

Université Sorbonne Nouvelle - Paris 3

ED 625 MAGIIE - Mondes Anglophones, Germanophones,

Iranien, Indien et Etudes Européennes

Thèse de doctorat en didactique de l'anglais

Christiane CHARON

**Student-Educator Tandem with Indigenous  
Students in Urban Australian Boarding Schools**

*Two case studies in translanguaging pedagogy*

Thèse dirigée par Madame la Professeure Claire Tardieu

Soutenue le 10 Septembre 2020

**Jury :**

M. Anthony LIDDICOAT: Professeur, University of Warwick

Mme. Karin KLEPPIN : Professeure, Ruhr-Universität Bochum

Mme. Aliyah MORGENSTERN : Professeure, Université Sorbonne  
Nouvelle - Paris 3

Mme. Marie-Françoise NARCY-COMBES : Professeure émérite,  
Université de Nantes

Mme. Claire TARDIEU : Professeure, Université Sorbonne Nouvelle -  
Paris 3

# Le Tandem élève-éducateur avec des élèves indigènes dans les internats urbains en Australie

## *Deux études de cas en pédagogie du translanguaging*

### **Résumé**

Cette recherche vise à étudier et rendre-compte du potentiel de l'apprentissage en tandem entre des élèves indigènes<sup>1</sup> et des éducateurs non-indigènes. Depuis 2016, l'intégration des langues indigènes est devenue une exigence officielle pour toute l'Australie. Grâce à un modèle de tandem créé spécifiquement dans lequel les élèves enseignent leurs langues à leurs éducateurs non-indigènes, je propose une manière d'avancer vers l'égalité des langues dans des internats urbains australiens.

Les bases théoriques de ce modèle tandem rassemblent la pédagogie ELF, la théorie du translanguaging telle que élaborée par García et Li Wei (2014) et García et Kleyn (2016), la pédagogie critique et l'éducation en « heritage languages ».

Afin de répondre à la question de recherche « dans quelle mesure des élèves indigènes et des éducateurs non-indigènes peuvent-ils bénéficier de l'apprentissage en tandem dans un internat urbain ? », j'ai choisi la recherche-action. J'ai d'abord testé le modèle de tandem pour lequel j'ai choisi le nom de « student-educator tandem » (SET) avec quatre élèves âgés de 11 et 13 ans internes dans une école de Darwin en 2016. Les langues des élèves sont le Kunwinjku, le Maung, l'Iwaidja et le Gupapuyngu. Cette étude exploratoire a fait émerger une gamme de stratégies d'enseignement et de feedback.

Une étude de suivi dans un internat à Adélaïde a été mise en place en 2019 par une tutrice indépendante. Les deux élèves (de 14 et 15 ans) participant à cette étude ne parlent aucune langue indigène ancestrale, mais se définissent comme parlant l'anglais dit « Aboriginal English ». Au lieu d'un apprentissage linguistique, c'est la construction effective d'une relation interpersonnelle et le développement de compétences interculturelles qui se sont révélés comme étant les principaux bénéfices du modèle de « student-educator tandem » dans ce contexte.

***Mots clés : élèves indigènes, Australie, tandem, tutorat, translanguaging***

---

<sup>1</sup> J'ai choisi le terme « indigène » dans ma traduction du résumé malgré les connotations négatives en français afin de rester fidèle au terme « Indigenous » en anglais. « Indigenous » est le terme de référence utilisé de manière inclusive dans le contexte australien pour les personnes aborigènes et celles qui sont d'origine des Torres Strait Islands (Burridge et al., 2012, p. 7).

# Student-Educator Tandem with Indigenous Students in Urban Australian Boarding Schools

## *Two case studies in translanguaging pedagogy*

### **Abstract**

This research explores the potential of tandem learning between Indigenous students and non-Indigenous educators. Since 2016, the integration of Indigenous languages into all school curricula has become an official requirement for all Australian states and territories. In a specifically devised tandem model in which the students teach their home languages to their non-Indigenous educators, I propose a practical way of moving toward language equality in urban Australian boarding schools.

In its theoretical underpinnings, this tandem model brings together English as a Lingua Franca pedagogy, translanguaging theory as elaborated by García and Li Wei (2014) and García and Kleyn (2016), critical pedagogies and heritage language education.

To answer the research question: “To what extent Indigenous students and their non-Indigenous educators can benefit from tandem learning in an urban Australian boarding school?”, I have chosen an action research approach. I first trialled the tandem model which I have chosen to call “student-educator tandem” (SET), with four students between the age of 11 and 13 in a boarding school in Darwin in 2016. The students’ home languages were Kunwinjku, Maung, Iwaidja and Gupapuyŋu. During this exploratory study, a variety of teaching and feedback strategies have emerged.

A follow-up study at a boarding school in Adelaide was conducted in 2019 by an independent tutor. The two students (aged 14 and 15) participating in this study did not speak any ancestral Indigenous languages, but identified as speakers of Aboriginal English. Instead of language learning, effective interpersonal rapport building and intercultural competencies development emerged as the main benefits of the student-educator tandem model in this context.

***Key words: Indigenous students, Australia, tandem, tutoring, translanguaging***

# VOLUME II

## APPENDICES<sup>1</sup>

### List of Appendices

APPENDIX 1: Iwaidja animal names .....	484
APPENDIX 2: My home environment in Iwaidja .....	485
APPENDIX 3: Iwaidja elements word list .....	486
APPENDIX 4: Maung people and kinship word list .....	489
APPENDIX 5: My family in Maung .....	498
APPENDIX 6: Maung fish and sea life word list .....	499
APPENDIX 7: Iwaidja animals word list .....	505
APPENDIX 8: Text in Yolŋu matha from Elcho Island.....	508
APPENDIX 9: Spelling worksheet for Yolŋu matha.....	509
APPENDIX 10: “This is Me” text from Yirrkala .....	510
APPENDIX 11: Swamp animals text from Yirrkala .....	512
APPENDIX 12: Text in Kunwinjku .....	530
APPENDIX 13: First Iwaidja session – Describing my home environment .....	539
APPENDIX 14: Family vocabulary in Maung .....	547
APPENDIX 15: Bible study homework and short Iwaidja quiz.....	551
APPENDIX 16: Second Iwaidja session – Describing the environment.....	558
APPENDIX 17: Third Iwaidja session – Animal names .....	559
APPENDIX 18: Final Iwaidja check – Animal vocabulary. ....	567
APPENDIX 19: First Yolŋu matha reading tandem session .....	573
APPENDIX 20: Second Yolŋu matha reading tandem session – Writing and spelling .....	587
APPENDIX 21: Third Yolŋu matha session – Text selection .....	591
APPENDIX 22: Yolŋu matha reading tandem – Exploring the LAAL website .....	592
APPENDIX 23: Final Yolŋu matha reading tandem session.....	599
APPENDIX 24: First Kunwinjku reading tandem session .....	605

---

<sup>1</sup> According to APA (2018), the appendices should be numbered in order of citation in the text. However, I have chosen to follow the chronological order of my research for the presentation of the appendices starting with all materials pertaining to the exploratory study. I have then included the materials and other relevant documentation from the follow-up study.

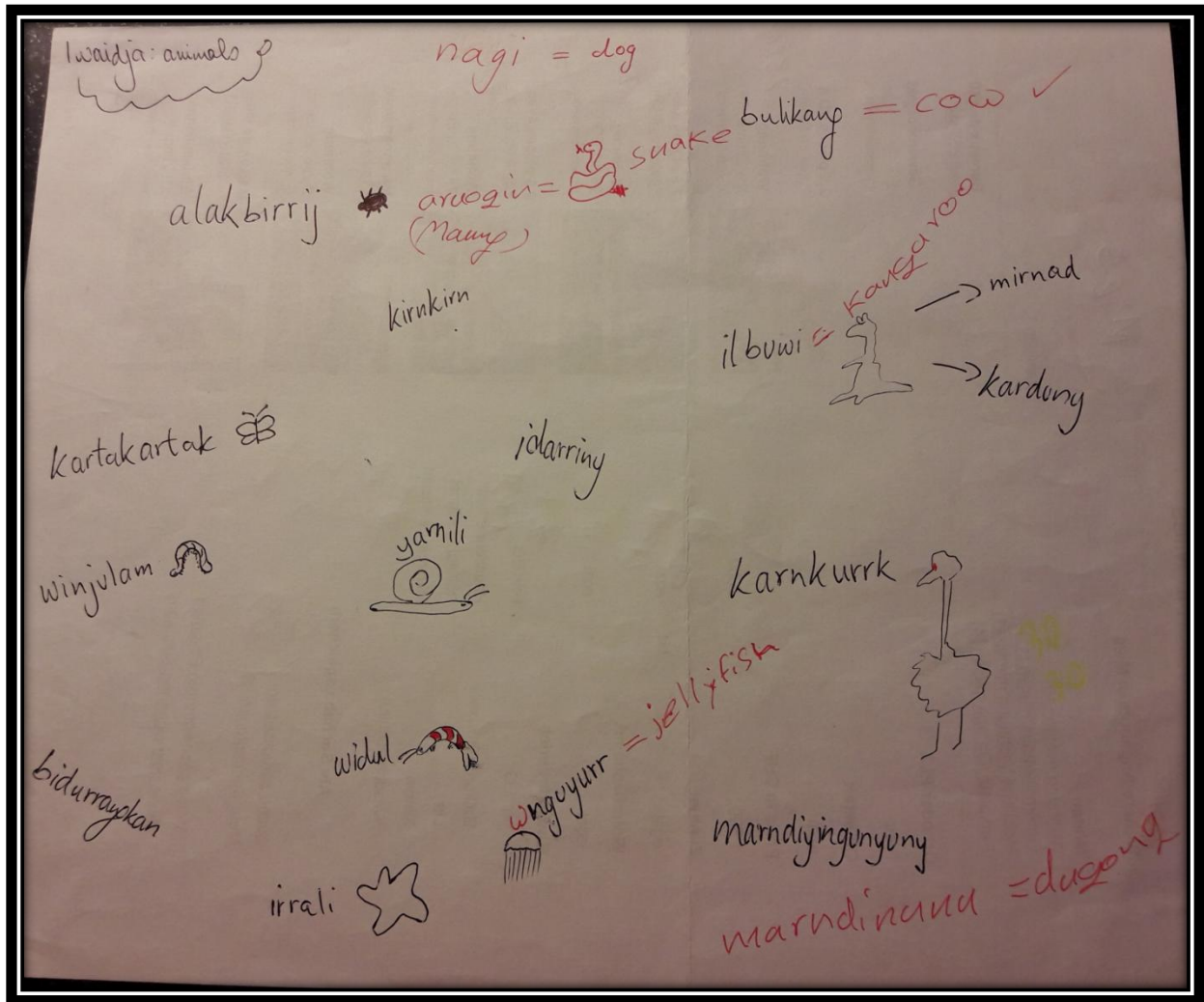


APPENDIX 25: Kunwinjku reading tandem short follow-up .....	609
APPENDIX 26: Interview with Bryan .....	610
APPENDIX 27: Interview with Janet.....	615
APPENDIX 28: Interview with Victoria .....	617
APPENDIX 29: Interview with Teresa .....	619
APPENDIX 30: First session.....	622
APPENDIX 31: Second session .....	637
APPENDIX 32: Third session .....	661
APPENDIX 33: Fourth session .....	691
APPENDIX 34: Fifth session .....	716
APPENDIX 35: Sixth session .....	732
APPENDIX 36: Seventh session .....	748
APPENDIX 37: Eighth session .....	763
APPENDIX 38: Ninth session.....	784
APPENDIX 39: Tenth session.....	799
APPENDIX 40: Eleventh session.....	822
APPENDIX 41: Twelfth session .....	845
APPENDIX 42: Thirteenth session .....	866
APPENDIX 43: Fourteenth session.....	882
APPENDIX 44: Fifteenth session.....	901
APPENDIX 45: Milicia’s slide show – About Me.....	906
APPENDIX 46: Flashcards used for tutoring .....	907
APPENDIX 47: History Assignment .....	920
APPENDIX 48: Paraphrasing activity.....	921
APPENDIX 49: Feedback for H.'s history assignment .....	923
APPENDIX 50: E-mail communication between Milica and Christiane .....	924
APPENDIX 51: Online resources.....	926
APPENDIX 52: Milica’s post-lesson notes.....	927
APPENDIX 53: Original unit plans.....	932
APPENDIX 54: Consent form templates .....	935

The audio-recordings on which the transcripts (Appendices 13-25 and 30-44) are based are subject to the preservation of anonymity of participating students.

The audio-recordings of the teacher interviews (Appendices 26-29) can be made available to members of the assessment panel upon request.

# APPENDIX 1: Iwaidja animal names



## APPENDIX 2: My home environment in Iwaidja

Iwaidja frog = *garriyakaarejark*

This is my home. =

← volk

ar-lirr - tree

alwarr = clear sky



← anbirrk

← angurtu irruk / yirruk = cold season

kartukartuk (= afternoon)

buligay

Manup

mulaymulay - sun is rising

jarrang

Lesson goal:  
describe my home environment

## APPENDIX 3: Iwaidja elements word list

<http://ausil.org/Dictionary/Iwaidja/categories/main.htm>

### Elements

- ajbud n. beach. Category: Elements.
- ajbudajbud n. sandy ground. Category: Elements.
- ajuwarrang n. flame, light, lamp. Category: Food Drink Cooking and Fire, Elements.
- alwarr n. clear sky. Category: Elements.
- anbirrk n. hill, mountain, rise in ground. Category: Elements.
- angbakan va. 1 • breathe, live.  
2 • throw dirt (out of hole).Paradigm:: angbakan, angbakan. Category: Elements.
- angburjalkun va. dig out soil.Paradigm:: angburjalkang. Category: Elements, Impact.
- angmiradkudbun n. rocky ground. Category: Elements.
- angurtu irruk n. cold weather. Synonym: [manmuyuk](#). Category: Time, Elements.
- ardamungkun n. 1 • ant bed, small ant hill. Category: Elements.  
2 • red sand. Category: Colour Pattern and Texture.  
3 • coffee. Category: Food Drink Cooking and Fire.
- ardbarak n. well of water. Category: Elements.
- arjambuj n. hole in ground. Category: Elements.
- arriyarlamriyarl n. whirlwind, willy-willy. Category: Elements.
- arturtu n. Elements. Category: Elements.
- awurr n. waterhole. Category: Names and Placenames, Elements.
- barra n. north-west wind. Category: Elements.
- bartkbarak awara karramard n. morning star time. Category: Time, Elements.
- bartkbarak(ud) n. 1 • soft one. Category: Colour Pattern and Texture.  
2 • morning star. Category: Time, Elements.
- bartkurran n. new moon. Category: Time, Elements.
- bijubakba n. drip. Category: Elements.
- bulunybuny n. blowing dust. Category: Elements.
- dadbiyi n. river, creek. Category: Elements.
- dadbuj n. 1 • clean water.  
2 • shallow water. Category: Elements.
- dagartyak n. 1 • wet ground.  
2 • wet season. Category: Time, Elements.
- dambaka n. iron, metal. Category: Elements.
- ildadbamangajbun n. 1 • rainbow. Category: Elements.  
2 • rainbow snake. Synonym: [riwurinin](#). Category: Ceremony and Dreaming, Reptiles and Snakes.
- injakajing n. neap tide. Category: Elements.

inybarr n. stones uncovered at low tide. Category: Elements.  
 jimurru n. south-easterly trade wind. Category: Time, Elements.  
 kajurk n. fast flowing torrent, rapids, floods. Category: Elements.  
 kamung n. sand hill. Category: Elements.  
 karlarr n. 1 • billabong.  
 2 • valley. Category: Elements.  
 karlwa n. yellow ochre. Category: Colour Pattern and Texture, Elements.  
 karraba n. land (as against water). Category: Elements.  
 karrajil n. gravel, small stones. Category: Elements.  
 karramard n. star. Category: Elements.  
 kartalwan n. lightning. Category: Elements.  
 kujurn n. white clay. Category: Elements.  
 kunak n. home, ground, place, camp, numberry. Category: Elements.  
 kunu n. cloud, atmosphere. Category: Elements.  
 kungany n. smoke, haze. Category: Elements.  
 kurrana n. 1 • moon.  
 2 • month. Category: Time, Elements.  
 ladung n. lead, metal. Category: Elements.  
 manaj n. the dry, cold season. Category: Time, Elements.  
 manggulumbad n. sawdust, rotten wood. Category: Elements.  
 mangkuldalkuj n. 1 • island. Category: Elements, Aquatic.  
 2 • place name. Croker and adjacent islands. Category: Names and Placenames.  
 manyij n. sun. Synonym: [muwam](#). Category: Elements.  
 mard n. fog, mist. Category: Elements.  
 marldu n. 1 • wind. Category: Elements.  
 2 • crab species, gall crab. Category: Animals.  
 marrangalda n. wave, rough sea. Antonym: [maburlarr](#). Category: Elements, Aquatic.  
 martarrajana n. lightning. Category: Elements.  
 mayinmul n. headland, point. Category: Elements.  
 murdbarran n. clean water. Category: Elements.  
 murgalaldud n. cleared space. Category: Elements.  
 muwam n. sun. Category: Elements.  
 nimarrk n. 1 • in the middle. Category: Direction and Location.  
 2 • deep water. Category: Elements.  
 ngalmarr n. cave. Category: Elements.  
 ngunyburmgunyburrr n. blowing dust. Category: Elements.  
 ngururlgan n. bay. Category: Elements.

ragaridburra vi. (water) flow.Paradigm:: ragaridburran. Category: Elements.  
rawuwu n. grain of dust. Category: Elements.  
rimuni n. thunder. Category: Elements.  
ringurbuldalkuku n. first/last quarter of moon. Category: Time, Elements.  
ringurbulmuni n. full moon. Category: Time, Elements.  
riwuradbi vt. be cloudy, cloud over sun. Category: Elements.  
rurldajuju vi. wind, curl up.Paradigm:: rurldajujung, aldurldajuju. Category: Elements.  
walaya n. cliff. Category: Elements.  
walmad n. rain. Category: Elements.  
wangkarark n. cyclone. Category: Elements.  
wartyad n. stone. Category: Elements.  
wartyak adj. wet.Pl: artyak. Category: Elements.  
wula n. earthquake. Category: Elements.  
wurunun n. ground fog. Category: Elements.  
yal n. hot sand. Category: Elements.  
yarrkurrulung n. something moving in the wind. Category: Motion, Elements.  
yiringarlwak n. brackish water. Category: Elements.  
yirmgukung vt. (wind) blows something. Category: Elements.  
yirruk n. cold, cold season. Category: Time, Elements.  
yirta n. mud.



## APPENDIX 4: Maung people and kinship word list

<http://ausil.org/Dictionary/Maung/categories/index.htm>

### People and Kinship

- alalanyun nc3. young men. Category: People and Kinship. Mganamin nuwuru anpulawnut, alalanyun. I am going to speak to your elders, young men.
- alalkiya nc2. woman who has borne a child, a woman who has a large family. Category: People and Kinship. Alalkiya, ngawu! Mother of children, come!
- alikomka nc2. mother of deceased child. Category: People and Kinship. Jaka jita kinyarra waraju jita alokomka. There goes the mother of the deceased child. A person is not addressed by this name.
- amariyuwun nc2. widow. Category: People and Kinship.
- animanyirri mother's mother's brother. Category: People and Kinship. Ngapi ngungmanyirri. My sister's daughter's children (spoken by male).
- aningurtpulmuniy nc. last, youngest son in a family. Category: People and Kinship. See: [ja warrwak](#); [awuniluriny](#).
- anpulawnut nc3. elders. Category: People and Kinship. Nganamin nuwuru anyak anpulawnut pularr. I will say just a little to you elders.
- anpulirri nc3. soldiers, warriors. Category: People and Kinship.
- arrarrkpi nc1.
- 1 • nc1. man. Category: People and Kinship. Nuka arrarrkpi. This is a man.
- 2 • nc1. Aboriginal man. Category: People and Kinship. Nuka arrarrkpi la nuka palanta. This is an aborigine and this is a white man.
- 3 • nc3. group of Aboriginal people. Category: People and Kinship. Arrarrkpi kawulangali iliwan. The (aboriginal) people are at Iliwan.
- 4 • nc3. mankind. Category: People and Kinship. Ngarrurri arrarrkpi yirrk, ta ngarrurri. We are all people, we are.
- arrapujpa nc1. song man. Category: People and Kinship. Kawaga arrapujpa la pata kiwatlukpa kamirawn la kiwarlpukpa. The songman and the dancers come and they sing and dance.
- arrimanga add. term of address to brother or sister of deceased person. Category: People and Kinship.
- arrinypany ?nc2. one who stands in a possible wife relationship. Category: People and Kinship.
- arikingan my sibling. Gram: 1st inclusive pronoun prefix. Category: People and Kinship. See: [awulingan](#); [ngatingan](#).
- arkitingiti used in identifying with others who have the same name. Gram: 1st inclusive pronoun prefix. Category: People and Kinship. See: [ngeygo](#).
- arkparlarrut we (who are) moiety brothers, we of the same moiety. Gram: 1st inclusive pronoun prefix. Category: People and Kinship. See: [witparlarrut](#).
- arruntumalngajjung our ancestors, those from whom we are descended. Gram: 1st inclusive pronoun prefix. Category: People and Kinship. See: [kinimalngajjung](#).
- awulingan they are siblings. Category: People and Kinship. See: [arikingan](#).
- awunminy they were the same. Category: People and Kinship. See: [kiwnmin](#).
- awunilakpaminy he is their paternal grandfather. Category: People and Kinship.

awuniluriny youngest son in a family. Category: People and Kinship. See: [ja warrwak](#); [aningurtpulmuniny](#).

awunimungkutpinyung he is their mother's father, and siblings. Category: People and Kinship. Puka pata ngarrkarrk warrarrawunji puka pata nuwarlkparakan awunimungkutpinyung. These two girls are the children of this old man's sister's daughter.

awuntumalngajung they are descendents from him. Category: People and Kinship. See: [kinimalngajun](#).

iji nc1. mother's brother. Category: People and Kinship.

imurra wimpurrk nc1. successful person. Category: People and Kinship.

ingalagarruwun from her mother's clan. Category: People and Kinship. Ingalagarruwun kamulkparn. It came from her mother's kamalkparn clan.

ingalalk nc1. sister's son (of a man), term of reference. Category: People and Kinship.

ingurlaj nc1. his name. Category: People and Kinship. See: [ninynurlaj \(nc2\)](#); [wingurlaj \(nc3\)](#); [wungurlaj \(nc4\)](#); [mangurlaj \(nc5\)](#); [akurlaj \(nc6\)](#).

inimi amparlarr people from the topside of Alligator River. Category: People and Kinship.

inypularr nc1.

nc2. orphan, one whose mother has died. Category: People and Kinship. See: [lakput](#).

inyurawng kin. he is her father in law. Category: People and Kinship.

iwuyilakpaminy kin. they are his patrilineal grandfather and siblings. Category: People and Kinship.

ja katiwarrama walij nom cl, nc1. one who distributes food, store worker. Category: People and Kinship.

ja katiwunyaka walij nom cl, nc1. one who cooks food, cook. Category: People and Kinship.

ja katjaka kurrampalk nom cl, nc1. one who puts houses together, builder. Category: People and Kinship.

ja kiwraka nom cl, nc1. one who is first, oldest son. Category: People and Kinship.

ja kawunnyukiki warranyngiw nom cl, nc1. one who teaches children, teacher. Category: People and Kinship.

ja yalkpany nuyu nom cl, nc1. one who is mother's brother. Category: People and Kinship.

ja warrwak nom cl, nc1. last one, youngest. Category: People and Kinship.

jawima nc1. friend. Category: People and Kinship. See: [ngantakali](#).

jenmal nc1. person who lisps, has nonstandard pronunciation. Category: People and Kinship. See: [ngaljenmal](#).

jita inyalkpany nuyu nom cl, nc2. his mother, the one who bore him. Category: People and Kinship.

juruwarrri mother's mother and her siblings, daughter's son or daughter. Category: People and Kinship. This is a joking relationship.

kamarriyuwun nc5. widow. Category: People and Kinship.

kamulwarrakan nc1. person who is part Aborigine. Category: People and Kinship.

kamumu Variant: kamu.

nc2. mother, mother's sisters. Category: People and Kinship.



**kangmarti** nc2. young woman (indicates firm breasts). Category: People and Kinship.  
**kanyung** 1 • nc1. (man to) sister's son. Category: People and Kinship.  
 2 • nc2. (man to) sister's daughter. Category: People and Kinship.  
**kapikapik** nc1. coastal dweller. Category: People and Kinship. Yanat ja nuwul kapikapik. He comes from a coastal area.  
**karten yarrkjarrk** one who uses a different pronunciation. Category: People and Kinship.  
**kawamakanyjilin** iv. they are fighting with spears. Gram: plural subject, kimin type verb  
 Category: People and Kinship.  
**kawukawuk** nc1. part European person. Gram: used following kawarlkparran Category: People and Kinship. Puka pata kawarlkparran kawukawuk. They are part of European people.  
**kawulartparki** iv. they are countrymen. Gram: plural subject, kinnyuki type verb Category: People and Kinship.  
**kawungiti** iv. they are the same name, namesake. Gram: kinilati type verb Category: People and Kinship. term of reference. See: [ngeygo](#).  
**kawuliki** iv. they take each other's part. Ngarrurri karrkiki. We take each other's part (in strife or trouble). Category: People and Kinship.  
**kayu** nc1. older brothr, parallel male cousin. Category: People and Kinship.  
**kingatarryu** iv. he is a wise man, a man who knows the law and things that other people do not know. Gram: kimaju type verb Category: People and Kinship. Nuka ja kingatarryu. He is a wise man. See: [murrparl](#); [nuwalarrpiyiny](#).  
**kinnyurlngpukpun** 1 • tv. he is mixing them together. Gram: kiniwun type verb Kiki ja arrapanurlngpukpun ta kantijawa. How about we mix together them (flour and baking powder) to make the damper?  
 2 • dtv. he is his countryman. Gram: kiniwun type verb Category: People and Kinship. Nuka arryurlngpukpun kerra warak. That is our countryman going along (there). See: [kinnyurlngpun](#).  
**kinyimakan** tv. he takes her to wife, his wife. Gram: kinilartpan type verb Category: People and Kinship. Juka jita inyimakantung inyangaling tuka kunak. His wife was sitting in the camp.  
**kun-** prefix added to partilineal clan name to show that it is the mother's patrilineal clan. Category: People and Kinship. Ngapi warlarr muwarn ngalangali ta warlarr ngartu la manjulguy la kuntanek. My moiety is sun and (my clan) manjulguy and (from my mother) tanek .  
**kurlawutu** nc1. first year initiate kumapipi. Category: People and Kinship.  
**kutingan** your brother, sister, you are siblings. Category: People and Kinship. Ngeyawng ja nuyi kutingan. I saw your brother. See: [arrkingan](#).  
**lajkurrungu** nc1. Mardayin initiate. Category: People and Kinship.  
**larla** nc2.  
 1 • older sister. Category: People and Kinship. A male refers to all sisters as 'larla'.  
 2 • older female parallel cousin. Category: People and Kinship.  
**malalkukuj** refers to the section of the Maung tribe whose homelands are North and South Goulburn Island. Category: People and Kinship.  
**malamanyjirka** nc1. youth, ie. facial hair is beginning to appear. Category: People and Kinship.  
**malarrk** nc1. person who comes from North Eastern Arnhem Land. Category: People and Kinship. Nuka ja malarrk kerraga. The Eastern Arnhem Lander is coming.

mamam k.

1 • mother's father and siblings. Category: People and Kinship.

2 • (if man) daughter's children. Category: People and Kinship.

manangkari part of the Maung tribe which belongs to South Goulburn Island. Category: People and Kinship. according to old people, it had a separate language.

mangamawal part of the Maung tribe whose homeland is Sandy Creek, Wajpi country. Category: People and Kinship.

mangkajarra nc1. Macassan. Category: People and Kinship. Pata mangkajarra awangkunga awaning awuyamangung jarripang. The Macassans used to come and work on trepang.

maringa nc4. 1 • country around Cape Stewart. Category: Elements. Wakapa tuka maringa kunak. There in the Blyth River, Cape Stewart region.

2 • refers to a person from the Blyth River, Cape Stewart Region. Category: People and Kinship. Punyi maringa arrarkpi. Father is a Cape Stewart man.

mammam 1 • father's mother and siblings, (woman's) son's children. Category: People and Kinship.

2 • cross cousin, ie. mother's brother's children, father's sister's children. Category: People and Kinship.

marryun nc1. young man, boy. Category: People and Kinship. used of a male into early twenties, sometimes used of a man until the time of marriage.

marryunmarryun nc3. boys, aged about ten to fourteen. Category: People and Kinship.

marryun putarr nc3. boys aged about three to seven. Category: People and Kinship.

martapapa straight to marry. Category: People and Kinship.

martkumartku plural name of one moiety. Category: People and Kinship. See: [nangarrangarrajku](#).

mawij 1 • younger sibling. Category: People and Kinship. A male refers to a younger sister as larla.

2 • younger parallel cousin. Category: People and Kinship. See: [namawij](#).

mayakpu father. Category: People and Kinship. Usage: term of reference Nuka ja ngapi mayakpu. This is my father.

mayinjinaj group of people whose country extends from King River area to Junction Bay. Category: People and Kinship. Their language is Maung. In the early days they gave and received wives from the Malalkukuj (Island) group, not so much from the Sandy Creek ( Mangamawal , Ngurtikin ) people.

mimkul nc5. promised wife. Category: People and Kinship. Muka mata mirnkul mangijalk nuyu. That is his straight promised wife.

mularrarr 1 • nc4. calm, troublefree. Kayirrk kanyu mularrarr. It is calm now.

2 • nc2. (a man's) favourite daughter. Category: People and Kinship. Juka jita ngapi mularrarr. This is my favourite daughter.

murlij two brothers or a brother and sister talking about the man's children refer to them with this term. Category: People and Kinship. Ja iwumalkpangung ja murlij. The ones whom they beget are called murlij .

murmtamurmta nc1. large bellied person. Category: People and Kinship. Naka ja arrarkpi ja kerra juju naka ja murmtamurmta. That man walking along there is a large bellied person.

muwawiny k. refers to a man's mother-in-law and her siblings, and a woman's son-in-law and his siblings. Category: People and Kinship.

namanamaj nc1. patrilineal descent line. Category: People and Kinship. People of a common patrilineal descent share a common clan name.

namapa nc1, nc3. hostile warlike person or group. Category: People and Kinship. Tumatpa wiwalu awuranka namapa awanginka. The hostile group came to fight.

namarrang nc1. subsection, skin name of the Namartku moiety. Category: People and Kinship.

namartku nc1. male of the martkumartku moiety. Category: People and Kinship.

namawij nc1. younger brother. Category: People and Kinship. See: [mawij](#).

nangarrajku nc1. male of the nangarrangarrajku moiety. Category: People and Kinship.

nangarrangarrajku nc3. matrilineal moiety. Category: People and Kinship. See: [martkumartku](#).

nangarrangarij nc3. plural form of nangarij subsection, skin name. Category: People and Kinship.

nangarij nc1. subsection, skin name within the nangarrajku moiety. Category: People and Kinship.

nangila nc1. subsection, skin name within the namartku moiety. Category: People and Kinship.

nangkangila nc3. plural form of the nangila subsection, skin name. Category: People and Kinship.

nanung nc1. term of address, used by a woman to her husband and husband's brother. Category: People and Kinship.

nawaj nc1. subsection, skin name of the namartku moiety. Category: People and Kinship.

nawangari nc1. subsection, skin name of the namartku moiety. Category: People and Kinship.

nawawaj nc3. plural of subsection, skin name nawaj. Category: People and Kinship. See: [nawaj](#).

nawumawumut nc3. plural of subsection, skin name nawumut. Category: People and Kinship.

nawumut nc1. subsection, skin name of the nangarrajku moiety. Category: People and Kinship.

nawurlany nc1. subsection, skin name of the nangarrajku moiety. Category: People and Kinship.

nawurlawurlany nc3. plural of subsection, skin name nawurlany. Category: People and Kinship.

nawuyuk nc1. subsection, skin name of the namartku moiety. Category: People and Kinship.

nawuyuwuyuk nc3. plural of subsection, skin name nawuyuk. Category: People and Kinship.

nenyku nc1, nc2, nc3. Gunwinygu. Category: People and Kinship.

ninyjelel nc2. newborn female infant. Category: People and Kinship. See: [mulelel](#).

ninymun nc2. important woman. Category: People and Kinship. See: [imun](#).

ninyngalalk nc2. (man's) sister's daughter. Category: People and Kinship. See: [nigi](#); See [ingalalk](#).

ninyngunji nc2.

1 • black, dark in colour.

2 • Aboriginal woman. Category: People and Kinship. See: [nungunji](#).

ninyparlkparrakan nc2. old woman. Category: People and Kinship. See: [nuwarlkparrakan](#).

ninypulwarak nc2. person who comes from afar (a woman). Category: People and Kinship. See: [nuwulwarak](#).

mulawnut nc1. elder, respected person. Category: People and Kinship. See: [anpulawnut](#).

mulelel nc1. newborn male. Category: People and Kinship. See: [ninyjelel](#).



numariyirrk nc1. stranger, outsider. Category: People and Kinship. Used of fellow Aborigines from other areas.

nuna nc2. European woman. Category: People and Kinship.

nungunji nc1.

1 • black, dark in colour. Category: Colour Pattern and Texture.

2 • Aboriginal person. Category: People and Kinship. See: nc2 ninyngunji; nc3 wingunji; nc4 wungunji; nc5 mangunji; nc6 nakunji.

nuwalarrpiyiny nc1. important person, a clever person. Category: People and Kinship.

nuwarlkparrakan nc1. old man. Category: People and Kinship. See: nc2 ninyparrkarrakan; nc3 tuwarlkparrakanut.

nuwulwawurri nc1. one who comes from the inland, a bush dweller. Category: People and Kinship.

nuwulwurrula Variant: nuwulgurrula.

nc1. coastal dweller. Category: People and Kinship.

ngalamarrang nc4. female subsection, skin name of the ngalngarrajku moiety. Category: People and Kinship.

ngalangila nc2. female subsection, skin name of the ngalmartku moiety. Category: People and Kinship.

ngalawaj nc2. subsection, skin name (female) of the ngalmartku moiety. Category: People and Kinship.

ngalawawaj nc3. plural of subsection, skin name ngalawaj. Category: People and Kinship.

ngalngarrangarij nc3. plural of subsection, skin name ngalngarij. Category: People and Kinship.

ngalpiri nc2. crippled female. Category: People and Kinship. See: [piri](#).

ngalurlany nc2. female subsection, skin name ngalngarrangarrajku moiety. Category: People and Kinship.

ngalurlawurlany nc3. female subsection, skin name of the ngalngarrangarrajku moiety. Category: People and Kinship.

ngalwamut nc2. female subsection, skin name of the ngalngarrangarrajku moiety. Category: People and Kinship.

ngalwangari nc2. female subsection, skin name of the ngalmartku moiety. Category: People and Kinship.

ngalwangawangari nc3. plural of subsection, skin name ngalwangari. Category: People and Kinship.

ngalwuyuk nc2. female subsection, skin name of the ngalmartku moiety. Category: People and Kinship.

ngalwuyuwuyuk nc3. plural of subsection, skin name ngalwuyuk. Category: People and Kinship.

ngalyikamarrang nc2. friend- ngalamarrang. Category: People and Kinship. See: [ngalyik-](#).

ngalyikangila nc2. friend- ngalangila. Category: People and Kinship. See: [ngalyik-](#).

ngalyikawaj Variant: ngalyikwakaj.

nc2. friend- ngalawaj. Category: People and Kinship. See: [ngalyik-](#).

ngalyikuyuk nc2. friend- ngalwuyuk. Category: People and Kinship. See: [ngalyik-](#).

ngalyikngarrij nc2. friend- ngalngarrij. Category: People and Kinship. See: [ngalyik-](#).

ngalyikpangari nc2. friend- ngalwangari. Category: People and Kinship. See: [ngalyik-](#).

ngalyikpurlany nc2. friend- ngalurlany. Category: People and Kinship. See: [ngalyik-](#).

ngalyikwamut nc2. friend- ngalwamut. Category: People and Kinship. See: [ngalyik-](#).

ngannyurawng (man's) wife's father. Category: People and Kinship. Juka ngannyurawng. She is the daughter of my father-in-law.

ngalawmut nc2. female subsection, skin name of the ngalngarrajku moiety. Category: People and Kinship. See: [ngalwamut](#).

ngalirri I am an angry person, a dangerous person. Category: People and Kinship. See: [nulirri](#).

ngalmartku nc2. female member of the martkumartku moiety. Category: People and Kinship. See: nangarrangarrajku moiety.

ngalmawij nc2. younger sister. Category: People and Kinship. See: [mawij](#).

ngalmu nc1. mother's brother. Category: People and Kinship. See: [nigi](#); [ingalalk](#).

ngalngarrajku nc2. female member of the nangarrangarrajku moiety. Category: People and Kinship.

ngatingan my sibling(s), we are siblings (not you). Category: People and Kinship. See: [arikingan](#).

ngawulwarak I am a stranger, come from a far off place. Category: People and Kinship. See: [nuwulwarak](#).

ngawukuk 1 • husband talking to wife about mother-in-law, ie. her mother. Category: People and Kinship. See: [ngarrungamu](#).

2 • wife talking to her husband about his mother calls her ngawukuk. Category: People and Kinship.

ngaya mother to her child, her sister's child, Category: People and Kinship. See: [ngawiny](#).

ngayaynun plural of ngaya. Category: People and Kinship.

ngurtikin people, language of Sandy Creek, Brogden Point, Malay Bay area. Category: People and Kinship.

nyunyuk 1 • place that is very important for the well-being of the people, a sacred site. Category: Ceremony and Dreaming. Only certain people can go there.

2 • person who is very important. Category: People and Kinship.

pakala nc1, nc2. chatterbox, a person who talks incessantly. Category: People and Kinship.

pangku nc1, nc2, nc3. part-Aboriginal person. Category: People and Kinship.

pipij nc1, nc2, nc3. baby. Category: People and Kinship.

punyi k. father, father's brother. Category: People and Kinship.

punyarlu nc1. nc2, nc3. 1 • blind person. Category: Healing Sickness and Ailments.

2 • term of respect for one's mother when she becomes older. Category: People and Kinship.

ta ngatpalkpany kirrka we, the new generation. Category: People and Kinship. Kayirrk ta ngatpalkpany kirrka naka ngatpin marmarr murnin kayirrk apa mamalkpanyka mata palanta nuyu mata yungku. So when the new generation came up we were so excited that the whiteman brought us matches and lighters to show us.

tumakpa nc3. others. Category: People and Kinship. See: [numatpa](#).

tumatpa wiwalu nc3. people of another group. Category: People and Kinship. Pata tumatpa wiwalu

awuranka ta kayirrk. A different group of people have come now.

tuwulwarak nc3. they who are from afar. Category: People and Kinship. See: [nuwulwarak](#).

tuwuran nc3. they come from. Category: People and Kinship. See: [nuwuran](#).

wareng 1 • one who has completed the initiation ceremonies of the kumapipi. Category: Ceremony and Dreaming.

2 • Wareng partner, alternative marriage choice, cooks for her partner. Category: People and Kinship. If a wareng is hurt his male partner must be paid 'damages'.

warla nuyu nc1. male person. Category: People and Kinship. Ilangaling warla nuyu. A male child has been born.

warlarr nc1.

1 • clan or skin grouping. Category: People and Kinship. Ngapi warlarr muwam ngalangali ta warlarr ngartu la manjulnguny la kuntanek. My clan is sun and manjulnguny and (from my mother) tanek .

2 • tall person. See: [mamik](#).

warra mumpik Variant: warra mumpirk.

nc2. woman. Category: People and Kinship. See: [warra kamumu](#).

warramurmtuj nc2. female. Category: People and Kinship. Inyjangaling warramurmtuj. A female has been born.

warramungpik nc2. woman. Category: People and Kinship. See: [warra kamumu](#).

warranyngiw nc1, nc2, nc3. child, male or female from babyhood to 5 to 6 years. Category: People and Kinship.

warrarawurnji nc3. female children, young girls. Category: People and Kinship.

warrawurnji nc2. female child, young girl. Category: People and Kinship. Until they are about 5 to 6, girls are called warranyngiw , unless femininity is in focus.

wawu 1 • father's father and siblings. Category: People and Kinship.

2 • (man's) son's children. Category: People and Kinship.

wiljipularr nc3. young of (people), the young children. Category: People and Kinship. See: [iljipularr](#).

wimek 1 • term used by a man and his sister to refer to the man's son when talking to the son's wife. Category: People and Kinship. Ngampiwu yuran ja wimek? Where has (my) som gone (to the son's wife)?

2 • father's sister. Usage: a kunteypi term Category: People and Kinship. See: [wirlupirru](#).

wiwi k

1 • mother's mother and siblings. Category: People and Kinship.

1 • (a woman's) daughter's children.

wiymun Variant: wimun.

nc3. important people, 'big' people. Category: People and Kinship.

wiymunpiymun nc3. very important people, leaders of the community. Category: People and Kinship. See: [kapumunkapumun](#).

wulku nuyu nc1. grey-haired person. Category: People and Kinship.

wuntij term used by a father speaking to his son to refer to the son's sister. Category: People and Kinship. Ankajanti ngaw wuntij inyanyjiga arrkpanuraka tuka kunak. Call your sister to come and we will go home.

yarakap ngarlwak nc1. only child. Category: People and Kinship. inyalkpany yarakap ngarlwak. She has only one child, an only child.

yarlatij nc5.

1 • backbone. Category: Human Body Parts and Products. Muka mata yarlatij ngarruru arrarkpi la karlurri. This is the backbone of both people and animals.

2 • belonging to the same subsection of a moiety, tribal brothers. Category: People and Kinship. Mamurra yarlatij. We are tribal brothers.



# APPENDIX 5: My family in Maung

maung

Jo... Tuwuran Germany.

awulingan

Nuka ... = This is...

→ pitja

This is my dad.

Ja nuwuran  
ngampiwi ja | arranki?  
palanta →



↑ nuna

↑ wulku nyu /  
niny parlk parrakan

↑ pakala (= 'clutter-box')

Learning goal:  
Introducing myself and my family

maung jinguri  
wulak -  
gandu when  
the sun  
goes  
sunset



## APPENDIX 6: Maung fish and sea life word list

### Fish and Sea life

- alkpam nc1. sandfish, diamond fish. Category: Fish and Sea life. Usage: Mayinjinaj form: walarrapalarra
- alngkat nc1. small, spiky, poisonous fish. Category: Fish and Sea life. this fish lives in seaweed.
- arilka nc1. parrot fish. Category: Fish and Sea life. Marryun inimany mira arilka. The boy got a lot of parrot fish.
- arlajirr nc1. shell, cockle type, edible. Category: Fish and Sea life. Kerukikin tuka nganykarrgar la karrima ja arlajirr. The arlajirr cockle climbs up into the mangroves and we collect them.
- arliyu nc1. fish type, long fish. Category: Fish and Sea life. Nuka ja arliyu ja yarntulyak ja kiyap. This arliyu is a long fish.
- arnakuj 1 • nc1. fish type, spotted, inflates its abdomen. Category: Fish and Sea life.  
2 • nc5. fish trap type. Category: Artefacts Constructions and Personal Objects.
- armmilwil nc1. oysters when still attached to rock. Category: Fish and Sea life. These are sometimes knocked still attached to rock and roasted on coals to be eaten.
- arrarru nc1. fish type, ?flounder. Category: Fish and Sea life. Ja arrarru ja nuwanpal ja kiyap. The arrarru fish is a broad fish.
- arrapulyu nc1. catfish. Category: Fish and Sea life.
- arrayi nc1. black lipped oyster. Category: Fish and Sea life.
- arkarl nc1. garfish. Category: Fish and Sea life.
- igiyigi nc1. heap of discarded cockle shells. Category: Fish and Sea life.
- ikaman nc1. freshwater catfish. Category: Fish and Sea life.
- ilnguk Variant: kanyngan.  
nc1. fat of red coloured crab. Category: Fish and Sea life. Usage: kanyngan Kurrana kimaju la ilnguk kiningula la karrila ja karnjwarra. When the moon dies the crab makes the red fat and then we eat it.
- ilurlmu nc1.  
1 • waistline. Category: Human Body Parts and Products.  
2 • thickest part through the centre of a fish. Category: Fish and Sea life.
- ilurk nc1. squid. Category: Fish and Sea life.
- imanganaj nc1. type of small fish, about one inch long. Category: Fish and Sea life. They stay together in a school and can be seen along the water's edge.
- imijik nuyu nc1. side fins of a fish. Category: Fish and Sea life. See: [imijik](#).
- imirrurik nc1. fish scales. Category: Fish and Sea life.
- imuyuk nc1. crab sections used for bait. Category: Fish and Sea life.
- ingartut nc1. cockle type. Category: Fish and Sea life.
- ingiri nc1.  
1 • his skin, its skin. Category: Human Body Parts and Products.  
2 • its shell (eg. sea shell). Category: Fish and Sea life.  
3 • its outer covering. See: [ninyngiri \(nc2\)](#); [wingiri \(nc3\)](#); [wungiri \(nc4\)](#); [mangiri \(nc5\)](#); [akiri \(nc6\)](#).

inipij nc1. spotted stingray. Category: Fish and Sea life.  
 ipang nc2. bait. Category: Fish and Sea life.  
 imarrka nc1. snapper. Category: Fish and Sea life.  
 imkarrk nc1. fish gills. Category: Fish and Sea life.  
 irtulul 1 • nc5. chips of wood. Category: Plants.  
 2 • nc1. fingers of coral. Category: Fish and Sea life.  
 itjit nc1. dorsal fins of fish. Category: Fish and Sea life.  
 jarripang nc1. trepang. Category: Fish and Sea life.  
 jimumpu nc1. king fish. Category: Fish and Sea life. When it is calm and people see the king fish jumping they know that the winds will soon blow, so they go hunting.  
 julu nc1. gulf lobster. Category: Fish and Sea life.  
 jurtjurt katin nuyu yurnu nc1. leatherjacket fish. Category: Fish and Sea life.  
 kalanyun nc1.  
 1 • large flat rounded cockle type. Category: Fish and Sea life.  
 2 • shoulder blade. Category: Human Body Parts and Products.  
 3 • hard cash, money.  
 kamawarak nc1. hammerhead shark. Category: Fish and Sea life.  
 kanima ngarrk kunak nc1. flounder fish. Category: Fish and Sea life.  
 kanyngan nc1. red crab fat. Category: Fish and Sea life. Kurrana kimaju la kanyngan kiningula la karrila ja kamjawarra. When the moon dies then the crab makes red fat and we eat them.  
 kamjawarra nc2. large mangrove crab. Category: Fish and Sea life.  
 katapanga nc1. marlin fish. Category: Fish and Sea life.  
 katu nc1. small mangrove crab. Category: Fish and Sea life.  
 kawikawik nc1. crab's small walking legs. Category: Fish and Sea life.  
 kawirra nc1. butterflyfish. Category: Fish and Sea life.  
 kinykamkam nc1. type of stingray which is spotted. Category: Fish and Sea life. See: [inipij](#).  
 kiyap nc1. fish, generic term. Category: Fish and Sea life. Inimany mira kiyap. He caught a lot of fish.  
 kupiya nc1. cockle species, looks like a large ngarnji cockle. Category: Fish and Sea life.  
 kurrulagurrula nc1. small jelly fish species. Category: Fish and Sea life.  
 kurrwilku nc1. lazy shark. Category: Fish and Sea life.  
 kuywala nc1. black stingray. Category: Fish and Sea life.  
 lumurr nc1. small jellyfish type of animal, not dangerous. Category: Fish and Sea life.  
 maj nc1. octopus. Category: Fish and Sea life.  
 malawurkpinyananut nc5. spiral shell. Category: Fish and Sea life.  
 maminga nc1. clam shell. Category: Fish and Sea life.  
 manganyparlirr nc1. large stingray with a warty back. Category: Fish and Sea life.  
 manjarlkujparri nc1. striped fish which lives in creeks. Category: Fish and Sea life. Nuka ja

manjarlkujparri ja kinyurlarlukuku ja kiyap. The manjarlkujparri is a striped fish.

manungkut nc1. fish species. Category: Fish and Sea life.

manyjiir nc1. blue spotted ray. Category: Fish and Sea life.

marlajak nc2. prawn. Category: Fish and Sea life.

marukuk nc1. brownish coloured stingray. Category: Fish and Sea life. has 'nails' or barbs on its back, no barb on its tail.

marramarra nc1. butterflyfish. Category: Fish and Sea life.

marmguny nc1. eel. Category: Fish and Sea life.

marruny 1 • nc5. cabbage palm. Category: Plants.  
 2 • nc5. Basket made from the lower end of the palm frond of the cabbage palm.  
 Category: Artefacts Constructions and Personal Objects. This is waterproof and is used to carry water or wild honey.  
 3 • nc1. fish species, a large flat fish. Category: Fish and Sea life.

martali nc1. red schnapper fish. Category: Fish and Sea life.

martjiwiny nc2. crab with white milky substance inside it. Category: Fish and Sea life.

martpawj Variant: martpoj.  
 nc1. cockle species. Category: Fish and Sea life. Usage: martpoj used by children

mawuga nc2. small red and green mangrove crab. Category: Fish and Sea life.

merrkmerk nc1.  
 1 • soft meat just behind the ribs of an animal, the flank.  
 2 • shell fish which is like kalanyun but shell is twisted. Category: Fish and Sea life.

miminyaki nc2. type of red-spotted mud crab with sharp ends on the 'arms' and 'joints'.  
 Category: Fish and Sea life.

mirwuna nc1. ear shell. Category: Fish and Sea life.

mirrirta nc1. garfish. Category: Fish and Sea life.

mirrk nc1. fish like a trevally but has a hump behind its head. Category: Fish and Sea life.

mirrum nc1. sand crab. Category: Fish and Sea life. Wigarra yirrk mirrum. There are many sand crabs.

morgany nc2. large mud crab. Category: Fish and Sea life. Ngawu la juka jita morgany kinyu tuka kantaji. Come, there is a big crab here in this hole.

mun nuyu nc1. type of stingray which has a warty back and no barb in its tail. Category: Fish and Sea life. Kurriwanala ja irratat ja mun nuyu la kutpawirtpalinyun la yunyi kutartpikpin la kurrimang mun nuyu. When you eat the meat mun-nuyu stingray, wash your hands, do not rub the fat into your hands or you will get warts from (the stingray).

mungkurkut nc1. fish similar to trevally. Category: Fish and Sea life.

murriny nc1. flat shaped shellfish which lives in the mud. Category: Fish and Sea life. Looks like a small pearl shell, it is edible.

murtij nc1. type of stingray with a long tail with a barb. Category: Fish and Sea life.

mutarra nc1. pearl shell. Category: Fish and Sea life.

najapim nc1. sword fish. Category: Fish and Sea life.

nakurrututu 1. big-eye fish. Category: Fish and Sea life. Makes a grunting sound which can be heard on a calm day.

nangkurta nc1. mullet type with black scales. Category: Fish and Sea life.

narut nc1. black rock fish with a sharp snout, has two barbs on the tail. Category: Fish and Sea life.

nayuma nc1. fish species. Category: Fish and Sea life. eats cockles and seaweed.

ninyjililut nc2.

