: Good yeah.
413. TS: No, no, do you think that I should.
415. TS: Improved...
416. ((JW stares at TS, puzzled))
417. TS: No, no nothing.
418. JW: Improve.
419. TS: No, no forget it.
420. JW: Okay.
421. (TS and JW resume individual work. Silence. JW switches on his electronic dictionary and searches for word. Silence))
422. JW: (To TS)) Can I have that?
423. TS: Okay.
424. (Silence as Ss work independently. JW occasionally reads some sentences in a low voice/murmurs to himself. JW uses the dictionary. TS reaches for the dictionary and notices JW has been using it))
425. TS: (removing her hand from the desk)) Oih.
426. JW: No, no use it.
427. TS: Okay. ((picks up the dictionary and starts searching words))
428. ((JW tries to come up with a word/expression. He desperately stares the other side of the room with his left hand moving. JW becomes frustrated and hits his desk with despair. He then continues thinking. Meanwhile, BB works quietly on his own and TS continues her word search))
429. JW: (to TS) ()
430. TS: ()
431. (silence. JW murmurs to himself, thinks a little while, throws his pen away, looks at BB, coming back to think by himself again and then starts writing. After a short while, a male student comes into the room))
432. JW: (to that male student) How's ()
433. ((JW and the male student talk briefly in their own language. The male student leaves the room. Silence falls as Ss (BB, JW and TS) work independently. JW starts word search with the dictionary placed between himself and TS. JW utters something at times. TS looks at JW))
434. JW: ().
435. TS: Yes.
436. (TS returns to her work. Silence))
437. JW: (to TS) You are in the body?
438. TS: (No).
439. JW: () take a long time.
440. ((GI returns to the room. GI walks pass Ss to the other side of the room))
441. TS: (to JW)) Ahhh what...I have more, extra.
442. JW: Oh I didn't know...
443. ((a brief silence. GI walks toward Ss))
444. JW: (to GI)) GI, help me, stuck here.
445. GI: Stuck. ((walks to JW, obtains a chair and sits down facing JW. Picks up her glasses and puts them on))
446. JW: (shows GI a handout/his scribbles) (That's just) my point of view. ()
447. ((JW makes long explanations to GI intermittently while GI examines a piece of paper JW passed to her. GI thinks for a brief time))
448. GI: What's the main reason for having the show?
449. JW: (thinks for a few seconds) There is many things to do there to enjoy you know.
450. GI: (after a momentary pause, with her right hand on JW's desk) Okay, so "to create an excellent learning environment". ((stops talking and looks up. Stares at JW as she removes her hand from the desk))
451. ((JW and GI grin to each other))
452. JW: I can't stop there.
453. GI: (points at somewhere on his draft) Yeah, put the word "learning".
454. JW: Hmm ((writes down))
455. ((a short silence))
456. TS: Confused.
Appendix C: Transcripts of 10 Lessons – 16 September 05 (Term 3, Week 8)

366

457. JW: What's up?

458. TS: ((looks at GI)) Umm, if you say “last years”, it means last year and ((with her right hand waving
    outwards))…before?

459. GI: No if you just say “last year”, you just mean the year that's gone=

460. TS: =()=

461. JW: =()=

462. GI: All the previous years.

463. TS: ((stares ad GI with quizzical look. Grins and then laughs))

464. GI: ((leans
    forward to TS)) “Previous”.

465. TS: “Previous”…no=

466. JW: =( )

467. TS: ((to GI)) how do you spell that?

468. GI: P-R-E, V-I-O-U-S.

469. TS: ((looks at GI)) Previous year, “years”?

470. GI: ((nods)) Yes.

471. ((short silence followed by GI standing up to take leave))

472. JW: ((to GI)) Thank you.

473. GI: My pleasure.

474. ((silence for nearly a minute as three Ss work of their own))

475. ((JW starts looking sideways, first to TS with tapping movements with his hands and then next to BB))

476. TS: ((looks at JW)) Double it.

477. JW: …It, it, it, it, it can't be double. ((turns to his dictionary)) It,

478. TS: ((reaches out for the dictionary)) I'll do it……

479. ((JW continues word search with the dictionary.))

480. TS: Okay ((pulls the dictionary closer to her and looks at the dictionary monitor))

481. JW: ((follows TS and looks at the dictionary monitor with her.)) It's a (noun). ( ).

482. TS: (nods)

483. ((JW twists his body so he can have a clearer view of the dictionary TS is holding. JW then returns to sit squarely, facing his draft))

484. TS: …Ahh.

485. JW: ((leans over to the dictionary again)) It's,a noun. It's…

486. TS: No, do your work.

487. JW: ((several seconds' silence))

488. TS: ((turning to TS)) Do you think it's “South Australian people”, “Australian”, “South Australian”,

489. ((sounds assured by himself and starts writing)) “South Australian”.

490. TS: “South Australian”.

491. JW: “South Australian”, yeah and…()…() ((leans toward the dictionary))

502. TS: (nods)

503. JW: ((consults the dictionary and resumes writing))

504. ((silence as three Ss work of their own, followed by talking noise from outside the room. A student who has been doing the task elsewhere returns and looks through the video camera and then

505. TS and JW looks at the corner of the room where the camera is set))

506. JW: ((as soon as resuming his work, JW remembers the video's angle and looks back at the video

507. camera again. To the student watching JW through the video camera)).……Hello, move, move

508. TS: (makes hand gestures to change the angle of the video camera).)

509. S: ( )

510. JW: ((camera angle is modified by the student at the camera as JW returns to write. The student at the

511. camera continues shifting the camera. Camera angle is then set to focus on three Ss. Silence

512. continues for another several seconds.))

513. JW: ((turning to TS and murmurs. Then turns to the video, then to BB)) BB, when you choose these

514. one, you say “it is good because that that” and “it's bad because that that”.

515. BB: ( )

516. JW: Okay=

517. BB: =Why good or bad.

518. JW: No, no, it is good, I mean, ( ) the reason direct?
Appendix C: Transcripts of 10 Lessons – 16 September 05 (Term 3, Week 8)

511. BB: Yeah.
512. TS: Um…
513. JW: ((turns to TS)) It’s good cause something like that=
514. TS: =I, I, …I think it’s good for South=
515. BB: =((grabs JW’s left shoulder to attract his attention)) You write=
516. TS: =Australian=
517. BB: =it is good.
518. JW: Yeah. ((nods))
519. BB: it is good and why it is good.
520. JW: Yeah, yeah I do that.
521. BB: ((taps on the desk)) One, two, three.
522. JW: No I write err, I write ()=
523. =(JW and BB talks over each other)=
524. TS: =JW, I wrote I write that “I think it’s good for South Australian people to have one fun () show
525. time”. "00"19
((Video footage continues for another twenty minutes predominantly these three Ss talking and occasionally
T also interacting with them. ))
Appendix C: Transcripts of 10 Lessons – 30 September 05 (Term 3, Week 10)

30 September 05 (Term 3, Week 10)

((Video starts with the time count of 47‖33. Beginning of class, only a few Ss seated. A few more Ss are at the front of the room))

1. T: How are you? Oh I'm sorry I haven't even said hello.
2. HT: ((responds with laughter))
3. T: I'm running around...
5. T: Yeah we went down and got PK's bike and put it in down the bottom.
6. HT: Ah yeah.
7. T: and so that's umm locked under the stairs a nice safe place and...
8. MR: Are we staying until three o'clock?
10. MR: ((with wry smile)) Ohhh. ((walks toward the back))
11. ((some laughter))
12. T: You will have two days, two weeks without me.
13. MR: ((looks back to T)) Nooo I don't want to do that.
14. AB: ((to T)) I have something=
15. MR: =I just feel tired.
16. AB: I have something to show you.=
17. MR: =(Let me) go home my (Auntie she is sick).
18. TS: She's sick.
19. S: Excuse me. This is a map ( ).
20. ((Silence for some ten seconds. NW is seated and resting his chin on the desk. A teacher (Nicole) from another class enters the room with one of her female Ss with traditional clothes on))
21. N: ((standing at the back of the room, trying to attract T's attention)) Excuse me=
22. T: =((continues to talk with a student)) Is there somewhere you have to go?
23. MR: =(To attract T's attention for N) Hello, hello, ello.=
24. T: =((still talking to the same student)) On North Terrace..=
25. MR: =((still attempting to attract T's attention)) Hello, ((claps)) attention=
26. N: =Good Morning ((laughs))...Excuse me Jen, wouldn't you like an outfit like this?
27. T: I would.
28. N: Isn't it special.
29. T: I would but I wouldn't look that good.
30. N: No definitely not, we haven't got the height and ahh,
31. T: Yes.
32. N: Isn't she just isn't she stunning...It's beautiful...
33. (multiple laughter from females))
34. N: This young lady whatever she wears she looks beautiful anyway. Isn't that just so special. 49‖14
35. T: =(Laughter)
37. S: Is that ( ).
38. N: No no this is, this is Indian.
39. T: =(to the student she was speaking to before) So they have to go there from one o'clock to four thirty.
40. (multiple speakers)).
41. T: So what's the plan?...
42. AB: I don't know the plan.
43. T: You don't know the plan? What's the plan? It doesn't mean that you have to be there at one, ...but probably being there at..
44. AB: But the time () ...to make a appointment.
45. T: If you are unable to make, no, it says if you are unable to come at that time. Umm so if you can go on Tuesday the fourth of October at three o'clock, there's not problem. 50‖11
46. AB: This I don't ( ).
47. T: Yeah.
48. AB: ().
49. T: Oh okay
50. AB: ()
51. T: On this one, this is a different appointment, so this one is for everybody else, NOT..
52. AB: Yes ()=
53. T: =Nor, not a (), but everybody else to go to the clinic today sometime between one and half past four. So if they are there at three or three thirty, that's fine.
54. AB: Pardon me but yesterday they told us we had to go there at one. ... We asked them then they told us we have to go at one.
Appendix C: Transcripts of 10 Lessons – 30 September 05 (Term 3, Week 10)

55. ((a few pauses. Other Ss interacting amongst themselves))
56. T: Can I give them a ring?
57. AB: Yeah.
58. ((a few pauses. HT is setting up a video camera at one front corner of the room close to T))
59. T: ((talks to HT on her newsletter on the desk)) That's gorgeous.
60. HT: Ha Ha Yeah.
61. T: ((to AB)) Okay I'll do that then…((walks towards the back to the door. Not looking at Ss and murmurs)) Sorry I'll just make a phone call about this. ((turns around at the door and starts coming back to front)) Ohh ((shaking her head and to AB)) They're not there, it's quarter to nine, it's too early for them. ((receives a piece of paper (map?) from AB and then walks pass AB who is coming from the front)) They're not open yet.
62. AB: I SEE.
63. T: ((facing the front, showing her back to AB)) Okay I'll ring I'll ring them in a few minutes at about nine, half past nine, ((accentuating an “Aussie” accent)) half past nine.
64. ((MR, AH, AB talking among themselves. MR declares he is learning Chinese and Ss talk something about Chinese)).
65. T: ((to TS, showing her plan)) We've got listening, we've got this one,
66. TS: Mmm.
67. T: We've got this one. Yes.
68. TS: () yesterday?
69. T: We were…doing the umm photo power points.
70. ((Ss’ multiple talk))
71. TS: Oh, what is it? ()
72. T: yeah, so… ()
73. ((Ss’ multiple talk for about 10 seconds))
74. T: Well, I don't know what's going on. I know about JW…I and I know that= 51"23
75. MR: Holiday already start ((laughing))
76. T: Yeah. SM is is coming but he has to ()=
77. TS: =I saw him, hospital?=
78. MR: =I still ( )=
79. Ss: =() 52"02
80. T: ((T, in an attempt to listen to TS)) Okay okay okay o ((T motions for Ss to quiet down)).
81. TS: Something umm dropped on err his finger err ().
82. S: Who…Whose?
83. S: Whose?
84. TS: SM.
85. S: (? 53"00
86. TS: Yeah. I saw him at Modbury hospital.
87. T: Okay.
88. TS: He was so tired his face was so.
89. MR: Is he okay? I rang him he didn't answer me…Is he okay?
90. TS: Yeah.
91. ((YL enters and takes a seat))
92. T: He said, he rang, he said he will come today, but he won't be able to go on the excursion, because he can't walk much.
93. MR: How is he?
94. T: ((responding to MR but unintelligible)) () Umm okay so I think he might be coming a bit late, I know JW is not coming because he's ill.
95. MR: Yeah, yeah, yeah he's ill. ((laughs slightly)) ()
96. T: But.. 54"04
97. MR: How come everybody have..
98. T: ((opens her arms to show her confusion)) What's happened? I just don't understand it, =
99. MR: =((with his right hand touching his cheek)) Holiday=
100. T: =but it's not..
101. MR: Well=
102. S: =Yesterday=
103. MR: =I start my holidays, but I respect the school. (laughs))
104. T: ((shakes her head))
105. MR: I'm coming to school.
106. T: So we're missing; GG we're missing AK. I mean…
108. T: GG's sick.
109. MR: Yeah, yeah=
110. AH: =Yeah ()=

369
Appendix C: Transcripts of 10 Lessons – 30 September 05 (Term 3, Week 10)

111. T: =as well is he?

112. (multiple speakers).