1 • soft. Category: Colour Pattern and Texture. See: [nulililut](#).

2 • soft-shelled crab. Category: Fish and Sea life. See: numimpim; [ninypimpim](#).

3 • refers to a rising star before its starts to twinkle. Category: Elements. It is said to be 'soft'.

ninymawurr nc2. arm, claw of crab. Category: Fish and Sea life. See: [imawurr](#).

ninypimpim nc2. soft crab shell. Category: Fish and Sea life. See: numimpim; [ninyjililut](#).

nurulyak nc1. mullet in good condition. Category: Fish and Sea life. Has a lot of 'fat' in it. Come about July when the waluru wattle and mangoes begin to bloom.

nganyjarlwiny nc2. cray-fish. Category: Fish and Sea life.

nganyepam nc1. cockle species. Category: Fish and Sea life. Ja nganyepam ja kapin ngarnji. Malany yamangkat ja ingiri. Nganyepam are like ngarnji cockles. They have a hard shell.

ngarlawi nc5. bailer shell. Category: Fish and Sea life.

ngarlwak nc1.

1 • knee-cap. Category: Human Body Parts and Products.

2 • shell-fish species. Category: Fish and Sea life.

ngarnampala nc1. large spotted, diamond shaped sting-ray. Category: Fish and Sea life. Sometimes it can be seen jumping right out of the water.

ngunymim nc1. rock cod, groper fish. Category: Fish and Sea life.

rlungurrang nc1. small trevally fish. Category: Fish and Sea life.

rrajung nc1. jelly fish. Category: Fish and Sea life. Has a painful sting and causes vomiting but is not fatal.

rrapi nc1.

1 • file. Category: Artefacts Constructions and Personal Objects.

2 • rough part of a stingray's back. Category: Fish and Sea life. Used to be cut out and tied onto a flat stick. It was then dried out and used to file wood smooth eg. in making of spear shafts, heads, barbs and pipes.

tut large amount of fish. Category: Fish and Sea life. Kinima tut. He is getting a large amount of fish.

wakpi nc1. type of coral fish. Category: Fish and Sea life. With a sharp snout and stripes.

walarrapalarra nc1. diamond fish. Usage: Mayinjinaj term, not commonly used Category: Fish and Sea life. The old people used to use this term. See: [alkpam](#).

walarrirtim nc1. porcupine fish. Category: Fish and Sea life.

waliwali nc1. dome shaped coral. Category: Fish and Sea life.

walka nc1. very small mullet. Category: Fish and Sea life.



walmuri nc1. bloater fish. Category: Fish and Sea life. The liver of this fish is edible. The fish nakurrututu also puffs up but the liver is not edible. See: [nakurrututu](#).

wamam nc2. crab about the size of a rock crab. Category: Fish and Sea life. It has one big claw and one small one. It lives in mangroves and on the rocks.

wampa nc1. shark. Category: Fish and Sea life.

warna nc1. soft underlayer of edible skin under the warty material on the back of mun nuyu stingray or under fish scales. Category: Fish and Sea life. Nuja ja mun nuyu imurra warna. The wart backed stingray has a lot of soft skin underneath it.

warrawarra jumping of small surface fish while larger fish are feeding on them. Category: Fish and Sea life. Jakalang kerra warrawarra kinila yarrmanaya. The jakalang fish are feeding on the jumping yarrmanaya .

warrgili nc1. chiton. Category: Fish and Sea life. Nuka ja warrgili ja kannyurjun waryat malany numalal akutju. The chiton clings to the rocks and is good (to eat) as well. Edible and can be used as bait.

warrgirra nc1. small size mullet. Category: Fish and Sea life. They go about together in a school.

warrjarra nc1. manta ray. Category: Fish and Sea life.

warmiri nc1. small black and white edible striped coral fish. Category: Fish and Sea life.

wartwart nc1. black and white bird species, butcher bird? Category: Fish and Sea life. Has a beautiful whistle. See: [jitpuruluk](#).

waryat nc4.

1 • stone, rock, mountain. Category: Elements. See: [murrugu](#); [kamung](#).

2 • fish type which has a very hard skin, Leather fish. Category: Fish and Sea life. It has a small head and four ridges along its body. The flesh and liver are edible.

watpirriapatpirrij nc2. green and brown rock crab. Category: Fish and Sea life.

weliweli nc1. soldier crabs. Category: Fish and Sea life.

wiringki nuyu characteristic slippery, mucousy coating associated with the smell of stingray. Category: Fish and Sea life. Naka ja murtij ja imurra wiringki nuyu. The murtij stingray has a lot of slipperyness. See: [ikuri nuyu](#).

wilngar nc1. large shellfish very much like ngarlwak but has black marks across it. Category: Fish and Sea life.

wirlamurrk nc2.

1 • star. Category: Elements. Juka jita wirlamurrk jita kinyjangali yurmg. There is a star in the heavens.

2 • nautilus shell. Category: Fish and Sea life. Juka jita wirlamurrk jita nginymany inyung tuka ajput. I found this nautilus shell on the beach.

wirlmu nc1. barramundi. Category: Fish and Sea life.

wirmupirlmu nc1. many barramundi. Category: Fish and Sea life. Nakapa ngarrayawng wirmupirlmu tuka wurl. Arrkpana arriwanama arriwanala. We saw many barramundi in the billabong. Let's go and get (some) to eat.

wirrali nuyu nc1.

1 • part of the honeycomb which does not have honey in it.

2 • 'brown part' inside the fish. Category: Fish and Sea life. Young men are not allowed to eat them.

They might get white hair too quickly.

wirtjirrk nc1. species of small fish. Category: Fish and Sea life. Found near the mouths of creeks.

wirtuwirtu nc1. razor shell, spiral type worm shell. Category: Fish and Sea life. The flesh is edible.

wititpak nc2. cray-fish. Category: Fish and Sea life. See: [nganyjarlwiny](#).

witunyji nc1. shell fish species found in sandy areas. Category: Fish and Sea life. Not found in mud as is ngarnji.

womtokporntok nc1. flat shaped tropical fish. Category: Fish and Sea life. It is very pretty and is often carved.

wulyuyu nc1. longish mussel with bluish purple inside. Category: Fish and Sea life. Mun nuyu stingray eats it. Inedible for humans.

wumunpanji nc1. shell fish. Category: Fish and Sea life. It is good for fish baits and can be used for eating too.

wunjarraj nc1. large parrot fish. Category: Fish and Sea life. See: [arilka](#).

wurngul nc1. fish something like a red schnapper. Category: Fish and Sea life.

wurnkurrk nc1.

1 • jelly fish. Category: Fish and Sea life.

2 • nasal secretion. Category: Human Body Parts and Products.

wuta nc1. very large mullet. Category: Fish and Sea life. See: [walka](#); [warrgirra](#); [nangkurta](#).

yagaru nc1. stingray (general term). Category: Fish and Sea life.

yalmalimkarrk nc1. sword fish. Category: Fish and Sea life.

yampal nc1. remora fish. Category: Fish and Sea life.

yap nc1. fish. Category: Fish and Sea life. Usage: ngurtikin term See: [kiyap](#).

yarni nc1. striped tropical fish. Category: Fish and Sea life.

yarrkaj nc1. shell fish species. Category: Fish and Sea life.

yupirrk nc1. conch shell. Category: Fish and Sea life.

yurgali nc1. witchetty grub. Category: Fish and Sea life. See: [yurrwali](#); [mayarany](#).

yurruyurru nc1. catfish. Category: Fish and Sea life.

yurryurr nc1. small mud crab. Category: Fish and Sea life. It has 'yellow fat' inside. The best time to catch them is when the tall grass seeds are maturing. It is then soft with plenty of fat.

## APPENDIX 7: Iwaidja animals word list

### Animals

- alakbirrij n. black beetle. Category: Animals.
- aldujudbularr n. young animals. Category: Animals.
- arnkumu n. large mangrove crab. Category: Food Drink Cooking and Fire, Animals.
- armmilwil n. oyster in shell. Category: Food Drink Cooking and Fire, Animals.
- arramarn n. oyster type - small. Category: Food Drink Cooking and Fire, Animals.
- arrayi n. oyster type - large. Category: Food Drink Cooking and Fire, Animals.
- bidurrangkan n. porpoise. Category: Animals.
- bulikang n. cattle, cow, bull. Category: Animals.
- bulwarrin Paradigm:: awulwarrin. n. bush person/animal. Category: Animals, People and Kinship.
- buyi n. nest. Nest of bird or tortoise. Category: Animals.
- darriba n. trepang. Category: Animals.
- ilbuwi n. wallaby. Category: Animals.
- irrali n. starfish. Category: Animals.
- jarrang n. horse. Category: Animals.
- kabarrakan n. native spotted cat. Category: Animals.
- kajakajak n. frog (generic). Category: Animals.
- kalarwanybany n. centipede. Category: Animals.
- kandakij n. big kangaroo. Category: Animals.
- karduny n. male wallaby. Category: Animals.
- karldakarldak n. tree grasshopper, stick insect. Category: Animals.
- karnkurk n. emu. Category: Animals.
- karramilk n. fresh water crab. Category: Food Drink Cooking and Fire, Animals.
- kartakartak n. butterfly. Category: Animals.
- kartaywal n. possum-like animal. Long white tail, white legs, lives in pandanus. Category: Animals.
- kartungka n. green ant. Category: Animals.
- kayarlkayarl n. firefly. Category: Animals.
- kimkim n. sand fly. Category: Animals.
- kirwarr n. oyster species. Small, found at Second Bay. Category: Animals.
- kulurrumumu n. mud wasp, insect. Category: Animals.
- kurbung n. louse. Category: Animals.
- kurrurdalk n. crab. Category: Animals.
- ldarriny n. green tree frog. Category: Animals.
- ldilngan n. squid. Category: Animals.
- ldurrundurungun n. grub in sand that eats yams. Category: Animals.
- maj n. octopus. Category: Animals.

mananbuki n. black possum. Category: Animals.  
 manuk n. eel. Category: Animals.  
 mardan n. witchetty grub. Category: Animals.  
 marldu n. 1 • wind. Category: Elements.  
 2 • crab species, gall crab. Category: Animals.  
 mamdiyingunyuny n. dugong. Category: Animals.  
 martuny n. bandicoot. Category: Animals.  
 mawirdbarrkarrk n. 1 • soft object.  
 2 • yellow crab fat. Category: Animals.  
 milirr n. louse. Category: Animals.  
 minang n. cattle tick. Category: Animals.  
 mirnad n. female wallaby. Category: Animals.  
 mulaga n. hermit crab. Category: Animals.  
 mulunybi n. rat. Category: Animals.  
 munduj n. mosquito. Category: Animals.  
 mungarrk n. possum. Category: Animals.  
 murlk n. fly. Category: Animals.  
 murrumburn n. black wallaby. Category: Animals.  
 murrung n. red throated flying fox (large variety). Category: Animals.  
 nabarlak n. 1 • place name. Town of Numbulwa. Category: Names and Placenames.  
 2 • Gunwinggu word - little kangaroo that lives in the rocks. Category: Animals.  
 nagalak n. black flying fox. Category: Animals.  
 naki n. dog. Category: Animals.  
 nawunawu n. whale. Category: Animals.  
 ningkulaya n. black beche-de-mer, trepang. Category: Animals.  
 nurrkakany n. dingo. Category: Animals.  
 ngaldaman n. spiny ant-eater. Category: Animals.  
 ngalngkurrk n. red ant. Category: Animals.  
 nganabarru n. buffalo. Category: Animals.  
 nguyurr n. jellyfish. Category: Animals.  
 nyid n. bee species. short one, yellow eyes. Category: Animals.  
 rambarra n. native bee. Category: Animals.  
 wagay n. possum species, feather-tail possum, glider possum. Category: Animals.  
 wamba n. shark. Category: Animals.  
 wartarru n. dugong hide. Category: Animals.  
 widbid n. crayfish, prawn type. Category: Food Drink Cooking and Fire, Animals.  
 widul n. prawn. Category: Food Drink Cooking and Fire, Animals.



widurdalk n. grasshopper. Category: Animals.  
wilam n. 1 • bark canoe.  
2 • bee type. Stings. Category: Animals.  
winjulam n. caterpillar. Category: Animals.  
wuk n. black ant. Category: Animals.  
wunba n. spider (generic). Category: Animals.  
wungkurlkungkurl n. tadpole. Category: Animals.  
wurtuwa n. native bee. 'Cheeky one'. Category: Animals.  
wuwij n. tail. Category: Animals.  
yarldi n. scorpion. Category: Animals.  
yarnili n. snail. Category: Animals.  
yinbirir n. mosquito species, large. Category: Animals.  
yurkbili n. mangrove worm. Category: Animals.

# APPENDIX 8: Text in Yolŋu matha from Elcho Island

7 BĀPA'MIRRIŊU GA NĀNDI'MIRRIŊU GA MĀRRMA' DIRRAMU

Dhuwalanydja miny'tjinydja  
ga wukirriwuy Nirrpuranydji'wuŋu

© 1973 Nirrpuranydji

Printed and published by Galiwin'ku Adult Education Centre

ISBN D 86942 0087 0

Wangany mirri waluy bāpa'mirriŋu ga nāndi'mirriŋu ga yothu dirramu mārma' gana nhinana  
diltjiŋura, walala ŋuli ganha lukanha Djanda ga Ganguri.

Many mak ŋayi bāpa'mirriŋu waŋana bitjarra, "Maŋda nhuma dhu martji larruma ŋula ŋathawa",  
bala maŋda marrtjina dhukarrkurrana.

Maŋda bumara mārma Djanda ga wangany Guŋaluŋ, ga ŋunhi buluny dja maŋda marrtjina ga  
maln' maraŋala yindi dhawaran.

Ŋayi wangany waŋana bitjarra, "Ŋali yaw'yun dhuwala dhawaran', maku dhuwala litjalangu yindi  
djanda, maku ŋula nhā" bala maŋda yaw'yurrunana, yurru ŋayi ŋunhi dhawaran'tja mirithirri weyin,  
bala maŋda ŋunhiyi dirramu maŋda mirithina djawaryurruna.

Maŋda waŋanhamina bitjarra. "Ŋali ŋorra mār ga dhu ŋali galŋa-ŋamathirri", bala maŋda  
ŋorranana. Ŋunhi maŋda gana ŋorrananydja ŋayinydja waluny dja bili gārrihana. Maŋdanydja  
rur'yurrunana bala nhāŋala ŋunhi wāŋanydja munhawuna.

Maŋdanydja Nāndi'mirriŋu ga Bāpa'mirriŋuny dja mirithina warguyurrunana, bala maŋda marrtjina  
larruŋalana ŋurikiyi dirramuwa maŋdangu.

*Handwritten notes in red ink:*  
 - "Elcho Island" written diagonally across the top.  
 - "life" written above "Wangany mirri".  
 - "father" written above "bāpa'mirriŋu".  
 - "baby boys" written above "yothu dirramu".  
 - "male two" written above "mārma'".  
 - "to sit down" written above "gana nhinana".  
 - "by themselves" written to the right of "gana nhinana".  
 - "good they" written above "Many mak".  
 - "to eat a..." written above "waŋana".  
 - "goanna" written above "bitjarra".  
 - "rodd" written below "dhukarrkurrana".  
 - "big" written below "yindi dhawaran".  
 - "Maybe there them" written below the first paragraph.  
 - "Mountain rocky hill" written vertically on the left side.  
 - "Home work" written vertically on the left side.

# APPENDIX 9: Spelling worksheet for Yolŋu matha

Mathias – spelling words 16.8.2016

life	wagany life	wagany life
the baby	yothu baby	yothu baby
to eat goanna	lukanha danda	eating goanna
by themselves	bi themselves	by themselves
a rocky hill	ganguri rocky hill	ganguri rock hill
the road	dhukarrkurrana	road dhukarrkurrana
Elcho Island	Elcho Island	Elcho Island
male	Male dirramu	Male dirramu
female	female is a	girl Miylc

TRANSLATIONS : Please write the following words in English:

ganha lukanha eat goanna

ganha nhinana sit by themselves

dhukarrkurrana road

yindi big

yothu dirramu baby boys

djanda goanna

walala them

manymak good

diltjinura

ga and

Mathias

## APPENDIX 10: “This is Me” text from Yirrkala

Birrka'yunami Malany (<http://laal.cdu.edu.au/record/cdu:34375/info/>)

Dhuwaya

Birrka'yunami Malany

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopy, recording or otherwise without the written permission of the publisher.

© 2012 NT Government Department of Education & Training,

First printed 2005.

Revised and reprinted 2012.

Published by NT Government Department of Employment, Education & Training,

Literature Production Centre

C/- Yirrkala School

PO Box 896,

Nhulunbuy NT 0881

Tel 08 8987 1988

Fax 08 8987 1725

ISBN: 978-0-86409-013-3

Birrka'yunami Malany

Wukirriwuy Rärriwuy Marikawuṅu

Wuṅili djämawuy Dayṅawa Marikawuṅu

Dhuwaya ṅarraku mel, märr ṅarra yurru nhäma.

Dhuwaya ṅarraku mäkiri, märr ṅarra yurru rirrakay ṅäma.

Dhuwaya ṅarraku ṅurru, märr ṅarra yurru waṅgi'yun.

Dhuwaya ṅarraku ṅäṅarr, märr ṅarra yurru birrka'yun.

Dhuwaya ṅarraku goṅ, märr ṅarra yurru dhäkay-ṅäma gormur ga ṅulwitj, yuluk ga baṅdany'  
dhirrkthirrk ga buyuwuyu.

goṅ

mäkiri

mel

ṅäṅarr

ṅurru

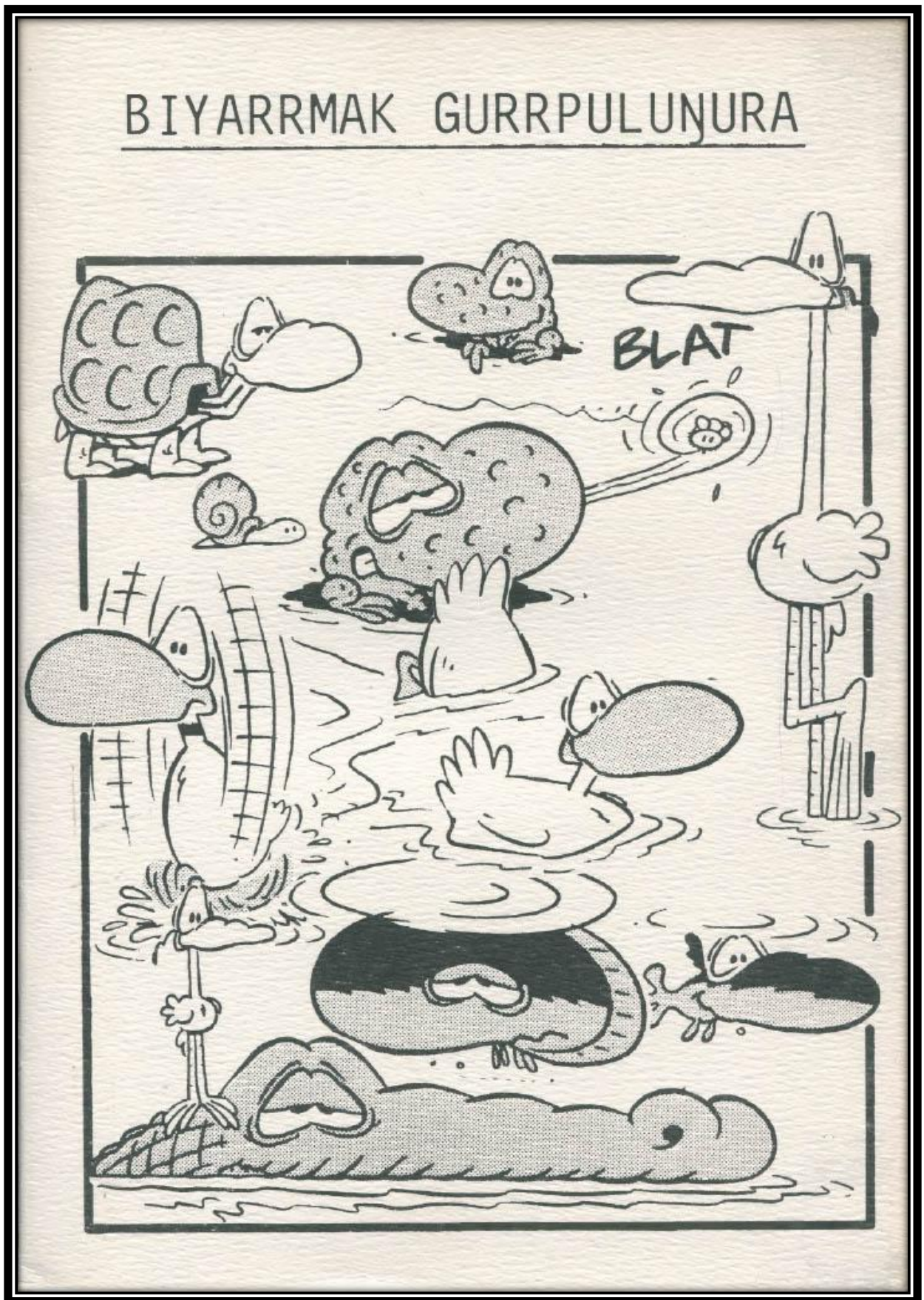
Our Senses

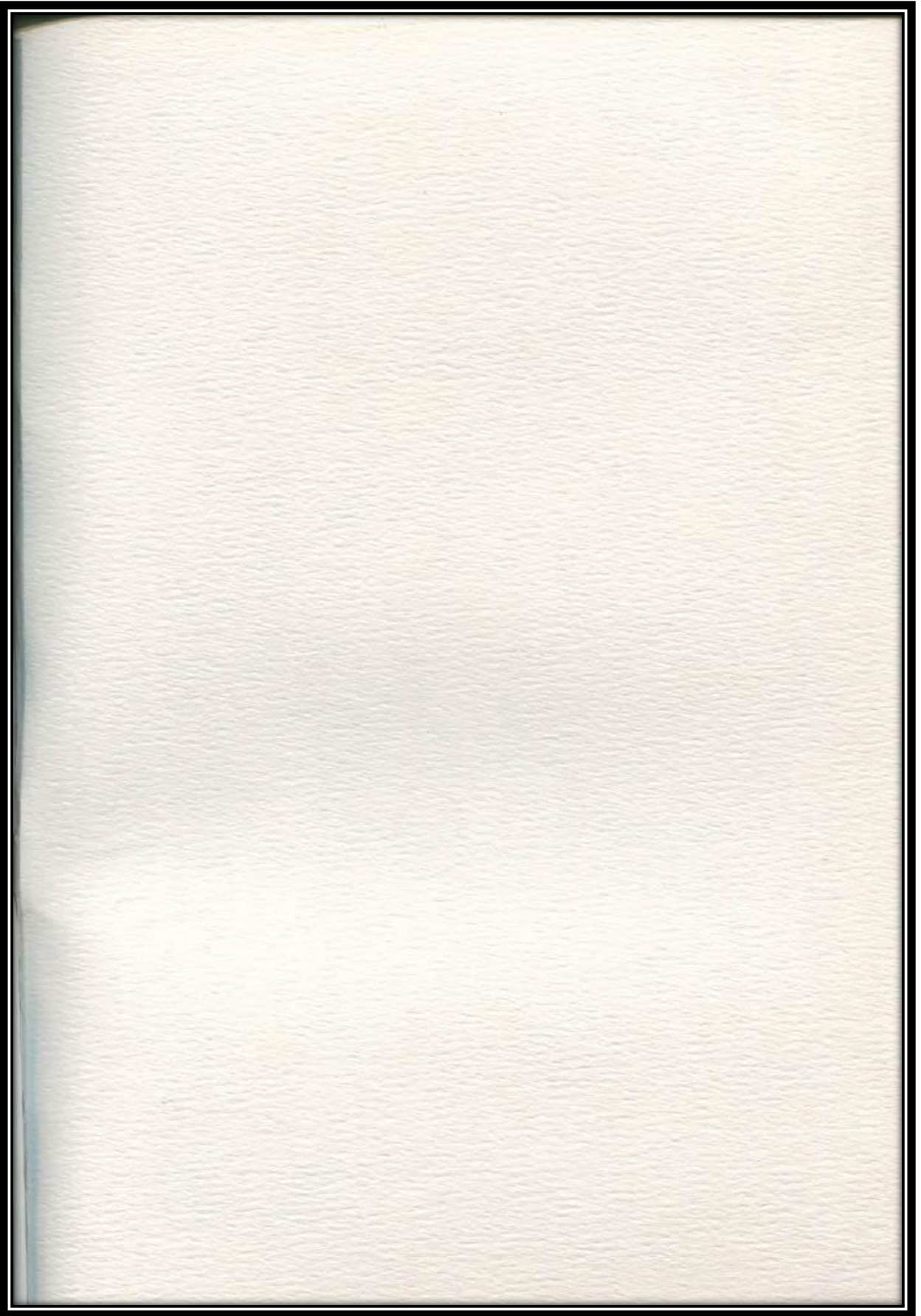
1. These are my eyes so I can see.
2. These are my ears so I can hear.
3. This is my nose so I can smell.
4. This is my tongue so I can taste.
5. These are my hands so I can feel hot and cold things, wet and dry, rough and smooth.
6. Eyes, ears, hands, nose, tongue.

PRINTED BY YIRRKALA SCHOOL - LITERACY PRODUCTION CENTRE



APPENDIX 11: Swamp animals text from Yirkkala







# BIYARRMAK GURRPULUNURA

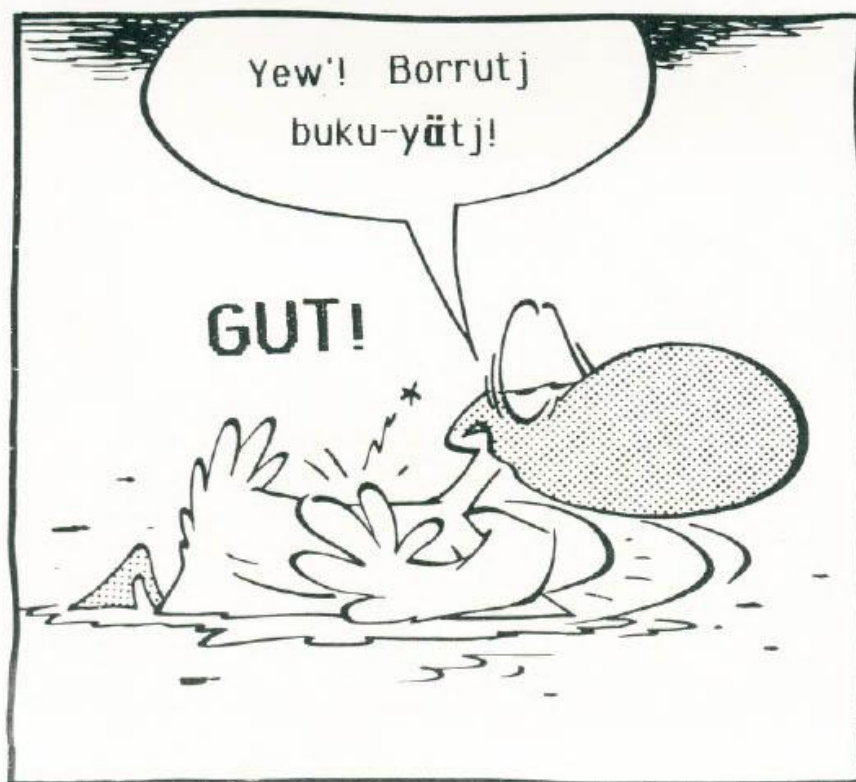
The Literature Production Centre would like to thank Gary Clark for allowing us to use his drawings from his book "HEAD HIGH IN THE SWAMP"

ISBN : 0 86409 044 7

PRINTED AND PUBLISHED BY: Yirrkala Community School Literature Production  
Centre



# Muthali' ga Garkman.





# Māna ga Muthali.

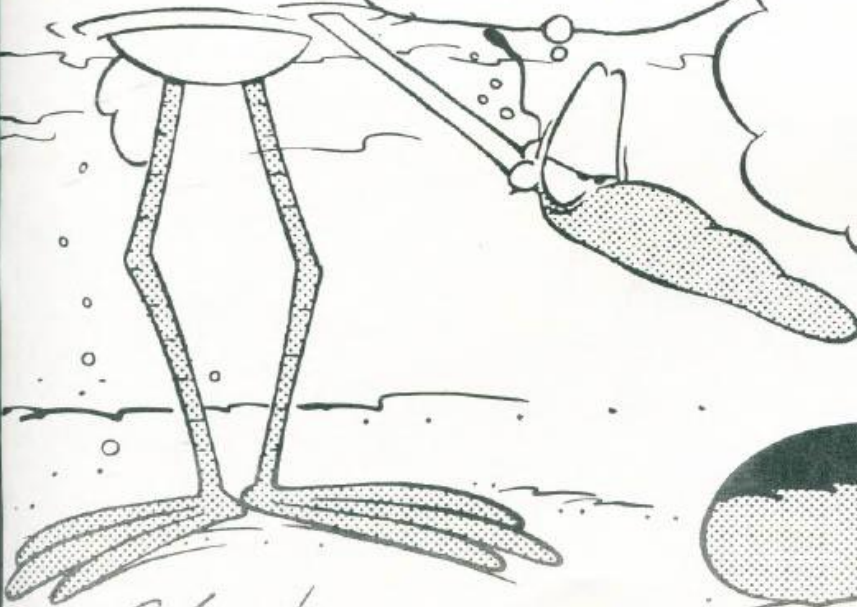


GITKIT,  
GITKIT!!!!



Nhāku dhuwaya  
gitkitthun gurra?

YAKAY!!  
Biyarrmak  
yaṯa-barka!!



Clark



# Bäru ga Muthali.

Nhäu warray nhe garrakaya wirwiryun  
gurra, dhika guḷkungga bäruya.....



Nhü ḡarraya latju'?



Ḳinygu nhe Ḳirramiriw.

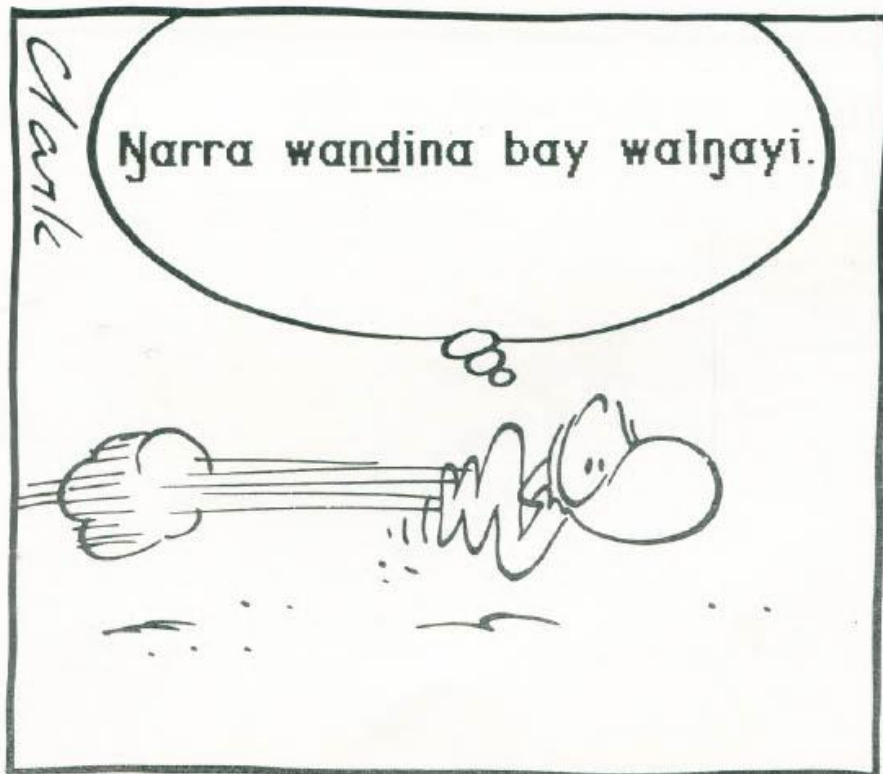
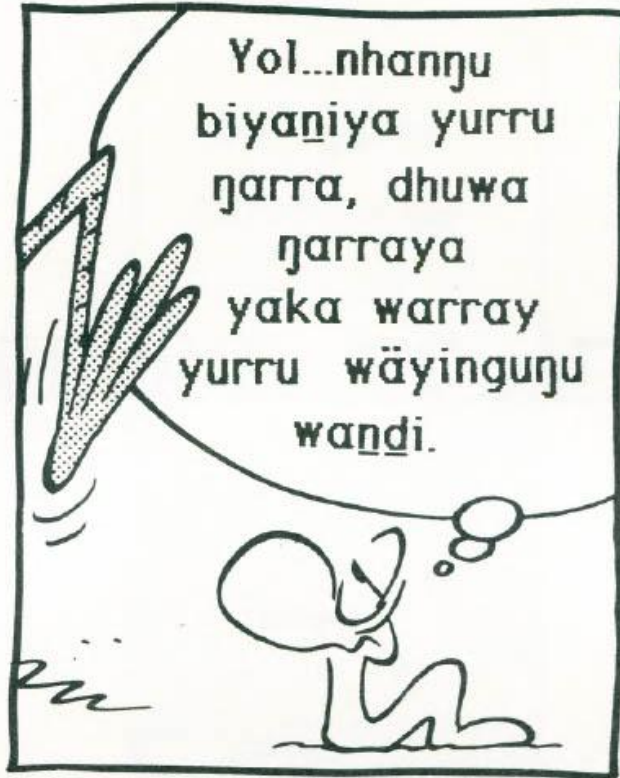


Clark

6

# Muthali' ga mewirri'







# Bäru ga muthali

Bäru, nhäku warray nhe  
lirraya burru'yuna?



Bili narra  
djawulpa'na  
linyguna.



Nhunjnydja! Mak nhe yätj  
natha lukana gäthura.



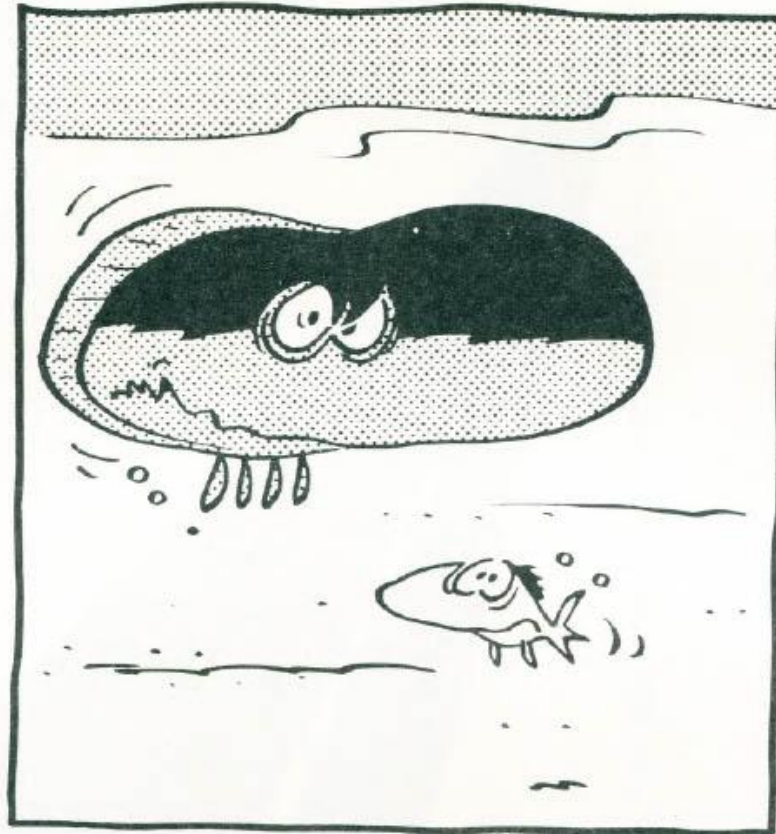
# Mäna ga Guya.

Ye.....w!!! Djawaryunana  
ḡarraya bili ḡarra  
lundumirriw.

ḡarra mak  
lunduthi bay',  
gitkitthun marrtji.







Yaw! Mengumana dhika  
gitkitthunami!!!



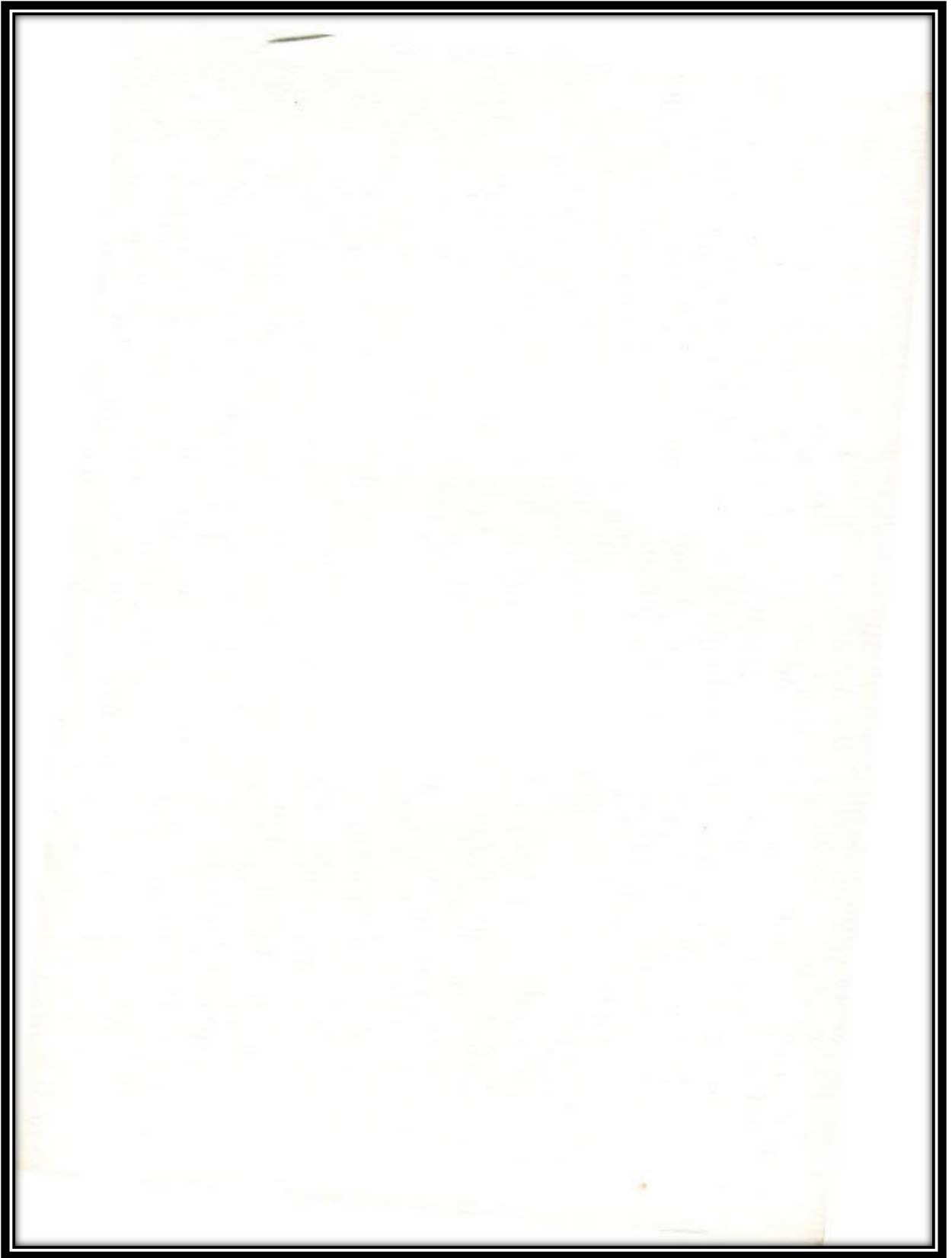


# Miyapunu ga Menduŋ.

Yaka gathi budapthu.....  
Dhuwaya mutika naŋ'thun  
gurra ya'.



Chalk



## Living Archive of Aboriginal Languages



This work is from the **Living Archive of Aboriginal Languages** [www.cdu.edu.au/laal](http://www.cdu.edu.au/laal).  
If you have any questions or wish to access information concerning this work, please contact us at [livingarchive@cdu.edu.au](mailto:livingarchive@cdu.edu.au).

Use of this work is subject to the User License Agreement available at <http://www.cdu.edu.au/laal/permissions/>

This work is licensed under a **Creative Commons Attribution Non-commercial No Derivs 3.0 Licence Australia** which appears as follows:



This licence allows users to share, copy and redistribute the work in any medium or format provided they:

- (i) give appropriate credit, provide a link to the licence, and indicate if any changes were made to the work. Users may do so in any reasonable manner, but not in any way that suggests that we endorse the user or their use;
- (ii) do not use the work for commercial purposes;
- (iii) do not distribute the modified work if they remix, transform or build upon the work, and
- (iv) do not apply legal terms or technological measures that legally restrict others from doing anything that the licence permits.

The full terms of the licence can be found at <http://creativecommons.org/licenses/by-nc-nd/3.0/au/legalcode>.

The creators of this work assert their **moral rights** to:

- be identified and named as the creators of this work. This means that if you reproduce the work, you must identify these creators;
- take action if this work is falsely attributed as being someone else's work; and
- take action if this work is distorted or treated in a way that is harmful to their honour or reputation. This means that the creators of this work have the right to object to distortion, mutilation or other modification of, or derogatory action in relation to the work.

If you share this work, you must identify the creators named in this work and on the Living Archive of Aboriginal Languages website and abide with all other attribution requirements under the Creative Commons licence.

Note that any action that is in breach of the moral rights of the author will give rise to a right of the creators to take legal action under the Copyright Act 1968 (Cth).