113. AH: But he told me that he would come.

114. T: Right.

115. AH: But I didn't..

116. MR: Maybe their running late.

117. AH: ( ) at the clinic now.

118. T: Okay.

119. AH: That ( ) can't come.

120. T: Right. And AK isn't here... AK is NEVER away...

121. AH: Yes.

122. MR: We can forgive him one day.=

123. T: =DL is not here...

124. MR: DL

125. AH: CN

126. MR: Miss (misses).

127. TS: ( )=

128. T: =CN, yeah we know that CN doesn't, doesn't come in the morning because he is working.

129. S: Yeh...

130. MR: NR is ( ) plays soccer in uni, I'm sure for that.

131. ((multiple laughter))

132. MR: Or he's, or he's ( ).

133. T: Well, okay, let's get working, alright.

134. S: ( )

135. S: ( )

136. T: This is this is a bit of a..bizarre thing, isn't it? We've gone from having a class of twenty four......

137. AB: A class of seven. ( )

138. AH: And Mr. Professor is not here.

139. MR: Professor=

140. T: =Ohh. (opens her arms again))

141. MR: I'm sure he is calling somewhere from public phone booth.

142. ((laughter))=

143. T: =((opening her arms wider)) Where is he? This is unbelievable, isn't it=

144. MR: =((with the hand gesture of making a phone call)) He is calling from a public phone booth.

145. T: Okay, alright=

146. MR: =All the time.

147. T: =((to HT in a softer voice)) And the sports questions as well?

148. HT: ((to T)) Ahh yeah yea the (history) as well.

149. T: =((to HT)) Yes.

150. HT: ((to T)) Yes. Abhh but it's sometimes I don't know English name of err like which way of pronouncing a different person in err like European history or yeah, ahhh, how it's generally called how yeah the ( ) or whatever is generally called.

151. T: Mmm mm...

152. HT: =(((Silence 20 seconds as HT walks towards Ss to hand out the newsletter. HT walks back to the front with leftovers))

153. HT: =Okay, (walking towards the front)) yeah something happened and I printed out in a colored...form, so it's quite exciting this time

154. T: =((laughs))

155. HT: =((laughs)) he he.

156. ((Silence as Ss read newsletter)).

157. HT: =So as usual umm yeah ummm, I got newsletter ready, for you to sort of quickly read through. Umm and at the same time I err got message from GI: she's got something to do this morning so she couldn't make it to come here, yeah, but umm she will err definitely see you again next term so yeah...she just said “hello” and err “see you next time”.

158. T: =((Silence as Ss read newsletter)).

159. T: ==((to HT in a softer voice)) And the sports questions as well?

160. HT: =((to T)) Ahh yeah yea the (history) as well.

161. T: =((to HT)) Yes.

162. HT: =((to T)) Yes. Abhh but it's sometimes I don't know English name of err like which way of pronouncing a different person in err like European history or yeah, ahhh, how it's generally called how yeah the ( ) or whatever is generally called.

163. T: Mmm mm...

164. HT: =(((Silence 20 seconds as HT walks towards Ss to hand out the newsletter. HT walks back to the front with leftovers))

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151. T: =((laughs))

152. HT: =((laughs)) he he.

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160. T: Mmm mm...

161. HT: =(((Silence 20 seconds as HT walks towards Ss to hand out the newsletter. HT walks back to the front with leftovers))

162. HT: And um err mathematics, science ( ).

163. T: Mmm.

164. HT: =(((Silence as Ss read newsletter)).

165. HT: Umm yeah,
Appendix C: Transcripts of 10 Lessons – 30 September 05 (Term 3, Week 10)

166. T: Mmmm Okay
167. ((silence))
168. T: mmmm....Did you have to sing at the quiz night, or perform?
169. HT: Ahh well not that I know of yeah I () something different.
170. T: I've only been there to () and err yeah I've only been to a couple and err each in the same place and organised by the same people and they always have it that each table has to get up and sing something.
171. HT: Ha ha ha ha.
172. T: Yeah it doesn't always go over so well
173. HT: ((laughs))
174. T: but everybody wants to get up and perform.
175. HT: Yeah I guess umm () like uni club err organised umm to do it.
176. T: Mm-hmm.
177. HT: Yeah I'm not sure what, other, like, more community events or like..
178. T: Mmm.
179. MR: ((murmurs)) Finished.
180. T: We could have a quiz day here ((laughs)) ha ha ha.
181. HT: ((laughs))
182. M: ((responding to T and HT)) Yes.
183. T: A quiz day, yes. Quiz, they're usually to raise money for something, aren't they?
184. HT: Yeah the one I went to, the last one I went to err was run by the University of Adelaide Boat or yacht club or something like that some something to do with um marine sports,
185. T: Mm-hmm...
186. HT: and err yeah I had to go there and ( ) have some money so that they could join in some competition or err something like that (later)....So
187. T: Yeah.
188. ((a short silence))
189. S: What is trivia, triv-a, triv-a? ((trying to work out pronunciation)).
190. T: Trivia.
191. S: Trivia.
192. T: ()?
193. HT: Trivia...Yeah.
194. T: Trivia questions that might be interesting to know the answer but it's not really important information.
195. S: Mmm.
196. T: Not vital information.
197. S: Okay.
198. AB: ()
199. T: ()?
200. HT: Yeah. Sometimes quite everyday knowledge but not necessarily many people know,
201. T: Mmm.
202. HT: that information.
203. TS: How about Bis-are?
204. HT: Bizarre that's disastrous, it's really hopeless to me, a sad situation.
205. TS: So it's like a shock when you ()
206. HT: Yeah it's shocking and err, ((gasps)) so it's negative and umm umm, well not enjoyable.
207. TS: Mmm.
208. HT: And I feel as if I something like, someone who, who doesn't fit in, in that situation.
209. TS: Mmm.
210. ((END OF DVD 1 (total 14"52))
((Audio-recording continues. Time counts restart from here.))
211. S: ((reacting to the video recorder beeping to indicate the tape has finished)) something is ()
212. T: () changed his mind, () here
213. HT: okay ((laughs))
214. T: ()
215. HT: That's okay
216. T: ((back to explanation)) ()
217. T: Cause the word “bizarre” is, err it has a few a few different meanings. You know the word “bizarre” means “market”,
218. ((silence a few seconds))
219. T: don't you? ()
220. TS: (yeah)
221. T: yeah
222. TS: but we call it market bazaar
223. S: yeah bazaar
224. T: Yes, that's right.
225. S: yes
226. TS: ((laughs))
227. T: yeah and and the and this is a na, and we do, too, we use that meaning, too.
228. TS: mm
229. T: You know, this is this is the same word but with a different, meaning. Yeah meaning, strange, unusual, uncomfortable…a lot of emotions in that in that word.
230. ((silence))
231. T: Yeah..."quite bizarre". You say, “Oh, that was quite bizarre". Mm. Yeah. …Mmm. Well …
232. HT: finished. (okay)
233. T: Lovely
234. HT: ((laughs))
235. T: that's very nice. Hmm, well, umm…
236. ((SM walks in))
237. T: Oh, here we go, we've got a walking wounded!
238. S: ()
239. AB: How did that happen?
240. ((a second pause))
241. T: ((mocking the potential Ss' questions in a joking tone)) What happened, how did that happen, when did it happen, what did you do?
242. MR: Okay, one question at a time
243. T: ((laughs))
244. MR: please
245. S: are you okay
246. SM: err still bleeding

((The focus continues to be SM's foot/toe injury and SM explains how he came to have an injury and what the state of his injury is now. Then the focus of talk shifts to MR suspecting that he might receive a ticket for some driving offences. Some interaction occurs before T starts distributing the handouts))
247. T: ((walking around the class, distributing handouts)) Now…
248. MR: Thank you
249. Ss: ()
250. T: ((walking back to the front)) I want to give you this, this is FEEDBACK…you know the word “feedback”, “feedback”?
251. AB: Yes ()
252. S: Mm?
253. AB: That's it?
254. PK: () ((talking to AB))=
255. AB: =No, ()=
256. PK: =( )=
257. T: =This is feedback to YOU. Now, do you remember when we had the visitors from (Organisation Name). And we worked in small groups and they asked you questions about err…what were the big issues for you, what were the kinds of problems that that new arrivals umm are having, here in Adelaide. And um and so then what they DID was um, they took the inform, took your answers, remember, ee as a group, you gave them sheet, that had your answers, and um and this is, this is the result. SO, we, and err they took the answers and put them into, categories, or topics. You know the word “category”?
258. Ss: ((a few Ss)) Yes=
259. T: =You use that word a lot in what subject?
260. ((a short silence))
261. T: categories… this is (your)=
262. MR: =they always ()=
263. T: =in Science
264. (PK):In Science
265. T: In Science…You categorise ()=
266. SM: =in Maths=
267. T: =in Science
268. SM: =Maths
269. T: =in Maths? Yes? So, these are the categories that they used, so the first one is “finance”, “payment of bills”, “health”, “rent”, “utilities”, the word “utilities” means?…."utilities"?
270. ((several seconds a few Ss murmur, not clear if their speech was directed to T))
271. T: Okay, “utilities”, we USE that, to GROUP, the PAYments that we have, or the the things that we need to to umm keep the house going, so utilities and utilities we use the, we are talking about…gas, electricity, telephone…
272. ((silence 12 seconds as T writes something down on the whiteboard))
273. T: Okay, not mobile phones, but, land, landlines, when people are talking about “utilities”, they are including those…topics. It's a word that is used in, Business Management, in Book-keeping, in Economics, …Okay, err then the second group we've got “socialisation”, which includes “loneliness”, “sport”, “partners”, so “socialisation”, having a social, life, having a connection with other people. Then we've got err “jobs”, “employment”, and “training”. MR. ((hushing MR who has been constantly talking to SM)) Then we've got “education”, “English” and “literacy”. Sorry, “English literacy”. We've got “you services information”, err dealing with organisations, “refugees' visa problems”, “climate and weather”, “family difficulties”, and “shopping”…Now, if you look at the FIRST column where it's got number, it means…ce a topic in this, group was mentioned that many times. So 21 times ss umm there were things there about “finance”, about money……And umm and then…so they're in order, you can see that they're in order. Now, where it says percent, so it says err saying that 34 percent of the responses, 34 percent of the answers, you know the word “response”?
274. MR: A response…
275. T: “Response”?
276. MR: doesn't matter.
277. TS: ( )
278. MR: ( )=
279. T: =right, a response? Err you know, so you say=
280. MR: =your response=
281. T: =something, and another person responds, to respond, so this is a noun, (writing on a whiteboard) and a verb. To respond…yep? To respond. So, 34 percent of the responses related to…finance problems. Umm…so, err this, umm this, this way of analysing information, this is called a parental…chart. “Parental”? …(writes the word on the whiteboard)”…“Parental chart”. With a parental chart, they don't have, well, w what, what are…the…top, eighty to eighty-five percent of the, answers, or issues or problems… And, you can see the top eighty to eighty-five percent are these, this first four. … … (up to here 06'00) Alright, down to eighty-percent. Alright, so, thirty-four, fifty-five, sixty-nine and seventy-nine. So eighty-fi, eighty percent of the answers, were about those top four topics. ……And, the, if you are if you are analysing data, and you're going to do some work on something, you can say, “Alright, we're going to say that we will ONLY concentrate on the top eighty or the eighty-five percent of the answers”. “We can't do anything about everything.” “But we will have a go at doing…du, doing something about these top ones”…Umm, do you have any su, are you surprised about this? Do you, do you think that these umm…that there was anything……that these are not in the order of importance? (up to here 07'00)
282. ((silence for 8 seconds))
283. T: Does it surprise you that the most problems are about money?
284. ((a short silence))
285. MR: ((murmurs)) Nah is it…
286. ((a short silence))
287. T: Can I ask you another one? Does it surprise you that family difficulties are so low?
288. ((silence for 4 seconds))
289. TS: ( )=
290. MR: =they're ( )=
291. TS: =() but most of them are um…single so ( )=
292. T: aah, a lot of, a quite a few people in the class are single…
293. S: ( )=
294. TS: =Yeah!
295. ((a short silence))
296. T: Not so many, not so many, I mean, ((to TS)) you're not, ((to NR)) N, NR's got family here, 297. NR: ((nods) yeah
298. T: SM's got family, and (')s got family here,
299. TS: ( )=
300. S: =()=
301. T: =you've got family here, you've got family here, you've got family here…
302. Ss: ((a few Ss laugh))
303. T: Yeahhh
304. ((Ss' multiple talk))
305. TS: (=)
Appendix C: Transcripts of 10 Lessons – 30 September 05 (Term 3, Week 10)

306. T: Yeah this is just this class
307. TS: ( ) just our class=
308. T: =Do you think coming to a new country brings a family together?
309. ((a few seconds of silence))
310. MR: ()=
311. T: Does it, no, I don't mean you came together, I mean, does it bring you together as people
312. AB: Yah!
313. Ss: yes
314. T: and make you feel closer
315. AB: Yah!
316. S: Yeah
317. T: Yes?
318. S: Yeah
319. S: (xxx true)=
320. TS: =You need each other more
321. T: You need each other more?
322. MR: Yeah that's true
323. T: Uh-huh?
324. AB: Maybe, we're not in Africa,
325. T: Mm
326. AB: we are doing ( ) each other because we're meeting back here, ( ) we're in different world from
327. T: Ah yes
328. AB: because ( )=
329. T: =Okay
330. AB: ( )=
331. TS: =We do, yeah, when you um=
332. T: =((to AB)) hmm
333. TS: see someone on your, I mean, in your language of your country ( ) like, ( )
334. AB: () requirements ( )
335. TS: Yeah! Yah (!laughs slightly))
336. MR: () we don't have an obligation ( )
337. AB: ()
338. TS: It's kind of ( )
339. T: Hmm
340. AB: Even someone this is not related to you now, saying that something like, co, your cousins or ( )
341. S: I think lots of ( )
342. AB: and they're coming together as ( ) the problem ( )=
343. MR: ( )=
344. AB: =violating…err we're different=
345. S: ( )=
346. AB: ( ) in Africa…
347. S: ( )
348. T: Hmm. This is something we can do something slow ( )
349. MR: ()
350. T: Mm. Okay, so, yes so I really wanted you to have that, you know that they came fr from the the
351. two people came from (organisation name), and they talked to you, and you gave them lots of
352. responses. Now they haven't forgotten your responses and they wanted you to know. They
353. looked at your answers, they looked at the things you told them, and, and being able to, make
354. this list, and then, they're going to start working on from the top to see what they can improve.
355. And already they've been doing some things for some people at College, so particularly with
356. people who had problems with childcare, in getting childcare, for their young children, that that,
357. people from (organisation name) are being able to organise that. Umm and so umm it's good our
358. partnership with them, will be one where ( ) working through these issues, see if they can do
359. some things to assist.
360. ((silence 5 seconds))
361. T: Okay, now I want you to do different things today, in small groups. So LET'S do that and HT,
362. we I know we're a pretty small group
363. MR: (absolutely)
364. ((Ss smile))
365. HT: (!laughs))
366. MR: () small groups.
367. SM: Yeah ()
Appendix C: Transcripts of 10 Lessons – 30 September 05 (Term 3, Week 10)

358. T: I KNOW...where are they...but I think we'll, we'll start that anyway, alright? Err and...((searches for handouts on the desk))

359. MR: They already started the holiday

360. ((silence 4 seconds))

361. MR: Jen, I'm sorry

362. T: I'm sorry, too...((still organising herself))

363. MR: :

364. T: Okay, ((picks up one clear folder sleeve with handouts in it))

365. SM: I started my holiday, but

366. T: ((laughing)) You did!

367. SM: ( )

368. T: ((laughs))

369. ((Ss talk amongst themselves for several seconds as T continues to organise herself))

370. T: Okay, we've got umm...((starts writing on the whiteboard))

371. ((mostly silence as T continues to write on the white board. MR and SM interact. 1 minute))

372. T: Okay, right, four things here. Now,

373. ((AH plays with his electronic dictionary and it produces pronunciation of some words))

374. T: can I s talk to you about this ( )?=

375. =((AH presses a button again. electronic voice comes out. Ss laugh))

376. T: She's talking to me as well!

377. Ss: ((laughter))=

378. T: =Oh good! I need an extra person in our room today.

379. ((Ss and HT laugh))

380. T: Umm...okay, so, some grammar...err, yes, after what happened with err books yesterday, so what I've done is I've gone in and err

381. MR: Ooh yeah

382. T: ((laughing)) Yeah! Oh yeah, that's right, nobody reminded me! We've got all organised, booking to go and get grammar books (issue) yesterday, and I explained that, but we forgot, suddenly it was the end of the lesson.

383. ((some Ss look at the door. GG is coming in. Ss laugh. AH claps.))

384. T: Okay, SO, umm there is err there's some, the first five...UNITS, in here, a chapter is, a UNIT, umm so it has an EXPLANATION, on the err......err left hand side?

385. MR: Yeah

386. T: and exercise on the ((pauses for a moment)) right hand side. Umm and the, as I said, there's five units there, and on the LAST page, ((makes a sound of drums or some sort))...answers ((flips the handout and shows to Ss))

387. Ss: ((somewhat amused)) ( )

388. T: Ooh () that, okay. Now, what do I want you to do? Umm I want you to read the explanation, and then do the exercise.

389. ((a short silence as T flips the page))

390. MR: then ()=

391. T: =Then, I want YOU to mark it, not me, YOU to mark it. But I want you to do it in a special way. I want you to mark it with a, highlighter.

392. NR: ((nods))

393. MR: Ooh, ooh

394. T: Okay? So, if something is, NOT CORRECT, can you, highlight it.

395. NR: ((nods to himself))=

396. S: ((somewhat reluctantly) )=

397. T: =Alright? And then change it. Alright? Write, you can write above it what is correct. Okay? And that way I can see easily how you're going, and YOU can see how you're going. So if there's NO highlighter on that page, you know you you've, you understand this and you can, you can apply this grammar. Alright? And if there is A LOT of highlighter on the page, it says to me, I need to help you to understand this more. Alright? So I need to find some other exercises in other grammar books to help you practise this. Alright? Umm so we're going to start this, umm......and, in next term, every week, half, of lesson..

398. MR: Grammar

399. T: four on Thursday, and half, of...

400. S: ()=

401. T: =and some sometime on the Friday we will do some grammar.

402. S: Aah

403. T: Alright?

404. Ss: ()

405. S: Very good.

406. MR: So, do we have () every day () every lessons
Appendix C: Transcripts of 10 Lessons – 30 September 05 (Term 3, Week 10)

407. T: No.
408. ((silence 3 seconds))
409. MR: We have lesson four in next term?
410. S: Lesson four?
411. T: AH, sorry, lesson three.
412. S: Yeah
413. ((some Ss laughter))
414. T: Where did that come from? Some some classes some, there're some new classes, they have lesson four
415. AB: No ( )
416. T: No rooms
417. AB: ( )=
418. T: =they have late lessons
419. S: Mm, that's lucky of them
420. T: Okay, next...(pauses)
421. ((Ss' talking noise))=
422. T: =next activity IS a bit like something else that you've done. Um I think a lot of you have done this, front...section here, which is about, umm what kinds of w things you like, or you don't like doing. Umm, but it goes on, on the...second page, umm to some other exercises and things for you to think about. So THIS, this is related to...occupations, JOBS. Alright? So, there's that activity to do...THIS activity here, is reading um this um this one, the Con Polites newspaper article. This is um, quite a LONG article…
423. ((silence 10 seconds as T is pulling out the article from a folder and showing to Ss))
424. T: Alright, we can see it's, it's, it wasn't in the paper yesterday, was it?
425. ((silence 3 seconds. T flips the paper))
426. SM: I don't know
427. T: Why do you think this is this is old?
428. NR: Coloured,
429. SM: Coloured
430. NW: coloured paper
431. T: Coloured paper. How old do you think this is?
432. MR: Ten
433. S: five years?
434. SM: No…five years? Five years old?
435. T: Saturday, January the 14th, ((slowly))1995.
436. S: ten years
437. ((AH and PK grin))
438. T: Alright, we can see it's, it wasn't in the paper yesterday, was it?
439. ((silence 3 seconds. T flips the paper)))
440. SM: I don't know
441. T: Why do you think this is this is old?
442. NR: Coloured,
443. SM: Coloured
444. NW: coloured paper
445. T: Coloured paper. How old do you think this is?
446. MR: Ten
447. S: ( ) years
449. T: Ten years
450. ((AH and PK grin))
451. S: ( ) years
453. T: ( )
454. SM: =ten years=
455. Ss: (= )=
456. T: =(ten years) old, yes, alright? Ten years. Yes...this art, this piece of paper is TEN years old ((amusedly)). Okay, so, um this article, here, umm is one for you to read and it, and this man's name, he is Con Polites…Now, err so it's pronounced, differently, isn't it, you know that word, don't you?
457. T: Polite
458. S: But he is he is err…….it the pronunciation of his surname is Polietees..
459. T: Politees. Err and this is umm one of those people
460. ((Noise: Ss look at the door as YA appears))=
461. T: =very well known in Adelaide. Very well known..
462. ((YA comes in and walks to his seat))
463. T: Um so I hope that you enjoy reading this article. As I, it is a long one, and, it IS a little bit difficult...because um, it's in columns, and ((flips the page))......I had to go onto, you know, four, it's on four pages. So, when you're going to do this, if you're not sure where the columns go, just ask me. … There is one, sheet, of questions. …You're very lucky that, I lent this, I lent this work to another teacher and I didn't get page ONE, of the questions. I've only got page TWO of the questions, and I can't find where I got this on the computer.
464. ((some Ss grin))
465. T: Alright? So, there you go. You can only do the LAST lot of questions. But they're actually, pretty interesting questions I think and, and questions once again where you'll have to give your
opinion and your ideas. So that's that, activity. (20/49) err and the NEXT one, is, now some people have done this already. This one is the Hyatt Hotel CD, the CD's in here. Thi, remember when we went to the Hyatt Hotel, and VM...showed us around, and at the end of it, um GI made a CD, an audio CD, umm there are questions here, so you fo you choose a couple of tracks of the CD and you answer these questions. So there's different kinds of activities. Now, umm NW, did you finish this already? You've done this one?

456. NW: ((nods)) Yeah
457. T: Yeah=
458. MR: =we didn't ()=
459. T: =You've done this one?
460. S: (Yes)
461. T: Who else has done this?
462. YL: ((raises his hand))
463. T: umm, YL?
464. YL: I haven't done that
465. T: umm...you haven't done it?
466. YL: Yeah
467. T: Umm...
468. MR: ()
469. T: There were couple of other people, err maybe NR? I don't know
470. Ss: ((multiple responses)) DL! ()
471. T: DL
472. Ss: ((multiple responses)) DL, DL, and JW
473. T: DL and JW. Okay. Okay; SO, probably um err maximum of four people can work on this at one time. And to do this you'll need to get the CD player, and go into, the room,
474. S: ()=
475. T: =the first room up here
476. S: last one
477. T: OR the sec, or the next door is okay, the room next door is okay, umm, to do that exercise? (22/25) SO I want you to choose what you do, but I don't want you to be sitting working alone. Alright? Because, ee, even if you're working on the grammar, it's good to be working, just to be with somebody. So you can, you can work in here, or you can work in other rooms.

478. ((silence for a few seconds))
479. T: There you go. You have to choose what you would like to do. 23/00
480. ((noise and Ss' talk as they start moving 7 seconds. Some Ss are coming to the front to obtain handouts))
481. T: ((to MR examining handouts spread over the front table)) Yeah, take, take one thing to start with, and when you, when you've done that, (in a louder voice, to the whole Ss)) now with the grammar, you don't have to do the five units this morning. You might only do one or two, then go on to do something else. 23/22
482. ((Ss keep moving))
483. T: ((to YA who is still in his seat)) Now YA, you need to choose what you would like to do. It's up to you.
484. YA: Grammar ((and gets up))
485. T: Grammar ((laughs))
486. YA: ((walking towards the front desk, emphasises his point with hand movement)) I come here because of grammar.
487. T: You love the grammar
488. YA: ((leans over to examine a range of handouts))
489. T: That's the grammar.
490. YA: Yeah ((grabs the handouts))
491. T: ((points to the other handouts)) this one is about err personal interests and job,
492. YA: Min
493. T: preparing and looking at different kinds of jobs that you might like to do?
494. YA: ((murmurs and signals to another student and leaves the front desk with grammar handouts))
495. YL: ((returns from elsewhere)) We didn't find the CD player.
496. T: Where is it...it MIGHT be in the storeroom.
497. ((YL and T walks toward the door. YA raises his hand to greet to GG))
498. T: ((to GG seated in his seat)) Still feeling sick?
499. GG: Yeah
500. T: JW is sick as well
501. GG: ((gets up)) really?
502. T: mm ((leaves the room)) 24/50
503. ((GG leaves. YA seated back in his seat and starts working on his own. Beside him is AB. They keep
working quietly till 30‖15))

504. T: ((returning from outside with GG)) Okay, take these…((picks up handouts and hands them over
to GG)) There you are. Alright? ((looking aside)) Okay, take it easy.