Do not remove this notice



Australian  
National  
University



Batchelor  
Institute  
of Indigenous  
Tertiary Education

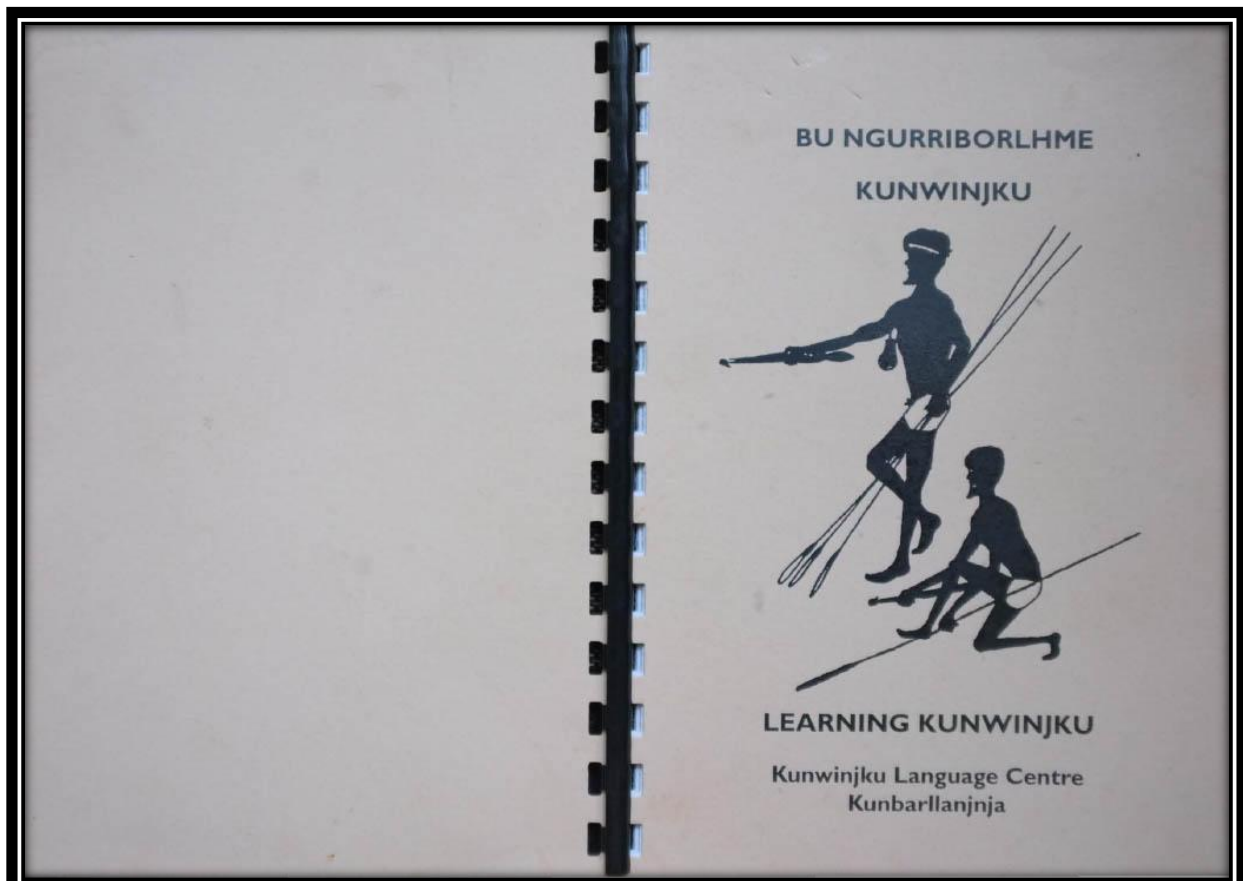


[www.cdu.edu.au/laal](http://www.cdu.edu.au/laal)

Tel: (08) 8946 6876

[livingarchive@cdu.edu.au](mailto:livingarchive@cdu.edu.au)

## APPENDIX 12: Text in Kunwinjku



Copyright 1994:  
Kunwinjku Language Centre  
and Andrew Manakgu  
Kunbarllanjja NT

2nd Revised Edition 1998  
Revised Edition prepared by GREENfingers Typesetting,  
Graphic Design and Publishing, Darwin

### BU KABIMDI

Kunkarrangbakmeng Yawurrinj	2
Ngalwakadj Nang Yaw Kinga	4
Nawakadj bibom nakudji bininj	6
Ngabenmenebidyikarmeng Djamun	8
Marlwa bibengwarrewong bininj	12
Yawkyawk bokenh beneburrinj	14
Nawakadj dja Nganabbarru	16
Daluk ngalbu kidni	18
Ngarrbek dja Ngalmangiyi	20
Kunwinjku and English	24



## NAHNI DJURRA

Ngad ngarikurrmeng manih bim dja mankarre ba bu ngurriborlhme ngurribimbun dja ngurribimgeybun Kunwinjku dja mak Kunbalanda.

We have put these stories and pictures together so that you can learn to write and read Kunwinjku and also English.

Ngad ngarridurrkimirri kore Kunwinjku Kunwok, dja ngarridjare ngarrimarnbun djurra nawern ba bu wurdwurd dja dabborabbolk kabirribimnan.

We are language workers who work at the Kunwinjku Language Centre. We want to write lots of books so that children and adults can read.

ii

## Bu yibimngehngeybun

b	bininj	say	b	as English	boy
d	duruk	say	d	as English	dog
dj	djenj	say	j/tch	as English	jump/catch
k	kunj	say	k	as English	skip
m	mayh	say	m	as English	man
n	nayin	say	n	as English	net
ng	nginj	say	ng	as English	singing
nj	njale	say	ny	as English	good on'ya
l	loklok	Say	l	as English	leg
r	rarrk	say	r	as English	red
w	wak	say	w	as English	wet
y	yok	say	y	as English	yes

rd	rdird	is like	d	with the tongue turned back
rr	yerre	is like	d	with the tongue touching twice
rl	berldi	is like	l	with the tongue turned back
h	yoh	is like		stopping your breath in your throat

a	kamak	say	a	as English	father
e	weng	say	air	as English	air
i	bininj	say	ee	as English	feet
o	boð	say	or	as English	cord
u	kukku	say	u	as English	bush

1

## Kunkarrngbakmeng Yawurrinj

Kunkare kunkarrngbakmeng yawurrinj birriyerrkang kore kudjurle, birrihmarnbuni mankole. Wanjh kaluk nakudji yimeng,

"Karrre wanjh, ba werkk karrimkanjiyirrundeng."

Wanjh birridolkkang birribalwam. Kaluk nakudji balbolkwonnang, nang nakudji narangem nganabbarru, kahkeyo kore kudjurle.

Wanjh nakudji yimeng, "Ngudda ngunebokenh, ngunerlobmen ngunekunikurmerren kukebrok, dja ngad nganere nganeyame. Nganeyame nganebalkawon ngorrewoneng."

Wanjh djakbekkang nawu nganabbarru, wanjh rlobmeng. Balhdjalrlobmi kore beddah benemhkuniyoy kore benebuyika, wanjh yimankek benmenewohkukyurhkeng. Wanjh bindikayhmeng benebuyika nawu benemkawong, wanjh benemwam birrikanjmey rowk. Birrikanjiyirrommeng kured.

Bonj yakminj.

2

## Four young men

A long time ago four young men sat under a tree making spears. Then one man said, "Let us go so we can bring back the meat."

So they jumped up and went. One of them was looking around, and saw a male buffalo sleeping under the shade of a tree.

Then one of them said, You two run ahead and get ready and we will come behind and spear it." When the buffalo felt the pain, it ran. It ran towards the other two, where they hiding and tried to pass them. But they speared the buffalo. Then they cut the meat up and took it back home.



3

### Ngalwakadj Nang Yaw Kinga

Wolewoleh Ngalwakadj koluy wakkidj mangihmangi burd. Dingihdi kumekbe kuronj, nang yaw kinga dolhmeng, yawbunihbuni djenj. Wanjh ngalengmanwali kumhdjakelebidbuni, dja nang namekbe yaw.

Wanjh birridjawam, "Njale yimbibom?" "Aba, yaw kinga nganang. Marndi wurdyaw kayawbaye kadberre warreh," yimeng ngalbu Ngalwakadj bedberre. "Karriray kured, kaluk rerrih karringun nawu djenj bu bininj kabirridulubun mako, dja bonj warreh karridjaldjaredokmen." Wanjh birridokmerrinj kured warreh ngalbu Ngalwakadj dorreng.

Bonj.

4

### Ngalwakadj saw a baby crocodile

One afternoon Ngalwakadj went fishing getting lots of bream. While she was standing there at the water, going after some small fish, she saw a young crocodile come to the surface, after little fish.

So she came back up frightened because she saw that baby crocodile. Then they asked her, "Why did you come back up?"

"Oh, I saw a young crocodile. He might bite our kids," said Ngalwakadj, "Let's go home, we'll eat some fish later on, when the men shoot it with a gun. But we might just go hungry." So they went home with Ngalwakadj.



5

### Nawakadj bibom nakudji bininj

Kunkareni Nawakadj bidjawam nakudji bininj, bimarneyimeng, "Yiddok minj ngarrdjangkan kunj?" "Yoh," yimeng nawu nabuyika bininj, "Kaluk kuhri djarreh bu kambarrhbun, kunekke kunu ngarrdolkkan." Wanjh beneyonginj yimankek kambarrhbom benedolkkan benedjangkan manberk.

Wanjh Nawakadj bimarneyimeng nawu nabuyika bininj, "Kab yibaldokdokmen." Yimankek dja kurrinj nawu Nawakadj, dja djareni biyameninj namekbe bininj.

Wanjh nawu bininj balhwarribodokdokmi, dja nungan nawu Nawakadj baldjalkolhmibom, biyameng bikukkurmeng. Dja balkolemey mankole nuye, balhdjalrey walem. Bonj wanjh, dja bimarnewenjhmeng nawu namekbe bininj, bu yimankek benedjangkan nawu kunj.

Bonj.

\*Some people say 'yibaldokmerrokmen'.

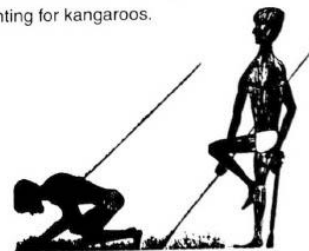
6

### That Nawakadj he killed a man

Long ago, Nawakadj asked one man and said to him, "Why don't we go hunting kangaroo?" "Yes," said the other man, "We'll have to get up very early for that." Then they went to sleep. Early in the morning they got up and started walking through the bush.

Then Nawakadj said to the other man, "You go in front of me. I'll come behind you." Now he was lying, that Nawakadj, because he wanted to spear the other man.

As the other man was walking along in front of Nawakadj, Nawakadj got ready and threw his spear and killed the other man. Then he got his spear and kept going to the south. And that's it. But the other man didn't know that Nawakadj was a killer when they went hunting for kangaroos.



7

### Ngabenmenebidyikarmeng Djamun

Kuni kaluk wolehwolehni kunkare ngahni kore kured, wanjh kaluk nganang Ngadjadj Stephen kamhrlobme. Kumrlobmeng, danginj kore shelter ngahni, wanjh nganmarneyimeng, "Kab ngurrire Djamun bokenh ba yibenmenebolkbukkan manbu manbolh kahkolung Wadji." "Mah," ngayimeng. "Dja nawu yawurrijin mak yikahwi kabirribolkburrbun?" "Burrkyak minj kunubewu kabirribolkbengkan, dja nguddah ngurriyay nawu yiwernholkburrbun."

Wanjh nganerlobmeng kore shop, kumekbe benehdi nawu Djamun bokenh. Wanjh benmenemarneyimeng, "Nanih wanjh ngurrire nawu kabolkbengkan." Kaluk Djamun ngandimarneyimeng, "Manme nganebahame karrewoneng, dja ngunyrlobmen kured kore nguddah kunred kaluk nganemrlobme ngundidahkendong, wanjh kanere."

8

### I Helped the Police

One afternoon long ago, I was sitting at the Banyan Shelter, and then I saw uncle Stephen running towards me. He ran up and said, "Can you go with two police and show them the road that turns off to Sandy Creek." And I said, "Do any of the young men know that place?" No, they probably don't know it, so you go because you know it well."

So he drove me to the shop where the two police were waiting. Then he told them, This is the man who knows the road to Sandy Creek. He will go with you." They told me, "He can take you home to get your swag ready, and we will come and pick you up and go, but we have to get some food first."



9

"Yoh," ngayimeng, wanjh ngadjadj Stephen nganyirlobmeng kured Mibornde. Kumekbe ngankurrmeng dja nungan durndi kore shop, wanjh ngamadjimarnbom rowk, ngayerrkang ngabenmenehmadbuni. Kaluk ngabolkwohnang ngabenmenenang kabenemhrlobme, ngamadjmey ngabenmenedabkeng wanjh ngarriwam.

Ngarrihdjairlobmeng, wanjh wohngokdanj ngadberre, wanjh ngarrikakbebmeng kore kured. Kumekbe ngarriyonginj barrhbom, wanjh ngarrimdurndi kondanjkuu Kunbarllanjja. Ngarrirlobmeng, ngandikurrmeng kured kore ngaye ngahyoy, dja bedman benedurndi Kukadjeh.

Kuhni bu woybukkih.

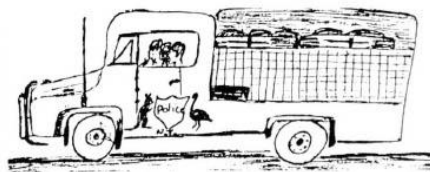
Bonj, wanjh yakminj.

10

"Okay, I said. Then my uncle Stephen drove me home to Banyan. He dropped me there and went back to the shop, and I got my swag all ready and sat and waited for the two policemen. Then I saw them coming, grabbed my swag and pulled them up, then we went.

As we were going along Sandy Creek road, it got dark. We drove for one hour and we got there. We camped there until morning and then came back here to Kunbarllanjja. We drove back and they dropped me at home, and then they went back to Darwin. That's it.

This is a true story.



11

### Marlwa bibengwarrewong bininj

Kunkarə, nakudji bininj warlbom manberrk. Wam ngimeng manngarrekimuk, kaluk kumekbe di Marlwa nawu nabangni. Wanjh bibom bibengwarrewong, kaluk wolewoleh yimerranj durndi kured, kore birribuyika birrihreddi.

Wanjh yimankek birridjawam, minj benwokmayinj. Wanjh birriyimeng, "Nawu bininj nahni wanjh kunubewu mam dja nuk Marlwa bibengwarrewong, wardi kanbun kadberre dja wurdwurd kabenbun kadberre."

Wanjh yimankek kukakni namekbe bininj kadjorklmeng wam kumekbe kore Marlwa bibengwarrewong. Kaluk wanjh minj birriyawoyhkuknayinj namekbe bininj.

Wanjh bonj.

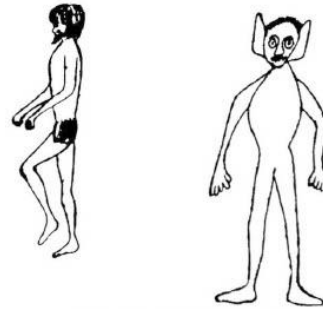
12

### An Evil Spirit Sent a Man Mad

Long ago, a man went hunting in the in the bush. He went into a jungle. Now, in that jungle lived an evil spirit. The evil spirit sent him mad. Then, when it was afternoon he went back home, where the other people were camping with him.

They tried to question him, but he would not answer, so they said, "A devil or evil spirit made this man deaf. He might kill us and our children."

Then that night the man went back again to where the evil spirit had sent him mad. And they never saw that man again. That's all.



13

### Yawkyawk bokenh beneburrinj.

Barnangarrani yawkyawk bokenh benebebbemey kubba, wanjh benekoluy kabbal. Benehbalokdjudmi wanjh ngalkudji mey ngalkimuk, wanjh bidbom karrkad kumekbe worrhmeng, wanjh kinjeng. Ngalbu ngalbuyika minj mayinj, djahdjalbolkdjudmeng yawam, minj mayinj. Wanjh bidbom karrkad kore ngalbuyika yingkihdokmeng.

Balwam bidjawam, "Kandadju kundad dja ngamarwedoweng." "Aba, minj won, ngaye mak ngamarwedoweng."

Wanjh ngalbu ngalbuyika minj mayinj, kumdjalokkang bingabekmey. Kumekbe beneburrinj benedjalkudji. Beneburrinj korroko. Kaluk ngalkudji djakbekkang, wanjh rlobmeng kore kured, bimarneyimeng ngalbadjan.

Bindibidnawong marnbom kunyid, wanjh beneburrinj benebebbekurlawam nawu ngalbadjan.

Bonj wanjh yakminj.

14

### Two Young Girls had a Fight

In the middle of the day, two young girls got their crowbars and went down onto the floodplain to get turtles. They were poking the mud with their bars, then one girl got a big turtle, so she went up and made a fire and cooked it. But the other girl didn't get one. She poked and poked, but did not get one.

So she went up to the other girl who had gone ahead, and asked her, "Give me a leg, because I'm hungry. No way. I can't give you any. I'm hungry too."

So the other girl who didn't get one got up and grabbed her hair and so they started fighting. It was just the two of them, and they fought for a long time. Then one girl got hurt, and ran home and told her mother. They gave the trouble to their mothers, who started fighting. The blood was running down everywhere from them.

That's all.



15



### Nawakadj dja Nganabbarru

Kunkare Nawakadj dolkkang, mankole mey dja borndok. Wam, koluy kore kabbal, baibolkwohnawohnang djarreh, dja minj darnhbolknayinj kore kudjorlok. Kumekbe yoy nakudji narangem nganabbarru. Wanjh mungu baldjalwam kumekbe kore nawu nganabbarru kumhyoy.

Kaluk nawu nganabbarru ngokko birrengbekkang, kore balhbolkmeli balrey. Wanjh kumdjaldolkkang bimdjalkadjuy.

Wanjh nawu Nawakadj minj yameninj, dja ngokko bikukkurdukkeng nawu nganabbarru. Wanjh nawu nganabbarru bikadjuy, kayime kabibun ngokko bidbom kore mandulkkihkimuk, wanjh nawu Nawakadj kanjmarnburrinj, bonj.

Mak minj yawoyhwarlbuyinj nawu nganabbarru. Bonj wanjh, dja kumekbe nang, kore bikadjuy darnkih bibuyinj, wanjh keleminj. Dja djalwarlbuni nadjalkudji kunj. Bonj.

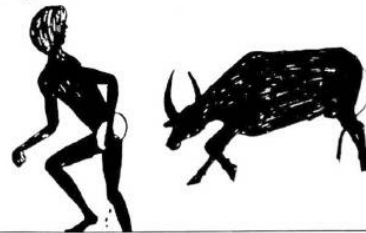
16

### Nawakadj and the Buffalo

Long ago Nawakadj got up and got his spear and woomera and went down onto the floodplain. He was looking around, but into the distance. He didn't look at a nearby wallow, where there slept a buffalo bull. So he accidentally walked to where the buffalo was. Now, the buffalo had already heard his footsteps as he was walking, so it just got up and chased him.

Nawakadj could not spear the buffalo because it was already too close, so the buffalo just chased Nawakadj. It tried to kill him, but Nawakadj had already climbed a big tree, and was safe.

So Nawakadj didn't go hunting for buffalo again. No. He had seen that the buffalo had nearly killed him, so he was frightened. He just went out hunting for kangaroo.



17

### Daluk ngalbu kidni

Ngalkudji daluk wam mankabo weyhwey wakkidj, kaluk ngaleng kidni. Kaluk kumekbe yoy kinga nakudji. Wenehweng nawu wakkidj minj nguyinj nawu djenj, wanjh bawong nawu wakkidj, dja djalyerrkang kore kukadjid, madbuhmadbuni namekbe kinga.

Wanjh nawu kinga kumhdjalwam darnkih kore ngalmekbe daluk kore ningihni. Kumekbe darnhdolhmeng. Yimankek keledolkkang, korroko bibayeng kore kundad. Wanjh bidjuhkeng kore kukku biyibkeng kanjdji.

Wanjh nawu kohbakohbanj birrihyawani, minj birringalkemeninj ngalmekbe ngalbu daluk. Bonj, wanjh doweng.

18

### The Doomed Woman

A woman went down by the creek and was throwing her line in for fish. But she was doomed. There was a crocodile living there. She was throwing in her line, but there was no bite and didn't get any fish, so she left the fishing line and just sat on the bank waiting for the crocodile.

Then the crocodile just came close to where the woman was sitting. It surfaced there, and the woman tried to run away, but the crocodile had already bitten her leg. So it pulled her into the water and down under the surface.

Then the old people looked for her but they could not find her. That was it, that woman was dead.



19

### Ngarrbek dja Ngalmangiyi

Ngarrbek dja Ngalmangiyi benemdoikkang kakbibeh. Ngarrbek ngalbu merlemni, wilarrk karrmi. Benehni, benehwam, Ngarrbek bekkang kabihbun nawu wilarrk. Wanjh wilarrkungudi ngalbu Ngarrbek.

Wanjh benehrrerkang, yimeng Ngarrbek, "Ngudda yiyawnahna, dja ngaye ngawarlun ngarrku." "Yoh," yimeng ngalbu Ngalmangiyi, "Yiray yiwarlun ngarrku." Wanjh warlbom berrewoneng, wanjh ngalengman ningihni kured yawnahnani.

Wam mayh yawani berrewoneng, dja ngalengman ningihni marrwedoweng. Wanjh yimeng, "Ngamarneyawngun nuk." Wanjh bimarneyawnguneng, dja marrweni ngalbu Ngalmangiyi. Dja ngokko balhkani nawu mayh berrewonengni yimanekni, dja ngokko nguneng nawu yaw worrkminj.

Wanjh worrknihworrkni, dja ngalengman kumdurndengi mayh kumhkani. Kumwam, rerrkang kured, bimarnebebmeng Ngalmangiyi, dja mayh nawu kurrmeng, dja ngudjngehngudjngehmi rowk.

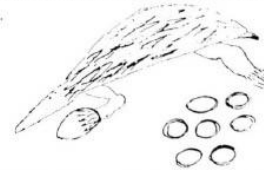
20

### Echidna and Long Necked Turtle

The echidna and the turtle came from the North. The echidna was pregnant. She was carrying an egg inside her. They stayed there, and then they went again and the echidna felt that the egg was ready, and then she laid it.

So they camped for a while, and the echidna said, "You stay and watch the baby while I go hunting for both of us." "Alright," said the turtle, you go hunting for us." So she went hunting for them both while the turtle sat at home looking after the baby.

The echidna went out looking for food while she was looking after the baby, and she became hungry. So she said to herself, "I think I'll eat the baby." So she ate the baby because she was hungry. The echidna would still be a while getting the food, so she ate the baby and was feeling full. Then the echidna came back with some food. She came into camp, sat down and rested for while.



21

Wanjh yawyawam, bidjawam, "Baleh wurdyaw ngardduk yikang? Yiyawnguneng ngardduk?" "Yoh," yimeng Ngalmangiyi, "Nganguneng ke yaw." "Aba!" yimeng Ngarrbek ngalbu ngalbadjan, "Nuk kunukka kunyid yinang ngardduk."

Bonj, rlobmeng, kundulk bakkeng ngalbu Ngalmangiyi, dja ngalu Ngarrbek rlobmeng kunwardde mey, wanjh beneburreni. Beneburrij, Ngarrbek karmeng warddeburriweng kubodme bingerrehmeng. "A ngudda kunu kanngerrehmeng." Ngalengmanwali kumdjalyirlobmeng madjawarr mey, bidjandjanmeng kubodme.

Wanjh bonj, beneburnbom, benewoknarrinj. Ngalbu Ngalmangiyi yimeng, "Ngaye ngare kuronj." "Yoh", yimeng Ngarrbek, "Yiray kuronj." Dja ngalengmanwali yimeng Ngarrbek, "Ngaye ngare kuwardde." "Yoh," yimeng ngalbu Ngalmangiyi, "Yiray kuwardde."

Wanjh Ngarrbek wam, bidbom manwarddekuyeng, wanjh kumekbe ngalengman wokdiwokdi kore manwarddekuyeng, yimihyimi, "Koyek karung, kakbi karung, karrkad karung, walem karung. Kuw, marrek Nabulabulanj ngarriyo." Yimeng ngalbu Ngarrbek, "Wanjh bonj, ngayo kuwardde mungoyhmungoyh." Wanjh kahyo.

22

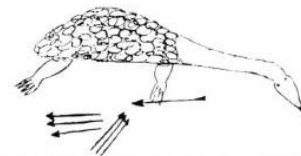
Bonj

Then she started looking for her baby, and she asked the turtle, "Where did you take my baby? Did you eat it?" "Yes," said the turtle, "I ate your baby". "What?"; said the echidna mother, "Maybe you ate it because you are my enemy!"

Well, that was it. The turtle ran and broke some sticks, and the echidna ran and got some stones, and they started fighting. They fought and fought, and the echidna threw stones that stuck on the turtle's back. Oh, you've covered my back!" So in response, she ran and got some reeds and she in turn stuck them into the echidna's back.

Then finally, they finished fighting and parted. The turtle said, "I am going into the water." "Yes," said the echidna, "You go into the water." Then the echidna in turn said, "I am going into the rock country." "Okay, you go into the rocks."

So the echidna went and climbed on the top of the rocky hill. She was talking to herself on the high rocks, saying, "It's burning in the east, it's burning in the north, it's burning in the west, it's burning in the south. Maybe I won't be living with those Nabulabulanj men." She said, Well then, I will live in the rocks forever and ever." And she does. That's all.



23

### KUNWINJKU AND ENGLISH

**Ngalkudji daluk wam mankabo weyihweyi**  
 A/one/a certain woman went river (she) was  
 throwing

**wakkidj, kaluk ngaleng kidni.**  
 fishing line but/now/however she was doomed  
 to die.

**Kaluk kumekbe yoy kinga nakudji.**  
 but/now there he lived crocodile a/one/a certain

**Wenehweng nawu wakkidj,**  
 (she) threw and threw (the) fishing line

**minj nguyinj nawu djenj,**  
 didn't eat/bite (the) fish

**wanjh bawong nawu wakkidj,**  
 so she left it (the) fishing line

**dja djalyerrkang kore kukadjid,**  
 and just sat down on/at the bank

**madbuhmadbuni namekbe kinga.**  
 she was waiting for that crocodile.

**Wanjh nawu kinga kumdjalwam darnkih**  
 Then (the) crocodile just came close

24

**kore ngalmekbe daluk kore ningihni.**  
 to that woman to where she was sitting.

**Kumekbe darnhdolhmeng**  
 there it close by poked its head out of the water

**Yimankek keledolkang, koroko bibayeng**  
 (She) would have jumped up in fear, already it bit her

**kore kundad. Wanjh bidjuhkeng kore kukku**  
 on leg Then it put her in water in water

**biyibkeng kanjdji.**  
 it forced her down underneath

**Wanjh nawu kohbakohbanj birrihyawani,**  
 then (the) old people they were looking for her

**minj birringalkeminj ngalmekbe ngalbu**  
 didn't they didn't find her that one we are talking  
 about

**daluk. Bonj, wanjh doweng.**  
 woman. That's it, well she died.

25

## Living Archive of Aboriginal Languages



This work is from the **Living Archive of Aboriginal Languages** [www.cdu.edu.au/laal](http://www.cdu.edu.au/laal).  
If you have any questions or wish to access information concerning this work, please contact us at [livingarchive@cdu.edu.au](mailto:livingarchive@cdu.edu.au).

Use of this work is subject to the User License Agreement available at <http://www.cdu.edu.au/laal/permissions/>

This work is licensed under a **Creative Commons Attribution Non-commercial No Derivs 3.0 Licence Australia** which appears as follows:



This licence allows users to share, copy and redistribute the work in any medium or format provided they:

- (i) give appropriate credit, provide a link to the licence, and indicate if any changes were made to the work. Users may do so in any reasonable manner, but not in any way that suggests that we endorse the user or their use;
- (ii) do not use the work for commercial purposes;
- (iii) do not distribute the modified work if they remix, transform or build upon the work, and
- (iv) do not apply legal terms or technological measures that legally restrict others from doing anything that the licence permits.

The full terms of the licence can be found at <http://creativecommons.org/licenses/by-nc-nd/3.0/au/legalcode>.

The creators of this work assert their **moral rights** to:

- be identified and named as the creators of this work. This means that if you reproduce the work, you must identify these creators;
- take action if this work is falsely attributed as being someone else's work; and
- take action if this work is distorted or treated in a way that is harmful to their honour or reputation. This means that the creators of this work have the right to object to distortion, mutilation or other modification of, or derogatory action in relation to the work.

If you share this work, you must identify the creators named in this work and on the Living Archive of Aboriginal Languages website and abide with all other attribution requirements under the Creative Commons licence.

Note that any action that is in breach of the moral rights of the author will give rise to a right of the creators to take legal action under the Copyright Act 1968 (Cth).

Do not remove this notice



Australian  
National  
University



Batchelor  
Institute  
of Indigenous  
Tertiary Education



[www.cdu.edu.au/laal](http://www.cdu.edu.au/laal)

Tel: (08) 8946 6876

[livingarchive@cdu.edu.au](mailto:livingarchive@cdu.edu.au)



## APPENDIX 13: First Iwaidja session – Describing my home environment (materials used see Appendices 2, 3 and 4)

### General notes

The excerpts chosen for analysis in chapter five have been encased and highlighted. Other staff and students who incidentally participated in some conversations have been represented anonymously through their initials or their professional titles.

Place	Date	Time	Duration	Number of people	Status of participants	Languages
Middle school classroom, Darwin	10th of August 2016	7:12 pm	13:31 min	3	1 tutor/researcher, Christiane 2 students, W. and D.	English, Iwaidja and Maung

- 1 Christiane: I am doing some study to help me find out how to be a better teacher. So for  
2 English, usually in English, the teacher and the tutors, they can help you, but for this language  
3 you are the expert. So what I tried this morning. I had a look here [points to the dictionary  
4 excerpt taken from <http://ausil.org/Dictionary/Iwaidja/lexicon/mainintro.htm>, Appendix 3] at  
5 Iwaidja.  
6 W.: Ya.  
7 Christiane: And I thought maybe that I can learn how to describe my home. So this is a  
8 picture from my home. Remember, yesterday you talked to me in my home language?  
9 W.: Mmh.  
10 Christiane: [laughter] So I tried to figure out a few words and I want to check with you, if this  
11 looks good to you.  
12 D.: What are they?  
13 W.: Yeah.  
14 Christiane: Do you wanna have a look?  
15 D.: Yeah.  
16 Christiane: You're welcome.  
17 W.: Ehm, you know, H.? He know, he's good in, at Im ... Iwaidja, him and E.  
18 Christiane: Really?  
19 W.: Yeah, me and H. / D.: In my language.  
20 W.: And my mum teaching him. / D.: This your home? / Christiane: This is my home. I'm  
21 trying to learn how to say 'this is my home'. So how would you say 'this is my home' in your  
22 language? {Educator-initiated vocab elicitation HL}  
23 D.: /enamatukunwreg/ in my language /enamatukunwreg/ {Student teaching vocab HL}  
24 W.: Nah.  
25 Christiane: Is this /iwadʒa/?  
26 W.: No, Kunwinjku.  
27 Christiane: Kunwinjku ... and in Iwaidja, how would I say? {Educator-initiated vocab  
28 elicitation HL}  
29 W.: Um. ... I forgot.  
30 Christiane: [points to the word for horse] This one you know, ah? This one? {Educator-  
31 initiated vocab elicitation HL}  
32 W.: /dʒaraŋ/ {Student teaching vocab HL}  
33 Christiane: /dʒaraŋ/ And you see this is, the weather is not really hot. So you say ... /jirug/?  
34 {Educator-initiated vocab elicitation HL}  
35 W.: /iru/ {FB-recast student}

36 Christiane: /jirug/?  
37 W.: /iru/ {FB-recast student}  
38 Christiane: /irug/ You don't say this, right? [points to letter 'y' at the start of the word written  
39 on the poster] {Educator-initiated metalinguistic HL}  
40 D.: /irug/ {FB-recast student}  
41 Christiane: [points to letter 'y' again] This, this letter here, we can't hear. {Educator-initiated  
42 metalinguistic HL}  
43 W.: Yeah, /irug/ {Reinforcement student}  
44 Christiane: Ah, like in English sometimes we have letter 'e' but we can't hear it, right? Ah...  
45 Christiane: Or this one? [points to the next word] /aɲmurtu irug/? {Educator-initiated vocab  
46 elicitation HL}  
47 W.: [reads quietly with hesitation] /aɲmurtu iru/ {FB-recast student}  
48 Christiane: Cold season? {Translation-verification educator}  
49 W.: Yeah. {Reinforcement student}  
50 Christiane: Mmh. And I thought was like clear sky. So look up in here [shows the student the  
51 word list] for 'the clear sky' and it gives me /al/ ..., this one [points to the entry for alwarr]  
52 ... {Educator-initiated decoding HL}  
53 W.: Ah.  
54 Christiane: /alwar/  
55 W.: Yeah, /alwa/ {FB-recast student} {Reinforcement student}  
56 Christiane: Is it? For clear sky? [student nods] {Translation-verification  
57 educator} {Reinforcement student}  
58 Christiane: And then for hill, I had ... /an/..., /anbir {Educator-initiated decoding HL}  
59 W.: /anbir/ {FB-recast student}  
60 Christiane: /anbir/  
61 W.: /anbirg/ {FB-recast student}  
62 Christiane: Ah, so this is also silent. Silent letters. [points to the letter K] Okay. This's so  
63 interesting. ... And how would I say for tree? {Educator-initiated metalinguistic HL}  
64 {Educator-initiated vocab elicitation HL}  
65 D.: /arlir/ {Student teaching vocab HL}  
66 W.: /arlir/ {Student teaching vocab HL}  
67 Christiane: /arlir/?  
68 D.: Yeah. {Reinforcement student}  
69 Christiane: Is this the same in your language? {Educator-initiated metalinguistic HL}  
70 W.: No.  
71 D.: No.  
72 W.: He know that because my mum was teaching him.  
73 D.: Yeah.  
74 Christiane: So both of you have been learning this language?  
75 D.: Yeah.  
76 W.: Yeah. Because my mum used to. Ah he, she growed him up when he was small, my  
77 mum. / D.: Yeah.  
78 Christiane: Oh nice. So that's how you're cousins.  
79 D.: Yeah.  
80 W.: Yeah.  
81 Christiane: Now I get it. Gee, this is interesting.  
82 W.: Because, um, his dad passed away, which is my mum's bro, brother.  
83 Christiane: Mmh.  
84 W.: And that's why my mum was looking after him.  
85 Christiane: Makes sense. That's good. But you know, this language is quite special. Because  
86 there are not so many who can speak it. So because you can speak it, this makes your skill  
87 very precious, very special. So I just want you to know about the online dictionary.

88 [Christiane shows the students the website  
89 <http://ausil.org/Dictionary/Iwaidja/lexicon/mainintro.htm>  
90 D.: [traces a word on the screen with his reading finger]  
91 Christiane: And you can read it! Good job, Mr D.! {Reinforcement educator}  
92 D.: Yep. Jarrang, jarrang. {Student decode HL}  
93 Christiane: Jarrang.  
94 D.: Horse. {Translation-confirmation student}  
95 Christiane: Yeah. And then, what time of day do you think this is? {Educator-initiated  
96 decoding HL}  
97 W.: Aha.  
98 Christiane: 'Cause I can see long shadows. / W.: In Maung, like if Maung, we say  
99 mulangmulang.  
100 Christiane: In Maung?  
101 W.: Mulangmulang. {Student teaching vocab HL}  
102 Christiane: Mulang ...  
103 D.: ...mulang. {FB-explicit correction student}  
104 Christiane: Mulangmulang.  
105 D.: Yeah. {Reinforcement student}  
106 W.: Mulangmulang.  
107 Christiane: Mulangmulang. For afternoon? {Translation-verification educator}  
108 W.: Na is, like in the morning, the sun is raising up and ... {FB-explicit correction student}  
109 Christiane: Ah.  
110 W.: And this one here, is, um. [points to 'kartukartuk']  
111 Christiane: The sun is rising, rising. [attempts to correct the student, W.] {FB-explicit  
112 correction educator}  
113 C: I looked it up and I checked for afternoon and I got 'kartukartuk'.  
114 W.: /gadugaduk/ {Student teaching vocab HL}  
115 Christiane: /gadugadu/  
116 W.: /gadugaduk/ {FB-recast student}  
117 Christiane: With a G-sound. See, I'm saying it wrong. You are very good at this! Beautiful!  
118 So now I can describe my home. [points to the horse in the photo] I can say 'jarrang'.  
119 W.: And if they call ah, bulloky, you say, ah, bulliga. {Student teaching vocab HL}  
120 Christiane: Bulli ...?  
121 W.: Bulliga. {FB-explicit correction student}  
122 Christiane: Bulliga.  
123 W.: Mmh. {Reinforcement student}  
124 Christiane: That's not in here, is it? [Checks letter B in the word list, see Appendix 3]  
125 W. Yeah. Bu ... [Checks letter B in the N category of the word list, see Appendix 3]  
126 Christiane: Ahh, no, because here, I just have the elements.  
127 D.: Yeah.  
128 Christiane: Like sun and sky and rain.  
129 W.: Mmh. [spells 'frog' on the poster using a sparkly blue pen] {Student MMw}  
130 Christiane: That's beautiful! [points to the spelling of 'frog' W. has meanwhile added to the  
131 poster] I think in, ya ... You have to look, because this is all online, so if you have the internet  
132 you can look at this dictionary online. {Reinforcement educator}  
133 W.: Yeah.  
134 Christiane: Ah, here is, here is one.  
135 W.: Rainbow. {Student decode Eng}  
136 Christiane: Rainbow ... {Educator-initiated decoding Eng}  
137 W.: ... snake {Student decode Eng}  
138 Christiane: And this is /ri/ ... {Educator-initiated decoding HL}  
139 W.: /ri/ ...amh ... {Student decode HL partial}  
140 Christiane: /riwurinŋi/

141 W.: /riwur/ My mum will know. {Student decode HL partial}

142 Christiane: Your mum will know, right?

143 W.: Yeah, he speak /iwadʒa/

144 Christiane: She speaks, she speaks that language. {FB-recast educator} / W.: My uncle and

145 my mum, they teach me, teach me how to talk. They speak the language. / W.:

146 [incomprehensible utterance]

147 Christiane: So when you go home, you speak with them?

148 W.: Yeah. But I know most of Maung. I know Maung.

149 Christiane: Mmh, I did some work on Maung, too. [turns towards D.] Did you do work on

150 Maung?

151 D.: Yeah.

152 Christiane: Yeah? So I did my family in Maung. [shows the students the family poster

153 compiled with vocabulary from <http://ausil.org/Dictionary/Maung/index-english/index.htm>,

154 see Appendix 4]

155 W.: /gamu gamu/ {Student teaching vocab HL} / D.: Your family? {Translation-verification

156 student}

157 Christiane: /gamu/?

158 W.: Is mum. And then auntie, ma ... /gamu/ {Translation-confirmation student}

159 Christiane: No, grandma. [points to her grandma on the photo]

160 W.: Ah grandma, we call, ah...

161 Christiane: Mama? Ah, mum ... / W.: /man/, ah, /wanman/ {FB-explicit correction student}

162 Christiane: /wan/ ...?

163 W.: Ey, which one is your mum?

164 Christiane: Ah, my mum, she's not on this picture.

165 W.: Ah.

166 Christiane: This is my, um, my auntie.

167 W.: Auntie...?

168 Christiane: Let me check [looks up the word for auntie in the word list, see Appendix 4] Say

169 again for mum? /gamgam/ ...? {Educator-initiated decoding HL}

170 W.: /gamu/ {Student decode HL}

171 Christiane: /gamu/

172 W.: Mmh. {Reinforcement student}

173 Christiane: /gamu/... Here, I printed out the Maung [goes through printed out pages of the

174 word list, see Appendix 4, to check the proposed spelling]

175 W.: /iwadʒa/ and thing, ah Maung they, they're really similar to each other. Like eh, /gamu/ is

176 /iwadʒa/ and Maung. {FB-metalinguistic student}

177 Christiane: Ah, ok. Wow! And I got, um, for my grandma, I got like a grey, grey-haired lady.

178 I got wulkunuyu.

179 W.: Yeah, wulgunuyu. {Reinforcement student}

180 Christiane: Wulgunuyu.

181 D.: Yeah, Wulgu./ W.: If you're big sister, you say 'ulgur' {Reinforcement student} {Student

182 teaching vocab HL}

183 Christiane: Ah, ok.

184 W.: Like, if the grandmother, you say uldungkuldu. [translated as 'older woman' in the

185 Iwaidja online dictionary <http://ausil.org/Dictionary/Iwaidja/categories/main.htm>, see

186 Appendix 4] {Student teaching vocab HL}

187 Christiane: And ... can I say like nuka, nuka? {Educator-initiated metalinguistic HL}

188 W.: You got it. Yeah, this, ah ..nuka. {Reinforcement student}

189 D.: You're good. Who's teaching you? {Reinforcement student}

190 Christiane: I am learning from the internet.

191 D.: Ah. [nods]

192 Christiane: This is what I wanna show you that now, the languages you can see online. / W.:

193 Hey, but you erase it. [points to the attempted spelling on the poster]



194 Christiane: And now you're teaching me.  
195 D.: Yeah.  
196 Christiane: Because I am not the expert, you're the expert. I'm the English expert. / W.: When  
197 sunset you say, um...muwar diniwulwar, like the sun is going down. {Student teaching vocab  
198 HL}  
199 Christiane: You're speaking so fast, W.  
200 D.: Muwar, ah, diminiwurang.  
201 Christiane: [turns towards D.] You're even faster. [laughs]

-----The following section has not been coded due to inappropriate language being used  
by the students-----

202 W.: You say, muwan.  
203 Christiane: Mu...  
204 W.: Muwan.  
205 Christiane: ...wan  
206 W.: Ginyu, ginyuri.  
207 Christiane: Ginyuri.  
208 W.: Walak.  
209 Christiane: Wala.  
210 Christiane: Say again?  
211 D.: I take you guys video? You're doing all right.  
212 Christiane: Do you think?  
213 D.: You're saying it right.  
214 W.: Yeah, he show is auntie.  
215 Christiane: Mmh. So when the sun goes down, do you mean in English when we say 'the  
216 sunset'?  
217 W.: Yeah.  
218 Christiane: Like now? Kind of now?  
219 W.: Yeah.  
220 Christiane: Like 7, 7 p.m.  
221 Christiane: Muang ginyuri.  
222 W.: Walak.  
223 D.: Walak.  
224 Christiane: This is difficult for me.  
225 D.: Walak.  
226 Christiane: Walak.  
227 D.: Wa-lak.  
228 Christiane: Walak.  
229 W.: No. Take the 'l' out, you say wala.  
230 Christiane: You're saying it wrong now. [reprimands D. for grabbing the phone] Mr D. !  
231 D.: No, he's saying it right! I know how to speak, you know!  
232 Christiane: I know. That's right!  
233 D.: You say, wa.  
234 Christiane: Wa.  
235 D.: Lak.  
236 Christiane: Walak.  
237 [laughter]

-----  
238 Christiane: Wa, ok. Can I show you this one? Ngiyi ba barakan... {Educator-initiated  
239 decoding HL}  
240 D.: [laughs] What's this?  
241 Christiane: Well, I looked up for 'my grandma', right? Cause this lady here is my grandma.  
242 D. She know how to speak?

243 Christiane Yeah, well, she knows how to speak French.  
244 D.: Ah, we're getting there.  
245 Christiane: Like Winston yesterday.  
246 W.: Who's that? [points to the man in the photo]  
247 Christiane: This one, I looked up, is my dad. /pun/ ... /pun/ .... {Educator-initiated decoding  
248 HL}  
249 W.: /bɔni/ {Student decode HL}  
250 D.: /bɔniɓɔni/ {Student decode HL}  
251 Christiane: /bɔni/ ... yeah, ah. /nu:ga:/ {Educator-initiated decoding HL}  
252 W.: /nuga/ {FB-recast student}  
253 Christiane: /bɔni/ ... /nugaɓɔni/  
254 D.: /nugaɓɔni/ {FB-recast student}  
255 Christiane: And how do I say 'my'? Like 'my dad'? / W.: /ardug/ {Educator-initiated vocab  
256 elicitation} {Student teaching vocab HL}  
257 D.: /ardug/ {Student teaching vocab HL}  
258 W.: /ardugɓɔni arduɓɔni/ D.: Mmh. /ardugɓɔni/ {Student teaching vocab HL}  
259 Christiane: /ŋabiardugɓɔni/  
260 W.: /ŋabi/ like /bɔni/ {FB-metalinguistic student}  
261 Christiane: /ŋabi/?  
262 W.: /ŋabi/... /nadu/... /bɔni/ (FB-recast student)  
263 Christiane: /ŋabi nadu ɓɔni/  
264 D.: Yeah, you say it right. {Reinforcement student}  
265 Christiane: Thank you. ... So, in English we say, this ... / D.: This is my dad.  
266 Christiane: ... is my dad. / D.: Dad. / Christiane: But in your language, the words are in  
267 different way, right? They're in a different order. {Educator-initiated metalinguistic HL}  
268 D.: Yes. {FB-explicit correction student}  
269 Christiane: So we say ...? {Educator-initiated vocab elicitation}  
270 W.: Nguga ngabi, ngadu punyi. {Student teaching vocab HL}  
271 Christiane: Nadu punyi.  
272 D.: Yeah, like we say, this - is - my - dad. [points to each word's equivalent on the poster]  
273 {Reinforcement} {Translation-confirmation student}  
274 Christiane: Ah, so it's the same word? {Educator-initiated metalinguistic HL}  
275 D.: Yes, same word as our language. [points to the English sentence on the poster] {FB-  
276 explicit correction/metalinguistic student}  
277 Christiane: And same order? {Educator-initiated metalinguistic HL}  
278 W.: Yes. {FB-explicit correction student} / D.: Yeah, same order. {FB-explicit correction  
279 student}  
280 Christiane: Ah!  
281 W.: Nguga ngabi ngaduk punyi. {Translation-confirmation student}  
282 Christiane: Nuga.  
283 D.: Nuga ngaduk. {FB-explicit correction student}  
284 W.: Ngarduk. {FB-explicit correction student}  
285 Christiane: Ngaduk?  
286 W.: No. {FB-metalinguistic student}  
287 D.: Ngarduk. {FB-explicit correction student}  
288 Christiane: Ng, ngaduk.  
289 D.: Ngarduk. {FB-recast student}  
290 Christiane: Ngarduk.  
291 W.: Yeah! {Reinforcement student}  
292 D.: Punyi. {FB-recast student}  
293 Christiane: Punyi.  
294 W.: Yeah. {Reinforcement student}  
295 D.: What?

296 Christiane: Ah good. I hope I remember this till I see you next week.  
297 W.: Yep!  
298 Christiane: This is tough stuff.  
299 W.: Mmh.  
300 Christiane: But such a special language! So I wanted to say, um, I wanted to ask ‘where are  
301 they from?’ or, or ‘where is he from?’ So I, I found, like from Germany or from France: Du,  
302 duwurrn Germany. {Educator-initiated vocab elicitation HL}  
303 W.: Nguwur. {FB-explicit correction student}  
304 D.: Nguwurrn. {FB-explicit correction student}  
305 [laughter]  
306 D.: That’s good. Um...Nguda ...  
307 W.: Especially, you know in Kunwinjku.  
308 D.: Ngu... Like, what, what, what you want me to say? In what language?  
309 Christiane: No, in Maung.  
310 D.: In Maung, what?  
311 Christiane: Now we’re doing Maung. We have to do one a a time.  
312 D.: Yeah, yeah, yeah.  
313 Christiane: Otherwise we get all mixed up.  
314 D.: Yeah, I, excuse me.  
315 Christiane: I’m already mixed up.  
316 W.: I’m ....  
317 D.: What? What?  
318 W.: ...not sure.  
319 D.: What? What? You want me to say what? In this one [pointing to the dictionary excerpt,  
320 see Appendix 4] / Christiane: I want you to, yes, in Maung, in Maung. I, I looked up from  
321 here, from the dictionary. [shows students the dictionary excerpt, see Appendix 4] I looked up  
322 the ‘they all’, like I put the big bracket here [points out the bracket on the poster] ‘they all  
323 come from Germany. So I put ‘duwurrn Germany.’ {Educator-initiated vocab elicitation  
324 HL}  
325 D.: Duwurrn Jeremy. {Student teaching vocab HL}  
326 [laughter]  
327 D.: Jeremy.  
328 Christiane: Germany, we cannot say, right? Germany. {Educator-initiated metalinguistic HL}  
329 W.: Silly! [laughs]  
330 D.: Duwurrn W.  
331 Christiane: Jeremy? [laughs] Who’s Jeremy?  
332 W.: [laughs] No, you’re saying it too fast, like...  
333 D.: Jeremy.  
334 [laughter]  
335 Christiane: Germany we can’t say, right? {FB-recast educator}  
336 W.: I get it! Germany.  
337 Christiane: We can say ‘far away’. From far away. Someone who comes from far away.  
338 {Educator-initiated metalinguistic HL}  
339 D.: Someone come from far away / W.: Yeah! / D.: He’s been in our like, um, ngumali.  
340 Christiane: There was something. Let me see. [looks at the dictionary excerpt, see Appendix  
341 4]  
342 D.: Ngurra wurran Jeremy.  
343 [W. laughs]  
344 Christiane Wow, there’s so many words ... sibling [shows the word to D. and W.]  
345 D.: Yeah.  
346 Christiane: Ar, arking, arking... {Educator-initiated decoding HL}  
347 D.: Arkingurr, but the little one. {Student decode HL} {Translation-confirmation student}  
348 Christiane: Sibling. {Translation-confirmation educator}

349 W.: Who's my?  
350 Christiane: Sibling, you know this word?  
351 W.: Yeah.  
352 Christiane: Like brother, sister. Wha, there was something. Someone from far.  
353 D.: Maths.  
354 [Reads headings of files in the tutor's folder and takes it to another table in the room]  
355 Christiane: Ooh, what about this?  
356 D.: What? What's the word?  
357 W.: Ima ...oh...  
358 D.: Could I have a look?  
359 Christiane: Yeah, you have a look, you can sit with us.  
360 [D. takes out his phone and sets it to camera mode to record the session.]  
361 Christiane: Are you making a video?  
362 D.: Yeah, yeah, yeah, for I can show it to my auntie.  
363 Christiane: You can send it to me. [turns to W.] Im... [points to the dictionary entry for  
364 'imurra wimpurrk' see Appendix 4, p. 2] {Educator-initiated decoding HL}  
365 W.: Imarrar. {Student decode HL partial}  
366 D.: Imarrar. {Student decode HL partial}  
367 W.: Ah, that's too hard! {FB-metalinguistic student}  
368 D.: Ima, imarrak - kajan {Student decode HL partial}  
369 Christiane: You know what it says? It says 'successful person'. Successful person, like when  
370 you do a good job and you / W.: Good man! / Christiane: Yeah, when you do a good job,  
371 you're successful. Ah, anyway, where was this? {FB-explicit correction educator}  
372 W.: I'm good for the role model, you know, for the Lamilami.  
373 Christiane: No, you make sure you learn from your grandfather.  
374 W.: Yeah. He's in Darwin!  
375 Christiane: Is he? / W.: Yeah, he stays at Malak.  
376 Christiane: Nice! ... I can't find now...mmh.  
377 D.: Ah wait.  
378 [D. and W.: incomprehensible utterances]  
379 [W. tries to grab the folder]  
380 D.: I put it here.  
381 Christiane: Okay, so we take a break and do some English in return?  
382 D.: Yeah, yeah. Go homework, go homework, have a look, you know?  
383 Christiane: Okay.  
384 D.: [holds a folder out to W.] Have a look, this W!  
385 Christiane: Okay, so what's my homework, Mr. W.?  
386 W.: Maung!  
387 Christiane: Okay.



## APPENDIX 14: Family vocabulary in Maung

(materials used see Appendix 4)

Place	Date	Time	Duration	Number of people	Status of participants	Languages
Middle school classroom, Darwin	10th of August 2016	7:22 pm	5:14 min	4	1 tutor/researcher, Christiane 2 students, R. and D. 1 boarding house parent, J.	English and Maung

- 388 R.: Yeah.
- 389 Christiane: But this one is just people and kinship, so there is more, there's like, there's so  
390 many pages. [shows students printed excerpts from a Maung dictionary containing detailed  
391 word lists taken from <http://ausil.org/Dictionary/Maung/lexicon/index.htm>, see Appendices 4  
392 and 6 ]
- 393 R.: What do y' call her? [points to the grandmother in the photo]
- 394 Christiane: Ah, nuka ...
- 395 R.: No, what do you call her, like in? / Christiane: Ah, grandmother.
- 396 R.: Auntie [translates from reading the Maung word on the poster next to the photo]
- 397 Christiane: Auntie, dad. [points to the people in the photo on the poster]
- 398 R.: Is that...?
- 399 Christiane: Nuga ... {Educator-initiated decoding HL}
- 400 D.: Punyi ... {Student decode HL}
- 401 Christiane: Punyi.
- 402 R.: Nuka. This your father? {Translation-verification student} / D.: Punyi.
- 403 Christiane: Mhm.
- 404 R.: [reads] 'Nuka ja ngapi'. Animal ... what? There's another way. {FB-metalinguistic  
405 student}
- 406 Christiane: That's another way? [frowns]
- 407 R.: Yeah. / D.: Yeah.
- 408 R.: In Maung way. 'Punyi' is in Iwaidja. Maung way is 'Nuka ja'. / Christiane: Is it? {FB-  
409 metalinguistic student}{Student teaching vocab HL}
- 410 R.: Yeah.
- 411 Christiane: Ah.
- 412 R.: But Maung and Iwaidja are ... ah. {Student-request metalinguistic Eng}
- 413 Christiane: Similar. {FB-explicit correction educator}
- 414 R.: Yeah.
- 415 Christiane: Similar, right? {FB-clarification request educator}
- 416 R.: Yeah.
- 417 Christiane: Very closely related. {FB-explicit correction educator}
- 418 R.: Mmh, yeah.
- 419 Christiane: Mmh.
- 420 R.: Ja ngapi. That'd be ... animal, right?
- 421 Christiane: [continues reading from the family photo poster] Nuka... {Educator-initiated  
422 decoding HL}
- 423 R.: Ja. [pronounced /f/ student continues reading] {Student decode HL}
- 424 Christiane: Ja.
- 425 R.: Ngapi. [continues reading] {Student decode HL}
- 426 Christiane: Ja – ah – ngapi.

427 R.: [reads] Nuka ja. {Student decode HL}

428 Christiane: Let me check the word. Ja. I've got 'ja' here. Jaaa ... [reads from the Maung  
429 people and kinship word list, see Appendix 4] {Educator-initiated metalinguistic HL}

430 [R. very quietly continues to read to himself]

431 Christiane: Jaa. Ngapa, you say? {Educator-initiated vocab elicitation HL}

432 D.: That's in my way, Kunwinjku, napa. {FB-metalinguistic student}

433 Christiane: Let's look at Kunwinjku in a moment, I can't do everything at once.

434 R.: No, there's 'napa' in my language, not Kunwinjku. {FB-metalinguistic student}

435 Christiane: I don't have it. Let me look for N, N-G, right? Should be N-G? {Educator-initiated  
436 metalinguistic HL}

437 [New student enters briefly]

438 Christiane: Hello! [new student exits]

439 R. and D.: [laughter]

440 D.: Get up! [R. sits down on the floor, laughing]

441 R. and D.: [more laughter]

442 Christiane: Oh! How about here? [points to another word on the list, trying to show D.]  
443 {Educator-initiated decoding HL}

444 R. and D.: [laughter]

445 D.: Ng, ngulgudi. {Student decode HL}

446 Christiane: How about this one? Is this it? [pointing to the word -which word TBC- on the  
447 word list]

448 [laughter] {Educator-initiated decoding HL}

449 Christiane: No, no.

450 [Boarding house parent, J. enters]

451 J.: You got a haircut!

452 R.: Mmh.

453 Christiane: Who got a haircut?

454 R.: [grins]

455 Christiane: Ah.

456 R.: [refocuses his attention] All right, see, is this? [points to word on the word list]

457 Christiane: Mmmh, I can't see ...

458 R.: Mmh. Ng... {Student decode HL}

459 Christiane: No, I can't see that sound that you're making. / D.: Nga. / R.: Ng-ra, ng-ra.  
460 {Student decode HL}

461 Christiane: Should be N-G, right? {Educator-initiated metalinguistic HL}

462 D.: Alamaringinguri. {Student teaching vocab HL}

463 Christiane: Do you think?

464 R.: N-U.

465 Christiane: N-U.

466 R.: Mmh. Nu, nu wah. {Student teaching vocab HL}

467 Christiane: I'm not sure. You mean it's another way for saying dad.

468 R.: Mmh.

469 Christiane: The daughter of the father-in-law ... [points to the word on the list]

470 R.: Ka. Nu ... [reading from the dictionary word list] {Student decode HL}

471 D.: Nuga, like ...

472 R.: Nah.

473 Christiane: Ah, this one?

474 R.: Nah, nah, nah!

475 Christiane: [reads] Yunguk is the place, it says.

476 D.: Unguk. {FB-recast student}

477 Christiane: This one says 'place that is [reads slowly for student to follow along] {Educator-  
478 initiated decoding Eng} / D.: You're going? [addresses another student who is leaving the

479 room] / Christiane: Very important. So sacred site. Do you know that word in English, R.?  
480 {Educator-initiated metalinguistic Eng}  
481 R.: No.  
482 Christiane: We'd sometimes use when we learn in RE, sacred, like um, like holy. Like  
483 special. {Educator-initiated metalinguistic Eng}  
484 R. Yeah, yeah.  
485 Christiane: So the place is ...  
486 R.: I know this place, I been there. {Student sharing cultural knowledge}  
487 Christiane: Yunguk?  
488 R.: Yeah.  
489 Christiane: Ah, okay.  
490 R.: Yungu. Yungu, **Yungu**. {FB-recast student}  
491 Christiane: Yungu.  
492 R.: Yeah, Yungu. You know how to... / Christiane: Yungu.. {Reinforcement student}  
493 R.: Yungu. {FB-recast student}  
494 Christiane: Yungu.  
495 R.: Yeah, yeah, I been there.  
496 Christiane: So there is no K? {Educator-initiated metalinguistic HL}  
497 R.: Yungu. {FB-explicit correction student}  
498 [laughter; another student in the room takes a picture using her mobile phone]  
499 D.: [laughs very loudly approaching the microphone]  
500 Christiane: Your laugh is... [turns towards D. who is still walking around the room] Can you  
501 send to my e-mail, sweetheart? Can you send to my e-mail? Do you know how to do that?  
502 D.: [laughs] No.  
503 Christiane: Yes, easy, you just gotta go into the e-mail.  
504 R.: We haven't got e-mail.  
505 [laughter continues for 2 seconds; a new student enters the room]  
506 D.: Hello !  
507 [laughter]  
508 Christiane: Hello!  
509 [laughter]  
510 R.: Hello! [laughing]  
511 Christiane: Your laugh is very loud, isn't it?  
512 Christiane: Why is it so funny, R.?  
513 [laughter]  
514 R.: That game ... [laughs] Hard to say [laughs]  
515 Christiane: It's hard to say, is it? Well, this is hard for me to say [points to the vocabulary  
516 poster]  
517 R.: We thought it was a big, like photo.  
518 [laughter]  
519 R.: But it was a ... [laughter]  
520 D.: A pho ... / [laughter]  
521 D.: All right. [looks at the poster again]  
522 R.: What do you call that, grandmother?  
523 Christiane: Ya, but I can't find ...  
524 [laughter]  
525 R.: And you say, for grandmother, you say... / D.: R., R., R. ! / R.: Wulku nuyu, like that.  
526 [points to the word for grandmother written on the photo poster]  
527 Christiane: Mmh. ... Mr. D, can you relax now?  
528 D.: R., R., R., look here! [students use recording phone to take a picture but end up taking a  
529 video]  
530 [laughter]  
531 D.: Okay. [sits up looking at the poster]

532 Christiane: Very nice.  
533 D.: Really nice, here. [points to a phrase on the dictionary word list, see Appendix 4]  
534 Christiane: [reads out what D. is pointing to] Term used by father speaking to his son to refer  
535 to his son's sister. And then it's got a whole new, a whole sentence, too.  
[Unrelated conversation - 23 seconds]

# APPENDIX 15: Bible study homework and short Iwaidja quiz

(materials used see Appendix 2)

Place	Date	Time	Duration	Number of people	Status of participants	Languages
Middle school classroom, Darwin	15th of August 2016	7:12 pm	13:31 min	5	1 tutor/researcher, Christiane 3 students, M., R. and D., Tutor	English and Iwaidja

536 Christiane: Okay, so we're just looking at the next chapter.  
 537 M.: [points to the instructions on his worksheet]  
 538 Christiane: Yes.  
 539 M.: Job.  
 540 Christiane: Job, ya. Can you find the letter J for me?  
 541 M.: Yeah, here, look! [opens the Bible chapter John]  
 542 Christiane: That's John.  
 543 M.: Look.  
 544 R.: Miss, can you find, um, Roman?  
 545 Christiane: Letter R. [addresses R.] And you need letter J. [turns to M.] I think this one.  
 546 [opens Bible]  
 547 M.: Job. [traces the letters Job with his 'reading finger']  
 548 Christiane: Yeah. Which is the page?  
 549 [background noise]  
 550 Christiane: Page?  
 551 R.: 588.  
 552 Christiane: 588. And which is your page? [turns to R.]  
 553 M.: 588.  
 554 Christiane: [turns to R.] And which is your page? Romans, is that it?  
 555 R.: Yeah, yeah, Romans, yeah.  
 556 Christiane: Two.  
 557 R.: Romans 2. [3 sec pause] Yep. Got it. Which?  
 558 Christiane: 2-14?  
 559 R.: Um, what?  
 560 Christiane: This is 6-4, I think. [looking to locate the correct verse]  
 561 [noise of pages turning]  
 562 R.: So that?  
 563 Christiane: No, no. Four. Ah...no, you're, you're right!  
 564 R.: Right.  
 565 Christiane: But that is not Romans anymore. [noise of pages turning] Cause what's this one?  
 566 [points to the word 'revelation']  
 567 R.: The revolution.  
 568 Christiane: No, not that. Take it again. {Educator-initiated decoding Eng}  
 569 R.: Revelation. {Student decode Eng}  
 570 Christiane: That's it! ... Revelation is when something becomes clear to you. {Reinforcement educator}{FB-metalinguistic educator}  
 571 R.: What? {Student-initiated metalinguistic Eng}



573 Christiane: It's when something becomes clear to you. You don't know and then revelation, it  
574 becomes clear. **Revolution** is when a lot of people are not happy about something, and they  
575 get together, and they want to change things. {FB-metalinguistic educator}  
576 R.: And what about evolution? {Student-initiated metalinguistic Eng}  
577 Christiane: You tell me that! [R. shrugs] It's development, so evolution is like how the, our  
578 earth developed, how the animals developed. {FB-metalinguistic educator}  
579 R.: Hold on. [making notes on his worksheet] Yeah.  
580 Christiane: Okay? And I think in your culture you have a different idea for evolution. You  
581 have the Dreamtime stories.  
582 [R. sings in his language/one of his languages and nods]  
583 Christiane: Well, there you go. That's also evolution. {FB-metalinguistic educator}  
584 [R. continues singing in his language/one of his languages]  
585 D.: Miss!  
586 [R. continues singing]  
587 D.: Excuse me, I want a computer.  
588 Christiane: You won't need one. You won't need one.  
589 D.: Could I?  
590 Christiane: It's not on your homework. Only A. and Christiane are allowed. Sorry. Just relax.  
591 D.: Please.  
592 Christiane: I'm not sure ... you have two here, this one.  
593 D.: Ah, the sheet, it's this!  
594 Christiane: Mister D., just relax first.  
595 D.: Aou...[makes a howling sound]  
596 [laughter from some of the other students in the room]  
597 Christiane: You just have **one more** job to do.  
598 D.: Please that. [points to the laptops]  
599 Christiane: No, there's, I cannot. There is no point at the moment.  
600 D.: Ah no!  
601 Christiane: [turns towards R.] Okay, have you got 19?  
602 D.: [incomprehensible utterance] Mister L. walk on the school [Mister L. is the principal]  
603 C: Mister L., yes, he'll be very happy if you finish this. So. / M.: Hurry up!  
604 Christiane: Let's do this. [points to the instructions on the worksheet]  
605 R.: This is his class.  
606 Christiane: I know, I know it's his class. I met him today.  
607 R.: And what he say?  
608 Christiane: Mmh? He said, R. better finish his work.  
609 [checks R.'s notes on the RE worksheet, then trying to find the relevant Bible passage]  
610 Christiane: Oh, hang on... R., I can't get these two pages apart. [Bible pages are stuck  
611 together] But there's, that's where it's hidden in between. That's why we can't find it!  
612 M.: I find it!  
613 Christiane: Oh, good job. Okay ... Now 2:14. Can you get 14? [refers to verse 14] Okay.  
614 [6 seconds pause]  
615 M.: Come!  
616 R.: [reads from the Bible] 14. Done. When gentiles {Student decode Eng} / Christiane: Yes.  
617 {Reinforcement educator} / R.: Who do not possess the law do stay ... I'm not sure. Can you  
618 read it? {Student-initiated metalinguistic Eng}  
619 Christiane: Instinct-tive. {FB-explicit correction educator}  
620 R.: What the law? {Student-initiated metalinguistic Eng}  
621 Christiane: What's, no careful, what's the last two letters? Instinctive ...[background noise]  
622 instinctive ... {FB-explicit correction educator}  
623 R.: -ly  
624 Christiane: -ly. Good job! Okay. There you go. {Reinforcement educator}  
625 [D. takes the recording phone and starts to walk around the room]

626 Christiane: No, hands off!

627 D.: All right. [returns the phone to the table]

628 Christiane: This is so I can do for my study.

629 D.: What kind?

630 R.: What are you?

631 Christiane: For my university study.

632 R.: You're in university?

633 Christiane: Yes, I'm a student like you.

634 R.: You're not student. You know...?

635 Christiane: I know?

636 R.: You know any, like adults from there? Going there? Yeah, ra...

637 Christiane: At the university?

638 [R. nods.]

639 Christiane: Yes, my supervisor.

640 R.: And how are the kids, I mean, students there?

641 Christiane: Not students like you students, students like my age.

642 R.: Anybody there, like / Christiane: Not from our school. From all over the world. You'll do

643 that.

644 R.: You're going to university at, um, Darwin?

645 Christiane: No, not in Darwin, in Paris in France.

646 R.: Mmh. Where about? Europe?

647 Christiane: Yeah, it's in Europe. It's in central Europe.

648 [M. holds his worksheet out to Christiane]

649 Christiane: I know, M., you've just finished. You just have found it. You just gotta copy it

650 now.

651 M.: Now where I got it? / Christiane: Romans 2. 2:14. This one, right? Okay.

652 R.: Quickly ...

653 Christiane: [reads from the Bible] When gentiles who do not possess the law so instinctively

654 what the law requires, these who are not having the law, are a law to themselves... So what's

655 the famous saying? I think it's this one. [points to the last part of the phrase 'are a law to

656 themselves'] I reckon this sounds good: 'These, though not having the law, are a law to

657 themselves.'

658 R.: I can't write that law.

659 Christiane: No, but you can say 'to be a law to themselves'. That's a, that's a

660 [incomprehensible] sentence. ... {FB-explicit correction educator}

661 R.: To be a / Christiane: Mmh. A law.

662 Tutor: She's out.

663 Christiane: Mmh, law? Ah ... M., you've been waiting so patiently. / R.: Law.

664 M.: I know, thank you.

665 Christiane: What is it? What? / D.: Charlotte!

666 M.: Ma ... Mathew.

667 Christiane: Mmh.

668 R.: Done. To themselves. [reads as he finishes copying the sentence from the Bible onto his

669 worksheet] Finally!

670 Christiane: How do feel?

671 D.: Hi!

672 Christiane: Finally. However, I'm so sorry to tell you, but tomorrow, there's this still to do

673 [shows R. the back of the worksheet]

674 R.: Ah yes, for the portfolio.

675 Christiane: You've done this question but B, the Law, the longest book, you still gotta check.

676 Do you want to check tomorrow?

677 [R. nods]

678 [students sing in the background]

679 Christiane: Okay. Take, take two minutes break and maybe you wanna put the Bible back in  
680 that time?  
681 [addresses D.] No, no computer. R., can you put this back in the file, please [hands R. his  
682 worksheet]?  
683 D.: Can I take this back?  
684 Christiane: No, R. can do it. You got your own book. ... No. No computers. You can come  
685 back and you can give me the quiz.  
686 R.: Oh nay!  
687 Christiane: Just relax. [student sulks] You're not a little baby like this. R., you're not a little  
688 baby like this. You can go put the Bible back. Put the paper in the file. And then come back.  
689 R.: Okay.  
690 Christiane: M., you are the most patient student. That's lovely. That's a lovely attitude. Really  
691 lovely. [looking at the RE tasks M. has completed on his worksheet] We have nineteen.  
692 M.: Seventeen.  
693 Christiane: Seventeen.  
694 M.: Eighteen.  
695 Christiane: Mmh.  
696 M.: Eighteen.  
697 [Unrelated background conversation 11 seconds]  
698 Christiane: Where is...? [noise of page turning]  
699 M.: Eighteen. Mmh.  
700 Christiane: Sorry, actually, we just find the purple nineteen. And we are in the wrong chapter.  
701 M.: Ey, Miss. [M. has located the purple nineteen and shows it to me]  
702 Christiane: All right.  
703 R.: Let's do the quiz.  
704 Christiane: All right, let's do this quiz. You're ready?  
705 R.: Yes.  
706 Christiane: Okay, but you gotta check, like the teacher.  
707 [R. nods.]  
708 Christiane: So you should have, you should have a paper where you check for me the words.  
709 So this one we're doing first [points to the Iwaidja poster, see Appendix 2] and then we do the  
710 Maung.  
711 [R. nods]  
712 Christiane: So we're starting with /iwadʒa/  
713 R.: What d'you say for tree?  
714 Christiane: /arlic/?  
715 R.: Ah, nah. [shows me the poster]  
716 Christiane: No, I don't wanna look.  
717 R.: No, look at it and do like this. [covers up the words with his hand]  
718 Christiane: No, I've looked.  
719 R.: All right, then.  
720 Christiane: So, /arlic/  
721 R.: Ah, no, no, no, no! Just look everything first.  
722 Christiane: Ah, but I said it. I said it.  
723 R.: No, look everything first.  
724 Christiane: Okay. You're a very nice teacher.  
725 R.: Look everything. Miss, read everything, then I take it away, then you do the test.  
726 Christiane: Arlirr, alwarr, anbirr, yirruk, jarrang, kartukartuk, mulangmulang, ... um, gad,  
727 gadjugadjuk, gadjugajuk for the frog. How do we say for the frog? {Educator-initiated vocab  
728 elicitation HL}  
729 R.: Gadjakgadjak. {Student teaching vocab HL}  
730 Christiane: Gadjakgadjak.  
731 R.: [Reads from the poster] Gad, gaa {Student decode HL partial}

732 Christiane: The spelling is wrong, isn't it? {Educator-initiated metalinguistic HL}  
733 R.: Gad. {Student decode HL partial}  
734 Christiane: Can you fix up the spelling, R.? {Educator-initiated metalinguistic HL} Can you  
735 still find the pen? Yeah.  
736 R.: I've got... [starts writing] {Student MMw HL}  
737 M.: Here!  
738 Christiane: [checks M.'s progress on his RE worksheet] Here, and then verse twenty. So go  
739 down, down to ... eleven, twelve, ...  
740 M.: I got it.  
741 [5 seconds pause]  
742 [D. tries to take Christiane's phone from the desk]  
743 Christiane: No, no phone, thank you. [student D. acts as if sulking/uses mimics] You're a very  
744 good actor, look at the acting! Look at this actor here. [laughs]  
745 D.: Mmh. Please!  
746 Christiane: Um, you can help us do the quiz.  
747 D.: I don't like doing quiz.  
748 Christiane: Well, ...  
749 D.: Please!  
750 Christiane: Gadjak [checks R.'s spelling alternative of 'frog'] / M.: Can I go toilet?  
751 [Christiane nods.]  
752 R.: Did you read everything?  
753 Christiane: Gadjakgadjak. I think I'm ok, but for this one I'm not sure. Anyhow, I'll try.  
754 D.: Ah, please. [points to the laptops]  
755 Christiane: Mr. D., it's really not the moment!  
756 R.: Gajakgadjak. {Student decode HL}  
757 D.: Please, one time, one time!  
758 Christiane: You can help the girls with their essay. But I don't, no, I think they're okay.  
759 D.: Please!  
760 Christiane: You're also a good teacher I thought you were helping me, so...  
761 D.: Ah, please!  
762 R.: All right. Can we start off the quiz?  
763 Christiane: In a minute. [turns towards D. who has started to walk around the room] / D.:  
764 Please! / Christiane: Have a seat. / D.: Please! [points to the laptop] / Christiane: Have a seat.  
765 R.: Okay.  
766 Christiane: Yes, I'll be listening.  
767 D.: Please, Miss! [points to the laptop]  
768 Christiane: I don't / M.: Dictionary, I need dictionary!  
769 Christiane: [turns to D.] You know what I would like, to see you with a book and do some  
770 quiet reading. if you finished everything else, that'll be the way to go. [Christiane turns  
771 towards R. who got up to walk around the room] R., don't escape. I need you to do the quiz  
772 with me.  
773 R.: Okay.  
774 Christiane: So. And you [turns to M. who is trying to complete more of his RE worksheet  
775 with Bible quotations] should be copying [reads from the Bible] 'My bones cling to my skin  
776 and {Educator-initiated decoding Eng} / M.: And to my {Student decode Eng} / Christiane:  
777 The laptop [turns toward D.] / M.: And to my {Student decode Eng}  
778 Christiane: [gets up and walks towards D. who is disrupting other students in the room] I  
779 don't know how to say this in English even, what you're doing, this like [incomprehensible  
780 utterance]  
781 [18 seconds pause as Christiane gives instructions to D.]  
782 Christiane: [sits down with M. and R.] Now, M., my ... {Educator-initiated decoding Eng}  
783 M.: My. Skin. {Student decode Eng}  
784 Christiane: Bones. {Educator-initiated decoding Eng}

785 [6 seconds pause as M. continues to decode the Bible quote]  
786 M.: Cling. {Student decode Eng} / Christiane: Cling.  
787 M.: Cling to ... my ... skin. {Student decode Eng} / Christiane: Good! {Reinforcement  
788 educator}  
789 M.: And ... to ... my ... flish.  
790 Christiane: Flesh. {FB-recast educator}  
791 M.: Flesh and, and I ...  
792 [4 seconds pause]  
793 Christiane: Es-caped. {Educator-initiated decoding Eng}  
794 M.: Escaped.  
795 R.: Sir, Miss!  
796 Christiane: Just one second! [Christiane turns towards M.] Wait, wait, wait, escaped. By...  
797 {Educator-initiated decoding Eng}  
798 M.: By the ... skin. {Student decode Eng} / Christiane: Of.  
799 M.: Of ... my ... to teeth. / Christiane: Good! {Reinforcement educator} / M.: Teeth, teeth.  
800 Christiane: By the skin of my teeth. So, M. when you escape by the skin of your teeth in  
801 English, we say this when we mean something happened just as a very narrow escape. It  
802 happened just like that [hand gesture] So, this is what you will write. By the skin. {Educator-  
803 initiated metalinguistic Eng}  
804 M.: [starts writing] By.  
805 [4 seconds pause]  
806 Christiane: [turns towards R.] Am I gonna write it or just say it?  
807 R.: Just say it. / [M. continues reading out the words quietly as he copies the Bible quote onto  
808 his worksheet.]  
809 Christiane: Just say it, okay. ... Ready. ... [turns towards D. who has sat down at the same  
810 table again.] This is my teacher, Mr. R., expert tonight. This is Miss Charon being tested. See  
811 if she's done her homework.  
812 R.: You read the whole lot?  
813 Christiane: Okay, you're the teacher. I'm going to record you so I know how we're doing. Is  
814 this ok?  
815 [R. nods.]  
816 Christiane: Okay, let's go.  
817 D.: [incomprehensible utterance]  
818 Christiane: We can't because there is a lot of people in charge. I wanted to show you  
819 something, but just wait one minute cause I'm having my test. Okay. Number one.  
820 R.: What's mean ...?  
821 Christiane: What does, dadadada, mean? We go, 'what does dadada mean?' {FB-elicitation  
822 educator}  
823 R.: What does 'clear sky' means?  
824 Christiane: Clear sky.  
825 R.: Nah, dear.  
826 Christiane: Mmh, it should be clear. Maybe, maybe my handwriting / R.: Oh yeah, clear sky. /  
827 Christiane: Is it a C? Okay, clear sky. Alwarr. {FB-explicit correction educator}  
828 R.: Ah?  
829 Christiane: Alwarr. ... Right?  
830 R.: [nods] What does mean 'tree'? {Reinforcement student}  
831 Christiane: Tree... alirr.  
832 R.: Yow. Two out of two. {Reinforcement student}  
833 Christiane: Really? Two out of two.  
834 R.: Yes, what does mean 'tree' in Maung?  
835 M.: In Yolŋu matha.  
836 Christiane: [turns towards M.] I'm gonna fail the Yolŋu matha one.  
837 R.: What does mean 'tree' in Maung?



838 Christiane: You cannot mix languages like this. [laughs]  
839 R.: Well, you said here.  
840 Christiane: Did I?  
841 R.: Mmh. You said it. What does mean 'tree' in Maung?  
842 Christiane: I forgot.  
843 R.: Starting with W and ends with a K. {FB-elicitation student}  
844 Christiane: Wao.  
845 R.: There's four words. {FB-elicitation student} / Christiane: Waok. / R.: Yow.  
846 {Reinforcement student}  
847 [4 seconds pause]  
848 Christiane: Okay, next one.  
849 M.: [reads from his worksheet] By, no by, the skin of my teeth. {Student decode Eng}  
850 [A. asks Christiane what she is doing - inaudible]  
851 Christiane: I want to check for my studies, cause I'm also a student, I want to check how R.  
852 and I or M. and I or W. and I can learn about / R.: What do you say for 'horse.?' / Christiane:  
853 So I can learn...  
854 Christiane: Horse? Jarrang.  
855 [R. nods] {Reinforcement student}  
856 Christiane: That's my favourite, that's easy. / M.: A.! [calls out to another student who has  
857 been working on another desk] A.! / R.: What do you say for 'frog'? I'm saying it right.  
858 Christiane: I know. And you just told me. Ga, garjakgarjak.  
859 R.: Yow! {Reinforcement student}  
860 Christiane: Is it?  
861 R.: [nods] Ah, where?  
862 Christiane: What's my score?  
863 R.: Garjakgarjak. ... {FB-recast student}  
864 Christiane: What's my score? Three out of four. / A.: M.!  
865 R.: No.  
866 Christiane: What score do I get, sir?  
867 R.: Five out of five.  
868 Christiane: Five out of five? That's an A for me tonight. And for your RE ... also well done!  
869 Good. So I need to still check my ... R. {Reinforcement educator}  
870 R.: Are we done?  
871 Christiane: No, but I just quickly ...  
872 R.: [hold the phone close to his mouth] Hello! Hello!  
873 Christiane: I will say...

## APPENDIX 16: Second Iwaidja session – Describing the environment (materials used see Appendix 3)

Place	Date	Time	Duration	Number of people	Status of participants	Languages
Middle school classroom, Darwin	15th of August 2016	8:15pm	1:36 min	3	1 tutor/researcher, Christiane 2 students, W. and M.	English and Iwaidja

- 874 W.: Dambaka. [points to this word on the printed out categorised word list, see Appendix 3]  
875 {Student decode HL}
- 876 Christiane: Dambaka. And what's that in English? {Educator-initiated metalinguistic HL}
- 877 W.: Um, iron, metal. Um ... {Translation confirmation student}
- 878 Christiane: Okay. So if something's made out of metal, like, I don't know, the classroom as a  
879 demountable.
- 880 W.: You know the roof? Ah, what that called, ah, um, ... um, iron .... {Translation  
881 confirmation student}
- 882 Christiane: Yeah, the iron roof. ... Any other words? [points to the word list, see Appendix 3]  
883 [background noise: laughter, other tutors talking to students]
- 884 W.: Um ...
- 885 Christiane: Twenty ... [murmurs while helping other students]
- 886 Christiane: That's you? That's who you wanna be? [addresses another student and comments  
887 on the RE worksheet] ... Any others? [addresses W. again]
- 888 W.: Um, yeah, um, ...
- 889 M.: I like ... My life ... [singing to himself while scribbling on the worksheet]
- 890 Christiane: What about this one? [points to the word for beach on the word list, see Appendix  
891 3] {Educator-initiated decoding HL}
- 892 M.: Hey!
- 893 Christiane: This one we already have. Ah, this one. [points to the first word on the list]  
894 {Educator-initiated decoding HL}
- 895 W.: Um ...
- 896 Christiane: /adbud/? {Educator-initiated decoding HL}
- 897 W.: /adbud̩/ {FB-recast student}
- 898 Christiane: /adbud/
- 899 W.: Beach. /adbud/ {Student teaching vocab HL}
- 900 Christiane: And this one? /abud̩adbud/ [bell rings] {Educator-initiated decoding HL}
- 901 W.: /adbud̩ adbudadbud/ Um, beach. {Translation confirmation student}
- 902 Christiane: [reads from the word list] Sandy beach. / W.: Sandy beach.
- 903 Christiane: Say again? [incomprehensible - Tutor's voice in the background]
- 904 W.: Sandy ground, I mean /adbud̩adbud/ {Translation confirmation student}
- 905 Christiane: Mmh.
- 906 W.: You know, like /adbud/, where you say, you put the two letters in, /adbudadbud/ {FB-  
907 metalinguistic student}
- 908 Christiane: /adbudadbud/
- 909 W.: Yeah. {Reinforcement student}
- 910 Christiane: Both together.
- 911 W.: Yeah. /adbudadbud/ ... Getting there. {Reinforcement student}
- 912 Christiane: [laughs] Getting there? Thank you.

## APPENDIX 17: Third Iwaidja session – Animal names

(materials used see Appendices 1 and 7)

Place	Date	Time	Duration	Number of people	Status of participants	Languages
Middle school classroom, Darwin	16th of August 2016	7:34 pm	13:31 min	4	1 tutor/researcher, Christiane 2 students, W. and D. Another student, Ch.	English and Iwaidja

- 913 R.: Kirnkirn, il...
- 914 Christiane: This one is in /iwad̪ʒa/ and I did the animals. [places the poster on the desk] / R.:  
915 Who taught you this?
- 916 Christiane: I checked from the dictionary.
- 917 R.: What is this animal? {FB-clarification request student}
- 918 Christiane: /karn-garn-gur/  
919 R.: /karn/ What is this? ... {FB-clarification request student}
- 920 R.: Miss, miss, miss! [points to the word for caterpillar] /win/, /win/... {FB-elicitation  
921 student}
- 922 Christiane: /windzulam/  
923 R.: We don't call this that. {FB-explicit correction student}
- 924 Christiane: Caterpillar? {Translation-confirmation educator}
- 925 R.: Yeah. Cater-cater ...
- 926 Christiane: What about butterfly?
- 927 R.: We don't call butterfly and stuff like that. I think animals we do, animals like ... {FB-  
928 metalinguistic student}
- 929 Christiane: Yeah, this is animals.
- 930 R.: Not insects, like animals that are ...big. Like birds, cows... {FB-metalinguistic student}
- 931 Christiane: Okay, what about this one? {Educator-initiated vocab elicitation}
- 932 R.: What's that? Bai... {FB-clarification request student}
- 933 Christiane: Buli... {Educator-initiated decoding HL}
- 934 R.: Buli... {Student decode HL}
- 935 Christiane: Bulikang.
- 936 R.: Ah. Yow, that's cow. {FB-explicit correction student} {Translation-confirmation student}
- 937 Christiane: Cow, so that's right.
- 938 R.: So...
- 939 Christiane: Do you wanna put a tick next to that?
- 940 R.: C-O-W
- 941 Christiane: Beautiful. And this one is no good? [points to the word and drawing for wallaby]
- 942 R.: What's this? {FB-clarification request student}
- 943 Christiane: Well, my drawing is very bad.
- 944 R.: What's this called? {FB-clarification request student}
- 945 Christiane: Il-bu-wi. Ilbuwi.
- 946 R.: Mir...[points to the next word]
- 947 Christiane: Mirnad.
- 948 R.: Mir, mir... [points to the next word] What's that? {FB-clarification request student}
- 949 Christiane: Karduny.
- 950 R.: Um, I don't know much Iwaidja. {FB-metalinguistic student}

951 Christiane: We need to check with Mr ... [looks at D., the other student from Croker Island  
952 who has just come into the room], W. may know, right?  
953 D.: Ilbui. {Student teaching vocab HL}  
954 R.: Ilbui. {Student teaching vocab HL}  
955 D.: Yeah, that's kangaroo, ilbui. {Translation-confirmation student}  
956 R.: That's kangaroo. This is kangaroo? {Translation-confirmation student} {Translation-  
957 verification student}  
958 D.: Yeah. {FB-explicit correction student}  
959 Christiane: I thought it's wallaby?  
960 R.: It's kangaroo. {Translation-confirmation student}  
961 Christiane: Okay. Let's put it.  
962 R.: How do you draw a kangaroo?  
963 Christiane: My drawing is bad. My kangaroo looks a bit funny.  
964 R.: Yeah [giggles]. K-A [attempts to spell kangaroo on my poster as he plays with the red  
965 pen] {Student MMw}  
966 D.: Excuse me do you have any? [points to the "special" erasable red pen]  
967 Christiane: D., say it again? How do you say it? Il- {Educator-initiated metalinguistic HL}  
968 D.: /ilbui/ {Student teaching vocab HL}  
969 Christiane: /ilbui/  
970 D.: /ilbui/ {FB-recast student}  
971 Christiane: /ilbui/  
972 D.: Yeah. [nods] {Reinforcement student}

-----The following section has not been coded due to inappropriate language being used  
by the students-----

973 D.: Yeah. ... Other way we call it 'wala'.  
974 Christiane: Wala?  
975 D.: But it's funny name. [meaning swear word]  
976 [giggles and laughter]  
977 Christiane: Probably not. What about this one? [points to...]  
978 R.: That's a kangaroo that one. It's called 'wala'. It's a funny one.  
979 Christiane: I think this one is different.  
980 D.: Yeah, yeah, yes, in, in my way, in my way, we call it 'wala'.  
981 Christiane Yeah, you're, you're making it all up. I think this one. / R.: Oh my! I'll check with  
982 W.

-----  
983 R.: What is this? [examines the red erasable pen closely, then tries to erase a scribble with the  
984 white end of the pen]  
985 Christiane: Try, no, no, this one [shows the student how it is done].  
986 R.: Oh, where did you buy this?  
987 Christiane: In Japan. My husband bought it for me.  
988 R.: Oh, where's your husband?  
989 Christiane: Mmh?  
990 R.: Where's your husband?  
991 Christiane: Where? [R. nods.] He's in Japan now, working. / R.: His name? / Christiane: He'll  
992 be back next week.  
993 D.: Get that!  
994 Christiane: Daniel.  
995 R.: How do you get that? This bit? [tries to erase something using wrong end of the pen]  
996 R.: I know, I know [experimenting erasing with the white end of the red pen]  
997 D.: Are you still recording?  
998 Christiane: Yes, so we can do the study. No, don't put, don't put it on your skin, please. [R.  
999 tries to scribble on his hand with the red pen]

1000 R.: Wait, wait!

1001 Christiane: Yeah, you erase it. Like that.

1002 R.: It's fun!

1003 D.: Where can you buy this?

1004 Christiane: It's good, isn't it? I have not seen it in Australia.

1005 R.: Oh there it is! [managed to use the eraser of the pen] Me, too.

1006 Christiane: Me neither. Me neither. {FB-recast educator}

1007 D.: Excuse me, I'll pay it off you one hundred.

1008 Christiane: Nooo.

1009 R.: How much?

1010 Christiane: I don't know how much my husband paid. I have to ask him. Ehm, if you have a,

1011 an insect or a snail, what do you call the snail? {Educator-initiated vocab elicitation HL}

1012 R.: I know snake.

1013 Christiane: Snake?

1014 R.: Snake, arrugin. {Student teaching vocab HL}

1015 Christiane: Is it?

1016 R.: Yeah.

1017 D.: Yeah, arrugin. {Student teaching vocab HL}

1018 Christiane: Okay, let's try and write it cause I don't have it. {Educator-initiated metalinguistic

1019 HL}

1020 R.: Oh, I just wrote snake. {Student uptake}

1021 [12 seconds pause as he draws the snake] {Student MMd}

1022 Christiane: It's pretty good. It's better than my kangaroo.

1023 R.: Nah. All right.

1024 [Murmurs]

1025 D.: Hey, where whey, wungunurr.

1026 Christiane: I'll check with W. later with the other word.

1027 R.: How do you spell /arugin/? / Christiane: /a/ {Student-initiated metalinguistic Eng}

1028 D.: S-N-A-K-E

1029 Christiane: /a/... /ru/ / D.: E ... /gin/ {Educator-initiated metalinguistic}

1030 R.: /arugin/ / D.: [slowly repeats in the background] /arugin/

1031 R.: [quietly] /arugin/ [writes as he speaks] {Student MMw}

1032 Christiane: Nice work. /arugin/ Okay, um... {Reinforcement educator}

1033 R.: Are you sure this is your real homework?

1034 Christiane: Yes, because I checked for the animals.

1035 D.: You let Ch. come in? [points to the door where Ch. has just appeared] / Christiane: No. /

1036 Ch.: Oh ya!

1037 Christiane: And this one I already did [shows labeled pictures from the previous week] and

1038 we did the test yesterday.

1039 R.: Miss, how you get that thing back in? [to release the pen tip back]

1040 Christiane: I think here. [presses the top bit of the pen - clicking sound]

1041 R.: Ohhh.

1042 D.: What's wrong? [pen clicking]

1043 Christiane: It's nice, right?

1044 D.: I wanna try, I really wanna try!

1045 R.: I'll...

1046 D.: I'll ...

1047 R.: I get it back! [R. and D. try to grab the pen from each other]

1048 Christiane: Mr D. you're not helping, you're not helping us.

1049 R.: All right, let's do it.

1050 Christiane: Yes, let's do it.

1051 D.: Let's do it! [pen clicking]

1052 Christiane: What about this one? [points to dugong] {Educator-initiated decoding HL}



1053 R.: Marn-di-jawa. Marn-di-ngu. {Student decode HL}

1054 Christiane: Marndi-nagu.

1055 R.: Kilkirn. That's not right! Nha, wawawa.

1056 D.: [laughter] -incomprehensible

1057 R.: I don't know what this word. [points to the word 'marndiyingunyuny'] {FB-clarification request student}

1058

1059 Christiane: Dugong. {Translation-verification educator}

1060 D.: /maɲdɪɲuɲu/ {Student teaching vocab HL}

1061 R.: [proposes alternative simplified spelling on the paper] /maɲdi/ / D.: Guɲu. Yeah.

1062 Christiane: Is it right? [points to the word 'marndiyingunyuny' on the paper] {Educator-initiated metalinguistic HL}

1063

1064 R.: No, that's wrong spelling, Miss. I'll show you. {FB-explicit correction student}

1065 Christiane: Okay.

1066 R.: /maɲ/... /maɲ/ ... /di/ ... /ɲu/ ... /ɲu/. {FB-explicit correction student}

1067 Christiane: Mmh, that's a bit easier, too, than this spelling, isn't it? {Educator-initiated metalinguistic HL}

1068

1069 R.: Equal dugong [draws the mathematical = sign and then starts to slowly write the word in English behind it] {Translation confirmation student} {Student MMd}

1070

1071 Christiane: Du - gong. No, no, you're right. {Reinforcement educator}

1072 D.: Excuse me, excuse me, have you seen dugong in true life?

1073 Christiane: No, never.

1074 D.: I eat it. I eat it.

1075 R.: Yeah, we eat it, in our way. {Student sharing cultural knowledge}

1076 Christiane: You're missing one letter. [points to dugong spelling] {FB-explicit correction educator}

1077

1078 D.: I-N-G

1079 Christiane: N-G at the end ... Where did you, um, where did you find it? {FB-explicit correction educator} {Educator request cultural knowledge}

1080

1081 D.: Croker Island. {Student sharing cultural knowledge}

1082 Christiane: Really?

1083 R.: No, I think we find it in the grass.

1084 Christiane: Just erase it.

1085 R.: What?

1086 Christiane: Erase it with the ... [points to the erasing tip of the pen]

1087 R.: Ah yeah.

1088 D.: [laughs] Wanama ...

1089 R.: Miss, I'll show you. Somebody [points to his spelling]

1090 Christiane: Just N-G at the end. {FB-explicit correction educator}

1091 D.: [incomprehensible] [murmurs] Sea turtle mean marnbirri.

1092 Christiane: Beautiful. [commenting on R.'s spelling of dugong] This one is not right? {Reinforcement educator} {Educator-initiated metalinguistic HL}

1093

1094 D.: Marnbirri. That mean turtle, it's a marnbirri. {FB-explicit correction student}

1095 R.: No, sea snake. {FB-explicit correction student}

1096 Christiane: No?

1097 R.: Yeah.

1098 Christiane: What about starfish? {Educator-initiated vocab elicitation HL}

1099 R.: Starfish? We don't say.

1100 Christiane: You don't have the starfish? What about jellyfish? {Educator-initiated vocab elicitation HL}

1101

1102 D.: Wunguyurr. {Student teaching vocab HL}

1103 R.: Wunguyurr. {Student teaching vocab HL}

1104 Christiane: Ah. ... Say it slowly.

1105 R.: Wunguyurr. {Student teaching vocab HL}

1106 Christiane: Wunguyurr.  
1107 R.: Ah, just add W. [points to the spelling on the poster] {FB-explicit correction student}  
1108 Christiane: Ah, okay, and then it's, it's right?  
1109 R.: Yeah. {Reinforcement}  
1110 Christiane: Excellent!  
1111 R.: What's this? Widul. What's this animal? {FB-clarification request student}  
1112 Christiane: Um, I've got a shrimp? [starts to colour shrimp pink] Yeah, they're pink, right?  
1113 D.: Wungurr. {Student teaching vocab HL}  
1114 R.: We kill shrimp. {Student sharing cultural knowledge}  
1115 Christiane: Sorry? Um.  
1116 [Unrelated conversation with Teresa, the tutoring session coordinator - 1 minute]  
1117 Christiane: Okay, lovely. You'd be a lovely teacher!  
1118 D.: Mmh, niniminmimin.  
1119 Christiane: Okay, well, this looks good. [points to the poster which the students have  
1120 annotated] Now English time?  
1121 R.: We will never get it.  
1122 Christiane: We switch over to English?  
1123 [laughter]  
1124 Christiane: D., I think you should go over and you should come back when you've calmed  
1125 down.  
1126 D.: All right, mmmh.  
1127 Christiane: I think it will be better if you go over, because you are not focusing.  
1128 D.: Wungurrur, wungurrur. [points to the word on the poster] {Student decode HL}  
1129 Christiane: Yeah, that's good, well done. I think I can remember. And this is jellyfish. I think  
1130 we better write that down. {Educator-initiated metalinguistic Eng}  
1131 R.: Yeah.  
1132 Christiane: Otherwise I will forget. Let's try the spelling in English now. {Educator-initiated  
1133 metalinguistic Eng}  
1134 [R. writes the word 'jellyfish' on the poster.] {Student MMw}  
1135 Christiane: Beautiful, good work. Yeah, jellyfish. {Reinforcement educator}  
1136 [D. murmurs in the background as he is walking around the room]  
1137 C: You'll be relaxing?  
1138 D.: Yeah. [D. nods.]  
1139 Christiane: Okay. Just relax and beautiful manners. Gentleman behaviour.  
1140 D.: Jellyfish. [reads from the poster] {Student decode Eng}  
1141 Christiane: Yes. We need to check our spelling here [the Y is missing from R.'s first spelling  
1142 attempt]. / R.: I'm the best, right? {FB-explicit correction educator}  
1143 Christiane: You're a very good speller. You've got a double L there, and after the double L  
1144 you've got letter...letter Y. {Reinforcement educator} {FB-explicit correction educator} / R.:  
1145 Y {Student uptake}  
1146 Christiane: Yes. {Reinforcement educator}  
1147 R.: Ah.  
1148 Christiane: Good work! [points to the word next the the drawing of a fly] This one here, I  
1149 thought it was sandfly. {Educator-initiated decoding HL}  
1150 R.: What's that? {FB-clarification request student}  
1151 Christiane: Like, you know the little insects that bite you.  
1152 D.: Ah, yeah, yeah, yeah and make us lump.  
1153 Christiane: Really bad the sandfly!  
1154 R.: Ah, we don't.  
1155 Christiane: You don't have that word? {Educator-initiated metalinguistic HL}  
1156 R.: Yeah, because that's our totem. {Student sharing cultural knowledge}  
1157 Christiane: Okay. So then you're lucky, they don't bite you.  
1158 R.: Yeah, yeah.