505. ((GG leaves. T murmurs, picks up a piece of paper and leaves))

506. ((YA and AB continue to work silently))

507. T: ((returning from outside, talking on the phone)) err here he is, just a moment, I just check…((walking
towards AB with a phone. To AB)) AB, what's your family name?

508. AB: B.

509. T: Oh, ((speaks through the phone)) yes, it is B. Yes, B ((spells out))……((listens to the phone))
((to AB)) err, what's your date of birth, AB? ((steps further to touch a paper in front of AB))

510. AB: err ((attempts to tell T his birthday verbally, then is prompted by T to write it down. AB writes
down while vocalising what he is writing))

511. T: ((informs the person on the other side of the phone with AB's birthday)) ()

512. AB: ()

513. T: ((talks on the phone and nods)) okay, terrific. ……………Mm, okay, right…….yeah, it is, it's
excellent……no, no, that's great……………….yes, it's good, ((laughs)), okay thank you very
much. (hangs up the phone)……

514. AB: What did he say?

515. T: ((places the phone down. To AB)) Okay, now, when that says between 1 and 4.30, it means, at
time

516. AB: I know.

517. T: Yeah, yeah, that's one thing, and the other thing is…umm, umm ( ) doesn't need to go
today.

518. AB: Yeah.

519. T: but anybody in your family who has NOT HAD a skin test…

520. AB: Ohh

521. T: =You know a ski, and you you haven't

522. AB: ((shakes his head)) I haven't.

523. T: You haven't, and that's why she checked. And she was, () was supposed to have it at the College,
but for some reason that didn't happen. So, now, what about other people in your family?

524. AB: ((shakes his head)) err two of them have, one haven't=

525. T: = two have. Anybody else hasn't?

526. AB: Yah.

527. ((T and AB continue to talk about the skin test and an appointment related to the matter on the day
till T leaves at 40‖00. AB resumes work. YA has been working on his own all this time. At 41‖35
T returns with some documents and walks to AB. T provides further explanation on the
appointment and the clinic that AB and his family will visit. T asks if AB wants to make a phone
call. AB says yes but for some reason gets up and walks out of the room.))

528. T: ((walks to YA)) how are you going?

529. YA: Good

530. T: Good fun?

531. YA: Yes, good!

532. T: ((pats YA's back and laughs))

533. YA: ((laughs happily))

534. T: ((walking away from YA)) () you know grammar is good if you can use it

535. YA: Yeah, yeah

536. T: () ((leaves the room))

537. ((YA resumes his work. AB returns to his seat, makes a phone call to the clinic, and then resumes his
work. Video footage continues to show YA and AB working quietly. At one point NW walks in
to obtain another worksheet. YA and AB continue working. Video ends))

END OF DVD 2

14‖52 + 1'02‖22 = 1'17‖14
21 October 05 (Term 4, Week 1)

(Most Ss already seated, the class is about to begin. TS appears to be negotiating with other Ss where to sit down. GG shifts NW’s bag from where it is to the desk next to DL. TS places her bag on a desk where NW’s bag used to be placed and then walks around the desks to get to the desk where she placed her bag. NW comes back. A few Ss come back to their seats. 30 seconds recorded on the video)

1. T: Well, morning everybody
2. Ss: ((greets to her))
3. T: Yeah this is a GREAT beginning, a great beginning this morning, umm everybody’s been here, you’re all here on time; it’s fabulous. And, um and
4. ((YA comes in))
5. T: YA in fact was here
6. S: Wonderful
7. T: SO early, SOO early
8. ((YA grins))
9. T: everyone=
10. MR: =((slightly sarcastically)) WEEELLdone Mr Professor=
11. T: =some people were here REALLY really early and got in there on the computers and, I hope you were doing some work? And err, umm, yeah, so this is really good. ((01’05)) Um I’ll pass around the time-in/time-out sheet,
12. ((JW comes back to his seat from outside))
13. T: so you can put exactly the time you came today=
14. Ss: ()
15. T: =on that. Eight? Eight o’clock?
16. YA: ((nods))
17. T: It’s it’s good, isn’t it…(really get going) ((01’23)) ((Explicitly addressing the whole class again)) Um, so this is what I would like us to do today, I was just saying to HT that I think I’ve got…here on my desk I’ve got enough wo…
18. Ss: ((minimal reaction to T’s words))
19. T: this is only one day only…so, we’ll start off with GI and HT talking to you, giving you their feedback, and
20. ((YA looking at JW, passing something (probably a pen) to him))
21. T: then we’ll do some grammar from the book, remember () we started that last term. Then we’re going to do an assignment, …umm, then we’ll finish off that video, then we’ll look at
22. ((JW returns what he borrowed from YA))
23. T: college handbook…((02’12)) err then we’ll look at the VOCABULARY for the sexual health program on Tuesday. So, you know, we’ve had gambling, housing, equal opportunity…
24. S: (police)
25. T: Police, yeah, that’s right, police and the law?
26. TS: alcohol
27. T: alcohol…and smoking? (right)?=
28. S: ()
29. T: and so this…the next Tuesday is the last one, and it’s one on sexual health…alright, how to be…healthy, not ill, or how things happen that we don’t plan, or what to do if that happens. Okay? And then, umm err just so, you know, the sexual health sessions are different to the other sessions that we had. Because the sexual health ses, sessions are separated. The men are together, the women are together. Okay? So it’s not combined. And so, and the groups are quite small, not that huge group of people, or smaller groups, with err, and the men have a couple of men teachers with them, the women have couple of woman teachers with them…so you can be a bit more relaxed…((03’38)) Err and then this afternoon we talk about the excursion, where people…go different directions, and when you get back from the excursion I’ve got you a writing to do about that……so a lot to do today, with some variety…today… So, GI and HT, would you like to…start?
30. ((Silence a few seconds))
31. ((H steps forward with newsletters at hand))
32. HT: Okay…today is a bit special for me, compared to other regular err visit to City Campus, and I hope you will find out why in the newsletter. So I will pass them around…((starts distributing the newsletters)) And I’d like to do something different today, which is to read this letter…myself…to you, in a loud voice when you get…the letter. ……Okay; so err this letter is the issue fourteen. Greetings from HT: “Dear Jen and students, Greetings to all! Konnichiwa! In Japanese. We hope, we, GI and I, hope you had a nice break. Well, actually, I met some of you yesterday, already, but never mind about that. In this issue, I, HT, would like to use this newsletter as an opportunity to say farewell, to all of you. As some of you may still remember, I’m going to
China soon. In fact, I'll be gone in ten days time...((continues reading the letter, and while HT continues to read, at 6'05 mark PK arrives))...This concludes the formalities of my official greetings. But please do not say goodbye, or sayonara in Japanese to me yet, as I will still be seeing you a little next year, sorry, next week, in computing class and probably in maths class"...so...that's it “Yours Truly, HT and GI”

33. Ss: ((gives HT a hand))
34. HT: Thank you
35. S: ((asking Japanese greeting)) (what is that?) Konnichiwa
36. HT: Konnichiwa! Sayonara. ((laughs))
37. T: ((laughs))
38. HT: Ohayo! Good morning.
39. T: That's some Japanese...can you remember some Japanese=
40. S: ((asks H about handwritten signature in Japanese characters on the whiteboard))
41. HT: AH! Yeah, I forgot to tell you...I signed my name in Japanese characters.
42. MR: ((appears to be referring to the first two characters)) HT
43. HT: ((pointing out each character)) this, err this is H-T, so my surname first, T, that is the first two characters, then the last two characters are H. So that's how I write my name in Japanese.
44. MR: Is that (Chinese also)?
45. HT: Is it? Well, you're learning a bit of Chinese, err, as I get to see you, yesterday, so I thought, why not to appeal myself ((bursts into laughing)) in Japanese character
46. MR: Okay
47. HT: ((withdrawing from the front of the class)) Thank you
48. Ss: { } (((some are looking at Japanese characters still))
49. T: ((comes back to the front)) Okay. So, this morning's grammar. Err you have the textbook that you borrowed yesterday from the resource centre?
50. MR: ((puts his textbook high up with his hand to appeal to Ts from the far back))
51. T: and also...you...the...Ss who were here...at the end of last term, also have this ((shows the bundled booklet))...bundle...umm from chapter one to chapter five...so people who were here, umm last term, have got this...the people who weren't here...obviously, haven't got this...just want to explain the process...um...for eg, for example, if you have finished...err first you should be doing these exercises. The photocopied ones. Has anyone finished all of these?
52. Ss: Yyyeah
53. MR: (xxx seems)=
54. T: =Some people...((to MR)) You finished them all?
55. S: Yeah
56. T: Great. Umm I'll just talk to you in, in a moment. Who else has finished all of these?
57. Ss: { }
58. MR: Did we do that last Friday?= 09’17
59. Ss: =we we did it then=
60. T: Right,
61. MR: That's from the last Friday's lesson 09’10
62. T: Yeah,
63. MR: { }= 11’05
64. T: =yeah, I know, yeah I know where it was
65. S: { } because I wasn't there
66. T: Okay. And anybody else who has, finished...this, I'm asking, anybody else who has finished
67. MR: ((puts his hand)) I think I did
68. T: You finished?
69. MR: Yeah, we did that in groups=
70. T: =((dismissing his comment)) mmm okay, ((to another student)) Okay so you finished?
71. S: Yeah ()
72. T: Right.
73. S: And NW ()=
74. T: =Okay. I'll talk to the people who finished in a moment. (11’10) The, other students, umm if you got this from last term, then you continue with it. But I'm not gonna give you another copy if you haven't...got it here. Alright, I've only got the copies for people who weren't here at the end of last term=
75. S: =() I don't remember where ()=
76. T: =right
77. Ss: =()
78. T: Right, then I suggest, if you don't remem=
79. S: =()
Appendix C: Transcripts of 10 Lessons – 21 October 05 (Term 4, Week 1)

80. T: if you don't remember where you are up to, I want you to start from unit 6. Unit 6. ((11:47))…Now, what do I want you to do… I want you, to, read, the unit; read all of this explanation. If you, umm for example, just look at unit one, everybody…

81. ((Ss starts opening the textbook))
82. T: So, page 2…
83. ((Ss keeps pulling the book out))
84. T: err on the, left hand side you have the explanation, of this, this piece of grammar…
85. ((Some Ss start sharing the book to look at))
86. T: umm… page, page 2…
87. TS: (unit)
88. T: unit one…
89. ((silence 5 secs))
90. T: yep, okay, so you've got the explanation of the grammar on the, left, and you've got the exercise on the right…… except for the, for the…photocopied units, after you've done the photocopied units, what you need to do is, you need to read this, you need to write your… answers to the exercise on a piece of paper. …When you're writing your answers to the exercise on the piece of paper, please be sure that you make it clear at the top, you put the heading, unit, du du du, and whatever the grammar is that you're practising… And then do the answers to the exercises.

91. ((NR reaches out forward, touches DL by the shoulder to pass the sheet (attendance sheet?)))
92. T: When you finish all the answers to the exercises
93. ((On passing the paper to DL, NW points to the left to indicate where the paper should go next. DL takes a quick look at the paper and decides instead to pass it forward to PK))
94. T: …are you all listening? You need to turn to the back of the book
95. ((PK receives the paper from DL and examines the paper))
96. T: and you need to check your answers. If, you, when you are checking your answers, if you've got something incorrect, something not correct, with a… highlighter, I want you to highlight that on your page. Then when I'm coming around and looking, I can easily see, “ah… how many mistakes? 3 mistakes. Mm, not too bad. 5 mistakes. Okay, THIS person needs more practice with that piece of grammar.” Okay? Also for you, so you highlight the error, and above it you write the correction. Okay? So you will work at your own speed. ([14:30]) And, every Friday, there will be some grammar time. Alright? Every Friday, there will be some grammar time… Okay? So, you'll need to bring this book… to college on Thursday, to the city campus on Friday. Alright? ([14:55]) You can see how many units are there in this book?

97. MR: 17…
98. ((silence as Ss start checking the units))
99. T: Oh, look! What a surprise…
100. MR: 86
101. S: (90)=
102. MR: =86
103. S: (more than 86)
104. T: One hundred!
105. S: One hundred, yeah
106. T: One hundred.
107. T: and you need to check your answers. If you, when you are checking your answers, if you've got something incorrect, something not correct, with a… highlighter, I want you to highlight that on your page. Then when I'm coming around and looking, I can easily see, “ah… how many mistakes? 3 mistakes. Mm, not too bad. 5 mistakes. Okay, THIS person needs more practice with that piece of grammar.” Okay? Also for you, so you highlight the error, and above it you write the correction. Okay? So you will work at your own speed. ([14:30]) And, every Friday, there will be some grammar time. Alright? Every Friday, there will be some grammar time. And every Thursday, there will be some grammar time… Okay? So, you'll need to bring this book… to college on Thursday, to the city campus on Friday. Alright? ([14:55]) You can see how many units are there in this book?

108. MR: =so=
109. T: =you do some at home=
110. MR: ( ) take them back home and then=
111. T: =you need, yeah, that's right, so, err and I want you to keep all of your sheets together, on this, all of your exer, where you've done your exercises, I want you to keep them all together. You must not write in the textbook, okay, that's not used (to) like that.
112. S: ( )
113. T: Okay, two hundred… that's the last one. So between NOW, … and…… the end of the year… you've got a hundred units. See, you got, you have to see how many you do. Alright? You, obviously you can do some at home, as well? If you only do them in class, you probably won't, get… more than about, thirty, finished. But, if=

114. MR: =so=
115. T: =you do some at home=
116. MR: ( ) take them back home and then=
117. T: =you need, yeah, that's right, so, err and I want you to keep all of your sheets together, on this, all of your exer, where you've done your exercises, I want you to keep them all together. You must not write in the textbook, okay, that's not used (to) like that.
118. S: ( )
119. T: Okay? These are terribly expensive books…
120. BB: But this one, somebody wrote (on this) already ( (complains that the answers are already written on the book he borrowed))
Appendix C: Transcripts of 10 Lessons – 21 October 05 (Term 4, Week 1)

120. T: Oh yikes. Okay, that's terrible ((walks to BB)) I, I'll rub that, ((takes the book from student and goes back front)) err yeah I'll swap you, for this morning I'll clean that up and I'll, I'll give it back to you. (takes a book from her desk, walks back to the student and passes the book to him) If somebody else's done that, it causes err ((walks back to front again)) that's not good for you, is it? It's terrible…

121. ((Ss checks their books))

122. T: Alright. So, this morning, we're going to work until twenty, ah sorry, ten past nine, ten past nine this morning on grammar.

123. MR: ((in surprise)) twenty minutes?

124. T: Yes…

125. ((Ss starts moving))

126. ((to another student)) So you need to rub that out. You need to rub that out.

127. ((AB comes to the front))

128. T: ((to the whole class)) Okay, now, who wasn't here at the end of last term? ((Not looking around the classroom at this moment; gives worksheets to AB at the front))

129. ((NR puts his up as he grins, DL put his hand right up))

130. T: Right, if you weren't here at the end of last term, I'll give you these…((walks around and passes the photocopied exercises to relevant Ss)) so you can…you can write on these. But if you WERE here at the end of last term…you have to use the sheets you had or ( ) ((continues to pass the sheets. After that, she return to the front, leaves the remainder of worksheets))

131. ((MR walks to the front, goes to the box where Ss' clear files have been stored. After a while, he gets his file and SM's and goes back to his sheets. MR passes the file to SM. A few Ss start to do the exercise but the majority are discussing amongst themselves. While this is happening, T leaves the room and then comes back))

132. T: ((appears to be talking with GI)) Okay, so…((mostly intelligible talk))…I got…

133. GI: ( ) the new, the new handbook ( ) that's a new one

134. T: Yeah ( ) new one. But unfortunately it doesn't have a flowchart in it. ( ) for this one. And that flowchart ( ) book

135. GI: Yeah

136. T: and

137. GI: ((referring to the grammar exercise book Ss are using?)) this is a nice (textbook)……

138. T: Yes

139. GI: do they do ( )

140. T: It's not as a central subject; it gets combined to the English. And it includes um…( ) …some of the includes what Australian (citizens) and what we've been doing, or systems in ( ) that you can (use)… and, goes to…um……issues such as…some economic ( ), sexual harassment, um… and SACE, what's SACE, …for some of the works that we've been doing,

141. GI: ( )

142. T: is part of that, and…( )=

143. GI: ( ), cause, this doesn't sound, looks like it doesn't,

144. MR: =((having opening the textbook)) excuse me, Jen…

145. GI: =sort of, quite so much interaction before they jumps into the SATACS=

146. MR: =((with his hands put up)) Jen?==

147. GI: =in it ( )

148. T: No=

149. MR: =Excuse me=

150. T: it doesn't…yeah and…

151. MR: excuse me, …( ) start from unit one or…

152. T: No, you start with whatever unit you are at. So what unit are you at?

153. S: unit six, unit six,

154. MR: this paper ( ) ((appears to be saying that he does not remember how much he did already))

155. T: Alright, start at six=

156. MR: =()=

157. T: =start at six.

158. MR: Six? ( ) ((starts doing exercises))

159. (silence)

160. ((PK turns around to NW and DL. Three of them talk amongst themselves. PK appears to be asking for a sheet of blank notepad))

161. T: =((to another student)) right, so you start at unit 6=
Appendix C: Transcripts of 10 Lessons – 21 October 05 (Term 4, Week 1)

165. =((NW tears a sheet from his notebook and gives the sheet to PK. PK takes the sheet, and thanks NW.))
166. ((silence))
167. ((MR feels for his backpack))
168. ((PK turns back to NW again. They exchange words but the interaction is unintelligible))
169. ((T and GI continue their conversation but mostly unintelligible))
170. GI: ()
171. T: ((talking about the college curriculum handbook)) Yes, () are smaller. The (format) is smaller anyway. () The writing is smaller, there, there is (less) error on the pages…
172. ((MR gets up and walks to the front to obtain either his file or exercise sheet. PK and DL interact))
173. ((silence))
174. T: much more economical production …
175. GI: () It's a huge amount of()
176. ((it appears that all Ss finally started doing exercises at this point))
177. T: Yeah…in the in the other one, um…a number of (pages xxx) Stage 1, Stage 2 subjects, and () subjects.
178. ((silence. AB gets up and leaves the seat))
179. T: and they're grouped, and it's a bit further () then, you know, and um () it's…gone
180. ((Instantly PK and GG put their heads up; PK looks at GG, GG looks at T))
181. ((silence 4 seconds))
182. GG: Are you speaking to me?
183. T: No, I said, ahhhh, you're like me, my name, you know, people say, "Oh, okay", "yes, yes?" No, I said, "it's GONE"
184. ((Ss laugh, then resume work))
185. GI: I knew someone once called “Yu”
186. T: Yes
187. GI: And it's so difficult to ()
188. T: Yeah
189. ((T & GI then exchange related comments amongst themselves, before returning to the previous topic))
190. ((AB returns to his seat))
191. T: ()
192. GI: Yeah, these ones are brilliant
193. T: () You're right, pathways
194. PK: ((asks if he needs to write down the question onto his piece of paper together with his answers)) Do I need to write ()?
195. T: No you don't need to write down the question, just the answer.
196. S: Just the answer?
197. T: Yes, just the answer.
198. ((long silence as Ss work on their own))
199. T: ((moves across to BB with a grammar workbook, returns his book from which pencilled handwritings have been erased. Comes back to the front of the classroom with her grammar workbook)) Um, someone else has a book with writing in it?
200. PK: ((flicks pages of his workbook, opens the section where handwriting is, turns the workbook around to T and passes over the book to her. In return, PK obtains T's book. Opens up the book to find the exercise he was working on))
201. =((MR and SM briefly exchanges words to help each other?))
202. =((PK searches for the relevant page. The book almost closes itself; YA briefly examines what PK has been doing and then assists PK by holding one side of the workbook for him for a couple of seconds. They appear to be sharing the book. PK finds the page he wants opened, checks YA's worksheet and starts working again))
203. ((long silence))
204. GG: ((to PK)) ()
205. PK: ((picks up a bunch of papers (handouts or worksheets?) from his desk and then puts it onto the front desk))
206. ((long silence: over 3mins. Meanwhile, T and GI leave the room))
207. ((MR and SM talk about grammar exercise intermittently in a low voice. Other Ss remains working individually: over 2mins))
208. ((SM gets up and leaves the room))
209. ((long silence))
210. ((GG reaches out for SM's desk. Tearing noise. GG obtains a sheet of notepad from SM. SM comes back. As SM walks through the back of MR, SM and MR exchanges words. They continue)}
interacting in a low voice. PK looks back at them for several seconds and then resumes his work))

211. ((silence))

212. ((MR and SM continue to work together intermittently. About 3mins))

213. ((AB, perhaps half losing his concentration, joins MR and SM. This goes for half minute or so))

214. PK: ((opens his backpack and puts something in. After this, he turns back to the right hand side, knocks on the desk behind him where DL is seated. PK plays with DL's hair, then exchanges words with (BB?). PK puts his arm onto DL's desk))

215. DL: ((raises his head, and looks around)) Ah?

216. ((T and GI returns)) 38"56

217. MR: T, do you () this (copy)…

218. T: your ans, your answers

219. MR: All the answers, ohh

220. T: ((to MR)) Now, if you, now, if something is wrong, what are you supposed to do?

221. AB(?): highlight it

222. MR: ((continues to work))

223. T: ((with hand gestures)) highlight it, highlight it

224. PK: () ((asking T where to highlight, pointing at the book and then his notepad with his pen))

225. T: ((gaze at the ceiling as if to show her despair))

226. ((PK and DL laugh))

227. T: ((comically, laughing)) () You are pulling my leg, aren't you! You ARE pulling my leg! ((laughs, then shifts a few steps to AB))

228. AB: I have something ()

229. ((Interaction between T and AB. Unintelligible))

230. T: ((still to AB)) () is a noun, () is a noun. ((turns around and walks a few steps toward the front of the classroom. Stops and turns around again)) (40"00) Now, um what I didn't check this morning was that you've all got a highlighter here…Has everyone got a highlighter?

231. S: (I don't have xxx)=

232. Ss: =Yeeeahhh ((small response))

233. NW: ((to T)) I only got them (xxx)

234. T: terrific. COOOL ((walks to the front of the classroom))

235. Ss: ()

236. T: I've got two highlighters

237. ((PK indicates he wants one))

238. T: ((walks around with highlighters, gives one to PK)) Okay, right (gives another highlighter to BB). They're not for you to keep; can you give them back to me at the end of the day……((puts up the highlighter pen package which is now empty. To the whole class)) there should be four in here, then you can see (). Um, okay, (40"55) ((looks at the clock on the wall)) everyone it's time to stop with your grammar this morning… but now, you know the process……? Right, you know what, to do, …okay, so can you put your grammar aside, (maybe) on the corner of your desk, and at the end of the day, ((receives her grammar workbook from PK)) if we still have, extra time, you can, go back to your gra, grammar work.

239. T: (that one)

240. S: I see

241. T: ((to AN?) () reporters. Reporters we saw outside the Hyatt

242. T: ((noise))

243. T: ((to a student)) this one, dear. ()

244. S: ()

245. T: ((passing by))

246. S: ()

247. T: ((walks to the back corner of the room. She goes to GG's desk. She first picks up leftover handouts and notices GG still has his grammar book open. To GG)) Oh, GG, you got to stop. You've got to stop that. () (then takes his grammar book away, closes the book and places the book at the corner of his desk together with his notepad))

248. T: ((as she leaves his desk, to GG)) Right, ()=

249. MR: =(Excuse me, xxx)
Appendix C: Transcripts of 10 Lessons – 21 October 05 (Term 4, Week 1)

256. T: =((letting go of MR's utterance, walks pass MR, and then returning to the front)) Right, here we go. “Working in Australia.” MMM, Some of us love working in Australia. Umm…….what I've given you here, is a Stage 1 assignment. Stage 1 ESL. Stage 1 is equal to….?

257. Ss: Year 11

258. T: Good, okay. Err in Stage 1 ESL students do six assignments a semester. Um, at least, six, usually six. And, of those assignments, some of them are a combination of written work, spoken work, and presentations. This one is like that. So in this, this assignment some of the work is wra, written work, some of that is, speaking to a person, and, then, it's presenting to the class. So let's look through this assignment…we're going to, practise this assignment today, with GI and HT and myself, you're going to practise it, and then you're going to go, and do this assignment again on your own…Right, so today is very good practice. So, what is the task? “Interview a person in a community about their work. Write a report of the interview, present the report orally to the class.” ((45‖18)) Now, when I ss, that very first statement, “interview a person in a community about their work”, it means you must, ask questions, interview. ((45‖30)) Somebody, who is NOT, me, or GI, or HT. Somebody else, about the work that they do. And NOT somebody who is in your class… You, could, interview; somebody you know who, who works in a dairy, near where you live, someone who knows you, in a shop, …you could interview, um your…priest, your (imam), you could interview…somebody who works at College… Now, there are a lot of different jobs at College; for example, there are people in the student centre, BSSOs, there are people who work in the science, area, people who work in the computing area, um there are… ((coughs))

259. S: (garden)=

260. T: =people who work in the front office,

261. S: (garden)

262. T: =in a garden, yes, our mate (Andy), Andy’s supposed to come in this morning, to see us! …Um…there are people who work in the library…so at College there are quite a lot of people who are, workers, err anyone you know outside of College, you can, ask as well. So it might be somebody you know; a friend of yours, who's got a job! It might be a relative of yours who's got a job. Somebody who's got a job ((47‖20)) and they're paid to do that job. So, can't be somebody who is doing volunteer work…Not volunteer work. Needs to be somebody who is paid to work….Okay?