1159 Christiane: They bite me.  
1160 R.: They do bite us but they don't .... make us lump. / Christiane: Okay. / R.: They just sting.  
1161 {Student sharing cultural knowledge}

1162 Christiane: Ya.  
1163 R.: They do like that. [imitates the sandfly biting using a gesture with his finger poking his  
1164 arm]  
1165 Christiane: Ah. For me, ah, it's really itchy. I can't handle it actually.  
1166 D.: Where's that word, do you know? [tries to locate the word for sandfly on the poster] {FB-  
1167 clarification request student}  
1168 Christiane: This one? Yeah, you can have a look. ... And butterfly, you said you don't have  
1169 that. {Educator-initiated metalinguistic HL}  
1170 R.: Ya, I don't know.  
1171 Christiane: What's this one? Ida ..., idariny? {Educator-initiated decode HL}  
1172 R.: Idarin...I don't know. {Student decode HL partial}  
1173 Christiane: Idarinyi.  
1174 R.: My mum.  
1175 Christiane: Your mum would know?  
1176 R.: Yeah.  
1177 Christiane: And 'emu'? You remember 'emu'? {Educator-initiated vocab elicitation}  
1178 D.: Rugandji. {Student teaching vocab HL}  
1179 Christiane: What about just like...? [points to 'karnkurk' the word for emu listed on the  
1180 Animals word list, see Appendix 7] {Educator-initiated vocab elicitation}  
1181 D.: Abijek. {Student teaching vocab HL}  
1182 Christiane: I'll try and remember these. ...  
1183 D.: Could you show me the work? This one here? [points to the printed out word list, see  
1184 Appendix 7]  
1185 Christiane: Yes.  
1186 R.: Look if the emu is here!  
1187 Christiane: But the animals are not on there.  
1188 D.: Which one? Which one?  
1189 Christiane: I didn't print it, darling, I forgot.  
1190 R.: Ahhh!  
1191 Christiane: But ...  
1192 D.: We gotta do laptop and type it in.  
1193 Christiane: No, no, that's okay. I only got people. ... No, I didn't print this one. [points to the  
1194 animal section of the dictionary on the screen]  
1195 Christiane: But we can do ...  
1196 D.: One minute, one minute! [tries searching online]  
1197 Christiane: No, don't put it like this. It will not work otherwise.  
1198 D.: We look internet, you know, internet!  
1199 Christiane: Yeah, I don't know if there is ...  
1200 R.: Dust. What is that, 'dust'? [points to the word 'bulunybuny' on the Iwaidja Elements word  
1201 list see Appendix 3] {Student decode Eng} {Student-initiated metalinguistic HL}  
1202 Christiane: This one? [attempts to read] ... bulunybuny? {Educator-initiated decoding HL}  
1203 D.: Like punyi. {FB-metalinguistic student}  
1204 R.: Like number one is ... warda, number two / R.: Is marda. / D.: Is marda. {Student  
1205 teaching vocab HL}  
1206 Christiane: Mmh.  
1207 R.: Again, warda, that's means one. {Student teaching vocab HL}  
1208 Christiane: Mmh.  
1209 D.: Marda mean two. {Student teaching vocab HL}  
1210 Christiane: Okay. That means two. {FB-recast educator}  
1211 R.: [turns towards D.] What do you want?

1212 D.: ?

1213 Christiane: Yeah.

1214 D.: Ngabuni mogiwen. {Student teaching vocab HL}

1215 R.: Mogin. {Student teaching vocab HL}

1216 D.: In our way we say 'ngabuni wogin' {Student teaching vocab HL}

1217 Christiane: So you count up to four or to five? {Educator-request cultural knowledge}

1218 R.: To two. {Student sharing cultural knowledge}

1219 D.: Only two. {Student sharing cultural knowledge}

1220 Christiane: Only two. And then? For bigger groups... {Educator-request cultural knowledge}

1221 R.: Yeah. ...

1222 Christiane: Interesting. [D. points to the phone]. But I can stop it.

1223 Christiane: Have we finished? With my animals?

1224 R.: No. There's more.

1225 Christiane: Okay, we'll do a quick test. So I'll try. For cow, /bulikaŋ/.

1226 R.: /bulikaŋ/ {FB-recast student}

1227 Christiane: /bulikaŋ/

1228 D.: Yeah, cow. {Reinforcement student} {Translation-confirmation student}

1229 Christiane: For snake ...

1230 D.: /aru/ {FB-elicitation student}

1231 Christiane: /arugin/ For jellyfish ...

1232 R.: ... is /uŋuŋ/. {FB-explicit correction student}

1233 D.: Put a tick, put a tick! [points to the word for cow the poster] / Christiane: /uŋuŋ/

1234 [R. adds more features to the drawing a curled up snake] {Student MMd}

1235 Christiane: Ah, it's got a tongue.

1236 R.: Yeah. [as R. is completing the drawing, he points to the snake's tongue sticking out]

1237 [D. makes clicking noises with the erasable red pen]

1238 Christiane: Woo! A bit scary the snake.

1239 D.: It quite good. [points to the completed snake drawing on the poster]

1240 Christiane: And /ibui/ ?

1241 D.: /ilbui/ Yeah, kangaroo. {FB-recast student} {Translation confirmation student}

1242 Christiane: /ilbui/ Kangaroo.

1243 R.: Did you know that kangaroo swim, you know? {Student sharing cultural knowledge}

1244 D.: Yeah.

1245 Christiane: I haven't seen them swim.

1246 D.: They do.

1247 Christiane: They do?

1248 [R. nods.]

1249 Christiane: I believe you.

1250 R.: They swim. When, when people, like, they go hunting and / Christiane: Mmh. / R.: Where

1251 I live, Croker Island, like, they saw something and special or what. / Christiane: Mmh. / R.: They look kangaroo. Hit it with the harpoon, but... {Student sharing cultural knowledge}

1252 Christiane: With the harpoon? {FB-clarification request educator}

1253 R.: Yeah.

1254 Christiane: Wow!

1255 R.: Take a gun out.

1256 Christiane: Well, maybe you can teach me how to do the, how to say 'the harpoon'?

1257 {Educator-initiated vocab elicitation HL}

1258 R.: And kill... {Student sharing cultural knowledge}

1259 D.: Alitjalitj. {Student teaching vocab HL}

1260 R.: Alitjalitj. {Student teaching vocab HL}

1261 Christiane: Mmh.

1262 R.: They kill it. {Student sharing cultural knowledge}

1263 Christiane: Alitjalitj.

1265 R.: Make a soup. {Student sharing cultural knowledge}  
1266 Christiane: Make a kangaroo soup. Kangaroo stew.  
1267 R.: Mmh. Kangaroo stew.  
1268 C: I haven't eaten kangaroo stew, but I've eaten the kangaroo steak. I know, I'm missing out.  
1269 R.: Did you eat steak?  
1270 Christiane: Yeah. I liked it.  
1271 R.: Where?  
1272 Christiane: In Wadeye, where I lived before.  
1273 D.: Wadeye? Where's that? Ah..  
1274 Christiane: It's near...ah...  
1275 R.: Daly River.  
1276 Christiane: Yeah, near Daly River, yeah. You know?  
1277 R.: Yeah, I know their language.  
1278 Christiane: Murrinhpatha?  
1279 R.: No, Wadeye.  
1280 Christiane: Wadeye? Their language?  
1281 R.: Snake, that means like walata.  
1282 Christiane: I don't think so.  
1283 R.: Yeah.  
1284 Christiane: I learned a different word.  
1285 R.: I been there.  
1286 Christiane: But it depends which kind of snake.  
1287 R.: We call walala.  
1288 Christiane: Okay.  
1289 R. Wala, they call like wala. [might be a swear word]  
1290 Christiane: I think you're just...

## APPENDIX 18: Final Iwaidja check – Animal vocabulary (materials used see Appendix 1)

Place	Date	Time	Duration	Number of people	Status of participants	Languages
Middle school classroom, Darwin	17th of August 2016	7:56 pm	13:54 min	3	1 tutor/researcher, Christiane 1 student, W. and M.	English and Iwaidja, some Gupapuyngu

- 1291 Christiane: W., what do you think of my homework?  
 1292 W.: Good. Yep. {Reinforcement student}  
 1293 Christiane: So, I'll try to say...for cow, bulikang.  
 1294 W.: Yeah, bulikang for cow. {FB-repetition student} {Translation confirmation student}  
 1295 Christiane: For kangaroo, ibuwi.  
 1296 W.: Ilbuwi. {FB-recast student}  
 1297 Christiane: Ah, I forgot the 'l'. For emu, karnkurrk.  
 1298 W.: Yep, karnkurrk. {Reinforcement student}  
 1299 Christiane: For jellyfish, ... wungurr, no?  
 1300 W.: Ingarr, ingarrwu. {FB-explicit correction student}  
 1301 Christiane: This one is difficult.  
 1302 W.: Wungarra ... wungarra. I forgot that.  
 1303 Christiane: You forgot that one?  
 1304 W.: Yep.  
 1305 Christiane: What about starfish? {Educator-initiated vocab elicitation HL}  
 1306 W.: Irrali. {Student teaching vocab HL}  
 1307 Christiane: Is that right? [pointing to the spelled word on the poster]  
 1308 W.: Yeah, I think so.  
 1309 Christiane: And the shrimp? {Educator-initiated vocab elicitation HL}  
 1310 W.: Shrimp...  
 1311 Christiane: I got 'widul'.  
 1312 W. Yeah, widul, widul. {Reinforcement student}  
 1313 Christiane: Widul for the shrimp. ... And you know this animal? {Educator-initiated vocab elicitation HL}  
 1314 W.: Snail.  
 1315 Christiane: Yeah. Is it yanili?  
 1317 W.: Yanili. You're gettin' the hang of it. {Reinforcement student}  
 1318 Christiane: Mmmh?  
 1319 W.: You're getting the hang of it. It's good. {Reinforcement student}  
 1320 Christiane: I'm getting the hang of it? You think?  
 1321 W.: Yeah.  
 1322 Christiane: You're a nice teacher. You're both good teachers. M. has been helping me, too. So  
 1323 good.  
 1324 M.: Yeah.  
 1325 Christiane: Mmh. This one is for the butterfly. And it's a little bit similar to the word for frog.  
 1326 Kartakartak? / W.: Kartak. {Educator-initiated metalinguistic HL} {Student teaching vocab HL}  
 1327 Christiane: It's butterfly. {Translation-verification educator}  
 1328 W.: Yeah. {Reinforcement student}  
 1329 Christiane: And frog is gadjakgadjak.



1331 W.: Yeah, gadjakgadjak. {Reinforcement student}

1332 Christiane: Mmh. And for snake we have arrugin. {Educator-initiated metalinguistic HL}

1333 W.: Ambitj. Cause arrugin is, arrugin is, um, Maung. {FB-explicit correction student} {FB-  
1334 metalinguistic student}

1335 Christiane: Oooh. So we'll fix it up. [points to the word next to the snake drawing on the  
1336 poster, see Appendix 1]

1337 W.: Ambitj, ambitj is this, Iwaidja. [points to the poster, see Appendix 1] {FB-explicit  
1338 correction student} {FB-metalinguistic student}

1339 Christiane: Ambitj. Do you wanna try spell it? {Educator initiated metalinguistic HL}

1340 W.: Yep. Where's the, um, ... ambitjambitj? [points to the printed out word list from the  
1341 dictionary]

1342 Christiane: I don't have the, um, ... actually let me check. [consults the online dictionary] I  
1343 have that one online. ... You can have a look in that [handing W. another printed list from the  
1344 ausil.org dictionary, see Appendix 7]. I'll have a look in my online word list. I should ... have  
1345 this. ... Animals. [searching the online word lists on  
1346 <http://ausil.org/Dictionary/Iwaidja/categories/main.htm>]

1347 W.: Ah, there's that red pen! [clicks Christiane's pen]

1348 Christiane: Iwaidja animal list. [reads from printed out word list taken from the ausil website,  
1349 see Appendix 7]

1350 Christiane: Um ...

1351 W.: Frog ... kajakajak. {Student decode HL}

1352 Christiane: Frog is here, kajakajak, but snake I can't find. You said it's ...

1353 W.: Ambitj.

1354 Christiane: Ambitj. It doesn't have it, that's a bit of a joke, isn't it?

1355 W.: Yeah.

1356 Christiane: They forgot it.

1357 W.: That's ahhh... [attempts looking up the word under 'K']

1358 Christiane: No, it goes by alphabet, I think. So, 'k' ...

1359 W.: No, they don't have it. Well, I know, I know it's ambitj. {FB-metalinguistic student}

1360 Christiane: Yeah, you know. So maybe we should just try and spell it. {Educator-initiated  
1361 metalinguistic HL}

1362 W.: Ah, shark. [points to a word in the printed word list]

1363 Christiane: Which one?

1364 W.: Not snake, but shark. It ... get me confused. {FB-metalinguistic student}

1365 Christiane: It's similar, though. Wamba.

1366 W.: Wamba. {FB-student recast}

1367 Christiane: Shark. {Translation-verification educator}

1368 W.: Mmh. [nods] {Reinforcement student}

1369 Christiane: Mmh. That's my 'widul', my prawn. [points to the word in the list, see Appendix  
1370 7, then points to another word on the list] You know this animal? I have **never** seen it.  
1371 {Educator-initiated decoding HL}

1372 W.: Which one? {FB-clarification request student}

1373 Christiane: Ningula ... ningulaya.

1374 W.: What's that? [starts reading from the printed word list, see Appendix 7] Black ... {FB-  
1375 clarification request student}

1376 Christiane: [reads the translation] Black bêche de mer, trepang. I think people eat it.

1377 W.: Triton ... I think I know what it is. {Student decode Eng}

1378 Christiane: Ninkulaya.

1379 W.: What did, what do you call it in English? {Student-initiated metalinguistic Eng}

1380 Christiane: Trepang. [checks the English section of the dictionary on  
1381 <http://ausil.org/Dictionary/Iwaidja/index-english/main.htm> to find the equivalent and cross-  
1382 check]

1383 W.: Try do, ah ... try to do like English trepa ...

1384 Christiane: Yeah, ... I'll try that.

1385 W.: Oh, these one here. [points to the word 'ninkulaya' on the printed out word list]

1386 Christiane: Can you eat them? {Educator request cultural knowledge}

1387 W.: No, we don't eat it. {Student sharing cultural knowledge}

1388 Christiane: No, some people eat it.

1389 Christiane: So this one is online. [points to the printed word lists] You can look it up actually.

1390 Oh, I like this. [points to a new word in the list] {Educator-initiated decoding HL}

1391 W.: Nagi. {Student decode HL}

1392 Christiane: Nagi. ... I should add this to my list. Na ... gi [writes on the poster]. In English ?

1393 [murmurs in the background] Can you put for me, please?

1394 [W. writes on the poster]. {Student MMw} [

1395 Christiane: Mmh. Wonderful! And then I have one more here. Alakbirrij. Alakbirrij?

1396 W.: Alakbirrij. {FB-recast student}

1397 Christiane: The black ... beetle. {Translation-verification educator}

1398 W.: Alakbirrij.

1399 Christiane: Doesn't sound good? {Educator-initiated metalinguistic}

1400 W.: Yeah. It is sound good. But ... I heard that somewhere. My mum was ... teaching me that.

1401 That thing, like that black thing, like that little hornbug, you know. {Reinforcement student}

1402 {Student teaching vocab Eng}

1403 Christiane: It's a bit ...

1404 W.: Alakbirrij.

1405 Christiane: Mmh. And then I also found the word for ... caterpillar, winjulam.

1406 W.: Yeah, you're saying it right. {Reinforcement student}

1407 Christiane: Am I?

1408 W.: Yeah.

1409 Christiane: Yay! ... I'm wondering if you can write the English for ... for 'winjulam'?

1410 {Educator-initiated metalinguistic Eng}

1411 W.: [sniggers] That's it.

1412 Christiane: Ca-ter-pi-llar. It's a bit difficult. I can look that up for you. / W.: Flying fox.

1413 Christiane: Ca-ter-pi-llar. Where is the flying fox?

1414 W.: Nagalak? ... Yeah, nagalak, galakgalak.

1415 Christiane: Nagalak.

1416 W.: Nagalak. ... There is one old man back at Croker, his name is Galakgalak. {FB-recast student}

1417 {Student sharing cultural knowledge}

1418 Christiane: Who's that? A man?

1419 W.: Yeah, old man, named Galakgalak. [Overlapping speech from another student in the room: Yes, you know what he's saying?]

1420 Christiane: An old man. / D.: Yes, sign, you know how to sign?

1421 Christiane: Your signature. [addresses M. who is reading through the authorisation form]

1422 M.: What's signature? {Student-initiated metalinguistic Eng}

1423 Christiane: Yours, for when you're famous, you're going to sign like this... [demonstrates a signature]

1424 W.: Oh, we go... [M. tries out different versions of his signature on the whiteboard]

1425 Christiane: I love it!

1426 W.: I'm going to do my signature.

1427 Christiane: You know what you can do for me? If you're happy ... for me to use the recording

1428 of the work we've done together for my study at university, you can put your signature here,

1429 saying that, I, W., give you, Christiane Charon, my permission to use the recording of this

1430 interview or discussion for your PhD dissertation, that's my university work, and related

1431 conference presentations and publications. I understand that the recorded information will be

1432 treated in an anonymous, ethical manner. Anonymous means, your name, I will not use your

1433 name. But the work we've done. I will work with that. So if you're happy, you can sign.

1434 W.: Yeah.

1437 Christiane: And you can put like ... signature. When I sign, I do it like this.  
1438 [5 seconds pause as she signs]  
1439 W.: Ah yeah. So I put my signature.  
1440 Christiane: Yeah, if you're happy for me to use it. I would love to use our work.  
1441 W.: Yeah.  
1442 Christiane: Just here. [points to the correct spot on the form]  
1443 W.: Signature.  
1444 Christiane: Yeah.  
1445 W.: So I put it here.  
1446 M.: Here?  
1447 Christiane: Yes. Good reading. {Reinforcement educator}  
1448 [13 seconds pause while other student signs his form]  
1449 Christiane: That looks good. ... Wow, M., like art work [commenting on what is on the  
1450 board]. And can you put your name up the top here?  
1451 M.: [murmurs] Try find Vietnam. [points to countries on a map of the world]  
1452 Christiane: M., you can keep going with some of your spelling. [murmur]... Why're you trying  
1453 to find Vietnam? ... Where is your pen?  
1454 M.: Here. [touches his pocket]  
1455 Christiane: You got it? Ah, in your pocket.  
1456 W.: Ah. [hands the form to me]  
1457 Christiane: Thank you, W. [after taking a look at the signed form]  
1458 W.: You're welcome.  
1459 Christiane: That's lovely. Okay. Can I ask you, how do you find working with language like  
1460 this? With your language, Iwaidja, Maung and English like that?  
1461 W.: I only, you can find, ah... There's one guy, he come at Croker. He do research or what.  
1462 Like animals. Then he go up to the elders, like what they call like animals. His name Bruce.  
1463 Christiane: Maybe that's how they made the dictionary.  
1464 W.: Yeah.  
1465 Christiane: You know, your language, only a few people still speak it, W. {Educator-initiated  
1466 metalinguistic HL}  
1467 W.: Mmh.  
1468 Christiane: So it's important to keep it.  
1469 W.: Yeah.  
1470 Christiane: And to learn it. Ya. ... How would you feel ...?  
1471 W.: For mosquito, you say munduj. {Student teaching vocab HL}  
1472 Christiane: Munduj?  
1473 W.: Yeah. ... Lot of mosquitoes. [points to the word on the page in the dictionary]  
1474 {Reinforcement}  
1475 Christiane: Ah, munduj, yes. Very good.  
1476 [background noise] [W. writes on the poster]  
1477 Christiane: That's excellent! Nice work. {Reinforcement educator}  
1478 W.: Thank you.  
1479 Christiane: When are you next going home?  
1480 W.: 'ome where? Like back at Croker?  
1481 Christiane: Mmh.  
1482 W.: Yeah. Mmh. In six weeks.  
1483 Christiane: Nice! And you can practise more.  
1484 W.: Yeah.  
1485 Christiane: And I will practise more. W., this is my last lesson with you guys. Because I have  
1486 to go back to my school in Switzerland.  
1487 W.: Ah.  
1488 Christiane: So really, I thank you for sharing with me. It's so interesting.  
1489 Another student: Miss!

1490 Christiane: Would you do this teaching, like with other students? Not just with the tutor?  
1491 W.: Yeah. We did it, um back at Croker. One guy comes up, and he records us.  
1492 Christiane: Mmh.  
1493 W.: Speaking.  
1494 Christiane: Speaking? But how about teaching? Cause you've been teaching me.  
1495 W.: Yeah, and we was teaching him to speak, um, Maung.  
1496 Christiane: Ah, okay, we, we were teaching him. {FB-recast educator}  
1497 W.: Mmh.  
1498 Christiane: We were teaching him. {FB-recast educator}  
1499 W.: And we, um, me and R.'s mum, ah R.'s mum, R.'s mum.  
1500 Christiane: Ya.  
1501 W.: R.'s mum. I call her grandmother. {Student sharing cultural knowledge}  
1502 Christiane: Yes.  
1503 W.: I'm related to her 'cause my dad, he's ah ...it's his auntie.  
1504 Christiane: Good spelling, M.! [multitasking, checking another students' spelling work on the  
1505 worksheet, see Appendix 9] {Reinforcement educator}  
1506 M.: What's this saying? {Student-initiated metalinguistic Eng}  
1507 Christiane: Female, fe-male.  
1508 M.: Female for girl? {Student-initiated metalinguistic Eng}  
1509 Christiane: Yes. Practise your spelling.  
1510 M.: Male is man. {Student-initiated metalinguistic Eng}  
1511 Christiane: Very good. {Reinforcement educator}  
1512 W.: At, um, direct instruction back at Croker, where did we learn all sorts of, eh, English, like,  
1513 we say like masticate is chew, ey? Masticate?  
1514 Christiane: Amazing, yes! Can you still remember how to spell it? {Reinforcement educator}  
1515 {Educator-initiated metalinguistic Eng}  
1516 W.: No, we were doing the ...  
1517 M.: Is this how you spell girl? A? G-A? {Student-initiated metalinguistic Eng}  
1518 Christiane: G-I-R-L.  
1519 W.: And then indolent is lazy.  
1520 Christiane: An indolent boy.  
1521 W.: And like obtain, get.  
1522 Christiane: Yes.  
1523 Christiane: W., super vocab! {Reinforcement educator}  
1524 W.: One girl came up along America. She was teaching us direct instructions.  
1525 Christiane: Mmh.  
1526 W.: DI.  
1527 Christiane: I haven't done Direct Instruction. I have only done Accelerated Literacy. Did you  
1528 like Direct Instruction?  
1529 W.: Yes, it was fun.  
1530 Christiane: It was fun? Mmh.  
1531 M.: Miss! Miss!  
1532 Christiane: Yes?  
1533 M.: You know how to spell 'miyalk'? {Student-initiated metalinguistic HL}  
1534 W.: Miyalk - girl. {Student teaching vocab HL}  
1535 M.: Miyalk. Miyalk.  
1536 Christiane: Spell in which language?  
1537 W.: Um ...  
1538 M.: Yolŋu.  
1539 W.: Yolŋu matha.  
1540 Christiane: I don't know how to spell it.  
1541 M.: Miyalk.

1542 Christiane: Can you put on the board? Then I check. Put it on the board for us and so we can  
1543 learn. {Educator-initiated metalinguistic HL}

1544 M.: Miyalk. You know how to spell? {Student-initiated metalinguistic HL}

1545 Christiane: Miyal. M-I- what do you think, M-I-Y-A-L?

1546 W.: Yeah, I think so, yeah.

1547 M.: M-I-Y...

1548 Christiane: Could that be right?

1549 [M. is starting to experiment with the spelling on the whiteboard] {Student MMw}

1550 Christiane: With a Y maybe, M.? {FB-metalinguistic educator}

1551 W.: Ah, yeah, miyalk. M-I-Y ... something ... {FB-metalinguistic student}

1552 Christiane: So you also speak some Yolŋu matha?

1553 W.: Yeah, my grandad. My grandad's family from there.

1554 Christiane: You have so many languages.

1555 W.: Yeah, but I haven't speak that language. But my dad's, my dad's from, ah, Wave Hill. My  
1556 dad's mum from Wave Hill. {Student sharing cultural knowledge}

1557 Christiane: Wave Hill? Gurindji country?

1558 W.: Yeah, Gurindji, yeah.

1559 Christiane: My goodness.

1560 W.: And she's the head of clan, you know. She the elder of Yuendumu. Kalkaringi. I got lots  
1561 of mosquito biting. {Student sharing cultural knowledge}

1562 Christiane: Ah, me, too. I got here and here [points to bites on her hands]. They love me,  
1563 they're like oooh yum! [mimics mozzie biting her hand]

1564 M.: Excuse me, Miss.

1565 W.: Yeah, oh, one, here. [points to a bite on his wrist]

1566 Christiane: Ah, I hope it doesn't itch too much.

1567 M.: What do I do here? [points to the gap on his worksheet]

1568 Christiane: Yeah, you fill it in. Just ... practise the spelling.

1569 W.: You know L., he came, the new guy? He is my dad's little nephew.

1570 Christiane: Yes. He's new today, right?

1571 W.: Yeah.

1572 Christiane: Mmh.

1573 W.: When we were kids, he, um, he accidentally pulled back there.

1574 Christiane: He accidentally...

1575 W.: Yeah, he ... the baseball bat hit here.

1576 Christiane: Ah, that's where you got the... what's this called? {Educator-initiated  
1577 metalinguistic Eng}

1578 W.: Scar.

1579 Christiane: The scar. W., you've just told me all these really good words in English, can you  
1580 remember how to write them? {FB-recast educator}

1581 W.: Yeah, I'd like to. I'll try. I'll ring up my mum. I know her number.

1582 Christiane: Good. Well, I think I should work a little bit with ... your cousin, D.

1583 W.: Yeah. I'll get him?

1584 Christiane: Yes, you get him, please. Thank you.

1585 W.: Okay.

## APPENDIX 19: First Yolŋu matha reading tandem session (materials used see Appendix 8)

Place	Date	Time	Duration	Number of people	Status of participants	Languages
Middle school classroom, Darwin	10th of August 2016	6:52 pm	30 min	4	1 tutor/researcher, Christiane 2 students, M. and Do. 1 boarding house parent, J.	English and Gupapuyŋu

- 1586 Christiane: I just wanna do the...voice, voice recording. So later I can listen again and I can  
1587 check the pronunciation. So pronunciation is how we say the word. [points to 'Waŋ' the first  
1588 word in the text] /waŋ/ ... {Educator-initiated decoding HL}  
1589 M.: /waŋananmiŋi/ {Student decode HL}  
1590 Christiane: /wan/? {Educator-initiated decoding HL}  
1591 M.: /bapamiŋiŋu/ ... /gʌ:/ {Student decode HL}  
1592 Christiane: /gʌ:/ [traces the syllable using the reading finger, then points to the next word in  
1593 the text] /nan/ {Educator-initiated decoding HL}  
1594 M.: Mmh, /ŋandi miŋiŋuʒʌ:/ ... {Student decode HL}  
1595 Christiane: /jɔdʊ/? {Educator-initiated decoding HL}  
1596 M.: /jɔdʊ/ [7 seconds pause] {Student decode HL}  
1597 Christiane: I'm stuck with this one, too. /jɔdʊ di diŋamə/ {Educator-initiated decoding HL}  
1598 M.: /jɔdʊ diŋamu:/ [10 seconds pause] /maŋda {Student decode HL}  
1599 Christiane: This one [points to the word 'märrma' which is the next word in the text]  
1600 {Educator-initiated decoding HL}  
1601 M.: /maŋda/ {Student decode HL partial}  
1602 Christiane: /mʌ/ {Educator-initiated decoding HL}  
1603 M.: /ganʌ/ {Student decode HL}  
1604 Christiane: /maŋmʌ' ganʌ/ {Educator-initiated decoding HL}  
1605 M.: /maŋʌ' ganʌ/ {Student decode HL}  
1606 Christiane: /n/ {Educator-initiated decoding HL}  
1607 M.: /ŋu/ ... {Student decode HL}  
1608 Christiane: /ŋinʌʌʌ/ {Educator-initiated decoding HL}  
1609 M.: /maŋmʌ' gʌʌʌ ninʌʌʌ. {Student decode HL} {FB-recast student}  
1610 Christiane: Ah! /ninʌʌʌ/  
1611 M.: Yeah, like sit. {Student teaching vocab HL}  
1612 Christiane: Sit? {Translation-verification educator}  
1613 M.: Yeah, sit down. {Translation-confirmation student}  
1614 Christiane: Sitting down.  
1615 M.: Yeah, setting down.  
1616 Christiane: Can you write for me, so I don't forget? {Educator-initiated metalinguistic Eng}  
1617 M.: Like this is, /jɔdʊ/ means baby [annotates the text using a red pen] {Student teaching  
1618 vocab HL}  
1619 Christiane: Ah, okay.  
1620 M.: And /ŋandi miŋiŋu/ mean like mum. {Student teaching vocab HL}  
1621 Christiane: The mum.  
1622 M.: Yeah.



1623 Christiane: What about this word here? It's coming in twice in the sentence. {Educator-  
1624 initiated vocab elicitation HL}

1625 M.: /gΛ: ɲandi miɾiŋu/ like that means [6 seconds pause] like and, not and, but. {Student  
1626 teaching vocab HL}

1627 Christiane: A bit like 'and'. {Translation-verification educator}

1628 M.: Yeah, an ...

1629 Christiane: So it's it's a, it's joining [makes hand gesture indicating a link or a joining action] /  
1630 M.: Yeah. / Christiane: The two words together. {Educator-initiated metalinguistic HL}

1631 M.: Yeah.

1632 Christiane: Mmh. So the mum with the baby. {Translation-verification educator}

1633 M.: Yeah.

1634 Christiane: Sit down. / M.: Sit down.

1635 Christiane: /diɾamu mama maɾma gana/ {Educator-initiated decoding HL}

1636 M.: /ju maɾma gana/ {Student decode HL} {FB-recast student}

1637 Christiane: /maɾma gana/  
1638 M.: Like two. {Translation-confirmation student}

1639 Christiane: The two of them. {Translation-verification educator}

1640 M.: Yeah, two of them /ganΛ ninanΛ/ like sit down, sitting down. {Translation-confirmation  
1641 student}

1642 Christiane: Mmh. You're so smart. What a star! {Reinforcement educator}

1643 M.: Mum, mum [writes the translations in red pen annotating the text]. Sit down like sitting  
1644 down. {Student teaching vocab HL} {Student MMw}

1645 Christiane: Mmh.

1646 M.: Yothu [10 seconds pause as he murmurs to himself as he continues annotating the text]

1647 Christiane: Do you know in English? Or you want me to do in English? {Educator-initiated  
1648 metalinguistic HL}

1649 M.: Baby. {Translation-confirmation student}

1650 Christiane: Baby.

1651 M.: Yeah, baby.

1652 Christiane: Baby, um, baby is ... this is mum. [pointing to the Yolŋu word in the text]  
1653 {Translation-verification educator}

1654 M.: Yeah.

1655 Christiane: And this is baby. [pointing to the Yolŋu word in the text] {Translation-verification  
1656 educator}

1657 M.: Yeah. [M. draws a line between 'yothu' and 'baby'] Yeah, it's mum. {Translation-  
1658 confirmation student} {Student MMw}

1659 Christiane: Mother.

1660 M.: Yeah.

1661 Christiane: Mother, baby, and this is the action in the sentence. {Educator-initiated  
1662 metalinguistic HL}

1663 M.: Like sitting down.

1664 Christiane: Yeah, it's an action. {Educator-initiated metalinguistic HL}

1665 M.: Yeah.

1666 Christiane: When we sit down, we have an action. I want to see how the sentence finishes, so  
1667 it's dil, diltji ... This is tough. Dil... {Educator-initiated metalinguistic HL} {Educator-  
1668 initiated decoding HL}

1669 M.: How di..ah, ah, what? You copy this? {Student decode HL partial}

1670 Christiane: No, no I looked it up. You know, yesterday I showed you that website from the  
1671 Charles Darwin University.

1672 M.: Yeah.

1673 Christiane: And there was the map right with all the languages. I just put on, I just clicked on  
1674 the Yolŋu matha, Yolŋu matha, and it gives me different books. And then I click again and I  
1675 downloaded it.

1676 M.: Ah, yeah.

1677 Christiane: And then I sent an e-mail to Miss Teresa [the ITAS coordinator] and I ask her to  
1678 print it for me. So I can check with you. So I can understand a bit more.

1679 M.: This is from Elcho Island, from Galiwin'ku, but I can / Christiane: You can still  
1680 understand it? {Student sharing cultural knowledge}

1681 M.: Yeah. I can, I can understand.

1682 Christiane: You're so good. But I think if I know a bit more about all of your languages I can  
1683 help you better with your English.

1684 M.: Like Elcho Island and Milingimbi, like same language. {Student sharing cultural  
1685 knowledge}

1686 Christiane: Same language?

1687 M.: And Ramingining is different language. {Student sharing cultural knowledge}

1688 Christiane: But similar?

1689 M.: Yeah, similar.

1690 Christiane: Similar.

1691 M.: Yeah.

1692 Christiane: Mmh. So, the different way, it's still called Yolŋu matha in Ramingining?  
1693 {Educator request cultural knowledge}

1694 M.: Yeah.

1695 Christiane: But it's not quite like this [points to the text]? {Educator request cultural  
1696 knowledge}

1697 M.: Yeah.

1698 Christiane: Ah. I put Ramingining and there's nothing from Ramingining, just Elcho Island I  
1699 have.

1700 M.: Mmh.

1701 Christiane: And then from Milingimbi I have a lot.

1702 M.: I'll just, Elcho Island...

1703 Christiane: Which one? The place? [M. nods] Okay. Can you write down that it's on Elcho  
1704 Island so that I don't forget? {Educator-initiated metalinguistic Eng}

1705 M.: Elcho Island, Galiwin'ku. Ya. {Student teaching vocab HL}

1706 Christiane: Yeah. Can you remember how to spell Elcho Island? [6 seconds pause] First  
1707 letter? {Educator-initiated metalinguistic Eng}

1708 M.: Mmh. [pause] I have video here from Elcho Island. [points to poster in the classroom]

1709 Christiane: You've watched it?

1710 M.: Yeah.

1711 Christiane: Mmh. [M. has underlined Galiwin'ku and wants to annotate it with the English  
1712 name Elcho Island, but is hesitant] {Student MMw}

1713 Christiane: So should be like this right? [writes El on a piece of scrap paper] El - {Educator  
1714 scribing}

1715 M.: -cho -I- cho, I mean, El-cho.

1716 Christiane: Is - land

1717 M.: Elcho.

1718 Christiane: Elcho island and we have a silent letter here, yeah. We write the S. {Educator-  
1719 initiated metalinguistic Eng}

1720 M.: Mmh.

1721 Christiane: But we don't hear the S when we say the word. {Educator-initiated metalinguistic  
1722 Eng}

1723 M.: Yu. [points to the C] What's this? {Student-initiated metalinguistic Eng}

1724 Christiane: This is letter C

1725 M.: Mmh.

1726 Christiane: So sometimes when we have 'c' and 'h' together they make a 'k' sound. {Educator-  
1727 initiated metalinguistic Eng}

1728 M.: *Elcho*.

1729 Christiane Mmh. We don't write K but we write C-H, but they sound like 'k'. {Educator-  
1730 initiated metalinguistic Eng}

1731 [12 seconds pause while M. writes] {Student uptake}

1732 Christiane: Mmh, nice, thank you. We'll just try and finish the sentence so I got a bit of an  
1733 idea. I think this is diltji-ḡura walala. {Educator-initiated decoding HL}

1734 M.: Diltji - ḡura - ḡura, -ḡura. {Student decode HL}

1735 Christiane: ḡura. This is like this N again, yeah? [points to the letter ḡ in the text] Which we  
1736 wrote yesterday when we filled in the form [refers to census form]. {Educator-initiated  
1737 metalinguistic HL}

1738 M.: Yeah.

1739 Christiane: Diltjiḡura walala. {Educator-initiated decoding HL}

1740 M.: Diltjiḡura, diltjiḡura walala. {Student decode HL}

1741 Christiane: Duli. {Educator-initiated decoding HL}

1742 M.: Duli. {Student decode HL}

1743 Christiane: Gang, ganha. {Educator-initiated decoding HL}

1744 M.: Mmh. Duli. {Student decode HL}

1745 Christiane: Ganha lukanha. Djan-da ga. {Educator-initiated decoding HL}

1746 M.: Lukanha djanda ga. [emphasis on each vowel sound] {FB-recast student}

1747 Christiane: Gan-guri. Gan. Gan-gu-ri, do you think these are names? {Educator-initiated  
1748 metalinguistic HL}

1749 M.: Yeah.

1750 Christiane: Because they've got capital letter, right? Here and here. {Educator-initiated  
1751 metalinguistic HL}

1752 M.: Yeah.

1753 Christiane: Oh, this one I know [points to the word 'manmak']. Manma. {Educator-initiated  
1754 decoding HL}

1755 M.: /maḡmak/ {FB-recast student}

1756 Christiane: /maḡmak/

1757 M.: Do you know what its means? {Translation-verification student}

1758 Christiane: Ah? How do I know that? I heard that in a movie, manmak.

1759 M.: That means 'good'. {Student teaching vocab HL}

1760 Christiane: Good? That's right, I know from my students. You know, five years ago when I  
1761 was teaching year 11 and 12. I taught, um, a lot of students from Arnhem Land. / M.: What's?  
1762 / Christiane: Like S. Yunupingu, I taught.

1763 M.: What's this? {Student-request metalinguistic HL}

1764 Christiane: This one? / M.: Yeah. / Christiane: Walala. {Educator-initiated decoding HL}

1765 M.: Yeah, this one.

1766 Christiane: I don't know how to say it.

1767 M.: Dilti. {Student decode HL}

1768 Christiane: Diltji / M.: ḡura / Christiane: nura walala. {Educator-initiated decoding  
1769 HL}{Student decode HL}

1770 Christiane: Nguli. / M.: Du, ḡuli. {FB-recast student}

1771 Christiane: Ngana.

1772 M.: Gana lukanha, that's means eat. {Student teaching vocab HL}

1773 Christiane: Ah, eat.

1774 M.: Yeah, this one's eat. {Student teaching vocab HL}

1775 [6 seconds pause]

1776 M.: Lukanha djanda. Djanda means, um, lizard. {Student teaching vocab HL}

1777 Christiane: Listen? {FB-clarification request educator}

1778 [5 seconds pause]

1779 M.: Yeah, that. Um... [draws a goanna on a page in his exercise book]

1780 [A boarding house parent walks past.]

1781 M.: Howie! Howie! Sir!

1782 [Unrelated conversation - 16 seconds]  
1783 M.: [As boarding house parent leaves] See you whitefella! Heehee. [M. giggles, boarding  
1784 house parent and Christiane laugh]  
1785 Christiane: Hey, M., you told me this word is 'sitting down' [points to the word 'gana' in the  
1786 text] {Educator-initiated metalinguistic HL}  
1787 M.: Yeah.  
1788 Christiane: And it ends in, in this A? {Educator-initiated metalinguistic HL}  
1789 M.: A, yeah.  
1790 Christiane: And you tell me this sound, this is like 'eat'. {Educator-initiated metalinguistic  
1791 HL}  
1792 M.: Eat.  
1793 Christiane: So, these are both words / M.: Yes. / Christiane: ... that are an action. {Educator-  
1794 initiated metalinguistic HL}  
1795 M.: Yeah.  
1796 Christiane: And they end in '-na'? {Educator-initiated metalinguistic HL}  
1797 M.: Yeah.  
1798 Christiane: That's interesting. What about...this word ends in 'na'? Wajana. {Educator-  
1799 initiated metalinguistic HL}  
1800 M.: That means 'speak'. {Student teaching vocab HL}  
1801 Christiane: To speak?  
1802 M.: Yeah, here.  
1803 Christiane: So the verbs, all the action words, have the same ending? {Educator-initiated  
1804 metalinguistic HL}  
1805 M.: Mmh.  
1806 Christiane: This one also? Dhu, dhukarr...{Educator-initiated metalinguistic HL}{Educator-  
1807 initiated decoding HL}  
1808 M.: Mmh?  
1809 Christiane: Dhukarrkurruna. {Educator-initiated decoding HL}  
1810 M.: Dhukarrkurruna. That means 'roa' {Student teaching vocab HL}  
1811 Christiane: To roll? {FB-clarification request educator}  
1812 M.: Yeah, road, road.  
1813 Christiane: Ah, the road. {FB-recast educator}  
1814 M.: The road.  
1815 Christiane: Ah.  
1816 M.: Dhukarrkurruna. {Translation-confirmation student}  
1817 Christiane: Ah, that's not a verb then. [7 seconds pause] Wow. {Educator-initiated  
1818 metalinguistic HL}  
1819 Christiane: Why did you underline this one? [points to the next underlined word in the text].  
1820 Ah this one is...um...  
1821 M.: Here. [points to the word]  
1822 Christiane: Dhawaran. I've heard this word before, yindi. [points to the word in the text]  
1823 {Educator-initiated metalinguistic HL}  
1824 M.: Yindi. That means big, big. {Student-teaching vocab HL}  
1825 Christiane: Big? {FB-clarification request educator}  
1826 M.: Yeah, yindi.  
1827 Christiane: Yindi.  
1828 M.: Yeah, big. {Reinforcement student}  
1829 Christiane: Yindi. ... That's easy to remember. Yindi, manymak, good. [sighs] That's a lot of  
1830 new words for me.  
1831 M.: What about this? [points to the word malŋ'maraŋala] {Student-initiated metalinguistic  
1832 HL}  
1833 Christiane: This? Mal, Malŋ'ma-ra-ŋala. {Educator-initiated decoding HL}  
1834 M.: Malŋ'maraŋala. Found it. {Student teaching vocab HL}

1835 Christiane: I found it? {FB-recast educator}

1836 M.: Yeah, like found it.

1837 Christiane: Like you found something? {FB-clarification request educator}

1838 M.: Yeah.

1839 Christiane: M., I am going to forget all of this if you don't write it for me in English.  
{Educator-initiated metalinguistic Eng}

1840 M.: That mean found it. {Student teaching vocab HL}

1842 Christiane: Are you okay to write for me in English? {Educator-initiated metalinguistic Eng}

1843 M.: You know how to write English.

1844 Christiane: No, but I want you to help me. I know, but then, it's the same letter as this, isn't it?

1845 M.: What's this? {FB-clarification request student}

1846 Christiane: I remember this one is sit down, this one is eat, this one is ... the mum. [points to  
1847 the words in the text] {Translation-verification educator}

1848 M.: Yeah. {Reinforcement student}

1849 Christiane: The baby [points to the word 'yothu'] {Translation-verification educator}

1850 M.: Yeah. {Reinforcement student}

1851 Christiane: This one? [points to the word 'djanda' in the text] {Educator-initiated decoding  
1852 HL}

1853 M.: What? {FB-clarification request student}

1854 Christiane: It's a name, right? {Educator-initiated metalinguistic HL}

1855 M.: Yeah.

1856 Christiane: The name of a person. {Educator-initiated metalinguistic HL}

1857 M.: No. {FB-metalinguistic student}

1858 Christiane: No?

1859 M.: The animal. {FB-explicit correction student}

1860 Christiane: Is it?

1861 M.: Yeah. It's a lizard, a big lizard. {FB-explicit correction student}

1862 Christiane: A goanna?

1863 M.: Yeah. {Reinforcement student}

1864 Christiane: Ah. Djanda.

1865 M.: Djanda. {FB-recast student}

1866 Christiane: Djanda.

1867 M.: Yeah, goanna. {Reinforcement student} {Translation confirmation student}

1868 Christiane: Djanda.

1869 M.: Lukhana djanda, eating lizard. {Student teaching vocab HL}

1870 Christiane: Oh, they sat down to eat some lizard and something else? {Translation-  
1871 verification educator}

1872 M.: Ga [6 seconds pause as M. tries to decode the next word in the text] gurkanala, like  
1873 carrying. {Student decode HL}{Student teaching vocab HL}

1874 Christiane: Carrying? {FB-clarification request educator}

1875 M.: Yeah. Gurkanala. Like carrying. {Student teaching vocab HL}

1876 Christiane: I don't see that word.

1877 [M. points to a word in the next paragraph]

1878 Christiane: Mi-rriṅu. {Educator-initiated decoding HL}

1879 M.: This one, this, nayi mirriṅu. {Student decode HL}

1880 Christiane: Ngani mirriṅu.

1881 [M. points to the word 'ganguri' which he previously read as 'gurkanala']

1882 Christiane: This one.

1883 M.: Yeah.

1884 Christiane: /ganguri/ {Educator-initiated decoding HL}

1885 M.: /gurkanala/

1886 Christiane: Is it?

1887 M.: Yeah. /gur ka nala/ [traces the word 'Ganguri' with his reading finger]

1888 Christiane: No, it says /gʌ: gaŋuri/ {FB-explicit correction educator}

1889 M.: Ganguri.

1890 Christiane: Ganguri.

1891 M.: Ga ngurrana.

1892 Christiane: Ga ganguri. {FB-explicit correction educator}

1893 M.: Yeah, this means like sleepy. {Student teaching vocab HL}

1894 Christiane: Sleeping? Are you tired?

1895 M: No.

1896 Christiane: No? I am getting tired. This is so exhausting for me. Do you know exhausting?

1897 {Educator-initiated metalinguistic Eng}

1898 M.: No.

1899 Christiane: Exhausting is like [acts like a very worn out person, putting her head on the table],

1900 phew, like this.