263. YL: () work and part-time…

264. T: Part-time's fine, yes, part-time is not a problem. Mm-hum? ((47‖45)) Yep……okay……Now, you have to write a report of the interview, and you have to present…a, a report…to the class… So let's go through this exercise. “Plan at least twelve questions. Find out such information AS, the name of the title of the job, the role, the duties, the tasks, what the person has to do in their job. The background to getting the job”. ((48‖25)) How did they…get to the point of getting that job? “Personal requirements”. “Training”.”Training” is another word for… ((49‖40))

265. MR: ((coughs))

266. T: What’s another word you use instead of “training”?

267. MR: () previous skills maybe?

268. T: Previous skills,

269. S: =learn, to learn something, learn,

270. S: =learn=

271. T: =“learning”, “learning”=

272. S: =and course, courses=

273. T: =education courses= “experience”. Alright…if they've done, what work have they done before, or what have they done before that gave them the experience for this. “Responsible to whom”?

274. MR: () (murmurs))

275. T: Right? For example, in MY job, who am I responsible…to?

276. Ss: (students, xxx)

277. T: Brad, that's right

278. MR: Principal=

279. T: =Brad, the principal. That's right. So “responsible to whom?” means “who is your direct boss?” Who is the person above you, in the job, in the workplace?…Umm, hours

280. MR: How many hours () =

281. T: =how many hours, what kind of hours, are they REGULAR hours, the same time every week? Or do they find out and ask you to come in and work, …err with very little warning…what's the maximum number of hours a week you can work? What's the minimum, number of hours a week you can work? ((NOTE: Ss are not taking notes at all)) “Clothing”? What kind of clothes do they have to wear on the job? “Equipment used”…what kind of machines, or electrical equipment does, does the person use? …“Safety and health risks”. Every occupation, has got some, things that the person has to be careful about for their health, and also for their safety, so they don't have accidents, or they're not in a dangerous situation. So what are the, risks for them? “Difficulties and problems”…”Facilities”
Appendix C: Transcripts of 10 Lessons – 21 October 05 (Term 4, Week 1)

282. S: What do you mean facilities...
283. T: Facil...what are the facilities? Umm...if you're working in a bank, you expect that there’s a staff room where you can have lunch. You expect that there are...staff toilets. You expect that there is hot water so you can make tea or coffee. You expect that there is a refrigerator so you can put your lunch there...So what are the FACILITIES for the people when they are working in that place? Adva, err some places you get a parking space. Other other places there is no free parking. Things like that. “Advantages, or benefits, or privileges”...Err in some jobs, people are given......AH, they are given free food to take home at the end of the night. (To NR) Are you?
284. NR: (sometimes)
285. T: yeah, okay. Um some, sometimes people are given tickets to things. Umm, you know, tickets to the football or tickets to...the theatre...
286. SM: Adelaide Show
287. MR&SM: ((grinning)) Adelaide Show
288. SM ((grinning)) the Adelaide Show?
289. T: Yes,
290. ((MR puts his head down to the desk instantly))
291. T: sometimes people are give, given um free lunch! They are taken to lunch or things like that. So what are the advantages or benefits or privileges? “Advantages” also means, you know, “what are the good things about doing this job?”......Not just “what do you get?” but you know, “what are the good things?” Sometimes advantages are you get to learn new skills......Umm, and the “Effect on family life”, of doing that job. How does the person and the family, manage?...
292. SM: Can you, can you explain what, about the last one=
293. T: =the last one?
294. SM: Yes
295. T: Yeah, for example, if the person is working as a CASUAL worker, and they're going to be phoned up by the, by their supervisor, the supervisor is gonna say, “Alhm, can you come in tonight, from...seven, till, till eleven?”...Err if a person's got, got a, a family, or family commitments, then that, that might be, quite difficult, they might have to get somebody else to look after the children, somebody else to pick up their children from the school. Umm...so, you know, sometimes it really does make a difference to family life. ((53′43″)) Remember I told you a bit about some people wor, working in the factory where one...um where the wife is working in the day shift, the husband's working in the night shift, or the afternoon shift; when she is leaving, he is coming to work, and they see each other in the car park...and that's when they say, you know, “You've gotta pick up the children and so and so sick and this has to be paid” and, and off they go.
296. TS: What's the (wedding) for?
297. Ss: ((laughs with a sympathetic tone))
298. T: ((laughing)) What's (the wedding) for
299. S: Life!
300. T: That's ()=
301. S: ()=
302. T: =you know, for some people this is=
303. S: ()=
304. T: =((in a much louder voice to talk over Ss)) A WAY, of, of managing. Right? And some people have=
305. MR: =That's not the way=
306. T: =done this, they've done very, very well and they're very successful, at doing that, and, and they use those hard years to establish themselves.
307. TS ((almost sighing)) Uhh
308. T: Yeah
309. MR: It doesn't work
310. T: It works ()
311. MR: If you see wife for fifteen minutes for a day, what is that?
312. T: ((laughs))
313. MR: That's not the life ()
314. TS: Yeah
315. T: ((laughs)) Oh, well, for me, fifteen, seeing my husband for fifteen minutes a day would be wonderful, wouldn't it
316. Ss: ((laughs))
317. T: that'll be something new. Fifteen minutes a day! Gosh!
318. Ss: ((laughs slightly))
319. T: Are you shocked? ((laughs)) ((55′04″)) Um, okay, so, you know, what are “the effects on family life?” Right, sometimes they're very good things. For example, in err, some teachers who work in particular schools, um say, they work in a private school, for their children to go to that school,
the, the parents pay…lower fees. Right, maybe half the fees. (xxx it) That's a benefit to the family…

320. GG: Can you repeat about “Training”?
321. T: “Training”?
322. GG: Yeah=
323. T: “Training”’s another word for ed, education, or courses that you do.
324. GG: Before? Or within the ()=
325. T: =Before or within the job. That's right. It's before the job, or even while you're DOING the job.

What training are you getting…Um, right so those are, those are topics for you to find information about. (56"12) Now, here's the process: plan the questions. Now, here I've got you to plan the questions with your partner. What we're going to do is to divide you into three groups. And, one group will interview HT, one group will interview GI, and one group will interview me. So, in your group, first, you'll have to plan your questions……Okay. And, and write those questions down so everyone in your group has the questions. Then, you'll have to plan the interview. (56"55) Now, it's easy today because we are here. You don't have to do much to plan the interview. When you are ready to interview us, then you'll have to say to HT, or GI, or I, “We're ready now. Can you come and we'll interview you.” BUT, that's okay today, but when you are finding somebody outside of this class to interview for your assignment, you'll have to, contact that person. Or maybe it's somebody that you see regularly, so that's not a problem, but probably you'll need to phone that person, or you'll need to go and see them, and arrange the time for the interview. (57"47) Now, you must do this interview BEFORE next Friday. Got that?

326. MR: (with his right hand up) ( ), I have one question
327. T: (continues without attending to MR) No, you must do this interview=
328. MR: =(stunned, lets out a suppressed laugh, and looks up the ceiling, leaning over the wall behind him and rests his head)=
329. =((SM also laughs and looks at MR))=
330. T: =before next Friday
331. S: =next ()?
332. MR: Yeah=
333. T: =Pardon?
334. PK: next Friday ( ) next week=
335. S: =before twenty-seventh?
336. T: Err…
337. Ss: ( )
338. T: Is that day next Friday? That's it.
339. BB: next Friday
340. T: Okay?
341. ((PK turns to BB and grins))
342. BB: ( ) Friday=
343. T: =So you’ve got to, you can’t go to sleep on this. Alright? You can’t say, “I’ll leave that. I’ll leave that.” When you’ll leave here today, you’ll have to be thinking and planning. Right? (58"25) So you need to contact the person. You need to work out the time, you need to explain to them what you’re doing. You need to ask them if they will…be happy to answer your questions about their job. (58"45) Right, not personal questions so much, but questions about their work.

344. S: (how much xxx)
345. T: =(laughs) and you see there’s nothing there about money (laughs))
346. S: =Why? (AN? AB?)
347. T: =Oh, sensitive subject (laughs))
348. Ss: =(laughs slightly))
349. T: =Always a sensitive subject. (58"58) Um, now, you’ll also have to, plan, to tape that interview. If you’ve already got a tape recorder, then you can use that. If you haven’t, then you have go to the library and arrange to borrow one……Yeah? The Resource Centre, we’ve got plenty of small, cassette players. Arrange to borrow a cassette player. (59"30) I will be listening to your tape. And I will be listening to check, that you are speaking English.

350. Ss: =(laughter)=
351. T: =Because, I know, if you were interviewing someone who spoke your first language, it would be very tempting for you to talk to them in your first language, wouldn’t it?
352. MR: AAAHHH
353. S: ( )=
354. Ss: =(laughs))
355. T: =(laughs)) (1'00"00) Now it MIGHT BE that=
356. =((MR talks to SM))=

387
Appendix C: Transcripts of 10 Lessons – 21 October 05 (Term 4, Week 1)

357. T: =their English is not fantastic and it might be that=
358. =((MR and SM talking))=
359. T: =you do ask them a little bit in your first language. But you must have MORE THAN fifty percent of the interview in English. Alright? More than fifty percent must be in English.
360. S: () to listen
361. T: Yeah
362. Ss: ((laughter))
363. T: I WILL=
364. Ss: =((laughter))=
365. T: =I'm, I'll be listening=
366. MR: =so that's to mean…mmm ((stops for a work, waves his hand))…( ) we will present to you our interview, so you'll be listen to the cassette player
367. T: Umm, no, that's just one part of it.
368. MR: ((in a slight disappointment)) Errr
369. Ss: =((laughter))=
370. MR: =But ()=
371. T: =I'm not listening, I'm not listening to everyone's whole interview. I'm going to listen to parts of the cassettes to be sure that you're speaking in English. Right? But, now, you'll do a presentation to a group of students and me.
372. AN: =(( of…PowerPoint?=
373. T: =No, ah, you, oh you CAN use PowerPoint if you like to. You can if you like to. But you'll have to do that in your own time…yeah, ( ). But you're welcome to do that. Mm.
374. MR: =((knocks on the desk and murmurs))=
375. T: =Okay, so now, MR, is that a question?=
376. MR: No
377. T: =Alright. Okay,=
378. MR: you already answered=
379. T: =((alright), are there any other questions about the interview?=
380. S: =Mmm=
381. AB: =I don't know, we didn't have a lot of time.=
382. T: =a lot of, no, I have not given you much time, I know=
383. AB: =()=
384. T: =I know.=
385. Ss: =()=
386. AB: =me myself ( )=
387. T: =Not enough time?=
388. AB: =I have only one person to interview, but I don't know…she only have, Friday…and we didn't have to…give it by the…by the lesson on Friday…she's only having Friday at home.=
389. NR: =((teasing)) She is!=
390. T: =Okay, so=
391. NR: =she is!=
392. Ss: =((laughs))=
393. T: =I'm being quite=
394. Ss: =((laughs))=
395. T: =unkind with the time=
396. Ss: =she is! She is!=
397. T: =line. Am I?=
398. Ss: =She is!=
399. TS: =Umm
400. Ss: =((laughter))=
401. T: =Can you understand why I've given you a short timeline?=
402. S: =No=
403. T: =I've given you a short timeline because I don't want you to say, "Ah, I'll do it next week" or "Err, I'll I'll leave that err" and it doesn't happ, err all right, okay. I will be a bit more reasonable. It must be finished the Friday after. So not next Friday, the af, the next Friday after that, which must be…fourth=
404. Ss: =fourth=
405. T: =of November=
406. Ss: =of November=
407. T: =Fourth of November.=
408. =((short silence))=
409. Ss: =((talk among themselves)) ()
410. AB: =That's good.=
411. Ss: =((talk among themselves. Some write the date on the handout)) ()
Appendix C: Transcripts of 10 Lessons – 21 October 05 (Term 4, Week 1)

412. T: Unbelievable…mmm, Friday, the fourth of November.

413. ((Ss’ talking noise))

414. T: So, can you write that date on this sheet? On your assignment sheet? So that’s the DUE date.

415. NR: deadline…

416. ((short silence))

417. T: Yep, good, deadline, the due date, or the deadline

418. MR: after () date…

419. ((silence))

420. NR: ((puts up his hand to ask questions))=

421. S: fourth of November=

422. T: =Yes, NR?

423. S: ()=

424. NR: =How about ()? () before that date?

425. T: ()=

426. S: ()=

427. NR: All right, okay

428. AN: How big is it meant to be? () words

429. MR ((with his right hand up)) I=

430. T: =How many words?=

431. MR: =Yeah)=

432. T: =I’m only looking for a short (presentation). Probably, umm, two hundred words is enough.

433. TS: Umm, so…we have to…err=

434. AB: =We have to ask question and answer that=

435. T: =((to shut AB up)) EXCUSE ME, excuse me,

436. ((AB stops, MR makes a hand gesture to mean “Shhhh!” to AB, and then puts his hand up))=

437. TS: =Yes err after you got um the answer from that person, you have to write um ((clears throat)) the report about…that person?

438. T: Yes

439. TS: And umm…

440. S: (next) person

441. TS: () person, okay

442. T: Yeah you’re gonna present it to the small group of students and the teacher

443. S: ()

444. T: Now…AB?

445. MR: ((complaining that he wasn’t picked)) I was before

446. T: No, AB was. AB?

447. MR: I put the hands before=

448. AB: =() question, are we supposed to ask the question and, and if she give us answer we write the question and the answer=

449. NR: =She=

450. Ss: =()=

451. NR: =She, she, she

452. ((laughers))

453. T: Your=

454. MR: =the person=

455. T: =your REPORT is=

456. Ss: =she, she)=

457. T: =about the answers

458. AB: ()

459. S: only “she”?

460. Ss: ((joking amongst one another and laughs))

461. AB: “They”!

462. S: () know “she”?

463. ((laughters))

464. T: Okay everyone, OKAY, thank you…they’re pulling your legs (up)=

465. AB: =Yah!

466. ((laughters))

467. T: Yeah

468. AB: because ()=

469. T: =you know, you know, there’s a LARGE NUMBER of people in Australia who are, “SHE”=

470. Ss: =”she”

471. AB: Yah!

472. ((laughters))

473. MR: I have a question with “she”!
Appendix C: Transcripts of 10 Lessons – 21 October 05 (Term 4, Week 1)

474. SM: Which, which one is, higher? “He” or “she”?
475. T: You're asking HT, GI and I?
476. SM: Yeah=
477. T: =who is higher? “SHE”!
478. ((laughter))
479. SM: ((laughing, with opening arms)) ( )
480. MR: ((smiling with the hand circulating in front of him)) Who is higher here
481. T: No, “SHE”!
482. ((laughter))=
483. TS: =I think he means, the number, like…
484. Ss: ( )
485. T: Oh, you mean, a higher number?
486. Ss: Yeah
487. Ss: ( )
488. T: Women…
489. Ss: ( )
490. T: women. Men
491. Ss: ((noise))=
492. T: =men die earlier. Men die earlier.
493. Ss: ((laughter))=
494. MR: ((puts his hand up))…I have one question.
495. T: Right, ONE question
496. MR: ((with his hand on his face)) Well ( ) forget it ( )=
497. Ss: ((laugh))
498. MR: ((puts his hand up))…I have one question.
499. T: Right, ONE question
500. MR: ((with his hand on his face)) Well ( ) forget it ( )=
501. T: Okay ((and beats her desk with some metal to draw Ss' attention)) Back on task. So about, you're asking me about the written report. Your written report can be your question, the answer,
502. AB: Yah=
503. T: =your question, the answer. I'm happy with that. Question-answer. When the person is speaking on the tape, they might say a lot, and then you write a short answer to your question. So long as it's got the main information…Um when you're doing the presentation to…to the group of students and me, umm you will need to go through each of the topics, and the answer to each of the topics.
504. MR: ((puts his hand up))…I have one question.
505. T: Right, ONE question
506. MR: ((with his hand on his face)) Well ( ) forget it ( )=
507. Ss: ((laugh))
508. MR: ( )
509. T: Good, we'll move it on. Right, err when you introduce the person, how will you introduce yourself to them? How will you explain what you want to do and why? And how will you ask your questions politely? These are the things for you to think about, and to be prepared…Errm sometimes you'll need to ask questions when you don't hear the answer properly, or when you don't understand…the answer. What can you say? So you can practice that today. So when GI and HT, HT and I answer your question in a way that you don't understand, make SURE that you ask us to explain that AGAIN…Make it clear that you didn't quite understand; you know that word? Um that phrase? “I didn't QUITE understand”
510. ((short silence))
511. S: ( ) say, “Sorry but I didn't quite (understand)” …I mean is that the ( )
512. ((short silence))
513. MR: ((recapping the phrase extremely slowly)) AAAI don't understandand
514. S: ( )
515. T: Umm it means,
516. ((AN, sitting closest to the video, turns to the video and smiles)) approx.1'08"55
517. T: I understand some but not a 100%. Yeah, that's a nicer word, isn't it? ((1'09"00) Umm, right, now sometimes the answer you get will make you think of another question that is not on your list. It's okay to ask another question. That's called err, what you will call a “follow-up” question, and there's no problem with that. If the question wasn't in your original list of questions, you can add another question in there…Umm, how are we going to organise it today? We are going to look, as I said, we are going to have three groups. And, in, first in your group you'll have to work out what the questions are. Everybody in the group has to have a list of questions…so you'll have to work out the questions. Then you are going to interview GI, HT or I. When you are interviewing, one person will ask the question, two people will WRITE the answer, and there
should be another one or two people who can just listen. So you'll have to work out, in your, in your group at first you'll have to work out: “Question one—who will ask the question? / who will write the answer?; Question two—who will ask the question? / who will write the answer?” You are all right with that? So you have to know that BEFORE you start the interview. So, EVERYBODY gets a turn asking questions, everybody gets a turn writing the answers…Okay with that? Umm, now, how are we.

518. Ss: Yep ((some Ss just nod))
519. T: Right. Now, I'm going to go around the class and I'm going to use “the counting system”: the one-two-three. Okay? ((looks around the class, pointing at each student as she calls a number)) So, you're a one, a two, a three…a one, a two, a three…a one, a two, a three…a one, a two, a three…okay? So do you know your number?

520. MR: ((shaking his head)) No!
521. Ss: Yes ((YA puts his hand up to indicate “Yes”))
522. T: Ohh gimme a break!
523. SM: ((to MR)) you're three, you're three
524. Ss: ((talking noise unintelligible))
525. T: ((laughs))
526. Ss: ((talking))
527. T: (number one)=
528. MR: =I'm number two! One!
529. T: Right
530. MR: One, I'm one.
531. S: ()=
532. T: =Okay. So now we need...three different places for you to work. Group one can stay in this room, and work in this groom, this groom? Did I say this “groom” or “room”? 533. MR: () groom
534. T: (laughs) groom. Group two could go to the next room (and) over there=
535. ((group two Ss start moving))
536. T: Group three can go into the next room and work there.
537. Ss: (start moving to their assigned work zone. Multiple speakers. Some are having fun with the word “groom”. T laughs as well.))
538. MR: () number one, number one!
539. S: What are we going to do?
540. MR: Okay, () staying
541. PK: Number one!
542. YA: What am I ()
543. T: You find out
544. TS: ((to YA)) Three! Yours
545. S: ()
546. TS: ((to YA)) I told you
547. T: ((moving across to leave the room. to PK or DL)) I'll talk with you (in a minute)
548. PK: ((to AN)) You're in the one so we are working together
549. S: ((to T)) ()
550. T: Yes, ()…One, one, go to ()
551. ((T walks out of the room. Ss keep moving to their designated work zone.))
552. TS: ((to YA, pointing at herself)) I'm one, ((pointing at another student)) two, ((pointing at YA)) three, ((pointing at PK)) one, ((pointing at the desk behind PK)) two,
553. ((Ss moving, interacting, while YA still trying to work out which group he is in))
554. MR: HT are you staying with us?
555. HT: ()=
556. TS: =((to YA)) No, you have to share with group three! Not () ((pointing herself)) I'm in one!=
557. MR: =((walking to the front of the classroom from the back. To YA)) YA, YA, Go! Professor, professor, you're going there.
558. YA: All right
559. MR: ((with smile)) PLEASE go!
560. ((YA slowly packs up his gear; TS laughs and walks around the desks toward the classroom door))
561. MR: ((to TS)) You're group one! Don't go!
562. YA: ((YA shrugs his shoulders and gets up)) Where's group two? 563. S: Group one!
564. MR: ((TS)) Where are you going?
565. YA: I don't go (home)
566. MR: Here's one
567. TS: OK ((walks toward the centre of the classroom))
568. MR: I'm going to listen. I'm going to do this () ((waves his hand in front of the camera and laughs))
Appendix C: Transcripts of 10 Lessons – 21 October 05 (Term 4, Week 1)

569. ((YA walks out of the classroom))
570. PK: MR, you’ll ask and ((to AN)) you will write the (second xxx)=
571. AN: =()
572. MR: So ()
573. TS: We have to sit somewhere
574. MR: () prepare for you
575. TS: () ((stares at MR with hustling gesture))
576. ((TS, MR, PK start rearranging the desks))
577. GI: ((gets up, walking towards HT with video camera)) Are you gonna stay?
578. HI: Um…yeah
579. ((GI walks through to exit the classroom))
580. ((TS gives instructions to the fellow group mates where to sit down))
581. TS: PK, AN,
582. ((MR returns to his seat. PK, AN join))
583. ((HT, with a tape recorder in hand, approaches the student group. HT asks Ss’ permission to place the recorder on their desk))
584. TS: Yeah, yeah
585. ((HT places the tape recorder))
586. MR: ((to HT)) Do you wanna sit here?
587. HT: Well…okay, I’ll sit very quietly ((rearranges the tape recorder. Briefly moves out of the video sight))
588. ((MR picks up an additional chair and places it to his side. MR gets seated again))
589. TS: So…we have to ask questions
590. AN: ()=
591. =((PK, with only hand gesture, asks MR to pick up PK’s notepads that is left on the desk at the back of MR. MR turns back and picks it up for PK))=
592. AN: =()
593. TS: Yeah we have to ask questions ()
594. ((BB returns to the classroom and joins the group. BB takes the seat))
595. MR: ()
596. TS: ((taps MR’s arm)) Okay, but, like, we have to…umm…How…are we gonna ask like um…
597. S: ()
598. TS: ()
599. MR: ()…some working from there…do the office work…and…
600. TS: () but ()
601. MR: ()
602. PK:
603. TS: No you’re ask this person like not ()
604. MR: yeah
605. TS: asking to
606. MR:
607. TS: so you have to say, “I’m ()
608. ((PK and AN interact?))
609. MR: like “do you wear ()”
610. TS: ((pointing at PK)) ()
611. PK: ()
612. TS: Mm
613. PK: () ()?
614. BB: ()
615. TS: ().
616. BB: ()
617. TS: No, I don’t know
618. MR: ((makes some gesture with his hands)) ()
619. BB: ()
620. TS: Okay ()
621. BB: ()? It’s like ()
622. TS: No! You wear clothes like () like
623. BB: () official
624. TS: Oh
625. BB: ()
626. TS: Okay
627. PK: ()
628. BB: ((makes an extensive explanation))
629. MR: () working like err=
Appendix C: Transcripts of 10 Lessons – 21 October 05 (Term 4, Week 1)

630. BB: =() this one
631. TS: Mm
632. BB: ()
633. MS: ()
634. TS: ()
635. ((Ss write down something))
636. MR: ()
637. TS: No…()
638. AN: ()
639. MR: (So the person must be xxx)
640. AN: ()
641. BB: ()
642. MR: So () politely ask ()
643. ((Ss discuss polite ways to ask questions))
644. MR: () polite way ()
645. PK: So what do we do?
646. ((Ss discussion))
647. MR: () SBS…Messenger…
648. TS: No you have to say, “I’m MR,
649. MR: ()
650. TS: Oh, ( ) I’m from XX College and
651. ((student discussion))
652. BB: ()
653. ((SM briefly returns to class. SM picks up his stationery.))
654. T: (returns to the classroom) All right, now…((authoritatively, with upright chest and index finger pointing at the worksheet)) Do you understand?
655. TS: Mm-hum=
656. T: =There must be, there are fifteen topics, there must be at least fifteen questions. Right? EVERYbody,
657. MR: So we can ()
658. TS: Oh
659. T: Everybody, the sa, same, work out the questions for THIS ((leans over and points at the particular topic printed on the sheet on the desk)), and everybody writes it on their paper
660. TS: Mm-hum=
661. T: All right? ((waves her hand)) WHY haven’t you got…((picks up some handouts in front of PK)) what have you been doing? ((flicks the handouts and examines the contents)) WHAT are you doing with this paper? This is not scrap paper. You haven’t got paper!
662. TS: ()
663. T: you haven’t got paper?
664. TS: (Yes I got) ((reaches over to where she was seated earlier))=
665. T: ==(to TS) you got paper
666. ((TS gets up and feels her bag for paper))
667. S: ()=
668. T: =you haven’t got…GET SOME PAPER.
669. MR: ()
670. T: I’m getting…((turns to MR)) NO! Get up and get yourself some paper! I’m going crazy here.
671. ((PK grins))
672. T: There is some paper over there in the corner ((points at a front corner of the classroom))
673. S: Ooh, ooh
674. T: =still pointing at the same corner) ()
675. ((PK gets up))
676. T: ([MR turns around, looks at the corner, starts moving])
677. S: ()
678. T: Are you, are you at school? Or where?
679. ((MR with smile on his face gets up and walks to the front corner))
680. T: So is () the paper
681. ((TS, BB and AN put some smile on their face))
682. MR: ()
683. T: ==(shakes her head, talks over MR) (), I just ((shakes her head with disapproval)) not like that,
684. ((PK returns and provides each student with a piece of paper))
685. TS: Thanks, PK
686. MR: (just like that, please)
687. T: NO, okay. Now. So everybody needs a copy of the question,
Appendix C: Transcripts of 10 Lessons – 21 October 05 (Term 4, Week 1)

689. T: and everybody needs the s, you must leave a space (so you can) put the answer

690. ((PK finishes distributing paper and walks back to the front corner of the classroom))

691. TS: Yep

692. ((T nods to TS and leaves the group. MR walks round the desks toward the back of the classroom where he was originally seated. MR picks up a pen. PK returns and joins the group. T walks toward the front. MR returns and joins the group. MR asks BB to get up so MR can walk through to his current seat. BB gets up.))