1901 [M. laughs]

1902 Christiane: Like sooo tired. [points to the ŋ in one of the words] That's a special letter, isn't

1903 it? {Educator-initiated metalinguistic HL}

1904 M.: Yeah.

1905 Christiane: We don't have it in English.

1906 [M. giggles and shrugs]

1907 Christiane: Do we? No, in English we write like this, I think, N and G. But it's not the same. /

1908 M.: Yeah. {Educator-initiated metalinguistic HL}

1909 Christiane: The sound is not the same.

1910 M.: Like N is like this, but ... [writes 'ŋ' on a piece of scrap paper]. {Student teaching vocab

1911 HL}{Student sharing cultural knowledge}{Student MMw}

1912 Christiane: Normally N is shorter.

1913 M.: This is N and we write like ŋ, like this, big N. [writes D on the paper] But we write big Ns

1914 like this. [points to D] {Student sharing cultural knowledge}{Student MMw}

1915 Christiane: Yes.

1916 M.: And not like that. [writes N]{Student MMw}

1917 Christiane: Yeah, a little bit like that.

1918 [M. writes D above the text] {Student MMw}

1919 Christiane: Mmh. Ahh. This one is a, yeah, that's right ... so it's got a little longer tail here.

1920 M.: Mmh. [writes another D above the text] {Student MMw}

1921 Christiane: Nice. {Reinforcement educator}

1922 M.: You know Do.?

1923 Christiane: Do.?

1924 M.: L. [says Do.'s last name]

1925 Christiane: No, what... / M.: He, mmh ... /Christiane: What year level...?

1926 M.: He knows Yolŋu matha, how to spell.

1927 Christiane: Does he?

1928 M.: Yeah.

1929 Christiane: Smart boy. But you know how to read. You're a superstar. {Reinforcement

1930 educator}

1931 M.: Because my grandma...

1932 Christiane: Yes?

1933 M.: Not, not, yeah my grandma, another like, my grandma's sister, like, mmh, he knows.

1934 Christiane: She, she, she. / M.: She. {FB-explicit correction educator}

1935 M.: She, I mean, he, um, I'm, he, um, she?

1936 Christiane: No, lady, she, gentleman, he. {FB-metalinguistic educator}

1937 M.: He.

1938 Christiane: So, your grandma's sister is a lady, right? {FB-elicitation educator}

1939 M.: Yeah.

1940 Christiane: So, she. {FB-explicit correction educator}



1941 M.: And he, my grand...  
1942 Christiane: And your grandpa. {FB-explicit correction educator}  
1943 M.: Yeah.  
1944 Christiane: He? {FB-clarification request educator}  
1945 M.: Yeah, he.  
1946 Christiane: Okay, good. Good, good, good! {Reinforcement educator}  
1947 M.: My grandpa is, amh? Artist?  
1948 Christiane: Mmh, nice. Artist like with music?  
1949 M.: No, like um, painting.  
1950 Christiane: With painting.  
1951 M.: Yeah.  
1952 Christiane: He's a painter? {FB-explicit correction educator}  
1953 M.: Yeah.  
1954 Christiane: A painter. [writes the word on M.'s scrap paper] Mmh. And he can also read this?  
1955 [points to the text] {Educator scribing}  
1956 [M. nods.]  
1957 Christiane: And spell.  
1958 M.: Yeah.  
1959 Christiane: So smart! I've forgotten this one again [points to the word 'malŋ'maraŋala']. This  
1960 is 'big'.  
1961 M.: Yeah. [pause] No.  
1962 Christiane: [continues reading the next line in the text] Malŋ-ma-ra-ŋala, yindi. {Educator-  
1963 initiated decoding HL}  
1964 M.: ŋala. Maraŋala. Yindi. {Student decode HL}  
1965 Christiane: [continues reading] Dhawaran. {Educator-initiated decoding HI}  
1966 M.: Yindi. Yeah, this means ... [annotates in the text, frames the word 'yindi' in red pen and  
1967 writes the English translation underneath with an arrow pointing to 'yindi'] {Student teaching  
1968 vocab HL}{Student MMw}  
1969 Christiane: Ah, yindi is big. Dhawaran? Dhawaraŋ.  
1970 M.: Dhawaraŋ. {FB-recast student}  
1971 Christiane: Dhawaraŋ.  
1972 M.: Dhawaraŋ. {FB-recast student}  
1973 Christiane: Dhawaraŋ. Big...? {Educator-initiated metalinguistic HL}  
1974 M.: Dhawaraŋ. I don't know what's that means.  
1975 Christiane: Never mind, we look it up.  
1976 M.: Yes.  
1977 Christiane: We'll look it up in the dictionary. That can be my homework.  
1978 M.: Okay.  
1979 Christiane: Ho-me-work.  
1980 M.: We'll just stop here, here. [in red pen, writes the word homework next to the first  
1981 paragraph of the text and draws a line underneath the section we have read together so far]  
1982 {Student MMw}  
1983 Christiane: Sounds like a good plan. I see you on Monday, I think. [checks tutoring file and  
1984 timetable] Yeah. You're a good reader, M.! And a good speller! {Reinforcement educator}  
1985 M.: [quietly] No.  
1986 Christiane: I think so. Why do you say no? English is difficult sometimes.  
1987 M.: Yes.  
1988 Christiane: I know. My first language is, um, French and German.  
1989 M.: What French?  
1990 Christiane: From France, far away. In, ah, in Europe, not in Australia. That's where my family  
1991 is from.  
1992 M.: Really?  
1993 Christiane: So I was like you, I was twelve and I started learning English at school.

1994 M.: I'm twelve years old.

1995 Christiane: You're twelve now?

1996 M.: Yeah.

1997 Christiane: Yeah, I learned English at the same time you learn English.

1998 M.: How old are you?

1999 Christiane: Now I'm 34.

2000 M.: 34.

2001 Christiane: And I'm still learning English. Everyday I still learn new words. And now I can

2002 learn some words from you.

2003 M.: Yolŋu matha.

2004 Christiane: It's tough. It's tough, isn't it?

2005 M.: Yeah. Do.'s, Do. have, ah, Do.'s know how to read this.

2006 Christiane: I have to meet Do. Is he with year 8 or year 9?

2007 M.: Year 10?

2008 Christiane: Ah, year 10. I haven't met the year 10s. I only met you guys in year 7.

2009 M.: He's my cousin.

2010 Christiane: Ah.

2011 M.: First cousin.

2012 Christiane: Oh good!

2013 M.: Close family.

2014 Christiane: That's good. And you speak together in Yolŋu matha?

2015 M.: Yeah. Yolŋu. And my family is from Elcho Island.

2016 Christiane: Mmh. Good. Well, thank you so much.

2017 M.: My father from Elcho Island.

2018 Christiane: Okay.

2019 M.: But my, but [4 seconds pause] um, I'm staying with my stepdad.

2020 Christiane: In Darwin?

2021 M.: No. Yeah, I got two stepdad here.

2022 Christiane: Okay.

2023 M.: From Ramingining. T. and B.

2024 Christiane: Okay. I see. Manymak. Manymak.

2025 M.: Manymak. Good. {Translation-confirmation student}

2026 Christiane: Good. Thank you for teaching me.

2027 [M. smiles]

2028 Christiane: I just quickly do my notes in English. Bay...[starts writing down the new words

2029 on a piece of paper]

2030 M.: Baby.

2031 Christiane: To...to sit.

2032 M.: To sit. What's this? [points to the word 'down'] {Student-initiated metalinguistic Eng}

2033 Christiane: Down. {FB-explicit correction educator}

2034 M.: To sit down.

2035 Christiane: Is it?

2036 M.: Yes.

2037 Christiane: Nhinana.

2038 M.: Nhinana, yeah. {FB-recast} {Reinforcement student}

2039 Christiane: Lukanha.

2040 M.: Eat. {Translation-confirmation student}

2041 Christiane: To ...

2042 M.: Eating.

2043 Christiane: Do you know how to spell? E... {Educator-initiated metalinguistic Eng}

2044 M.: What? {FB-clarification request student}

2045 Christiane: Can you help me?

2046 M.: Lukanha. To eat – [spells ‘eit’ on the original worksheet as he annotates the second line of  
2047 the first sentence] {Student MMw}{Translation-confirmation student}  
2048 Christiane: Mmh. Careful. E with A and then T. {FB-explicit correction educator}  
2049 M.: Ah yeah. [corrects the spelling]  
2050 Christiane: Eat. So we have three letters, E-A-T, but E and A make an E sound. So we just say  
2051 ‘eat’. Eat [traces the word M. just wrote] {Educator-initiated metalinguistic Eng}  
2052 M.: Eat.  
2053 Christiane: Eat. To eat. And djanda was ... big lizard. {Translation-verification educator}  
2054 M.: Yeah. {Reinforcement student}  
2055 Christiane: Goanna.  
2056 M.: Goanna.  
2057 Christiane: [writes ‘goanna’] Go-anna.  
2058 M.: Do you know how to spell goanna? {Student-request metalinguistic Eng}  
2059 Christiane: Yeah, do you?  
2060 [M. shakes his head]  
2061 Christiane: We do it together. Go. Go is easy, letter G. {FB-elicitation educator}  
2062 M.: G [starts writing] {Student uptake}  
2063 Christiane: And then? Go. {FB-elicitation educator}  
2064 M.: Wa?  
2065 Christiane: Goanna. Like go, like go away. Goanna, goanna, go away. {FB-elicitation  
2066 educator}  
2067 M.: [laughs] Gowa.  
2068 Christiane: Go-A. Letter A. Goan-na. Na. {FB-elicitation educator}  
2069 M.: W? / Christiane: No. / M.: Gow? {FB-explicit correction educator}  
2070 Christiane: It just sounds like there is a W. But there isn’t really. It’s just our Australian  
2071 accent. {FB-metalinguistic educator}  
2072 M.: Goanna.  
2073 Christiane: Go-anna. {FB-elicitation educator}  
2074 M.: Go-ann? {Student uptake}  
2075 Christiane: Ya. Letter A. And then double N. [bell rings to indicate the end of tutoring time]  
2076 And what’s the last letter? {FB-explicit correction educator} {FB-elicitation educator}  
2077 M.: A, double N? {Student uptake}  
2078 Christiane: Double N and last letter? Goanna, -a. {FB-elicitation educator}  
2079 M.: A. {Student uptake}  
2080 Christiane: Ya. Good job! {Reinforcement educator}  
2081 M.: It’s not a N. [comments on his handwriting]  
2082 Christiane: No, I can read it. Goanna. Double N. Ya. Perfect. This one, good. [points to  
2083 manymak in the text] And this one? {Reinforcement educator}  
2084 M.: Yu. Manymak.  
2085 Christiane: Manymak.  
2086 [M. keeps annotating the text. Background noise as students are leaving classrooms to return  
2087 to the boarding house.]{Student MMw}  
2088 Christiane: Thanks.  
2089 M.: You want to see Do.?  
2090 Christiane: Ya. Do you wanna introduce me? [background noise, shouting] / M.: He’s there.  
2091 Christiane: If he has time. ... Maybe he’s busy. [speaks as she is packing up the tutoring files  
2092 left in the room]  
2093 M.: Do.! Do.! [has walked to the classroom door and is leaning outside as he call out to D.]  
2094 [Unrelated conversation with a boarding house parent - 1 minute 3 seconds]  
2095 Christiane: Are you introducing me? That’s kind of you.  
2096 [Unrelated conversation with a boarding house parent - 27 seconds pause]  
2097 [M. continues annotating]{Student MMw}  
2098 Christiane: What a star! I’m so impressed. {Reinforcement educator}

2099 [Do. comes into the room]  
2100 Christiane: Hi !  
2101 M.: This is Do.  
2102 Christiane: Hi Do., I'm Christiane.  
2103 Do.: Hi.  
2104 Christiane: I've just had a Yolŋu matha lesson. [Do. looks at the text and M.'s annotations.]  
2105 [M. and Do. speak in Yolŋu matha for 10 seconds]  
2106 Christiane: We're stuck with some words here. [points to the text]  
2107 Do.: Ah.  
2108 Christiane: Like this one, we can't work out. /gaŋ/ ... {Educator-initiated decoding HL}  
2109 M.: /ga/ {Student decode HL partial}  
2110 Christiane: /gaŋ/ ... {Educator-initiated decoding HL}  
2111 Do.: Which one, which one?  
2112 Christiane: /ga gaŋ/ [traces the words on the page with her index finger as she reads] /ga  
2113 gaŋguŋi/ {Educator-initiated decoding HL}  
2114 M.: The letter G-A. [points to the first occurrence of 'ga' in the text in the first line]  
2115 Do.: Yeah. /ga jɔɖu/ [reads from the first line]. Which one? {Student decode HL}  
2116 Christiane: This one we got. /jɔɖu/ baby, right? {Translation-verification educator}  
2117 Do.: Ya. {Reinforcement student}  
2118 Christiane: /diŋamu maŋma/  
2119 Do.: That's two /maŋma/ {Translation-confirmation student}  
2120 Christiane: Ah, two. Yeah, that's right. M., you said that. I'm a bit slow, sorry.  
2121 Do.: [laughs] And /diŋamu/ is ah, like male. {Student teaching vocab HL}  
2122 M.: Male.  
2123 Christiane: Ah. A male baby. / M.: Yeah. / Do.: Ya.  
2124 Christiane: A baby boy. {Translation-verification educator}  
2125 Do.: Yeah. [laughs] {Reinforcement student}  
2126 Christiane: Ah.  
2127 M.: Baby boy.  
2128 Christiane: So in English, we wouldn't say male baby, we would say baby boy, I guess.  
2129 {Educator-initiated metalinguistic Eng}  
2130 Do.: Baby boy.  
2131 M.: Ah yeah.  
2132 Christiane: Okay.  
2133 M.: Baby boy.  
2134 Christiane: And what is the two about? Are there two babies? No. {Educator-initiated  
2135 metalinguistic HL}  
2136 Do.: Ah...?  
2137 Christiane: Two people? Sitting down. {Translation-verification educator}  
2138 Do.: Ah /jɔɖu/  
2139 M.: /jɔɖu/  
2140 Do.: /jɔɖu diŋamu maŋma/ Ya, that's two. {Translation-confirmation student}  
2141 M.: /kana ninana/  
2142 Do.: Two babies. {Translation-confirmation student}  
2143 Christiane: Ah, two babies.  
2144 Do.: Ya. {Reinforcement student}  
2145 Christiane: Two baby boys. {Translation-confirmation educator}  
2146 Do.: Ya. {Reinforcement student}  
2147 M.: They were sitting down.  
2148 Christiane: It's different from English, isn't it?  
2149 Do.: Yeah.  
2150 Christiane: Cause in English you would say two baby boys and then we would put the S here  
2151 [writes the word on a piece of scrap paper]. {Educator-initiated metalinguistic Eng}

2152 M.: Yeah. [reads from the paper] Two baby boys.  
2153 Christiane: But you don't do that, you have the baby, male, two. [points to the words in order  
2154 in the text as she glosses what she reads] {Educator-initiated metalinguistic HL}  
2155 Do.: Yeah, baby boys. {Translation-confirmation student}  
2156 Christiane: It's difficult.  
2157 Do.: Yes, difficult.  
2158 Christiane: You're so smart.  
2159 [M. and D. giggle.]  
2160 Christiane: Smart, smart boys! /ga gana/ Oh, this is the same. This is all part of the same, the  
2161 /gana ninan/ {Educator-initiated decoding HL}  
2162 Do.: Yeah.  
2163 M.: Sitting. Sitting down. {Translation-confirmation student}  
2164 Christiane: To sit down. So the two of them... / Do.: Alone, alone. / Christiane: Alone?  
2165 Do.: Yeah, by, by themselves.  
2166 Christiane: Ah, by ... them ... [spells the words on the margin of the paper]  
2167 M.: Self.  
2168 Christiane: Selves. {FB-recast educator}  
2169 M.: Self.  
2170 Christiane: We need to put S. {FB-metalinguistic educator}  
2171 Do.: S. {Student uptake}  
2172 Christiane: You know, because here we also put S [points to the word 'boys'] {FB-  
2173 metalinguistic educator}  
2174 Do.: Yeah.  
2175 M.: Ah.  
2176 Do.: Yes.  
2177 Christiane: So we have, we call it plural, this kind of thing where we have ... / Do.: Yeah,  
2178 plural. / Christiane: Two together. / Do.: S on the end. {Student uptake} {FB-metalinguistic  
2179 educator}  
2180 Christiane: Yeah, S at the end, that's right. Superstar. {Reinforcement educator}

2181 M.: Yeah.  
2182 [inaudible]  
2183 Christiane: Anyway, this was the one we're stuck with, cause we worked out the word / M.:  
2184 /guka guka/ / Christiane: For the big lizard, but this one is /ga/ / Do.: /ga/ Christiane: So  
2185 they're eating something, they're eating goanna. / M.: /ga/ / Christiane: /ganjuri/ {Educator-  
2186 initiated decoding HL}  
2187 Do.: /ganjuri/ {FB-recast student}  
2188 Christiane: /ganjuri/  
2189 Do.: Yeah, wait, wait.  
2190 Christiane: I'm saying it wrong, sorry.

2191 Do.: /ganjuri ganjuri/ What's that? /ganjuri/?  
2192 Christiane: You don't know either?  
2193 Do.: Yeah, wait, wait, wait.  
2194 [M. speaks fast in Yolŋu matha for 3 seconds]  
2195 Do.: /ja'ka/  
2196 [M. speaks fast in Yolŋu matha for 5 seconds, then laughs]  
2197 Do.: Wait, wait ... [holds his head as he is thinking]  
2198 Christiane: Boys, this is an old book, look when it's published.  
2199 M.: Pub?  
2200 Christiane: It's from 1973.  
2201 Do.: Ah!  
2202 M.: 1973 [traces the year] What?  
2203 Christiane: It's more than forty years, so maybe this is an older word. {Educator-initiated  
2204 metalinguistic HL}

2205 Do.: Yeah.

2206 Christiane: I don't know.

2207 Do.: Yeah. Me, too.

2208 Christiane: Sometimes in English also we have older words. {Educator-initiated  
2209 metalinguistic Eng}

2210 M.: Yeah.

2211 Christiane: Like last night, you know, when you were reading the Bible.

2212 M.: Yeah.

2213 Christiane: It had some older words. / M.: Yeah. / Christiane: That now, in English, I  
2214 wouldn't use or the teachers wouldn't use. So maybe it's the same in your language.  
2215 {Educator-initiated metalinguistic Eng}

2216 M.: [yawns] Yeah.

2217 [4 seconds pause]

2218 Christiane: Then this one, oh, this one, I'm not sure. Walala ŋuli ganha. {Educator-initiated  
2219 decoding HL}

2220 M.: Lukhana. / Christiane: Lukhana. Oh, hang on, there's ganha and there's ganha.

2221 Do.: Yeah. / M.: Yeah.

2222 Christiane: It's part of the action. {Educator-initiated metalinguistic HL}

2223 Do.: Yeah. / M.: Yeah.

2224 Christiane: Is it? Part of the verb? / M.: Two. Ganha. / Christiane: Oh. {Student teaching  
2225 vocab HL}

2226 Christiane: Ganha lukhana, to eat. Ganha nhinana, to sit. Down? {Translation-verification  
2227 educator}

2228 M.: Yeah.

2229 Christiane: Okay. And this one 'walala'? {Educator-initiated metalinguistic HL}

2230 M.: Them. [annotates the text and uses purple pen] {Student teaching vocab HL}

2231 Christiane: Them or they? {Educator-initiated metalinguistic HL}

2232 Do.: They or them. {Student teaching vocab HL}

2233 Christiane: Both?

2234 Do.: Yeah.

2235 Christiane: Can be both?

2236 M.: Them, they. [reads his annotations]

2237 Christiane: And what about di... {Educator-initiated decoding HL}

2238 M.: Dirramu. {Student decode HL}

2239 Christiane: Diltjigura.

2240 Do.: Diltjigura. {FB-recast student}

2241 M.: Diltjigura walala. {Student decode HL}

2242 Do.: Like a thing, mountain, or thing. {Student teaching vocab HL}

2243 Christiane: Mmh. Oh, mountain.

2244 M.: Yeah. {Reinforcement student}

2245 C: Or hill? Is it? {FB-clarification request educator}

2246 M.: Big, big sand. {Student teaching vocab HL}

2247 Christiane: Big sand hill? {Translation-verification educator}

2248 M.: Yeah. {Reinforcement student}

2249 D.: Big sand like.

2250 M.: With rocks.

2251 Christiane: Ah, a rocky hill? {Translation-verification educator}

2252 M.: Yeah, rocky hill. {Reinforcement student}

2253 Christiane: Rocky hill?

2254 Do.: Yeah. / M.: Yeah. Rocky hill. [annotates the text in purple pen]{Student MMw}

2255 Christiane: See, in English we need two words. In your language, we only need one word.  
2256 {Educator-initiated metalinguistic HL}

2257 [M. giggles]



2258 Christiane: Excellent! [points to the English translation M. just wrote down] {Reinforcement  
2259 educator}  
2260 [Do. smiles]  
2261 Christiane: This is my homework. I'll be a very busy lady on the weekend.  
2262 [Do. laughs]  
2263 Christiane: I tell you what I'm doing, I'm actually studying to be a better teacher, so I'm, I've  
2264 asked M. that I can record our work, so then I can check it and at the university with my  
2265 teachers I can learn how to understand better your language.  
2266 M.: Yeah.  
2267 Christiane: So then I can help you better with English.  
2268 M.: Mmh.  
2269 Christiane: That's the idea. So thank you for helping me be a better teacher.  
2270 Do.: Yeah.  
2271 Christiane: Have a good night.  
2272 M.: Good night.  
2273 Christiane: See you on Monday. Tomorrow you got the workshop, I think.  
2274 M.: Yeah, me and Do.  
2275 Christiane: Yeah, enjoy! Good night.  
2276 M.: Good night. God bless you.

## APPENDIX 20: Second Yolŋu matha reading tandem session – Writing and spelling (materials used see Appendix 9)

Place	Date	Time	Duration	Number of people	Status of participants	Languages
Middle school classroom, Darwin	16th of August 2016	6:54 pm	14:12 min	3	1 tutor/researcher, Christiane 2 students, M. and X.	English and Gupapynju

- 2277 M.: Can you spell it here? {Student-initiated metalinguistic Eng}
- 2278 Christiane: In English?
- 2279 M.: Yeah.
- 2280 Christiane: Sure. ... Road, it's got / M.: Yeah, no [points to the Yolŋu word in the original text read in the previous session, see Appendix 8]. This one.
- 2281 Christiane: Ah.
- 2283 M.: D, H. [Starts spelling the Yolŋu matha word for 'road'] {Student-initiated metalinguistic HL}{Student MMw}
- 2284 Christiane: Ah, it's a, it's a tough word to spell. D-H-U
- 2285 M.: Already.
- 2287 Christiane: K-A
- 2288 M.: K-A
- 2289 Christiane: Double R.
- 2290 M.: R-R
- 2291 Christiane: K-U
- 2292 M.: K-U
- 2293 Christiane: Double R.
- 2294 Christiane: U-N-A.
- 2295 M.: U-N-A. / [Unrelated conversation with X. - 1 minute]
- 2296 Christiane: Road. So you have R-O and then you've got one more vowel. Road. Yeah, yeah.
- 2297 Must be with A. {Student MMw} {FB-metalinguistic educator}
- 2298 M.: A
- 2299 Christiane: It's O and A together. {FB-metalinguistic educator}
- 2300 [5 seconds pause as M. writes]
- 2301 M.: Road.
- 2302 Christiane: Last letter. {FB-metalinguistic educator}
- 2303 Christiane: Good job. Beautiful. [8 seconds pause] And this one ... ganha lukanha? {Reinforcement educator}{Educator-initiated decoding HL}
- 2305 M.: Ganha lukanha. Like [7 seconds pause] Eat by himself. [16 seconds pause as M. spells words on the worksheet] {Student MMw}{Student decode HL}{Student teaching vocab HL}
- 2306 Christiane: Excellent spelling. {Reinforcement educator}
- 2307 [10 seconds pause]
- 2309 [X. asks Christiane a question. - inaudible]
- 2310 Christiane: Sure. ... [turns towards M.] Nice work. And this one is? [9 seconds pause] This is from the first line, isn't it? {Reinforcement educator}{Educator-initiated decoding HL}
- 2311 [18 seconds pause as M. is silently decoding the word]
- 2313 M.: This one? [points to the next word on the worksheet] {FB-clarification request student}
- 2314 Christiane: Mmh. Ganha nhinana ... am I saying it right? {Educator-initiated decoding HL}
- 2315 M.: Yeah. {Reinforcement student}
- 2316 [8 seconds pause]

2317 M.: Seat, sit. {Translation-confirmation student HL}

2318 Christiane: Mmh. Ya.

2319 M.: Sit. [writes 'sit' on the worksheet] {Student MMw}

2320 Christiane: Yes, perfect. Well spotted. {Reinforcement educator}

2321 [5 seconds pause]

2322 M.: By himself. {Student teaching vocab HL}

2323 Christiane: Is it by himself always? {Educator-initiated metalinguistic HL}

2324 M.: What's this? [points to the words 'by themselves' in the top column of the worksheet]

2325 {Student-initiated metalinguistic Eng}

2326 Christiane: [reads] By themselves.

2327 M.: By themself ... by themself. By himself. By themself.

2328 Christiane: By themselves {FB-recast educator}

2329 M.: Yeah. By themselves. [27 seconds pause as M. writes the English translation of 'ganha

2330 nhinana'] {Student MMw} {Student uptake}

2331 Christiane: So it's more than one, then in English we must add ... letter S. ... Well done!

2332 {Reinforcement educator}

2333 [5 seconds pause as M. finishes writing the word 'themselves']

2334 Christiane: [points to the next word 'manymak']: This one is easy, right?

2335 M.: What's that? [8 seconds pause as M. tries to decode 'manymak'] Manymak. {Student

2336 decode HL}

2337 Christiane: Manymak. {Reinforcement educator} / M.: Good. {Translation-confirmation

2338 student}

2339 [10 seconds pause as M. writes 'good' in the blank space next to 'manymak'] {Student

2340 MMw}

2341 [Unrelated conversation with X. - 24 seconds]

2342 Christiane: [turns towards M.] Just try two more ... [refers to the two words on the worksheet

2343 which still need a translation written next to them] {Educator-initiated metalinguistic HL}

2344 [M writes down the Yorŋu matha equivalent of 'female'] {Student MMw}

2345 Christiane: Nice. Do you remember this one? Djanda? {Reinforcement educator}{Educator-

2346 initiated decoding HL}

2347 M.: Djanda. [6 seconds pause to think of the English word for 'djanda'] No.

2348 Christiane: Is that the big lizard? {Translation-verification educator}

2349 M.: Yeah, lizard. {Reinforcement student}

2350 Christiane: Do you know what we call the big lizard? {Educator-initiated metalinguistic Eng}

2351 M.: Goanna.

2352 Christiane: Mmh. Do you remember the spelling? {Reinforcement educator} {Educator-

2353 initiated metalinguistic Eng}

2354 M.: Miss, I'm looking for goanna. [searches for the word in the original text read in the

2355 previous session, see Appendix 8]

2356 Christiane: We wrote it near the word. So we put a line. [refers to the annotation technique

2357 used on the actual text, see Appendix 8]

2358 M.: A goanna. Here, goanna.

2359 Christiane: Mmh.

2360 M.: Djanda.

2361 Christiane: Remember like we said 'go' and 'anna'. ... Together. {Educator-initiated

2362 metalinguistic Eng}

2363 M.: Yeah. {Student uptake}

2364 Christiane: Mmh. ... Good spelling. ... Mmh. {Reinforcement educator}

2365 M.: Goanna. [reads back to himself what he wrote]

2366 Christiane: Yes, djanda.

2367 [Unrelated conversation with X. - 15 seconds]

2368 Christiane: We're missing ... 'walala'? {Educator-initiated decoding HL}

2369 M.: Mmh? ... Walala, like them. Where's 'walala'? {FB-clarification request  
 2370 student} {Student teaching vocab HL}

2371 Christiane: You'll find it. Can you find it? ... Wa {Educator-initiated decoding HL}

2372 [M. points to the word in the original text read in the previous session, see Appendix 4]

2373 Christiane: Good. Well spotted. {Reinforcement educator}

2374 M.: Them. [4 seconds pause] E-M [writes the word in the blank spot on the worksheet]

2375 {Student MMw}

2376 Christiane: Yes, M. Letter M at the end. Nice. [15 seconds pause] This one is ...? Here right?

2377 {Reinforcement educator}

2378 [M. points to the word 'nhinana' in the original text and adds the English translation in purple  
 2379 pen]. {Student MMw}

2380 [21 seconds pause]

2381 Christiane: I find this very hard to say, M. [points to the word 'Wañanymirri' in the original  
 2382 text read in the previous session] {Educator-initiated decoding HL}

2383 M.: Life. / Christiane: How do you say this? / M.: Life.

2384 Christiane: Ya. /waŋan/ {Educator-initiated decoding HL}

2385 M.: /waŋananmiŋi/.

2386 Christiane: /waŋananmiŋi/

2387 M.: /waŋan/ ... /waŋananmiŋi/ {FB-recast student}

2388 Christiane: /waŋananmiŋi/ [28 seconds pause while M. annotates the word with its English  
 2389 equivalent 'life' in the original text] waŋananmiŋi/ {Student MMw}

2390 M.: /waŋan/ {FB-recast student}

2391 [4 seconds pause]

2392 Christiane: I don't think I'm saying it right.

2393 M.: You're saying right. {Reinforcement student}

2394 Christiane: Kind of.

2395 M.: No.

2396 Christiane: /waŋan/ ... Okay, we're missing just two more. ... In English, what's this? [points  
 2397 to the word for 'goanna'] {Educator-initiated metalinguistic Eng}

2398 M.: To eat ... goanna.

2399 Christiane: Beautiful. So you can just write it in English. This one here is for English. [points  
 2400 to the blank spot on the paper next to 'djanda']. This one here is for translation. Where you  
 2401 put one word in one language and then you translate it in the other language. What you've  
 2402 been doing with me when we practised. {Reinforcement educator} {Educator-initiated  
 2403 metalinguistic Eng}

2404 [18 second pause as M. fills in more translations on the worksheet]

2405 Christiane: Good spelling, X. [turns towards X. and points to the board where another student  
 2406 is writing]

2407 [15 seconds pause]

2408 M.: Where's goanna? [points to the column at the top of the worksheet]

2409 Christiane: Is it this?

2410 M.: Lukhana dhuka, dhukur... {Student decode HL} / Christiane: Djanda?

2411 M.: Djanda, yeah. {Reinforcement student}

2412 Christiane: Is it? That's what Do. said, didn't he?

2413 M.: Djanda. [8 seconds pause] Lukhana djanda. [writes the words in Yolŋu matha] {Student  
 2414 MMw}

2415 Christiane: Good work! {Reinforcement educator}

2416 [8 seconds pause]

2417 Christiane: Last letter? ... Mmh. {FB-metalinguistic educator}

2418 [14 seconds pause as M. writes the English translation in the column]

2419 Christiane: Okay. {Reinforcement educator}

2420 [18 seconds pause as M. writes the English translation in the column]

2421 Christiane: Good spelling, M. {Reinforcement educator}

2422 M.: Lukhana djanda. Eating. {Student teaching vocab HL}

2423 Christiane: Lukhana djanda.

2424 [M. continues writing - 12 seconds pause]

2425 M.: [turns to the whiteboard where X., the other student, has written some words in English]

2426 Look for, I mean, yeah for [reads what's written on the whiteboard]. Look for you? {Student

2427 decode Eng}

2428 Christiane: We're looking for you, X.!

2429 M.: Looking.

2430 Christiane: Look for you. You're right. {Reinforcement educator}

2431 [9 seconds pause as M. reads the words on the board again]

2432 Christiane: Are you okay to keep going with the next one?

2433 [7 seconds pause as M. starts writing]

2434 Christiane: Which one are you writing? Can you read for me first? {Educator-initiated

2435 decoding HI}

2436 M.: /jɔɖu diɾamu/ {Student decode HL}

2437 Christiane: : /jɔɖu diɾamu/

2438 [4 seconds pause]

2439 M.: Yeah. {Reinforcement student}

2440 Christiane: Mmh, do you remember how we said in English? {Educator-initiated

2441 metalinguistic Eng}

2442 [12 seconds pause as M. writes 'baby bo' in the blank spot next to word]

2443 Christiane: M., good work. One letter. [M. finishes the word with 'y'] {Reinforcement

2444 educator}

2445 Christiane: Beautiful. {Reinforcement educator}

2446 [M. adds S, then erases it again]

2447 Christiane: Oh, it's more than one? Just one? {FB-clarification request educator}

2448 M.: Yeah.

2449 Christiane: Good. Yeah, perfect. {Reinforcement educator}

2450 M.: Baby boy?

2451 Christiane: Baby boy. Awesome, okay. Let's finish with some reading. [Bell indicates the end

2452 of evening tutoring] {Reinforcement educator} {Educator-initiated decoding HL}

2453 Christiane: One line?

2454 M.: Time to go.

2455 Christiane: One line?

2456 M.: One line. Yep, yep, here. / Christiane: Okay.

2457 Christiane: Ah, this one is English. We try for this?

2458 M.: What's this?

2459 Christiane: Oh this? This is what you just wrote. This is this. [points to the word 'dirrmu']

2460 M.: Lukhan, I mean / Christiane: No, no, this word. / M.: yothu

2461 Christiane: No, no, this. The last one. Dirrmu.

2462 M.: Dirramu, man, I mean, male. {Translation-confirmation student}

2463 Christiane: Mmh, that's right. {Reinforcement educator}

2464 M.: Male.

2465 Christiane: Ya.

2466 M.: Dirramu.

2467 Christiane: So you can put here for your spelling repetition, you put M-A-L-E, male.

2468 {Educator-initiated metalinguistic Eng}

2469 M.: M-A-L-E

2470 Christiane: Perfect. {Reinforcement educator}

2471 [9 seconds pause as M. writes the word once more] {Student MMw}

2472 Christiane: Absolutely perfect. Well done, M.! Have a good night! {Reinforcement educator}

2473 M.: Good night.

## APPENDIX 21: Third Yolŋu matha session – Text selection (materials used see Appendices 10 and 11)

Place	Date	Time	Duration	Number of people	Status of participants	Languages
Middle school classroom, Darwin	17th of August 2016	5:31 pm	1:12 min	2	1 tutor/researcher, Christiane 1 student, M.	English and Gupapuyŋu

- 2474 Christiane: [...] do like this. So I just looked for this text from Yirrkala? I think. And it says it  
 2475 should be Yolŋu matha. [starts reading, see Appendix 10] So this is ‘birrka’yunami malany’?  
 2476 {Educator-initiated decoding HL}  
 2477 M.: Can you put in google? Can you put google? Google?  
 2478 Christiane: Google?  
 2479 M.: Google.  
 2480 Christiane: I can try. This is what it says: ‘Dhuwaya’.  
 2481 M.: Du, duk, dhuwaya. I can't understand. {FB-metalinguistic student}  
 2482 Christiane: You can?  
 2483 M.: I can't.  
 2484 Christiane: Can't.  
 2485 M.: Yeah.  
 2486 Christiane: Ah, so this is from Yirrkala. {Educator-initiated metalinguistic HL}  
 2487 M.: Yeah.  
 2488 Christiane: Okay. So this one is no good for us.  
 2489 M.: Yeah.  
 2490 Christiane: I have to see what else I have. ... I have this one [points to another text from  
 2491 Yirrkala which had been downloaded on the desktop, see Appendix 11]. This one we already  
 2492 looked at. This is the ... {Educator-initiated decoding HL}  
 2493 M.: Yolŋu. {Student decode HL}  
 2494 Christiane: Yeah. Ahhh, I'm sorry M., I didn't know it was a different language. Anyway,  
 2495 what we'll do is, I go online later and we'll have a look.  
 2496 M.: Yeah.  
 2497 Christiane: Cause then you can choose your own.



## APPENDIX 22: Yolŋu matha reading tandem – Exploring the Living Archive of Aboriginal Languages website (<http://laal.cdu.edu.au/>)

Place	Date	Time	Duration	Number of people	Status of participants	Languages
Middle school classroom, Darwin	17th of August 2016	5:51 pm	18:42 min	3	1 tutor/researcher, Christiane 2 students, M. and X.	English and Gupapuyŋu

2498 Christiane: Or you can click on language here. / M.: Mmh. / Christiane: See where it says  
2499 language? {Educator sharing cultural knowledge}  
2500 [M. points to the language button on the screen]  
2501 Christiane: Well spotted! And can you find yours? {Reinforcement educator}  
2502 [M. puts the cursor on Yolŋu matha]  
2503 Christiane: Superstar. So either click on the language or click on the number of books.  
2504 {Reinforcement educator} {Educator sharing cultural knowledge}  
2505 M.: Yeah, yeah.  
2506 Christiane: Yeah, the number of books is ... ? There's a lot of books, right?  
2507 [5 seconds pause a M. looks at the laptop screen]  
2508 Christiane: So you can see the books or you wanna, see the, put maybe under list, list [moves  
2509 the cursor to 'list']  
2510 Christiane: This one is title. Title is ...? {Educator-initiated decoding HL}  
2511 M.: Title is... {Student decode Eng partial}  
2512 Christiane: Bā, ba ba. {Educator-initiated decoding HL}  
2513 M.: Title is ba ba ... {Student decode HL partial}  
2514 Christiane: And this one is? {Educator-initiated decoding HL}  
2515 [Unrelated conversation with X. - 19 seconds]  
2516 M.: Baba. {Student decode HL partial}  
2517 Christiane: So if you, if you think this is a good one, then this one, which one is this? This one  
2518 is ba ... {Educator-initiated decoding HL}  
2519 M.: Bala. {Student decode HL}  
2520 Christiane: Mmh.  
2521 M.: Turtle is bala. {Student teaching vocab HL}  
2522 Christiane: Yes.  
2523 M.: Like then.  
2524 [Unrelated conversation with X. - 6 seconds]  
2525 Christiane: So, which one should we check out tonight? [points to the text selection on the  
2526 LAAL site]  
2527 [4 second pause]  
2528 [M. points to a text]  
2529 Christiane: This one. ... How about this one?  
2530 [Unrelated conversation with X. - 15 seconds]  
2531 Christiane: What about this? This is from Milingimbi.  
2532 M.: No, I don't know know.  
2533 Christiane: From Galiwin'ku.  
2534 M.: No.  
2535 Christiane: Which one should we check out? This one? [points to a text from Elcho Island]

2536 M.: Mmh.

2537 Christiane: Careful, careful. [turns towards X.]

2538 Christiane: This one is Yirrkala. [points to the place of publication on one of the texts]

2539 M.: Yirrkala.

2540 Christiane: Go down a bit. [directs M. to move the cursor] Or up.

2541 M.: What about that one?

2542 Christiane: This?

2543 M.: Milingimbi. {Student decode HL}

2544 Christiane: Yeah, good reading! {Reinforcement educator}

2545 [background comments from other students in the corridor]

2546 Christiane: Milingimbi.

2547 X.: [approaches to view the word on the screen]: Milingimbi. {Student decode HL}

2548 Christiane: Mmh.

2549 X.: Milingimbi.

2550 Christiane: What about this one? This is also from Milingimbi.

2551 M.: Yolŋu. {Student decode HL}

2552 Christiane: This?

2553 M.: Here.

2554 Christiane: Virinidjalki. Oh, this one, I like this one. [points to a text on the screen.] Ah, but

2555 it's in Dhuwaya, right? {Educator-initiated metalinguistic HL}

2556 M.: Yeah, Dhuwaya.

2557 Christiane: Ah, that doesn't help us, does it?

2558 M.: Put Ramingining.

2559 Christiane: A place?

2560 M.: Place.

2561 Christiane: Go to 'place'.

2562 M.: Ramingining. Books.

2563 [Unrelated conversation in the background -12 seconds]

2564 Christiane: Letter R.

2565 M.: Mmh.

2566 Christiane: See, I couldn't find Ramingining.

2567 X.: What shall I put? [pointing to a gap on his worksheet]

2568 Christiane: It's really cold, isn't it? Are you cold? [changes the temperature setting on the air conditioning]

2569 M.: I put this on map.

2570 Christiane: You can try and find it on the map. [turns towards X. who is off task and yawning]

2571 Just relax.

2572 X.: My mamamgindi. [attempts to read the book title 'My Girragundji', the set text from the

2573 ESL class]

2574 Christiane: Is it up here? [points to a location on the LAAL map]

2575 M.: Yeah.

2576 Christiane: I'm not sure I have it. Maybe they don't have it, M.

2577 X.: They don't have it on there.

2578 Christiane: No, Barunga. Kunwinjku they have. Ganbalanya.

2579 M.: Gunbalanya. {FB-recast student}

2580 Christiane: Gunbalanya.

2581 M.: There it is. [places the cursor on the place]

2582 X.: Hold on!

2583 Christiane: Can you read the text from that place?

2584 M.: Gunbalanya. / Christiane: Mmh. / M.: Gunbalanya.

2585 Christiane: Do you wanna try?

2586 M.: No.

2587 Christiane: No?

2589 M.: Different language! {Student sharing cultural knowledge}  
2590 Christiane: Ah, difficult, right?  
2591 M.: Yeah.  
2592 Christiane: There's so many different ones.  
2593 M.: Galiwin'ku.  
2594 Christiane: Isn't this...? [points to Yirrkala on the LAAL map] {Educator-initiated decoding  
2595 HL}  
2596 M.: Yirrkala. {Student decode HL}  
2597 Christiane: Ya. {Reinforcement educator}  
2598 M.: I'm from Ramingining.  
2599 Christiane: Maybe they don't have it on the map because they don't have the texts from there.  
2600 M.: Here. Milingimbi. [background noise shouting from students walking past the room in the  
2601 hallway] Milingimbi and somewhere here. / Christiane: Mmh. {Student sharing cultural  
2602 knowledge}  
2603 Christiane: But it's not on here.  
2604 M.: [moves the cursor slightly] Maybe here.  
2605 Christiane: Min Yerri. [4 seconds pause] Sorry. {Educator-initiated decoding HL}  
2606 M.: Put google.  
2607 Christiane: Mmh, but do you think they'll have the texts?  
2608 M.: Mmh.  
2609 Christiane: Well, we can. ... Okay.  
2610 M.: Ramingining. Five. [8 seconds pause] Ramingining. Ramingining. Yolŋu matha. ...  
2611 matha. [puts the search terms into google]  
2612 Christiane: Place names.  
2613 M.: Image. Image.  
2614 Christiane: No go for, have a look, this is place names...means language of Yolŋu. So matha  
2615 is the word for language. {Translation verification}  
2616 M.: Yeah. {Reinforcement student}  
2617 Christiane: Oh.  
2618 M.: This is Ramingining.  
2619 Christiane: Yes, it's a small community.  
2620 M.: There, Ramingining, yeah, Ramingining.  
2621 Christiane: Go down a bit. Maybe there's something about language.  
2622 [Unrelated background conversations - 49 seconds]  
2623 M.: Here, look, Miss.  
2624 Christiane: What is this? This is television. [commenting on the websites M. has found during  
2625 the google search]  
2626 M.: Television.  
2627 Christiane: Like TV. Just go up. Ahh... [5 seconds pause] Let's go to the search again.  
2628 M.: There. [points to the search bar on the screen]  
2629 Christiane: And we're gonna put text. {Educator-initiated metalinguistic Eng}  
2630 M.: Text. [starts typing]  
2631 Christiane: Yeah, text. Here, so click here and we put text.  
2632 M.: T-E-I ? {Student-initiated metalinguistic Eng}  
2633 Christiane: Ah, T-E, text. {FB-elicitation educator}  
2634 M.: T-E [continues typing the word 'text'] {Student uptake}  
2635 Christiane: X. Text. Good. {FB-elicitation educator} {Reinforcement educator}  
2636 M.: X? / Christiane: ks, ks, ks. {FB-elicitation educator}  
2637 M.: S-X? {Student uptake}  
2638 Christiane: X, ya. Text. {FB-elicitation educator}  
2639 M.: T? {Student uptake}  
2640 Christiane: Beautiful. Good work. {Reinforcement educator}  
2641 M.: Enter?

2642 Christiane: Yes. Good work. {Reinforcement educator}  
2643 [Background noise as two other students come into the room - 4 seconds] / M.: Hi.  
2644 Christiane: Enter again.  
2645 M.: Mmh?  
2646 Christiane: Enter again .... Here we go, here. Oh, Australian languages.  
2647 M.: What?  
2648 Christiane: I think we got it.  
2649 M.: Yep.  
2650 Christiane: Choose a language. Click here.  
2651 M.: Where?  
2652 Christiane: This one.  
2653 M.: [reads the instructions on the screen] Choose, choose.  
2654 Christiane: Choose a ... {Educator-initiated decoding Eng}  
2655 M.: Language. {Student decode Eng}  
2656 Christiane: Language. [4 seconds pause] Now [8 seconds pause] It should be with ...  
2657 M.: Yolŋu. {Student decode HL}  
2658 Christiane: You got it?  
2659 M.: Yeah.  
2660 Christiane: Click on it.  
2661 M.: Yolŋu. Click Yolŋu?  
2662 [Christiane nods]  
2663 X.: Ha, Miss! [shows Christiane the completed worksheet] Yelanga boys. Haha.  
2664 M.: Yolŋu. Here.  
2665 [5 seconds pause as M. looks at the screen]  
2666 Christiane: It doesn't have the library?  
2667 M.: Here, Yolŋu. [clicks on another language starting with Y]  
2668 Christiane: No, that's a different one. {FB-metalinguistic educator}  
2669 M.: Ah!  
2670 Christiane: This is the..., go down. Here, you can go down here [points out a different button  
2671 on the website to M.] Yeah. Beautiful. {Reinforcement educator}  
2672 M.: Ah, ah...  
2673 Christiane: And can you find Yolŋu?  
2674 [Unrelated conversation with X. - 13 seconds]  
2675 Christiane: Okay, this one.  
2676 M.: This, mmh?  
2677 Christiane: One down. Can you do it?  
2678 M.: It's Yolŋu, maybe. {Student decode HL}  
2679 Christiane: Yeah, yeah, it is. {Reinforcement educator}  
2680 M.: Ah? It's Aboriginal, ey?  
2681 Christiane: Ya. Mmh, so...  
2682 M.: From the NT. NT.  
2683 Christiane: So, just ... We do ... like this. And we go ... here. And it should come up. And  
2684 then, here we go. Ah! Here we go. Interactive dictionary, gupa... {Educator-initiated  
2685 decoding HL}  
2686 M.: Gupapunya. {Student decode HL}  
2687 Christiane: What does that mean? {Educator-initiated vocab elicitation HL}  
2688 M.: That's my language. {Student teaching vocab HL}  
2689 Christiane: So we click on that. Ah! How's that?  
2690 [8 seconds pause as M. tries to read the text]  
2691 Christiane: Maybe you know this one? Badaltja? {Educator-initiated decoding HL}  
2692 M.: Badaltja. [tries to find the English translation in the dictionary] {Student decode HL}  
2693 [7 seconds pause]  
2694 Christiane: You can't find it? I help you find it.

2695 M.: Badaltja, it's ah, like ah / X.: [incomprehensible utterance] / M.: It's stingray. Stingray,  
2696 stingray! {Student teaching vocab HL}

2697 Christiane: Do you want to read what it says?

2698 M.: Frish, I mean... {Student decode Eng}

2699 Christiane: Fresh? {FB-clarification request educator} / M.: Fresh...water.

2700 [5 seconds pause]

2701 Christiane: Tur... {Educator-initiated decoding Eng}

2702 M.: Tur? {Student decode Eng partial}

2703 Christiane: Turtle. {FB-explicit correction educator}

2704 M.: Turtle.

2705 Christiane: But you think it's a stingray? {FB-clarification request educator}

2706 M.: Freshwater, I don't know. Turtle. Freshwater turtle. {Student decode Eng}

2707 Christiane: But you think it's a stingray? {FB-clarification request educator}

2708 M.: Yeah.

2709 Christiane: Maybe they got it wrong. Cause sometimes people don't speak the language, they  
2710 just put this together. / M.: No, it's right.