693. MR: ((returning to his seat)) Sorry

694. ((BB sits down))

695. TS: Okay, the name and ()

696. ((Ss discuss amongst themselves))

697. TS: No, no, “Can I have your name, please?”

698. PK: ((directing his group mates; pointing at TS)) ()

699. TS: Okay, okay what's your ()

700. ((Ss discuss))

701. TS: don't, don't write () we have to agree

702. MR: ()

END OF DVD 1.

<<Duration of lapse in recording not recorded, but estimated to be within three minutes>>

DVD 2 starts.

Video footage continues to capture the same group of Ss discussing amongst themselves during the group work. T leaves the room. Ss keep discussing.

A few minutes into the second DVD HT and Ss exchange words, the details of which are unintelligible but pertaining to the interpretation of “personal requirements” to get a particular job. Ss keep discussing.

The audio tape recorder stops operating at about 4'45. HT and Ss interact at this point again. HT picks up the recorder and notices that it has stopped operating and exchanges another few words with Ss. All of them laugh.

Ss resume their discussion while HT replaces the tape. <<Audio recording resumes when video time count is 5'15>> HT then returns to Ss, places the recorder near them and leaves the scene. While she does this, Ss continue their discussion with minimal reaction to HT. They continue to discuss how to formulate a question on “personal requirements”.

At around 12'20 HT returns and checks the tape recorder. HT then stands a little away from Ss and quietly observes the discussion.

Ss have some unresolved discussions and at 13'00 TS turns to HT and asks questions. The focus is what the appropriate question about “responsible to whom” would be. Ss appear to be confused with what exactly they are supposed to ask about this point and some of them suggest to HT yes/no question forms. HT explains that with yes/no questions Ss may not be able to obtain the kind of information they need. Ss try their ideas (about the question phrases) against HT. HT attempts to provide further explanation without providing possible answers. HT and Ss keep discussing, with TS asking further questions on the nature of information that Ss are supposed to obtain through this question, and so forth. At around 16'00 Ss reach their agreement on this point and write down their question. HT leaves the desk. Ss continue their task.

At 20'20 NR from the other group returns to the classroom, initially to obtain his water bottle from his bag, and then briefly joins the group. Ss “empathise” with one another. At 20'40 NR leaves the group and SM, again from other group, returns to the classroom and walks to his seat. SM leaves. Ss continue their work. At one point it looks like MR is complaining about something (possibly his ideas not being taken up) and is comforted by TS and BB.

The work continues until 22'25 when T enters, checks where Ss are at, and tells “( ) Ok um when you finish ten, um have a break”. DL from other group comes in and stands beside the group and watches the group. T leaves. AN and DL interact, in which AN tells DL not to watch him and DL frowns and pats AN’s back. DL leaves. Ss work out the question on “equipment”.

At 23'45 MR finishes writing down the question and leaves the scene to have a break. Within a short while other Ss finish writing and the break starts for them at 24'00. One by one Ss leave the room.

At 24'13 AN asks HT if he can stop the audio-recorder. HT says yes. AN stops the audio-recorder at 24'16.

Video stops at 24'33. <<Break time. Duration not recorded>
Appendix D: 1) The 2005 Draft
(Cover Page and Index Only – Full Text Available upon Request)

NOTE:
This appendix is included on pages 395-396 of the print copy of the thesis held in the University of Adelaide Library.
Appendix D: 2) The 2006 Draft
(Cover Page and Index Only – Full Text Available upon Request)

NOTE:
This appendix is included on pages 397-398 of the print copy of the thesis held in the University of Adelaide Library.
Appendix E: Excerpts of NAP Curriculum-Related Drafts

1) The Core Component and Purpose of NAP

The core content of the NAP curriculum moves from the self through to the world as it reflects the development of individual learners. It encompasses cultural knowledge and understanding and language. (The 2005 draft, p.23)

The purpose of the New Arrivals Program can be understood as supporting new arrivals to learn about and use the English language for immediate and long term needs related to:

- Settling into the Australian schooling and societal context
- Accessing mainstream curriculum
- Accessing community resources
- Exploring and developing personal interests
(The 2006 draft, p.3)\(^9\)

2) The Consequences of Not Controlling the Dominant Language

In Australia, the dominant language is Australian English. Control of the dominant language has an impact

- at a personal level: to satisfy personal needs such as social interaction; to widen their networks; reading for pleasure or to extract information relevant to personal interests or hobbies
- at a school level: to participate successfully across the curriculum, confidently and accurately interpreting and producing both informational and aesthetic texts. Being a confident and competent user of English, both spoken and written is one of the main prerequisites for full participation in the school curriculum. It links to retention, engagement and well being
- for post school options: to develop language skills and cultural understandings necessary to gain entry to and successfully meet the demands of tertiary education and the workplace
- as members of society: to gain understandings and the use of Australian English to exercise their Australian citizenship and critically evaluate and influence to the society in which they live.

Limited English skills can provide a great source of disadvantage and inequity. Without proficient language skills it is very difficult to demonstrate understanding, express one’s view and be heard on a par with language proficient peers.
(The 2005 draft, p.3)

\(^9\) The 2007 curriculum provision {DECS, 2007 #15} built on this description and elaborated the point as follows: “The purpose of the New Arrivals Program (NAP) can be understood as supporting new arrivals to participate in new cultural contexts, specifically the multiple contexts within an Australian school and the wider community” (p.5). Participation was linked with a number of contexts, namely: Youth culture, local neighbourhood, NAP classroom, sport/leisure, health services, family in Adelaide, immediate school community, wider schooling community, cultural group in Adelaide, family in Adelaide, extended family, school learning areas, employment, extended network, broader cultural group, Australian history, politics, media, values, global economic, political and social context.
Appendix F: Seven Types of “Difference” Identified in the 2005 and 2006 Drafts

### Type 1
- New arrivals also vary in a range of other factors: visa class...
- Learners of ESL are at various stages of development in their first language and draw, in varying degrees and ways, on their first language as a basis for developing English.
- New arrivals bring with them varying levels of proficiency to communicate in a variety of modes.
- The notion of conflict and managing conflict differs with different cultures.
- Groups learners flexibly – eg with similar or differing English language abilities ...

### Type 2
- be explicit about the cultural / school expectations of the use of language as it may be different than the expectations of the new arrivals eg in some cultures students are not expected to discuss.
- Handwriting has special attention all year levels especially where students first language script is different than English.
- A student's first language provides word-order and word-formation norms which are more than likely to be different than for English.
- In addition, some languages have a written form which is considerably different than English, ...
- The degree to which similarities and differences exist between first language (including a dialect of English) and Standard Australian English may impact on the rate of English language acquisition.
- Nap learners will develop an interlanguage. … which needs to be recognised as a legitimate and valued stage of learning. It should not be seen as incorrect English or a poor attempt at English. (The 2005 draft, p.11)
- In learning English errors will occur. There needs to be a balance between correcting errors to ensure learners maintain enthusiasm to use the language. (The 2005 draft, p.15)
- Some students come from countries which have different teaching styles than those in Australia and students may need to be explicitly taught the skills required to be successful in Australian schools.
- There may also be differing expectations in the role of parents/caregivers and the nature of communication between home and school.
- NAP learners may come from educational systems which have different practices than mainstream Australian schools.
- However the rate of progress can be different than with L1 learners. NAP learners need to have their progress acknowledged even if the rate of progress is slow.
### Appendix F: Seven Types of “Difference” Identified in the 2005 and 2006 Drafts

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<tr>
<th>Type 3</th>
<th>• The <strong>difference</strong> between first and second language learning</th>
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| Type 4 | • Use English for a variety of purposes and contexts and for **different** modes of communication: speaking, listening, reading, viewing  
• This requires control of **different** forms of questions, paralinguistic cues, gestures, lexical choice, intonation, stress, rhythm.  
• Students also need to learn the **different** intonation and stress patterns of English. In terms of making oneself understood in English, stress plays a major role.  
• They need to transfer these skills and develop the specific skills of working in **different** modes in **different** contexts in a new language (English) in a new cultural environment. |
| Type 5 | • use range of strategies to support learning, which reflect **different** models of thinking eg to learn spelling – use charts, vocabulary lists and dictionaries  
• use Thinking hats, Bloom’s Taxonomy and multiple intelligences framework to plan for **different** levels of thinking  
• uses a range of question types to provide **different** levels of scaffold and challenge  
• **varies** the content or topic, methodology and tasks |
| Type 6 | • the capacity of the school to be inclusive of **different** cultural practices may impact on a student’s feeling of safety in the school environment.  
• Learners who come from **different** cultural and linguistic backgrounds have much to contribute to the future of the country and have much richness and resilience on which to personally draw.  
• acknowledge **differing** cultural norms in the classroom and wider communities  
• is proactive in catering for **different** needs rather than reactive  
• Thus the sense of connection with others and the capacity to contribute to the community, is established when paralinguistic and linguistic features of the communication are congruently understood by those involved in order to manage **differences** positively and avoid conflict. |
| Type 7 | • explore the connections between situations – both the similarities and **differences** |
Appendix G: Three Types of “Diversity” Identified in the 2005 and 2006 Drafts

<table>
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<tr>
<th>Recognition</th>
<th>Factors</th>
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<td>• New arrivals also vary in a range of other factors: visa class...&lt;br&gt;• New arrivals, as with all students, are diverse in age, gender, ... and a range of responsibilities in the home.&lt;br&gt;• Learners of ESL are at various stages of development in their first language and draw, in varying degrees and ways, on their first language as a basis for developing English.&lt;br&gt;• New arrivals bring with them varying levels of proficiency to communicate in a variety of modes&lt;br&gt;• The notion of conflict and managing conflict differs with different cultures.&lt;br&gt;• On the other hand new arrivals will also bring a range of positive, empowering characteristics. These may include...&lt;br&gt;• Learning profile refers to learners’ preferred mode of learning. This can manifest in a number of ways...&lt;br&gt;• The school needs to consider how it demonstrates its valuing of cultural and linguistic diversity and the religious or cultural practices of the student.&lt;br&gt;• ...many new arrivals, ... contribute to the cultural and linguistic diversity of the schools and society. Where this is embraced positively, our new arrivals benefit of the school, community and society.&lt;br&gt;• using the diversity within the class as a resource&lt;br&gt;• Groups learners flexibly – eg with similar or differing English language abilities ...&lt;br&gt;• to bring awareness that the learners has many skills&lt;br&gt;• Support and value students’ language and cultural background and their unique and individual needs, interests and life experiences.</td>
<td><strong>Affecting the educational practitioners</strong>&lt;br&gt;• ...the support of children and students from culturally and linguistically diverse backgrounds who are learning English as a second or additional language is within the DECS state strategic plan.&lt;br&gt;• The diversity of NAP learners impacts on the curriculum that is delivered.&lt;br&gt;• New arrivals will vary greatly and this includes their diversity of gender expression. Expressions of gender beyond the stereotypical need to be supported.&lt;br&gt;• ...new arrivals classes...have the range of English language abilities. New arrival teachers need to be skilled in accommodating a range of needs and establishing differentiated practice</td>
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### Affecting the new arrivals

- Some of these elements of diversity are risk factors to their accessing the curriculum.

- Their world views are changing and broadening through contact with others of diverse backgrounds and the new culture affecting the way that learners approach learning in their environment, how they apply their creativity, wisdom and enterprise and how they work to develop these skills, limited by their expertise in English.

- The length of stay in NAP depends on a number of factors including on-entry level of English and experience of schooling.

- As a result of a range of factors including prior educational experience and learning style preference, some students will be strong orally and others strong in reading and writing.

- Reasons for coming to Australia also impact on whether the new arrival engages in English. If the new arrival was not involved in the decision to come to Australia they may remain silent in the classroom as they are choosing not invest energy in English or building or forming friendships in Australia.

- Adult new arrivals have also had a range of employment experiences...Coming to a new country and having to learn a new language can be a disconcerting and disempowering experience..

### Support & Services

- There are a range of specialist support services for new arrivals including bilingual support, Community Liaison Officers and a Guidance Officer.