2711 M.: It's um, big, turtle.

2712 Christiane: You think?

2713 M.: Real big one.

2714 Christiane: Okay. What about this one?

2715 [13 seconds pause as M. attempts to decode the word]

2716 M.: Ba... {Student decode HL partial}

2717 [9 seconds pause with some background noise]

2718 M.: Wha, I forgot this.

2719 Christiane: Badar. {Educator-initiated decoding HL}

2720 M.: No, here. {Student-initiated metalinguistic Eng}

2721 Christiane: Paper bark ... {Educator-initiated decoding Eng} / M.: Paper bark. {Student  
2722 decode Eng} / Christiane: ... From which canoes ... {FB-elicitation educator}

2723 M.: Are. {Student-decode Eng}

2724 Christiane: Made. {Educator-initiated decoding Eng}

2725 M.: Made. {Student-decode Eng}

2726 Christiane: Um, paperbark tree.

2727 X.: Wood, wood.

2728 M.: Yeah.

2729 Christiane: Yeah, wood. So this one says that it's in Gupa-punyu.

2730 M.: That's my language. {Student sharing cultural knowledge}

2731 Christiane: So it should be badar? {Educator-initiated metalinguistic HL}

2732 M.: Badar. {FB-recast student}

2733 X.: [looks at the screen] But what does it say?

2734 M.: It's a tree. {Translation-confirmation student}

2735 Christiane: Yeah, it's the kind of tree, right?

2736 M.: Yeah. {Reinforcement student}

2737 Christiane: Okay. Then we have, what else? Oh, this is nice! I love this bird. [4 seconds  
2738 pause]

2739 M.: Cockatoo.

2740 Christiane: White cockatoo. And how do you say? {Educator-initiated metalinguistic HL}

2741 M.: Ah, that one. [9 seconds pause]

2742 Christiane: Ba-di-kan? ... No? What about? {Educator-initiated decoding HL}

2743 M.: Mmh...

2744 Christiane: Badipadi? {Educator-initiated decoding HL}

2745 M.: [sighs]

2746 [Unrelated conversation with X. - 10 seconds]

2747 Christiane: So this one is ...? {Educator-initiated decoding Eng}

2748 M.: Rock.

2749 Christiane: Wa... {Educator-initiated decoding Eng}

2750 X.: Rock wall.

2751 Christiane: Wall... and then something else. Wall ...? {FB-elicitation educator}

2752 M.: Bre.

2753 X.: Rock one to!

2754 Christiane: Wallaby, wa-lla-by. {FB-explicit correction educator}

2755 M.: Rock wallaby.

2756 Christiane: Padi padi. {Translation-verification educator HL}

2757 M.: What padi padi?

2758 Christiane: Is it?

2759 M.: No. {FB-metalinguistic student}

2760 Christiane: No?

2761 M.: Buddy, padi. Padipadi. That's, um, ... that's this one, no? Here.

2762 Christiane: Which one?

2763 M.: Here.

2764 [10 seconds pause]

2765 Christiane: Click on a different letter to see if there's some different...

2766 M.: R, ya.

2767 Christiane: D-H? [4 seconds pause] Wow! This one? Dhaganda? {Educator-initiated decoding HL}

2768 M.: Maybe this one, Miss.

2770 Christiane: D-J?

2771 M.: Yeah, D-J.

2772 Christiane: Ah, we can look for our, um, djanda.

2773 [laughter in the background]

2774 Christiane: Just relax! [addresses the laughing students]

2775 Christiane: Djabarryun? Djabarryun. ... To come? {Educator-initiated decoding HL}{Translation verification educator}

2777 M.: That's means, like, um, they say, let's go. {Student teaching vocab HL}

2778 X.: Ah sorry.

2779 M.: Djabarryun. {FB-recast student}

2780 [Unrelated conversation between M. and X. - 5 seconds]

2781 Christiane: Well, so now you know how it works. Very good. M. do you like, um, how do you like working with language like that? Is it easy for you to read?

2782 M.: A bit. I been here long time.

2784 Christiane: Yes.

2785 X.: And he didn't know how to speak English all the time.

2786 M.: Who me? I can speak my language. But...

2787 X.: Speak like English.

2788 Christiane: Yeah, but you have to speak both, right?

2789 M.: See.

2790 Christiane: It's important to speak both.

2791 M.: Like we speak our language and English. {Student sharing cultural knowledge}

2792 Christiane: Both together. We call bilingual like that. Bilingual. Have you heard that before?

2793 Bilingual, two languages, bilingual. {Educator-initiated vocab elicitation Eng}

2794 X.: Where did you come from, Miss?

2795 Christiane: I'm from Switzerland.

2796 X.: What?

2797 Christiane: Switzerland.

2798 [M. navigates the dictionary further]

2799 Christiane: Oh, this is a difficult letter here, double R. Do you want to click on that?

2800 [M. clicks on another word.] [4 seconds pause and whistling in the background]

2801 Christiane: Oh, can you, can you read? This is an animal in the ocean. {Educator-initiated  
2802 decoding Eng}  
2803 [Background noise as X. whistles into the microphone. - 6 seconds]  
2804 M.: This one.  
2805 Christiane: This one? Yeah.  
2806 M.: Ah, this one?  
2807 Christiane: Yeah.  
2808 M.: No, the English, this one. {Student-initiated metalinguistic Eng}  
2809 Christiane: Jellyfish. With poisonous, long tentacles. {Educator-initiated decoding Eng}  
2810 M.: Ah.  
2811 Christiane: Jellyfish.  
2812 M.: That's really dangerous. {Student sharing cultural knowledge}  
2813 Christiane: Mmh. Can you check their spelling? {Educator-initiated metalinguistic HL}  
2814 M.: Badur.  
2815 Christiane: Ba-djung. This isn't quite right, is it? The way they spell it. {Educator-initiated  
2816 decoding HL}{Educator-initiated metalinguistic HL}  
2817 [6 seconds pause]  
2818 M.: You put, what's?  
2819 Christiane: You can click on it, check it and do some reading.  
2820 [Unrelated conversation with X. - 1 minute and 40 seconds]  
2821 [M. reads some words from the online dictionary to himself quietly]



## APPENDIX 23: Final Yolŋu matha reading tandem session (materials used see Appendix 8)

Place	Date	Time	Duration	Number of people	Status of participants	Languages
Middle school classroom, Darwin	17th of August 2016	6:07 pm	13:38 min	4	1 tutor/researcher, Christiane 3 students, M. and D. and X.	English and Gupapuyŋu

- 2822 Christiane: M., can we try just one more bit of reading here tonight?  
 2823 M.: Mmh.  
 2824 Christiane: And then we'll finish off because this is my last session with you guys tonight.  
 2825 D.: And what about me?  
 2826 Christiane: This is very good. [comments on D.'s completed homework]  
 2827 M.: I want Yolŋu matha.  
 2828 Christiane: You want to try?  
 2829 M.: Yeah, me and Do., Do. and me, try to help out. We'll help you.  
 2830 Christiane: I know because you're very good teachers. ... Well, we've read up to here. So for  
 2831 this paragraph here, we would need to check again.  
 2832 M.: Let me, ah, where is the laptop?  
 2833 Christiane: Well, I don't need it because we couldn't read that text with the swamp animals  
 2834 [see Appendix 8].  
 2835 [7 seconds pause as M. looks at the printed out text and starts tracing a word written in Yolŋu  
 2836 matha]  
 2837 Christiane: What's that word, M.? That one you've been tracing? {Educator-initiated decoding  
 2838 HL}  
 2839 [31 seconds pause]  
 2840 Christiane: Ah, this we had yesterday, right? Yothu dirrmu. And in English? {Educator-  
 2841 initiated decoding HL} {Educator-initiated metalinguistic Eng}  
 2842 M.: Baby, no, yo, baby boys. {Translation-confirmation student}  
 2843 Christiane: Baby boys. And this one was 'gana nhinana'? {Educator-initiated decoding HL}  
 2844 M.: Yeah, by themselves. {Reinforcement student} {Student teaching vocab HL}  
 2845 Christiane: Sitting by themselves. Try and say the S always, M. In English, we have to say the  
 2846 S. Try again. {FB-metalinguistic educator}  
 2847 M.: By themselves.  
 2848 Christiane: Perfect. Very nice. I want to try this one, maybe I can do three lines.  
 2849 {Reinforcement educator}  
 2850 M.: Okay.  
 2851 Christiane: Dayi. {Educator-initiated decoding HL}  
 2852 M.: Dayi. {FB-recast student}  
 2853 Christiane: Waŋgany.  
 2854 M.: Waŋana. {FB-recast student}  
 2855 Christiane: Waŋana bitjarra.  
 2856 M.: Bitjarra. {FB-recast student}  
 2857 Christiane: Dali yaw'yun dhuwala dhawaraŋ'  
 2858 M.: Walala, walala, I mean, what's this? {Student decode HL} {Student-initiated  
 2859 metalinguistic HL}  
 2860 Christiane: This one? It's the same that we had here.

2861 M.: What? Dayi. {Student decode HL}

2862 Christiane: Dayi wangany. Wangany. Same as here [points to the first word in the first  
2863 paragraph] {Educator-initiated metalinguistic HL}

2864 M.: No, different. {FB-metalinguistic student}

2865 Christiane: Is it?

2866 M.: There. Walŋa. Walŋa. {FB-metalinguistic student}

2867 Christiane: There's no... ah, maybe.

2868 M.: Walŋa, look! {Student decode HL}

2869 Christiane: Ah okay.

2870 M.: W-W-A-A-N-N, like the N. {Student-initiated metalinguistic HL}

2871 Christiane: Yolŋu N, ya. {FB-metalinguistic educator}

2872 M.: Yaya. N-G-N-G-A-N-N-Y-Y, ya, look! [points to the word 'waluy' in the first line]  
2873 {Student decode HL}

2874 Christiane: Yes, yes. {Reinforcement educator}

2875 M.: Like, walŋa, means like life. {Student teaching vocab HL}

2876 Christiane: Mmh.

2877 M.: Like, mirri, means like you, I mean, mirri means like here, I mean. {Student teaching  
2878 vocab HL}

2879 Christiane: Like he?

2880 M.: He, ah, no.

2881 Christiane: No?

2882 M.: Like mirri means like here, here. {Student teaching vocab HL}

2883 Christiane: Here? {FB-clarification request educator}

2884 M.: Yeah.

2885 Christiane: The place. [M. nods] Mmh.

2886 M.: Here. Wanganymirri. He's, like he's, um, but he's, mirri walŋa. Walŋa. {Student teaching  
2887 vocab HL}

2888 Christiane: Waŋana. {Educator-initiated decoding HL}

2889 M.: Mirri walŋa waŋana. [9 seconds pause] {Student decode HL}

2890 Christiane: And then they're saying something.

2891 M.: Yeah.

2892 Christiane: Cause these are the speech marks, so they're saying 'Dali ...' I thought I had the  
2893 English somewhere here [turning pages in the printed copy of the text to locate English  
2894 translation] {Educator-initiated metalinguistic Eng}

2895 M.: Oh, Miss, can I have this pen? Oh, Look, look, look, look! / Christiane: But it's my  
2896 teaching pen.

2897 [M. uses the end bit of the pen to erase some of his notes.]

2898 Christiane: Yeah, it can erase. It's a smart pen, so when the teacher makes a mistake in the  
2899 marking, I can erase it.

2900 X.: What?

2901 M.: I'll give you Monday.

2902 Christiane: Monday, I'll be at home in Switzerland.

2903 M.: What?

2904 X.: What?

2905 Christiane: You'll have to come to Switzerland to give it to me.

2906 [M. frowns.]

2907 Christiane: Yeah, to my other school. Sorry.

2908 M.: How far?

2909 Christiane: I'll ask my husband. He bought it for me. He can get one more.

2910 X.: And where did you buy that laptop?

2911 Christiane: In Singapore.

2912 M.: Ah, I like that.

2913 X.: Um, Miss, we got one to work with.

2914 Christiane: Do you?  
2915 X.: Yeah.  
2916 Christiane: Yeah, it's for my study. I use it for my studies. So when you study you can get one  
2917 and work with that.  
2918 [Unrelated conversation: Christiane: Try some of your math saying I'll have a look in a  
2919 minute. 25 seconds]  
2920 M.: It's too deadly. [clicks the red erasable pen]  
2921 Christiane: It's too what? {Educator-initiated metalinguistic Eng}  
2922 X.: Deadly, like it's cool. {Student teaching vocab HL}  
2923 Christiane: Yeah, I know. [laughter] You can say 'it's really awesome'. {FB-explicit  
2924 correction educator}  
2925 M.: You bet it is!  
2926 Christiane: It's really awesome.  
2927 M.: It's really awesome.  
2928 Christiane: It's really manymak.  
2929 M.: Really manymak.  
2930 Christiane: Manymak. ... Okay, we'll try to finish one line. ... Mr. M.  
2931 M.: Yeah.  
2932 Christiane: I need your help. I can't manage. Maku dhuwala litja... / M.: Wait, wait!  
2933 {Educator-initiated decoding HL}  
2934 M.: Maku dhuwala. {Student decode HL}  
2935 Christiane: Lit-ja-lang-u. {Educator-initiated decoding HL}  
2936 M.: Maku dhuwala litjalangu. {Student decode HL}  
2937 Christiane: Yin... {Educator-initiated decoding HL}  
2938 M.: Yindi. Maku dhuwala litjalangu yindi. Like that means, litjalangu mean like, what, like  
2939 me and you. {Student decode HL} {Student teaching vocab HL}  
2940 Christiane: Mmh. Two people together. {Translation-verification educator}  
2941 M.: Yeah. {Reinforcement student}  
2942 Christiane: Us? {Translation-confirmation educator}  
2943 M.: Yeah, litjalangu. Dhuwala litjalangu. Dhuwala. {Student teaching vocab HL} {Student  
2944 decode HL}  
2945 Christiane: Dhuwala.  
2946 M.: Like this. [points to a word in the text]  
2947 Christiane: This?  
2948 M.: Yeah.  
2949 Christiane: Big... [points to 'yindi'] {Translation-confirmation educator}  
2950 M.: Ngali, lit, litjalangu, like you, like me and you, like us. {Student teaching vocab HL}  
2951 Christiane: Us? {Translation-confirmation educator}  
2952 M.: Yeah. {Reinforcement student}  
2953 Christiane: Big. [points to 'yindi' again] {Translation-verification educator}  
2954 M.: Yindi, like big. {Translation-confirmation student}  
2955 Christiane: [points to 'djanda'] Goanna. {Translation-verification educator}  
2956 M.: Yindi djanda. {Student decode HL}  
2957 Christiane: Maku. {Educator-initiated decoding HL}  
2958 M.: Maku. {Student decode HL}  
2959 Christiane: Dula nhä. {Educator-initiated decoding HL}  
2960 M.: Dula nhä, like... {FB-recast student} / Christiane: Dula nhä.  
2961 M.: Big goanna and, and maybe, maybe means like, maku means maybe. {Translation-  
2962 confirmation student} {Student teaching vocab HL}  
2963 Christiane: Okay. Can you spell for me here? [points to a blank spot near the word on the text]  
2964 So I can remember. {Educator-initiated metalinguistic Eng}  
2965 M.: May, maybe, oh. [writes maybe as an annotation]

2966 Christiane: Very good. You can use red if you like. [offers the red erasable pen] I don't mind.  
2967 {Reinforcement educator}  
2968 M.: Maybe.  
2969 Christiane: Maku, maybe.  
2970 M.: M...  
2971 Christiane: Just make an arrow. [M. draws an arrow between the English and the Yolŋu  
2972 words] Fabulous! {Student MMw}  
2973 M.: May [attempts to trace the letters as he reads the word again] {Student decode Eng}  
2974 Christiane: May-be. M. {FB-elicitation educator}  
2975 [M. starts to write in his notebook]  
2976 Christiane: Good. {Reinforcement educator}  
2977 M.: Y? {Student-initiated metalinguistic Eng}  
2978 Christiane: Yes. Excellent. {Reinforcement educator}  
2979 M.: May. {Student-initiated metalinguistic Eng}  
2980 Christiane: Be. {FB-explicit correction educator}  
2981 M.: Be. Ah, the letter B? {Student-initiated metalinguistic Eng}  
2982 Christiane: Of course. And one more. Be. {Reinforcement educator} {FB-explicit correction  
2983 educator}  
2984 M.: I, I mean E.  
2985 Christiane: Yes, E. You're a superstar. {Reinforcement educator}  
2986 M.: Not really.  
2987 Christiane: Well, slowly, bit by bit. Maku ngula. {Educator-initiated decoding HL}  
2988 M.: Dula bala. {Student decode HL}  
2989 Christiane: Yes. {Reinforcement educator}  
2990 M.: Bala means like there. {Student teaching vocab HL}  
2991 Christiane: That was in the book title, wasn't it? That's what we just saw on the website, bala.  
2992 M.: Bala means there. {Student teaching vocab HL}  
2993 Christiane: There.  
2994 M.: There. T-H-E, I mean A.  
2995 Christiane: Is it there? {FB-clarification request educator} / M.: There.  
2996 Christiane: Like over there? Or they? {FB-clarification request educator} / M.: Over there.  
2997 Christiane: Okay, so it's E. {FB-metalinguistic educator}  
2998 M.: E-R.  
2999 Christiane: Yes. There. {FB-recast educator}  
3000 M.: There.  
3001 Christiane: And then there's a silent letter. {FB-metalinguistic educator}  
3002 M.: E.  
3003 Christiane: Excellent. Silent E at the end. We cannot hear it. But we have to write it.  
3004 {Reinforcement educator}  
3005 M.: [reads] There.  
3006 Christiane: Fabulous! [X. whistles in the background.] {Reinforcement educator}  
3007 Christiane: Look at all your spelling today. I like it. The next word, 'manda'. {Educator-  
3008 initiated decoding HL}  
3009 M.: Manda. Marda. {Student decode HL}  
3010 Christiane: Mmh.  
3011 M.: Marda, like them. {Student teaching vocab HL}  
3012 Christiane: Okay.  
3013 M.: Them, I put 'them'. Mandanu. {Student decode HL}  
3014 X.: What?  
3015 M.: Mandanu. Them. T-H-E [says the letters as he writes the word as an annotation]  
3016 {Translation-confirmation student} {Student MMw}  
3017 Christiane: Mmh. {Reinforcement educator}  
3018 M.: M. Them.

3019 Christiane: Okay. {Reinforcement educator}  
3020 X.: Did you know English?  
3021 Christiane: Say again, X.?  
3022 X.: Did you learn to English?  
3023 Christiane: I went to England when I was a student. When I was 16 years old.  
3024 X.: Mmh.  
3025 Christiane: I went for two weeks, to practice English. Have you ever been to England?  
3026 [X. shakes his head.]  
3027 Christiane: Would you like to go?  
3028 X.: Yes.  
3029 M.: What, you been to England? / Christiane: Maybe?  
3030 Christiane: Have you been, M., have you been? {FB-recast educator}  
3031 M.: No. / Christiane: It's have you been. {FB-explicit correction educator} / M.: No, my  
3032 uncle.  
3033 Christiane: Oh, your uncle has been.  
3034 M.: Yeah.  
3035 Christiane: Oh.  
3036 M.: Yeah.  
3037 Christiane: So you can say 'my uncle has been there'. {FB-explicit correction educator}  
3038 X.: What does it look like over there?  
3039 Christiane: What does it look like? It looks a bit like here. Just more rain. {Educator sharing  
3040 cultural knowledge}  
3041 X.: But that's um, small doors, yeah, small - doors.  
3042 Christiane: Yes. And there's not so much country, it's more buildings. {Educator sharing  
3043 cultural knowledge}  
3044 M.: Like 6060.  
3045 X.: I have ah, I used to have a thing like army game from England.  
3046 Christiane: Really? Did you like it?  
3047 X.: Yes.  
3048 M.: I like this one. [points to the red erasable pen]  
3049 Christiane: I know, M. I'll ask my husband to get you one. But if I leave this pen, then I don't  
3050 have one for my new job. I'm going to be very sad.  
3051 M.: Ah, I know. You can tell your husband to...  
3052 Christiane: I'll ask him. He can go back to that shop easily, I think.  
3053 M.: Where?  
3054 Christiane: It's in Tokyo, in Japan.  
3055 X.: Tok.../M.: Ah, yeah. /X.: Yeah.  
3056 Christiane: You know, Japan, yeah?  
3057 X.: They make movie there.  
3058 Christiane: Yes, there's movies there. You can grab the world map from behind there, I show  
3059 you. Or you can find it. M., let's do one more word before we finish with this.  
3060 M.: Tokyo. This one. {Student-initiated metalinguistic Eng}  
3061 Christiane: Oh, you want to spell it?  
3062 [M. starts to write.] {Student uptake}  
3063 Christiane: Ah, excellent, Tok - /k, /k, /k/. [laughter in the background] {Reinforcement  
3064 educator}  
3065 M.: Here. [points to his spelling] {Student uptake}  
3066 Christiane: And one last letter. {FB-metalinguistic educator}  
3067 M.: O. {Student uptake}  
3068 [X. hands her the world map]  
3069 Christiane: Thank you.  
3070 M.: O?

3071 Christiane: Yeah, that's it. So we are here. [locates Darwin on the map] {Reinforcement  
3072 educator}  
3073 M.: There? [points to Darwin]  
3074 Christiane: Yeah. And can you find Tokyo? Yeah, it's near the green. That's it.  
3075 M.: Japan. [reads from the map] {Student decode Eng}  
3076 Christiane: The colour is red.  
3077 M.: Ah!  
3078 Christiane: You got it? Tokyo. That's it. So that's where my husband works. Remember the  
3079 other day you asked me about the red signal in the sky? [M. nods.] / X.: Where is Japan?  
3080 Christiane: Well, he works in Japan because he flies airplanes. [M. frowns.] Really. So when  
3081 you asked me I called him I said M. wanted to know about the red lights in the sky. He said  
3082 there's an engine problem with the airplane. There you go.  
3083 [M. nods.]  
3084 Christiane: And we are up here. [points to Darwin]  
3085 M.: You see here? [points to Arnhem Land on map] {Student sharing cultural knowledge}  
3086 Christiane: Yes.  
3087 M.: This my homeland.  
3088 Christiane: Yeah, because you like the soccer.  
3089 M.: Yep.  
3090 [laughter]  
3091 Christiane: Good. M., I think we finish with our Yolŋu matha tonight.  
3092 M.: I want, I want Do. to help.  
3093 Christiane: I know, but Do. is busy, isn't he?  
3094 M.: Yeah. After.  
3095 Christiane: What we'll, yeah, what we'll do if he has a moment, then he can help me maybe  
3096 finish this paragraph.  
3097 X.: There's Indonesia. [points to Indonesia on the map.] Anyway...  
3098 Christiane: Yeah, Indonesia.  
3099 Christiane: So this paragraph here, we'll do with Do. [points to the next paragraph in the text]  
3100 [M. nods.]  
3101 Christiane: Sounds like a plan. Thank you, M.  
3102 M.: I'm good, I think.

## APPENDIX 24: First Kunwinjku reading tandem session (materials used see Appendix 12)

Place	Date	Time	Duration	Number of people	Status of participants	Languages
Middle school classroom, Darwin	17th of August 2016	6:27 pm	6:59 min	3	1 tutor/researcher, Christiane 2 students, D. and M.	English and Kunwinjku

- 3103 Christiane: Thank you. So you told me that this is your language, so I checked online.  
3104 D.: Kun-winj-ku, yeah. [D. reads from the title page, see Appendix 12]  
3105 Christiane: Yeah and this is bu {Educator-initiated decoding HL} / D.: Bu. {Student decode  
3106 HL partial} / Christiane: Ngurri-borlhme. {Educator-initiated decoding HL}  
3107 D.: Ah? {FB-clarification request student}  
3108 Christiane: No?  
3109 D.: Burru, Amburru-borlhme. {Student decode HL}  
3110 Christiane: We'll have a look because...  
3111 D.: Bu, bu... [tries to read the title] {Student decode HL partial}  
3112 Christiane: See this is 'Learning Kun-winj-ku' [points out the subtitle and place of publication  
3113 at the bottom of the title page, see Appendix 12]  
3114 D.: Yeah.  
3115 Christiane: Kun-winj-ku Language Centre.  
3116 D.: Ku... {Student decode HL partial}  
3117 Christiane: From Kunbarllanjja. {Educator-initiated decoding HL}  
3118 D.: Gunbalanya, yeah, yeah, yeah. {Student decode HL}  
3119 Christiane: So here we go ... [scrolls down on the pdf, see Appendix 12]. So it's got quite a  
3120 few pages. / D.: Yeah, yeah.  
3121 Christiane: 24 pages.  
3122 D.: Yeah, I'll try it. I'll look.  
3123 Christiane: So we try.  
3124 D.: [reads the pronunciation notes on page 1, see Appendix 12] Bininj say as English boy.  
3125 {Student decode HL}  
3126 Christiane: This?  
3127 D.: Duruk, say 'd' as English dog. {Student decode HL} / Christiane: D as English dog.  
3128 Christiane: So this is to help with / D.: Jump, jump. {Student decode HL} / Christiane:  
3129 Pronunciation. Dj, dj like.  
3130 D.: What? Jump.  
3131 Christiane: Yeah, jump, catch [reads the English pronunciation clues, see Appendix 12]  
3132 D.: Did.  
3133 Christiane: Djenj.  
3134 D.: D-J and.  
3135 Christiane: Djenj  
3136 D.: Djenj. {FB-recast student}  
3137 Christiane: I don't know that word.  
3138 D.: Yeah, djenj. {Reinforcement student}  
3139 Christiane: Okay.  
3140 D.: Can?  
3141 Christiane: Kunj, like K. {Educator-initiated decoding HL}



3142 D.: Um, no idea.

3143 Christiane: But this is the actual story here. So the story is ‘Nahni’. {Educator-initiated  
3144 decoding HL}

3145 D.: Nahni Da, ah, nahni djarra. {Student decode HL}

3146 Christiane: Is it?

3147 D.: Yeah, da, djarra. {Student decode HL}

3148 Christiane: Djurra. {Educator-initiated decoding HL}

3149 D.: Djarra. Djarra. {FB-recast student}

3150 Christiane: Djarra. Okay. This one? [points to the next line]

3151 D.: Nga, ngada, ngada. {Student decode HL}

3152 Christiane: This one, I think it says ‘we’ ... {Translation-verification educator} / M.: Miss!

3153 Christiane: So it’s got Kunwinjku and ...

3154 [Unrelated conversation with another student in the tutoring group - 16 seconds]

3155 Christiane: Yeah, this one, I think it's: ‘we have put these stories and pictures together so that  
3156 you can learn to write and read Kunwinjku and also English’. But we'll have a look at the  
3157 story cause this is the story book. {Translation-verification educator}

3158 D.: Good. {Reinforcement student}

3159 Christiane: So this one...

3160 D.: Ah, look, turn, I’m ready? Which one we read?

3161 Christiane: This one. I'm reading this one first and then the English.

3162 D.: Okay.

3163 Christiane: Kun-karn-bakmeng. {Educator-initiated decoding HL}

3164 D.: Yeah. {Reinforcement student}

3165 Christiane: Yawurrinj. {Educator-initiated decoding HL}

3166 D.: Yeah, them boys. {Reinforcement student} {Student teaching vocab HL}

3167 Christiane: Four young men, or four boys.

3168 D.: Yeah. {Reinforcement student}

3169 Christiane: So what's the word for four? [points to the word ‘Kunkarnbakmeng’] This one?  
3170 {Educator-initiated metalinguistic HL}

3171 D.: Yeah. {Reinforcement student}

3172 Christiane: And this one is the word for boys. [points to the word ‘Yawurrinj’] {Educator-  
3173 initiated metalinguistic HL}

3174 D.: Yeah. {Reinforcement student}

3175 Christiane: Wow, long words.

3176 D.: Yawurrinj. {FB-recast student}

3177 Christiane: Yawurrinj. Okay, this one. Kunkare? Kunkarn {Educator-initiated decoding HL}

3178 /D.: Yeah. {Reinforcement student / Christiane: Bakmeng. {Educator-initiated decoding HL}

3179 D.: Yeah. {Reinforcement student}

3180 Christiane: /jʌ:/... {Educator-initiated decoding HL}

3181 D.: /jʌ/ {Student decode HL}

3182 Christiane: /wu:/ ... {Educator-initiated decoding HL}

3183 D.: /jʌwʊrɪni/ {Student decode HL}

3184 Christiane: /bɪr jɛrkʌŋ/ {Educator-initiated decoding HL}

3185 D.: /bɪrjɛrkʌŋ/ {FB-recast student}

3186 Christiane: /kɔ:/ ... {Educator-initiated decoding HL}

3187 D.: /kɔ.ɪ/ ... {Student decode HL}

3188 Christiane: /kɔ.ɪ/

3189 D.: /kɔ.ɪ ku.ɪ/ {Student decode HL}

3190 Christiane: Oh, /ku.ɪ/ [starts reading the next word] /kud d̥ʒu/ ... {Educator-initiated  
3191 decoding HL}

3192 D.: /kudju.ɪ/ {Student decode HL}

3193 Christiane: Yes! {Reinforcement educator}

3194 D.: /bɪɪ bɪrɪ/ {Student decode HL}

3195 Christiane: /biṛıman buni/ {Educator-initiated decoding HL}

3196 D.: /biṛımanbuni/ yeah, yeah, that's right /biṛımanbuni/ yeah /biṛımanbuni/ and what's ...?

3197 [points to the next word in the line] {Reinforcement student} {Student-initiated metalinguistic HL}

3198 HL}

3199 Christiane: /man/ {Educator-initiated decoding HL} /D.: /mangole/ {Student decode HL}

3200 Christiane: Oh!

3201 D.: Spear. {Translation-confirmation student}

3202 Christiane: Very good. {Reinforcement educator}

3203 D.: /mangole/ {Translation-confirmation student}

3204 Christiane: So, shall we read the English as well?

3205 D.: Yeah.

3206 Christiane: A long, sorry... {Educator-initiated decoding Eng}

3207 D.: A long time ago four your make {Student decode Eng} / Christiane: Young. {FB-explicit correction educator} / D.: Man sat ... under a tree making for a spear. {Student decode Eng}

3208 Christiane: Okay, it's more than one. {FB-metalinguistic educator}

3209 D.: Spears.

3210 Christiane: Good job! {Reinforcement educator}

3211 D.: Then one men said 'Let us go so we can bring back the meat.' {Student decode Eng}

3212 Christiane: Lovely. So, wanjh kaluk nakud. {Reinforcement educator} {Educator-initiated decoding HL}

3213 D.: Nakudji yimeng. {Student decode HL}

3214 Christiane: Yim...

3215 D.: Yimeng, that means said. {Student teaching vocab HL}

3216 Christiane: Said? {FB-clarification request educator}

3217 D.: Yeah.

3218 Christiane: Oh this, this one? [points to 'said' in the English version of the story] {FB-clarification request educator}

3219 D.: Yeah, said. {Reinforcement student}

3220 Christiane: This is difficult. You must be a very smart student to remember both of these. Like M., you have so many good skills

3221 M.: Hey, Miss! [walks back into the room]

3222 Christiane: So let's see what happens. Karri ... karrire. {Educator-initiated decoding HL}

3223 D.: Karrire. Let's go. {Student decode HL}{Student teaching vocab HL}

3224 Christiane: Let's go.

3225 D.: Yeah. {Reinforcement student}

3226 Christiane: Karrire.

3227 D.: Yeah. {Reinforcement student}

3228 Christiane: Oh.

3229 M.: [repeats in the background] Karrire, let's go! That's means, go. {Translation-confirmation student}

3230 Christiane: That means let's go? / M.: Yeah. / Christiane: We have a new teacher today this is our new teacher, Mr. D. [D. puts his baseball hat on, M. laughs] He's got a very fancy hat

3231 D.: Wanj. {Student decode HL}

3232 [M. and D. speak to each other very fast in Yolŋu matha and point to a bag of almonds on the teacher's desk - 12 seconds]

3233 Christiane: Yeah, open them, you can have a snack [points to the bag of almonds D. has picked up from the teacher's desk], but put them on the plate here, please.

3234 M.: Where's the plate?

3235 Christiane: Um, next to the bag.

3236 M.: Can I open it?

3237 Christiane: Yeah you can open it. Just put it together.

3238 D.: And me?

3247 Christiane: Of course, of course. [Christiane nods.] You can have a snack. It's called almonds,  
3248 not nuts. {Educator-initiated metalinguistic Eng}  
3249 M.: Oh.  
3250 D.: I had it back at home.  
3251 Christiane: Yes, it's good for your brain.  
3252 D.: Is it?  
3253 Christiane: Yeah, it's a really good snack. It's good for your brain.  
3254 [M. portions out some almonds on the plate]  
3255 Christiane: You can put them all, M. and then we can all share.  
3256 M.: Okay.  
3257 Christiane: Yeah. I'll just finish the sentence, is that okay?  
3258 [D. nods.]  
3259 Christiane: I'll try. Ba werrk karrim-kanj-yirrundeng. {Educator-initiated decoding HL}  
3260 D.: Yirrija. Can we share? {FB-recast student}  
3261 Christiane: Yeah, we can all share. [points to a packet of almonds]  
3262 D.: /ji:/ ... /maŋmakbaldi/ [grabs two hands full of almonds]  
3263 Christiane: But leave some. I know you're speaking Yolŋu matha.  
3264 M.: Yeah, Yolŋu /maŋmak/. You speak Yolŋu matha.  
3265 Christiane: What did you say /maŋmakba/...'?  
3266 M.: /maŋmak/ means good. {Translation confirmation student}  
3267 Christiane: Good.  
3268 D.: That's good.  
3269 Christiane: Good snack.  
3270 M.: Mmh.  
3271 Christiane: Okay.  
3272 M.: This's good.  
3273 Christiane: Good. Well, this is interesting.

## APPENDIX 25: Kunwinjku reading tandem short follow-up (materials used see Appendix 12)

Place	Date	Time	Duration	Number of people	Status of participants	Languages
Middle school classroom, Darwin	17th of August 2016	6:36 pm	13 sec	2	1 tutor/researcher, Christiane 1 student, D.	English and Kunwinjku

- 3274 Christiane: Ya, we'll have a look here [points to the text, see Appendix 12]. {Educator-
- 3275 initiated decoding HL}
- 3276 Kunkare?
- 3277 D.: Them belong hunt. {Student teaching vocab HL}
- 3278 Christiane: [continues reading] Kunkarngbakmeng yawurrinj.

## APPENDIX 26: Interview with Bryan (name changed)

Teacher's role	Date	Location	Duration
ESL teacher	15th of August 2016	Classroom at the college in Darwin hosting the exploratory study	13:19 minutes

Christiane: So Mr Bryan J., you've been a senior practitioner in ESL for how many years now?

Bryan: This is my eighth, ninth year.

Christiane: Ninth year.

Bryan: Yes ..sorry, [walks away to close door] is it okay if I close the door?

Thelma [maintenance staff working outside]: Yeah, yeah.

Christiane: And for all these years you've worked with Indigenous students?

Bryan: Yes, that's correct.

Christiane: And can I just ask you, what would you identify as one of the most successful strategies in ehm teacher student relationship building and also successful strategies in terms of ahm literacy development in English as a Second Language or English as an Additional Language? What has worked well for you? Like you trained me in Accelerated Literacy, that was a very structured program that we had.

Bryan: Yes.

Christiane: Are there other highlights that you would say worked really well?

Bryan: What, um, what helped me understand what ESL, particularly Indigenous ESL learners go through is ah, when I was reading with them talking about the three levels of reading in terms of locating, and then inferring and then sort of making meaning. You know what I'm talking about, don't ya?

Christiane Mmh.

Bryan:: Ok. That really opened my eyes up to - how much those kids missed.

Christiane: Mmmh.

Bryan:: When a lot of teachers don't realise, they they think that if a kid can locate an answer in, can point to ehm you know what date was such-and-such born, when they can point to the answer then they can understand the text. Ah, what I find is that once you start working beyond that level of of just locating and really working on that inferring which we do a lot with A.L., that's when kids start understanding that it's not this secret language but they're actually perhaps looking they need to look in different places they can't just look in one place and that's something that I've I found has been very helpful with kids. Even ahm when you're reading, when you're doing guided reading ahm not necessarily doing that traditional sort of I'm going to give you a text and you need to write the answers. What I find very successful with ahhh kids, Indigenous and non-Indigenous kids is actually asking them questions and not asking them to write the answers but just asking them to highlight in the text where they find the answers.

Christiane: Mmh.

Bryan: So you're saying to them 'Don't write anything' and I'll talk to you about it, um, after we finished reading it but what I want you to do, I want you to highlight where you found your answer in the text and that gives them that sense of - that they know that the answer might be different but they then have to go and look and find where they [incomprehensible]. That really helped me sort of understand what reading looks like to kids that haven't done a lot of reading before.

Christiane: Mmh.

Bryan: Um, and as far as relationships with with, establishing relationships, um, I don't know, sometimes it feels like it's a very intuitive thing that you have to do, you know.

Christiane: I know.

Bryan:: But I think it's really important, I mean first, really, basic stuff like, just knowing their names is, you know, one on one, yeah that's, and pronouncing and knowing particularly with Indigenous kids, knowing where they're from, if you've travelled a bit, knowing a few people that might be from that place. So say, 'ah do you know, ah, Bruce from Croker Island?', 'yeah he was a funny kid, he' and they'll say like 'he's my uncle ' and you might have a you think you know ah think 'he's a funny guy, isn't he? he was a bit naughty but but he was a wild boy but he we had a lot of fun.'

Christiane: Mmh.

Bryan: And they kind of loosen up and they understand that you know people have been it there before them and they know ah

But and getting them to somehow connect where they've come from with where they are now that's a really good way to do it, talking with talking about kids that once you know where they're from and you can sort of place them with another somebody else that really helps them - more so I think than it would with a non-Indigenous kid for some reason.

Christiane: I find the same way even now in the short time here, it's exactly that, it's like oh you taught here five years ago you must know this and this person – I go ah yes.

Bryan: Yeah and suddenly they just go like ah good yeah, they really yeah, so they just that's really in terms of establishing rapport with the kids and for some reason if you know somebody they know they seem to trust you.

Christiane: Mmh.

Bryan: It's quite strange. [laughter] But it it works, you know. They get, that would be one of the main things, like knowing where they're from, that sense of place is - so important to those kids.

Christiane: Yeah, it's very valuable.

Bryan: Ahm, yes so. I don't know, I can't. I'm...

Christiane: No, that's good. That's what I found. And that's where I am trying to get at. with the language sort of maintenance, language maintenance, what I'm trying to do.

Bryan: Yeah. Knowing a couple of words in their language is always helpful as well. Like ah, you speak, I mean you know well cause you speak you learnt Murrinhpatha, but ah, if you can occasionally drop a word from their language into a sentence they go [laughter] and you only know one word and they think [laughter] that helps, too.

Christiane: They like that.

Bryan: They do, they love it.

Christiane: But that's what my idea is that I come up with a toolkit. That I sort of map out for our languages and have a toolkit that I can make available to the staff or to Catholic Ed.

Bryan: Yeah. I think that looks really interesting that, ah, idea of getting them to teach you I think it's great, it's wicked. But I mean, you think about how much they love to sit there and showing you where they're from on google earth and all that sort of stuff.

Christiane: If they can then / Bryan: And that idea of them to teach you / Christiane: Yeah, I make sure 'what's my homework, what have I got to learn?' / Bryan: I think that's a really clever idea.

Christiane: It's lovely. I just can't see how it will fit in the curriculum. Because I don't think we have the provision here in the NT for the national curriculum with Indigenous languages. It's only just coming to the forefront now in NSW. And it's not, it's still not a credit course for university entrance. But it is now, since October last year [2015], it's part of the national curriculum.

Bryan: Yeah. Just not in the place where we speak it the most (laughter). Where 40% of our kids are...[laughter]

Christiane: Well, from what I've gathered...But then again, I mean, how will you provide? I mean we don't have a teacher of Iwaidja, Yolŋu Matha, Tiwi and Kriol... we just don't. We have people like us.

Bryan: But I've often thought that...I mean, having, we have our Indonesian kids here and they do so well in Indonesian. They get, no matter what they...they go so well in Indonesian. At Sanderson I taught, I taught Pugupunyu – which is an Arnhem Land language – we did really simple stuff like comic books and stuff. We did comic strips where you got a bloke standing with a spear. What's a spear? Here's a test what's the word for spear?

Christiane: In Yolngu matha?

Bryan: Yeah.

Christiane: [laughs] Ah, that wasn't part of my homework. Oh no, it is, it is. ... Ah ... Cheat sheet?

Bryan: [laughs] I've got ya.

Christiane: M. got it for me. But yeah, of course.

Bryan: Water, you can do water.

Christiane: Water – I don't have water...

Bryan: Gapu – ah gapu, like Gapuwiyak, the place name.

Christiane: Yeah.

Bryan: Mmh.

Christiane: Ahmh. What's spear?

Bryan: I can't remember. But see stuff like that. And am, and I mean, you could even, like with that you could have a group and that could be part of your homework where you've got to / Christiane: See, I make the the drawing with the / Bryan: You can do it on iTunes you have like speech bubbles coming up.

Christiane: Ah ya.

Bryan: And like their cartoon applications and finding, yeah finding you know just ... We literally took photos of people.

Christiane: Yeah.

Bryan: And had a thing coming out of their mouth and you, you write the word there. So it's really basic – vocab picking up. But I really like the idea of engaging the kids and making them teachers, I think that's a great idea.

Christiane: Well, it's just. Actually, it's a European concept, it's called tandem learning. And I learnt about it from my supervisor and I thought why haven't I, you know I wish I had done this five years ago when I taught Access. And you know, then the time's gone and you're elsewhere. Such is life. But that project that you did, you were doing that here at [name of the school]?

Bryan: No I did it at [name of another school in Darwin]. Where we had...

Christiane: Ah at another school in Darwin.

Bryan: Yeah, in Darwin. And there were a lot of Indigenous kids there and a lot of them didn't have like language. And we were kinda doing it

Christiane: Like a revival thing or...

Bryan: Yeah, I guess so or just sort of going well, there's a lot of Indigenous people here and like why not learn some Indigenous well ...

Christiane Of course, yeah.

Bryan: Yeah, ahm and yeah, Yolngu matha was probably the / Christiane: It's a big / Bryan: and it's fairly well documented.

Christiane: It's extremely well documented. But a lot of them are now. This wasn't available five years ago, so I can't be too strict on myself. But now Charles Darwin University has a Living Archive of Aboriginal Languages, LAAL, they call it. You click on a map, there is Gunbalanya, there is 50 story books.

Bryan: Yeah, right.

Christiane: So for tonight I am looking for a language that I haven't been able to locate. But I'm gonna find something for that kid.

Bryan: Which, which kid are you talking about?

Christiane Um ... In year 7, D. D., D. D. [initials of the student's first and last name]

Bryan: D. D., yeah right.



Christiane: And he also speaks Maung, because he grew up on Croker, for part of his time, but his real language Gunwinggu and that's not documented by that CDU project, but there'll be some linguist who's done something.

Bryan: Yeah, there's often people, like teacher linguists and whatever.

Christiane: There is a lot. And there is a lot of dictionaries now.

Bryan: Yeah, ok.

Christiane So it's quite good.

Bryan: I remember there being, yeah, enormous amounts of resources around.

Christiane: Yolŋu is good, yeah, that's a good one, mmh. That doesn't need so much help. But we need help because we don't know. So I think eventually then it would make us better teachers, because we would understand a lot more about the structures...

Bryan: I think so, yeah. Well, You think about now I am teaching a class of West Papuan kids, whose...like they're the lowest group that I've ever seen. You used to teach West Papuan kids.

Christiane: Yeah.

Bryan: So they are the lowest group I've ever seen. And, like I'm having to learn some Indonesian to.

Christiane: Some bahasa. / Bryan: Yeah.

Christiane: But they speak Bahasa as their lingua franca? Or they have some Amungme? Or?

Bryan: Yeah yeah. No, no most of these kids do.

Christiane Oh. They do have the bahasa.

Bryan: Yeah, most of them, yeah. They're from Moangmena. And they, they...

Christiane: I don't know.

Bryan: Their bahasa, ah sorry, Amungme is from around Tembagapura...ah, I don't know.

Christiane: I just picked it up from some the tutoring children. They said that's what they spoke.

Bryan: Yeah no, that's a good question, if ehm. I don't know. I'm fairly sure that those kids speak bahasa as their first language. But, it's interesting, well yeah but I am having to sort of, you know, even words like this is a verb – what's the Indonesian word. You know.

Christiane: But there you can, but sometimes like in the Indigenous languages that concept is so abstract that there isn't a word for it. And then we are stuck in that sense. But it's still a worthwhile effort in many other ways.

Bryan: Mmmh.

Christiane: So that was the.

Bryan: And how this project you're doing, what's the time scale?

Christiane: Three weeks I've had on it. I've recorded.

Bryan: So have you been out bush or you've just been...?

Christiane: No, no. I want to trial in an urban setting.

Bryan: Okay.

Christiane Out bush, they have plenty of help. I'm not saying it's comprehensively researched, but these settings that we have here are very under-researched. Noone wants to touch it.

Bryan: It's too hard.

Christiane: Yeah, and I couldn't when I was working here. I couldn't even think of doing that cause I was like, A.L., ESL, document this, admin here.

Bryan: [laughs]

Christiane: That's true, isn't it. And then you got to model a lesson and then your day is gone.

Bryan: Yeah, yeah.

Christiane: So you don't come home and you go, oh let me read what Noel Pearson published on this. You know, you don't do that.

Bryan: Yeah, you don't have time for ideas, you just have time to do.

Christiane: And then I went away from it and I thought, oh gosh...

Bryan: Well, even that what you've shown me and I'd love to hear what you come up with. There's stuff in there I could use that with my kids, um, I love that idea of ehm, of having a picture and just teaching ...

Christiane: [points to the two labeled pictures] Just basic stuff, you know, my family, where I am from, some animals.

Bryan: Tell me what the verb is...and even stuff like, you know, if I have to write a sentence from this. Like the bird flying in the sky, how do I explain it.

Christiane: And the word order. ... Thank you so much.

Bryan: My pleasure.

## APPENDIX 27: Interview with Janet (name changed)

Teacher's role	Date	Location	Duration
ESL and English teacher	19th of August 2016	Staffroom at the college hosting the exploratory study	7:39 minutes

Christiane: Yeah, it's not part of our teacher training.

Janet: No, no, no.

Christiane but you, so you use, the first language of Mathias in the classroom

Janet: yes. and it then depends on the ehm a lot of it's for the social-emotional so that he feels at home so when I find out that they're from a ... Yolŋu speakers, or they might be Yolŋu speakers sort of saying ah maywar yothu gaehwuyu ... [utterance in Yolŋu matha]

Christiane: [expression of astonishment and admiration]

Janet: And talk about my daughters and you know and things like this or if I'm but also with other kids you you can connect in terms of 'do you know...?' So you use the relationships from kids you've taught before. But I also use say like A. in the class. So if they are Aboriginal speakers and like in the classes I've got, for my year 11 class as well as my year 7 class, there are no Anindilyakwa speakers. That's from Groote Island.

Christiane: Mmmh.

Janet: So I will use Anindilyakwa as an **example**. So that then they know **how** they can use their first language within their writing to enrich their language, their writing so that so that when they're writing about... So for example Theo is writing a story and he is talking about the forest/ Christiane: Mmh.

Janet: Now the story is **located** in the Tiwi Islands, they don't call it the forest.

Christiane: Mmmh.

Jane: They call it the bush, so to actually embed the story, I'm trying to encourage them to use Standard Australian English but also the voice to try and strengthen the voice. So I'll use Anindilyakwa for ... So for example today in English we were talking about ... I said okay, so if I say 'Come here please' or 'where have you been? Ah, eh where have you been?' (different intonation) like this. I said: 'That's not what you'd say to your brother.' That's you know, you'd say... 'what would you say to them?' That's you know, what would you say to them and, and um, and I said, so for example in Anindilyakwa you'd say: 'ey nawunamwar ey' or where you been? Or Whe'ya been? So I'll use language as an example. Or to just make them feel comfortable in some ways, you know. Or more comfortable with sharing and being involved and using their language. The other way is to try and find out sometimes, especially like in Maths, like with lower level maths. You know like if you are teaching things for example the prepositions, so in on under. So for example, so Anindilyakwa I use again as the example. Arawarr is for in, arawarr is also under, on – karawarr and karrarwara, you know, is on or above. So if you try to get them to do different tasks they may not be differentiating between ... between the language, so it's ... and the use, when they say mum. Well, what mum are they talking about?

Christiane: That's right.

Janet: So there is also the... where the English is being used with an Indigenous meaning and so you could be talking across purposes so it's sort of...

Christiane: Mmh.

Janet: So um, but with the book I was using in the classroom, My Girragundji, you see nobody speaks Kunggandji in the class but **that's okay** because we can use it as an example about 'ah what', you know. And then, then we can write, and say ok, so how can we write something that has ourselves in it and locates it with us, can be English and some home

language whether that be slang, whether it be Aboriginal English or language you know that's, that's what we do.

Christiane: And this is how you build the relationships, this is how you have the rapport with your class?

Janet: I think that that changes with, like I've been teaching for so long now, but I think that over the time. Who you are at that time in your life will change the relationship you have with, with the students. So as a young first year out teacher then that was a different style of making the relationship as a grandmother who has taught for in the communities and things like that for so many years. So the relationship I have with the the students now is, it's just beautiful, it's just a really rich ah relationship. And they call me 'nana'. Like so, so when L. his first day at school was on eh yesterday, so he's in class the first time, never seen him before, he's sitting down, and it's ah you know, and ey, W., who is from the same community, / Christiane: Yes / Janet: Goes 'you can call her Nana', he just 'you can call her nana' I bet and it's just that **comfort**. And I've got, you know, big students from different, you know, urban Indigenous / Christiane: Of course / Janet: As well as out bush. And that nana is a real sense of ahm, that they get it. There is a real energy / Christiane [nods] : Ya.

Janet: And a real comfort zone around nana.

Christiane: Mmh.

Janet: But also you've got the 'okay I've got my Nana hat on now' – and you can you can ... get, you know, growl them in some ways, you know. So it's ... So there is the relationship building through language, but there is also the relationship building through, um, who and how you do your business.

Christiane: [nods] Yes.

Janet: So looking at L., L.'s new in the class, it's 'oh hi' and then I turned to D. and said oh, what's, what's his, who's, who would **I** know that he would. So I didn't wanna put the spotlight on L. and make him feel embarrassed, so ah who's this and who's that. Or when they say, ah nana, can we do such and such, such and such and I'll say: I can't say yes. So if you say no, they'll be grumpy.

Christiane: Mmh.

Janet: You say: I can't say yes. They can't get grumpy with me. Cause I say, I **can't** say yes, you know I don't wanna get the sack. Because we 're going out into the mang ... So we are visiting the mangroves next week. So they're like 'we're going in the...' No, we are not going in the mud. We're going on the boardwalk. I can't say yes. I can't say yes to that. We can't go. Is that sort of cultural. And I learnt that from out bush.

Christiane: Of course.

Janet: Not to say no, just to say, I can't say yes. Or to ask a question. like, I can't go to such and such. I can't talk to so and so. They know then that you probably want to talk to ... and they can easily say, **no** that's okay.

Christiane: Then they have that idea.

Janet: Mmh. Anyway ...

Christiane: But you have that advantage, that you have all that background knowledge which makes your teaching so much richer.

Janet: Well, I think it supports, it supports, and you can push the students.

Christiane You wouldn't have discipline problems.

Janet: I don't think so. [chuckles] Mind you, it's period six on Friday.

Christiane: Thank you so much for your time.

## APPENDIX 28: Interview with Victoria (name changed)

Teacher's role	Date	Location	Duration
Science teacher	13th of August 2016	Classroom at the college in Darwin hosting the exploratory study	5:25 minutes

Victoria: I'll ask kids and I'll always go 'look if I ask the wrong way or it's wrong culturally, just tell me.' You know and ...

Christiane: Yeah.

Victoria: So they'll - tell me. But I just wanna know, because I'm fascinated with their background because they're fascinated with mine

Christiane: Mmh.

Victoria: So I'll tell you about me, but you gotta tell me about you and so you know when they say oh I speak and I always pronounce it wrong you know Arrernte and you know south and I speak Kriol and you go but isn't Kriol here [hand gesture the opposite way]. Arrernte south-Kriol north.

Christiane: Mmh mmmh.

Victoria: yeah but then my grandfather's father's mother's cousins [giggles] ya, ok, you know so, it just, I just am fascinated with how kids can speak languages of different lands.

Christiane: Mmh.

Victoria: And then you go the movement and you and you kinda go ah ok so I just and then you get them to teach you a few words.

Christiane: You're doing that?

Victoria: Yeah.

Christiane: Wonderful.

Victoria: But, but if you have more than one language in the classroom...

Christiane: It becomes tough.

Victoria: 'No Miss, you gotta learn my language', 'no Miss you gotta learn mine' and so, and then they go Miss why don't you **learn** an Aboriginal language? And I go which **one**? I should learn **Larrakia** because that's where I am.

Christiane: Mmmh.

Victoria: We have two Larrakia students in the whole school. They don't speak Larrakia.

Christiane: Is it still spoken? I'm not actually sure.

Victoria: I think the last person that actually knew the language was their grandfather.

Christiane: Mmh.

Victoria: That passed away, I don't know ten something years, like that's a dead language, like it's...

Christiane: No, it would now be in a state of revitalisa - oh no revival.

Victoria: No.

Christiane: revival, language revival

Victoria: It should be

Christiane: Which you can do if you have ...the staff

Victoria: But the family that we teach that's Larrakia, they're so westernised by education, by living, they're all urban that ...even the mothers who're in their 40s have no idea about, like they'll know one maybe two words.

Christiane: Mmh.

Victoria: But the elders have passed away that know that spoke the language. Gone. Whereas the kids that speak language have elders, have people. It's spoken normally at home.

Christiane: At home yes.

Victoria: But if you're westernised, like a lot of the WA kids are very westernized. And it's

like you either can or you half can. Not all of them speak fluently because, like, my, most of my kids are Kimberleys. They have gone to boarding school or there's a lot more white interaction throughout history so they've become [pause].

Christiane: Yeah, yeah, yeah.

Victoria: You know, anglicised and so, like I mean, and it does depend on the community but they, some speak, ahm ...and some ...nothing, nothing at all and you know you just go ohhh – [tone of regret] you know, I took a group of Indigenous kids to the art ahhh [pause].

Christiane The Telstra Art awards ?

Victoria: Yeah.

Christiane: Brilliant.

Victoria: And there was ... four girls around me, boarders. And so one of them was filming **everything**. N. was just filming and going what did he say, N. what's your language? Miss you know I'm a ward of the state I have no country. She speaks no language you know and she's like 'oh my God that's fascinating do you know what he said?' and then somebody else said, that was Kriol and translated cause most of the artists spoke in language and someone translated. And she was just like ...and she **is kind of lost**, like even in school because there is no ground.

Christiane: No peer group?

Victoria: Well, peer group, but there is no ground. I can't turn around and go well you're from Borrooloola you know the traditions, you know this is your spirit cause ... she has no idea.

Christiane: Aw [regret].

Victoria: you know it's like if you were adopted.

Christiane: Ya, you're forever looking.

Victoria: And you're forever going 'where's my roots', you know, 'I may not wanna go there, but what are **my roots**?', you know.

Christiane: Mmh

Victoria: 'What am I by birth?' You know, you might discover you're Japanese and not European and then you just go 'haa, that changes everything'.

Christiane: [laughs]

Victoria: You know so N. is **very** very lost. So she [pause] aligns herself with the [pause] Kimberley mob because they're more westernised you know, so she – and they don't speak language as fluently so she feels more comfortable with a group of girls that aren't traditional traditional, like she doesn't hang out with the Tiwis or the Borroooloos or or the ahm, ah central Australia, Arrernte.

Christiane: Yes.

Victoria: Arrernte, how do you pronounce it properly?

Christiane: I would say Arrernte.

Victoria: Arrernte.

Christiane: But that's also...

Victoria: And you know what, what I don't like about language. They say it one way and they spell it differently.

Christiane The spelling has been imposed.

Victoria: I don't care, whoever imposed wasn't listening. You know Ngukurr?

Christiane: Ngukurr, ya.

Victoria: So the first time I had to write Ngukurr I thought N U K U R. Then you look at it and you go that's not Ngukurr.

Christiane: Ya.

Victoria: I'm like what the? And working here for seven years, **my English** – what you do? Where you were? Where you been? I'm like, I'm missing some words. There's gotta be some prepositions in there. [laughs] 'How're you?' Like man, my English is good.

Christiane: (laughs) But that's also a feature of the Aboriginal English filtering in.

Victoria: Yeah.

Christiane: I'd say.

## APPENDIX 29: Interview with Teresa (name changed)

Teacher's role	Date	Location	Duration
Design and Technology teacher; Coordinator of the ITAS tutoring programme	18th of August 2016	Classroom at the college hosting the exploratory study	8:27 minutes

Christiane: I will start by asking you to...

Teresa: One on one [laughs]

Christiane: One on one you found effective - how long have you worked with Indigenous students as a tutor as a teacher, (9ahh) in all capacities? Cause you're one of the senior people here at the school. You've been involved for a long time.

Teresa: Yeah a long time, I've done the tutoring, I did for 3 years, then had a 5 year break, then I've been back for 10 years.

Christiane: Excellent.

Teresa: Yeah, but I still feel like a beginner.

Christiane: And we all feel like that in a way I think.

Teresa: Yeah, I feel like I don't have the answers I don't know what - works.

Christiane: And what are your experiences like you mentioned before with the working one on one with students?

Teresa: [laughs] In most cases I feel like that is the only way. If you expect them to get through that really literally is the only avenue. Because if they're left on their own, they won't read, even a scaffolded document they won't read. So they'll just sit there and not do any work or look at other things.

Christiane: Distractions.

Teresa: Distractions, yeah.

Christiane I noticed when I visit your classes or your tutoring groups you have a very nice rapport with your students. How would you explain that you build that?

Teresa: Um, I don't know, I just love like. (laughs) I really like working with Indigenous kids because I find them ... once you get to know them, they beco, they're very open and they treat you like family and I guess, I, personally, really like to have that closeness and familiarity.

Christiane: Mmh. [nods]

Teresa: Like I love to give them a hug and ...

Christiane: Mmh.

Teresa: Like, um, yeah talk to them like they are my children, really, yeah that kind of closeness. Which I think some people don't think is good when you are a teacher, but I think if you're not like that with Indigenous kids, they don't wanna have a bar of you. Oh that's probably number one importance. And that's how you get them to work for you, too.

Christiane: Mmh, mmmh.

Teresa: Yeah.

Teresa: Cause if I reflect back on my ten years here and I've never had really any behaviour problems. But I've seen other teachers have really bad altercations. I'll go up and say hello and introduce myself and I always start and smile maybe I don't know.

Christiane: Mmh, body language, mmh. Oh, that sounds good. So, um, with your design and technology class, the scaffolding that you use, can you just quickly describe how you put that together?

Teresa: Okay, so I try and look at the assignment and what kind of questions that I can ask them to answer that will help **them** write that assignment. So they...

Christiane: Mmh, fulfill all the points.

Teresa: Yeah.



Christiane: Yeah.

Teresa: But I'm not sure if I do that correctly myself or find enough questions within that that helps them.

Christiane: Mmh.

Teresa: And then I'm a bit worried, too - because when you're just answering questions you're not thinking for yourself about how you could answer this. Like you're following a structure. so...

Christiane: So what do you think is the main obstacle for the students not doing that thinking or that production for themselves?

Teresa: Um, ... Well, with my subject, there's a lot of problems, and mainly it's having that past knowledge.

Christiane: Mmh.

Teresa: Because they've never done it in year seven, eight, nine, ten.

Christiane: Mmh.

Teresa: So then they're automatically thrown in year 12 SACE or year 11 SACE without any prior knowledge and ...I find, trying to, or I discovered this last year, spending all my time teaching that, but then, they more need class time to actually do it – otherwise they can't get it done.

Christiane: Mmh.

Teresa: So it's ..

Christiane: And what role does language play in that?

Teresa: Ah, it's a big role. And I'm probably, I worry that I'm not very good at that. Having the right / Christiane: Mmhm. / Teresa: Saying it in the right language. Like I think even after - all my years of tutoring, teaching it just seems so different.

Christiane: Mmh, interesting.

Teresa: Yeah, that's what I've found.

Christiane: Mmh, right.

Teresa: Because I think when you're tutoring, you're, you don't usually have an understanding of the subject so there's only so much you can help them with their assignments. But when you're teaching you have this wealth of experience and you kinda get, I don't know I think I do get confused about how to – relay - that back. Or maybe I know too much.

Christiane: Mmh.

Teresa: and maybe that makes it harder, I'm not sure.

Christiane: That sounds interesting.

Teresa: Yeah, I am not sure about that [laughs], but I do find it different.

Christiane: Yeah.

Teresa: Yeah.

Christiane: Okay. And what would you say is the level of English like in your classes? Conversationally and written production?

Teresa: I only have two, um, native English speakers. All the rest are Indigenous or West Papuan. Yeah.

Christiane: So they grew up speaking a language other than English?

Teresa: Yeah. And it's very hard for them and I feel sorry for them, having to write at...I think there is no consideration in the school system to write as an ESL student. That's what it is. You write as a native Australian. That's how SACE..., the SACE requirement is, and if you're a ESL student there is no ... extra allowance.

Christiane: No. / Teresa: Yeah.

Christiane: But they are allowed a dictionary if they wish to do so?

Teresa: Ah yeah, yeah. I don't have exams, so ... they've got access to all of that.

Christiane: For all assignments they're allowed a dictionary? Yeah?

Teresa: Yeah. They do a lot of writing in Indonesian and interpreting back. Yeah.

Christiane: Okay. And have you ever seen any Indigenous students use any of the online dictionaries that are available?

Teresa: No, they don't. But Indigenous kids don't like to risk, they don't like researching, they don't like writing. They, they just like to learn by you telling them how to do it.

Christiane: And them doing...

Teresa: [laughs] I had a classic example this afternoon, J., who is a really good English speaker. And she wanted to learn how to do something and so I printed her out instructions. But she wouldn't, she was like, 'no , Miss, I'm not gonna use them'. So I had to sit there and go through it with her.

Christiane: Ah.

Teresa: Yeah, cause she refused to.

Christiane: Thank you so very much for your time.

Teresa: That's all right. [laughs]

## APPENDIX 30: First session

(materials used see Appendix 45; book by Nambatu et al., 2009)

### General notes

As outlined in chapter four, all student participants' names have been anonymised by using only the initials or the first two letters in the case where the initial is the same for two students. The tutor in the follow-up study transcripts appears as Milica in the transcripts. Other tutors, teachers or boarding house staff incidentally talking during the recorded sessions who did not actually participate in the tandem or ongoing tutoring activity are also anonymised by using their initials if their names were known. Otherwise, they appear as 'tutor' or 'boarding house parent'. Parts of the recordings which were not related to the academic work have not been transcribed. The passages chosen for analysis in chapter six have been enclosed in a text box for easy locating.

Place	Date	Time	Duration	Number of people	Status of participants	Languages
Small meeting room in the boarding house, Adelaide	14th of Oct. 2019	7 p.m	42:10 min	5	1 tutor, Milica 2 students, H. and T. Mr. E., the Director of Boarding, another tutor	English, Aboriginal English

3279 Milica: Here are some books, we do a bit of, um, writing or anything. But for today I'm  
3280 thinking we can just ... whoopsie ... we can just keep it casual, we can just get to know each  
3281 other. So, [clicks tongue] I made this ... this is a little bit about me. So, let me talk you  
3282 through it. So, that's a picture of my family, me ... mum and dad. Yeah? Then we've got my,  
3283 my animals, my pets [clears throat] and then a little bit about my interests, hobbies, things like  
3284 that. So, gym, painting and art, music, travel, beach. Yeah? My culture? Serbia? Ever heard of  
3285 it? Alright. Brought a map. So, this is our whole world. Yeah? See that little red one?  
3286 [knocking] That's where I'm from. What about you guys, where are you from on the map?  
3287 Yeah? Look how far we are, huh? The world is huge, isn't it? {Educator sharing cultural  
3288 knowledge}

3289 So... so I speak the Serbian language and the English language ... never heard of it, huh?  
3290 That's okay. What, um, what languages do you speak?  
3291 H.: Um ... only this one, Pidgin English.  
3292 Milica: How?  
3293 H.: Pidgin.  
3294 Milica: Cool. So, how would we, um, how would you introduce yourself to me? If you were  
3295 to say 'hello my name is T., hello my name is H.?' {Educator-initiated vocab elicitation HL}  
3296 Mr. E. [Director of boarding]: Hi.  
3297 Milica: Hi.  
3298 Mr. E.: Hello. Millie, is it?  
3299 Milica: Yes.  
3300 Mr. E.: Yeah.  
3301 Milica: How are you?  
3302 Mr. E.: I'm good, thank you. I'm the Director of boarding.  
3303 Milica: Nice to meet you.  
3304 Mr. E.: Yeah. Okay, good. So, you've come in to give some support to the boys?

3305 Milica: Yeah, yeah, we're just doing a little, um, we're just getting to know each other  
3306 tonight. Just hanging out, no homework, so, easy [laughs].  
3307 Mr. E.: That's good. Nah. Excellent. Alright, I'll let, I'll let you go.  
3308 Milica: Yeah, no worries. You'll be around?  
3309 Mr. E.: Yeah, I live next door, so.  
3310 Milica: Oh, cool, easy.  
3311 Mr. E.: So, if you ever need me. Yeah.  
3312 Milica: Awesome [laughs].  
3313 Mr. E.: See one of the staff or D., or yeah.  
3314 Milica: Cool. Cheers.  
3315 Mr. E.: Alright? Okay.  
3316 Milica: Thank you, nice to meet you... Alright. So... where were we? What was I even  
3317 saying? [laughs] So yeah um ... so your languages. So, how would you introduce yourself? If  
3318 you were to say hello for example. {Educator-initiated vocab elicitation HL}  
3319 T.: Yeah.  
3320 Milica: How? {FB-clarification request educator}  
3321 T.: Hello.  
3322 Milica: Hello? Oh, interesting... pretty, pretty similar to English, yeah? What about how we  
3323 say mum and dad? ... {Educator-initiated metalinguistic HL} {Educator-initiated vocab  
3324 elicitation HL}  
3325 T.: Mum.  
3326 Milica: Mum? And dad? {Educator-initiated metalinguistic HL}  
3327 T.: Mum, yeah. Pretty similar language. Mum and dad and stuff, yeah. {FB-explicit correction  
3328 student} {FB-metalinguistic student}  
3329 Milica: Mum and dad is the same? / T.: Yeah. {Reinforcement student}

---

3330 Milica: As in English? What, um, what is something that's different in English? Cause I've  
3331 got a book here that I thought was pretty cool. Thought I would bring it to show you guys  
3332 that's got some stuff in some different languages. I know there's a lot of, a lot of Aboriginal  
3333 languages. Lots and lots. But, um, do you want to have a look?  
3334 T.: Sure.  
3335 Milica: Do you want to see? Yeah? Have a look through. It's got names of plants and trees  
3336 and things like that. I know there's a lot of writing, isn't there? ... But it's got some  
3337 explanations and things. Have a look. ... Is that a bird?  
3338 T.: Yeah. Bird.  
3339 Milica: What is it? I can't see what it says. What kind of bird is it? {Educator-initiated decode  
3340 Eng}  
3341 T.: Willy wagtail. {Student decode Eng}  
3342 Milica: What? {FB-clarification request educator}  
3343 T.: Willy wagtail.  
3344 Milica: Willy wagtail? What a name! [laughs] What else is there? Oh, these are all birds, are  
3345 they?  
3346 T.: Yeah.  
3347 Milica: My favourite bird's a cockatoo.  
3348 T.: They're noisy.  
3349 Milica: Naughty? {FB-clarification request educator}  
3350 T.: Noisy.  
3351 Milica: Noisy. Yeah, they are. That's why I like them though. They're so funny. ... Is that a  
3352 crocodile?  
3353 T.: Yeah.  
3354 Milica: Freshwater croc. Saltwater croc ... turtles ... [background noise, students giggle]  
3355 What are those ones there? I can't see because it's upside down [laughs]  
3356 T.: Fitzroy turtle.  
3357 Milica: Fitzroy turtle.

3358 T.: Fitzroy turtle, I don't know.

3359 Milica: Interesting... I don't think I've ever seen one... Is that a brown snake? Oh no, it's a ...

3360 T.: Blind snake.

3361 Milica: Blind snake. Interesting. Is it actually blind? {Educator request cultural knowledge}

3362 [squeaking noise]

3363 Milica: [clears throat]

3364 [incomprehensible utterances as the two students speak to each other quietly.]

3365 T.: File snakes.

3366 Milica: Which one?

3367 T.: The file snake.

3368 Milica: Hmm... let's have a look. File snake. I've never heard of that. I know the brown

3369 snake... I reckon that's it. ... [students murmur as they read quietly to themselves from the

3370 book] Are you guys scared of snakes?

3371 T.: There's quite a lot of snakes in Tiwi islands.

3372 Milica: Oh yeah.

3373 T.: Scared of it.

3374 Milica: I mean some of them can kill you, right? [laughs] ... What about spiders?

3375 T.: Spiders, no, don't like them.

3376 Milica: Don't like them? I'm not the biggest fan either, but I don't kill them either, so [laughs]

3377 [chair squeaking] ...

3378 Milica: Barramundi's a nice fish.

3379 T.: Yeah.

3380 Milica: So you're from Daly River. Do you go fishing there?

3381 T.: Yeah.

3382 Milica: Oh, that's cool [clears throat]. What kind of fish do you catch? {Educator request

3383 cultural knowledge}

3384 T.: Barramundi. {Student sharing cultural knowledge}

3385 Milica: Barramundi? Awesome.

3386 T.: Barramundi, what else? What's that, umm, black bream? [inaudible]

3387 Milica: How big are they? {Educator request cultural knowledge}

3388 T.: Black breams? The breams? or barramundi? They're like ... [makes a gesture to indicate

3389 the size of the fish] {Student sharing cultural knowledge}

3390 Milica: Wow, that's huge.

3391 T.: Some small ones. Some like that ... [makes a gesture to indicate the size of the fish]

3392 {Student sharing cultural knowledge}

3393 Milica: Cool.

3394 T.: Also fish mackerel. {Student sharing cultural knowledge}

3395 Milica: Fish mackerel.

3396 T.: Yeah, or Mighty Mouth. {Student sharing cultural knowledge}

3397 Milica: Is the river, uh, salt or freshwater? {Educator request cultural knowledge}

3398 H.: Fresh. {Student sharing cultural knowledge}

3399 T.: Fresh. {Student sharing cultural knowledge}

3400 Milica: Fresh water. Okay. So, what fish are in freshwater compared to saltwater? I actually

3401 don't know. {Educator request cultural knowledge}

3402 T.: Barramundi, um, sharks, not great white, just small. {Student sharing cultural knowledge}

3403 Milica: Oh, how do you say it? {Educator-initiated metalinguistic HL}

3404 T.: River sharks.

3405 H.: River sharks.

3406 Milica: River sharks.

3407 H.: Yeah. {Reinforcement student}

3408 Milica: What about those, um, are they nurse sharks? {Educator request cultural knowledge}

3409 T.: Yeah, nurse sharks. {Student sharing cultural knowledge}

3410 Milica: They're in freshwater? {Educator request cultural knowledge}

3411 T.: Yeah. {Student sharing cultural knowledge}

3412 Milica: Oh. Is it uh ... what's the one starting with L? Uh ... Lemon? Is that a shark?

3413 Saltwater? {Educator request cultural knowledge}

3414 H.: That's saltwater. {Student sharing cultural knowledge}

3415 T.: Yeah. {Student sharing cultural knowledge}

3416 Milica: Ah. Okay, okay. Look at me learning all about. I've never been fishing.

3417 H.: Look, bream. [inaudible]

3418 T.: Stingray.

3419 H.: Bullshark.

3420 Milica: Oh stingrays ... / H.: And the bull fish.

3421 Milica: Is the bull fish saltwater? / H.: [murmurs as he reads on] {Educator request cultural

3422 knowledge}

3423 T.: Yeah, some. {Student sharing cultural knowledge}

3424 H.: Hammerhead. What another fish? Sickle.

3425 Milica: Are they in the Daly river? {Educator request cultural knowledge}

3426 H.: Fresh and salt. {Student sharing cultural knowledge}

3427 Milica: Fresh water. Oh, both. How do they survive in both? ... Don't know? [laughs]

3428 {Educator request cultural knowledge}

3429 H.: All these are saltwater [points to the fish on a page of the book] ... {Student sharing

3430 cultural knowledge}

3431 T.: Saltwater. {Student sharing cultural knowledge}

3432 H.: Yeah.

3433 Milica: So you guys go home in the holidays?

3434 T.: Yeah.

3435 Milica: And you, is that when you go fishing?

3436 T.: Yeah.

3437 H.: Fresh water, salt water, fresh water, salt water, and that's ... saltwater. [background noise:

3438 other students and tutors talking] {Student sharing cultural knowledge}

3439 Milica: And wait is this the, um, I think I have a picture of ... because I have an activity I was

3440 going to have us do ... um, later on, but I might do that now. Is that the river?

3441 T.: Yeah.

3442 Milica: Cool.

3443 T.: How did you get that?

3444 Milica: I found it.

3445 H.: Type, type.

3446 Milica: I typed it, yeah ... yeah because somebody, um ... someone mentioned the Daly river

3447 to me, so I thought, oh, that's a cool. Um. I was going to use it in an activity in the next few

3448 weeks that I do with you guys where we're like describing um things, looking at colours and

3449 shapes and sizes, but now that we're talking about fishing, I thought it'd be a cool thing to

3450 look at. ... Looks like a big river.

3451 T.: The thing that is over here [inaudible]

3452 Milica: So you guys fish from there? {Educator request cultural knowledge}

3453 H.: Yeah, that's my, like, that's a resort that people can let in. {Student sharing cultural

3454 knowledge}

3455 Milica: Oh cool.

3456 H.: Yeah, they come for fishing and stuff, and they put highways in 2002.

3457 Milica: They put highways? Awesome.

3458 H.: Yeah.

3459 Milica: Yeah, because I haven't been up that far into um Australia, but I've been to, um,

3460 Cooper Pedy... I don't know if you guys have ever been there?

3461 H.: No.

3462 Milica: That's um, that's in South Australia, but it's about six hours from... So, it's like up

3463 around here.

3464 H.: Near the border.

3465 Milica: Yeah, yeah, near the border. And then I've been to, um, Uluru as well. See the rock

3466 that was really cool. Um, but never, you guys are a bit further up, aren't you?

3467 T.: Yeah.

3468 Milica: Daly River, yeah... And you take the plane to here? I assume, yeah.

3469 H.: Adelaide from Darwin, and then from Darwin to ...

3470 Milica: Oh, and how long does that take?

3471 H.: Half an hour, forty five minutes.

3472 Milica: Oh, that's okay. That's alright [laughs]. I went, um, I went overseas this year and I

3473 was on the plane for twenty hours.

3474 H.: Oh.

3475 Milica: I know, [laughs] so an hour, not too bad, but um, yeah. Well anyway, I think I don't

3476 know enough about you. I know you're from Daly River and I know you like fishing, but um,

3477 I don't know much about, I don't know about your hobbies, your interests and things like that

3478 so ... what if... what if we have a chat about that. Do you guys feel like telling me about

3479 yourselves?

3480 H.: Yeah.

3481 Milica: What if we write some stuff down. Do you want to do that? Or nah?

3482 H.: Yeah, let's do it.

3483 Milica: It's up to you. Because I got you these ... so I was thinking. Let me get the pens out,

3484 one second ... [noise of bag being opened] got pens as well, three different colours ... alright,

3485 grab a pen, and then, well these are, these are yours to have, but I might um just keep them in

3486 my bag to keep them safe because all my students always lose everything, so just in case

3487 [laughs]. But um, grab a pen, and then, I don't know maybe we can um, maybe we can just

3488 write some little things about ourselves, like what do you think, um, what are some of your

3489 interests and your hobbies? Like fishing?

3490 H.: Yeah.

3491 Milica: Yeah? That's cool. ...

3492 [noise of paper rustling]

3493 Milica: Yeah, those are a bit tough to open, aren't they? ... Maybe I'll do some writing too.

3494 ... What have we got as one of our, one of our interests and hobbies? Fishing?

3495 H.: Yeah, fishing, hunting.

3496 Milica: Hunting, cool. What do you hunt? {Educator request cultural knowledge}

3497 H.: Pigs. {Student sharing cultural knowledge}

3498 Milica: Pigs?

3499 H.: Ducks, pigs. {Student sharing cultural knowledge}

3500 Milica: Ducks? Look, I have a pet duck [laughs] but she has a name. Nancy. [laughs] Isn't

3501 that weird that you hunt it and I have one as a pet. How do you say duck? {Educator-initiated

3502 vocab elicitation HL}

3503 H.: I just say duck.

3504 Milica: You don't speak another language?

3505 H.: Yeah, but don't really know that word.

3506 Milica: Oh, so interesting. So some words are as, some words are exactly the same.

3507 H.: Yeah.

3508 Milica: Some words. Mmm. That's cool. Interesting. Well in Serbian we say patka/патка. So

3509 you hunt duck, well I'm not going to be bringing her in at all [laughs]. What else? Fishing,

3510 hunting.

3511 H.: Hunting for pigs. {Student sharing cultural knowledge}

3512 Milica: Pigs? Oh, like the wild pigs? Those big ones? {Educator request cultural knowledge}

3513 H.: Wild pigs. {Student sharing cultural knowledge}

3514 Milica: Do you use a dog for that? Or do you just hunt them on your own? {Educator request

3515 cultural knowledge}

3516 H.: I use the dogs. {Student sharing cultural knowledge}



3517 Milica: Cool.  
3518 [Students murmur for 6 seconds while they show Milica a video of them hunting on one of  
3519 their phones]  
3520 Milica: Oh, wait. Never mind, show me again... That's cool.  
3521 H.: We got twenty. {Student sharing cultural knowledge}  
3522 Milica: Twenty?  
3523 H.: Yeah.  
3524 Milica: In one go? That's awesome. And what do you use for them? {Educator request  
3525 cultural knowledge}  
3526 H.: Gun. {Student sharing cultural knowledge}  
3527 T.: Shoot them. {Student sharing cultural knowledge}  
3528 Milica: Gun?  
3529 H.: Yeah.  
3530 Milica: Like the long ones? {Educator request cultural knowledge}  
3531 T.: Shot guns. {Student sharing cultural knowledge}  
3532 Milica: Shot guns? Yeah, yeah, yeah. Yeah, that's cool. The hunting [incomprehensible  
3533 utterance]. Do you ... if you don't want to write tonight you totally don't have to, I just  
3534 thought if you wanted to practice for when we do. It's up to you. I'll just leave it open, but if  
3535 you want to take some notes and that, you can. But, um, I wanted to, um, I wanted to know a  
3536 bit about your language, because I like learning about different languages and things like that,  
3537 but now you're telling me every word I ask is the same [laughs]. So that's okay. So, I'm going  
3538 to write some of this down actually.  
3539 [noise of paper rustling and noise of chair moving] [13 seconds pause as Milica takes notes]  
3540 Milica: So that way when I make, um, [incomprehensible utterance] so that way we can do  
3541 some other things in the lessons looking at literacy, learning a bit more about like English and  
3542 spelling and things like that, but make it a bit more interesting for you, so we can make it  
3543 about things that you like, like fishing or hunting. Because otherwise, not very fun learning  
3544 when it's, when, when you don't, um, when you don't care about it, right? But yeah so.  
3545 Fishing... Hunting. Do you guys like sport?  
3546 H.: Yeah, play footy.  
3547 Milica: Play footy? Cool. How about you, any footy?  
3548 T.: Yep.  
3549 Milica: What team do you go for?  
3550 T.: Um, I go for Saints.  
3551 H.: Essendon.  
3552 Milica: Saints? And Essendon [incomprehensible utterance]. But I think they didn't do too  
3553 well. Saints and Essendon, that's cool.  
3554 Milica: [background noise of paper rustling and other background noise] Have you been to a  
3555 game before?  
3556 H.: Yeah. / T.: Yeah.  
3557 Milica: I've never been to one I've always wanted to go... Is it fun? Exciting? You're  
3558 watching your team and you're like oh. But imagine going and then your team loses. What  
3559 then? [laughs] ... So we've got fishing, hunting, footy. What about... what have I got on  
3560 mine? You got any pets?  
3561 H.: [incomprehensible utterance] Well, I got a pet dog. I got him after the flood. We had flood  
3562 water.  
3563 Milica: Aw.  
3564 T.: That's the flood there [shows Milica a photo on his phone]. {Student sharing cultural  
3565 knowledge}  
3566 Milica: Oh, that's crazy. Is your house in this picture?  
3567 T.: Yeah.  
3568 Milica: Show me which one.  
3569 T.: Can't even see it from here.

3570 Milica: [giggles]  
3571 T.: Here you go, this one. Yeah, this one.  
3572 Milica: Oh yeah, do you live close by?  
3573 T.: [incomprehensible utterance]  
3574 Milica: Oh, what a pretty place. Looks nice. We have floods back in my country, too. Do you  
3575 want me to show you a picture? ... It was a few years ago, but you can see like um everything  
3576 was underwater.  
3577 T.: Oh yeah.  
3578 H.: Serbia.  
3579 Milica: Yeah, Serbia. See, little, little country. Look how big Australia is, and we've got, this  
3580 is where I'm from, that's where I'm born, right there [laughs]. So this is where we are now.  
3581 T.: Mmh.  
3582 Milica: And where did you say you are? Did you want to circle it for me so I can get it right.  
3583 T.: Yeah, there. [circles the location of Daly River] {Student MMd}  
3584 Milica: Oh, awesome. ... Beautiful. {Reinforcement educator}  
3585 H.: Northern Territory. {Student decode Eng}  
3586 Milica: Northern Territory. That's right. So that comes up to about here? Is that right?  
3587 T.: Yeah. {Reinforcement student}  
3588 Milica: And then we've got... Am I doing this right?  
3589 T.: Yeah. {Reinforcement student}

3590 Milica: And then ACT is somewhere. Canberra. I don't know [laughs]. We've got um, wait,  
3591 when were the floods? Actually? Was that recent?  
3592 T.: Every year. {Student sharing cultural knowledge}  
3593 Milica: Every year?  
3594 H.: Every year.  
3595 Milica: Does it like affect the buildings and stuff?  
3596 T.: Yeah.  
3597 Milica: And you have to fix them every year?  
3598 T.: Yeah and clean as well. But I just build.  
3599 Milica: You don't want to clean?  
3600 T.: Yeah.  
3601 Milica: So I shouldn't write cleaning down as a hobby? [laughs] Don't like cleaning. I'll write  
3602 it down. I won't make any activity where we have to clean. Don't like cleaning, got it. What  
3603 about, what have I got here? Let's see if we have anything in common. What about painting  
3604 and art? Do you guys like doing any of that stuff?  
3605 T.: Yeah, sometimes I do. I find it a bit boring sometimes.  
3606 Milica: Find it a bit boring, yeah? Fair enough. Well, if you, if you want to, um, we can, we  
3607 can do some art stuff. Because I love art and painting. Do you like it?  
3608 H.: Yeah.  
3609 Milica: Yeah? What um, I feel like it's a cool way to learn ... I did um, I did it on my phone  
3610 actually... I did with um, I was at this school where I was teaching, and we did like the  
3611 rainbow serpent.  
3612 T.: Mmh.  
3613 Milica: Guys want to see? Let me just find it, uh, where is it? Wow, I have so many photos.  
3614 T.: That's me when I was young.  
3615 Milica: Is that you?  
3616 T.: Yeah.  
3617 Milica: Did you make that?  
3618 T.: Yeah.  
3619 Milica: Oh that's so cool. I love the purple. That's awesome. This is the rainbow serpent I did  
3620 with um, with my class. They're a lot younger than you guys, so they're in year six.  
3621 Everybody, you can zoom in if you want and have a look.  
3622 T.: Oh yeah.

3623 Milica: You like it? So everyone had like a piece to do, and then we stuck it all together and  
3624 made it one big rainbow serpent.  
3625 T.: Yep.  
3626 Milica: So yeah, it was cool.  
3627 H.: Mmh.  
3628 Milica: Oh, and there's a video [Milica shows the students the video of her class creating the  
3629 rainbow serpent artwork - approximately 4 minutes - recording stopped during this time]  
3630 Milica: So, um, where were we? So art and painting. Oh, and I've got some pictures here  
3631 actually, again, same with um, I brought this one, I was going to use this for another activity  
3632 but, I love um, I love dot paintings. I think they're really nice. [shows the boys a photo on her  
3633 phone] And that one as well. You like it?  
3634 H.: Those are waterlilies. {Student sharing cultural knowledge}  
3635 Milica: They're what?  
3636 H.: Waterlilies. {Student sharing cultural knowledge}  
3637 Milica: Waterlilies, yes.  
3638 H.: That's, they're good. {Student sharing cultural knowledge}  
3639 Milica: They're good, yeah. They look cool. Do you want to find a picture of them? So we  
3640 can see what they, what they look like in real life?  
3641 [Boys mumble to each other]  
3642 Milica: You watching something?  
3643 [T. and H. show Milica what they are watching]  
3644 Milica: [giggles]  
3645 Milica: What else is here? Is this um people? This?  
3646 T.: No, this is the boomerang. {Student sharing cultural knowledge}  
3647 Milica: Oh, boomerang. Okay. What about these here?  
3648 T.: I don't know what that is.  
3649 Milica: Not sure?  
3650 T.: I think [chair squeaking].  
3651 Milica: Hm, okay. Would you say, what could that be?  
3652 T.: No idea.  
3653 Milica: Spear? This one?  
3654 T.: Yeah.  
3655 Milica: Maybe? Or boomerangs? What about that?  
3656 T.: Door. [clicking noise]  
3657 Milica: Mm. I thought it was like watering hole. Like billabong? Is that what it's called?  
3658 T.: Yeah, billabong. {Student sharing cultural knowledge}  
3659 Milica: And that's a river.  
3660 T.: Mhm.  
3661 Milica: But not Daly River [laughs]. What do you reckon, H.? What do you think some of the  
3662 things in the painting are?  
3663 H.: [squeaking noise] Boomerang, river.  
3664 Milica: River. What about these here?  
3665 H.: Not sure.  
3666 Milica: That's okay, neither am I.  
3667 H.: Huh?  
3668 Milica: Neither am I.  
3669 H.: Did you do this, or?  
3670 Milica: No, no I didn't. I could never do something this good. Did you find waterlilies?  
3671 T.: These. Look like that. {Student sharing cultural knowledge}  
3672 Milica: Oh, they're so pretty. I've never seen them before.  
3673 T.: You can eat them. {Student sharing cultural knowledge}  
3674 Milica: You can eat them? Really?  
3675 T.: Yeah.

3676 Milica: That's so cool.

3677 H.: White inside. {Student sharing cultural knowledge}

3678 Milica: That's awesome. I had no idea.

3679 H.: And sweet. {Student sharing cultural knowledge}

3680 Milica: Yeah, but there's so much stuff that you can, that you can eat that I would have no

3681 idea about, because I've never even seen this. Ever. And they, do they grow in Daly River?

3682 T.: Yeah, in the billabong. {Student sharing cultural knowledge}

3683 Milica: Oh, how cool. What are you watching?

3684 T.: Oh, just a show that I like to watch.

3685 Milica: What is it?

3686 [Inaudible as both boys name the show]

3687 Milica: Which one?

3688 [Inaudible as both boys name the show again]

3689 Milica: Let's see.

3690 T.: Show where he catches crocodiles every time.

3691 Milica: Oh, does he always catch them?

3692 T.: Yeah.

3693 Milica: What does he do with them?

3694 T.: Well, like he locate them from different spots.

3695 Milica: Oh like helping them? Saving them?

3696 T.: Yeah.

3697 Milica: Are they sick or?

3698 T.: Nah.

3699 Milica: They're just bothering people maybe?

3700 T.: Yeah, eating cows and stuff.

3701 Milica: Yeah, because I know up in, um, Queensland, there's places where, it says like,

3702 warning don't go here because there's crocodiles. Sometimes tourists get, they get killed by

3703 them too.

3704 [5 seconds pause as they watch the show]

3705 Milica: Is that live?

3706 T.: Yeah.

3707 [11 seconds pause as they continue watching the show]

3708 Milica: We could, I think, is it finished?

3709 T.: Yeah.

3710 Milica: Oh.

3711 H.: That's waterlily. {Student sharing cultural knowledge}

3712 Milica: Oh, that's cool. And so what you take out these green things and you have to open it

3713 and inside is the white? {Educator request cultural knowledge}

3714 H.: Yeah.

3715 Milica: Oh. Next time bring some.

3716 T.: It's like a peanut. {Student sharing cultural knowledge}

3717 Milica: Like a peanut? Does it taste like peanut? How big is it? Like that? I assume. Or

3718 bigger? {Educator request cultural knowledge}

3719 H.: It's that big. [makes a gesture using both hands]{Student sharing cultural knowledge}

3720 Milica: That's so cool. Amazing. There's um, we have this plant in, in Serbia that like if you,

3721 if it touches you, you get really itchy. Um, like it gets red. But you can put it in salad and eat

3722 it. I'll see if um, you would probably know what it is. I don't know how to say it in English.

3723 But it's this [shows them a picture of the plant] You ever seen that before? {Educator sharing

3724 cultural knowledge}

3725 T.: Yeah. The stinging nettle.

3726 Milica: Stinging nettle, yeah. That's it.

3727 T.: We've got some of it at the farm.

3728 Milica: Do you eat it?

3729 T.: Nah.  
3730 Milica: Yeah, see we eat it in, in my home country, because it grows there. I've never tried it.  
3731 I've had the tea with it, but I haven't, um, I've got some at home actually. But I haven't had it,  
3732 eaten it in like a salad. {Educator sharing cultural knowledge}

3733 [noise of chair squeaking]  
3734 Milica: Hey?  
3735 T.: Nah.  
3736 [15 seconds pause]  
3737 Milica: Oh, I thought you were looking something up. [laughs] That's cool. So we've got art  
3738 and painting. Maybe we'll do an activity around that. Would you like that?  
3739 H.: Yeah.  
3740 Milica: And I'll bring in some paints and stuff? And then we can, bring in some paint brushes  
3741 and we can, do you want to do dot painting too? Yeah? Awesome. What about... places you  
3742 like to go? Been to any places?  
3743 H.: Umm, nah.  
3744 Milica: Daly River's nice enough, you don't need to. [laughs] Music?  
3745 T.: Yeah.  
3746 Milica: What kind of music you like?  
3747 H.: I don't know, old songs.  
3748 Milica: Old songs? Yeah? Like, by who?  
3749 H.: [incomprehensible utterance]  
3750 Milica: Yeah?  
3751 H.: Yeah.  
3752 [banging noise in the background]  
3753 T.: I listen to rap.  
3754 Milica: Rap? Yeah, I love rap. I like the old rap, better than the, the newer stuff.  
3755 T.: Old rap? I like [names rappers], Tupac.  
3756 Milica: Yeah. Same, same. I love Tupac. You've got good taste guys. Although most of these  
3757 songs aren't appropriate for school, are they? [laughs] But... but no, they have some, I think  
3758 the, um, the older stuff was more [clicks tongue] meaningful? It was very serious, but today  
3759 it's a bit more like just a dance, you know? Like that, um, you know A\$AP Rocky? And  
3760 Drake?  
3761 T.: Yeah.  
3762 Milica: Yeah, they're like the music's okay, but it's not, um, it's not like Tupac. He's a legend  
3763 of his kind, right? [laughs] What about you? Got any rappers you like?  
3764 H.: Nah, don't like rappers.  
3765 Milica: Don't like rappers? What about like pop music? Rock?  
3766 H.: Country, Western.  
3767 Milica: Oh country? That's cool. I like Country. Who do you like?  
3768 H.: Sometimes, like, I'm sick of listening rap and then I go to Country, Western.  
3769 Milica: Yeah, yeah, yeah. When you listen to something too much, and then you have to  
3770 change it. Yeah. Like when I find a song, I listen to it all the time, and then I get sick of it, and  
3771 I have to find a new one. [clears throat] What um, what country singers? Hm? What Country  
3772 singers? Or bands? ...  
3773 [squeaking sound]  
3774 Milica: Oh yeah. I've heard of that. ... [Milica writes] I wrote it all down, we'll use it.  
3775 Because I was thinking, we, um, we work through some like English and literacy stuff, and  
3776 then we look at, um, music and like maybe writing a song or something. Like you don't have  
3777 to sing it or rap it, but you can if you want. But just to explore that sort of writing about, about  
3778 yourself. Would you like to do something like that?  
3779 H.: Yeah.  
3780 Milica: Yeah? Because you can tell me if you'd rather do something else. Because I want to  
3781 do something that's fun for you guys. Whoops, sorry, did I kick you? [laughs] Do you reckon

3782 you'd be happy to do that? We won't do it for a while anyway, we've still got plenty of ...  
3783 other stuff to do. But good to know that, that you're interested. I think rap is cool. I was  
3784 listening to, um, this rap song by this Aboriginal rapper actually. Do you have youtube there?  
3785 T.: Yeah.  
3786 Milica: We can find it if you want.  
3787 H.: Is it Jamila?  
3788 Milica: Um, no, I forgot the name. It's called "Marryuna".  
3789 T.: Marry, think Baker Boy. / H.: Baker Boy.  
3790 Milica: Yes. Yes, that's the one. Oh, you know it?  
3791 T.: Yeah.  
3792 Milica: Should we listen to it? Do you like it?  
3793 T.: [laughs] Yeah, sometimes.  
3794 Milica: What about ...  
3795 T.: I like the new lyrics he made.  
3796 Milica: Do you wanna find it?  
3797 T.: Nah, I don't know how to find it.  
3798 Milica: Well, if we write Baker Boy. Do you know what it's called?  
3799 T.: No. [laughs]  
3800 Milica: Do you know how it goes?  
3801 T.: No.  
3802 Milica: Is it "Mr La Di Da Di"?  
3803 T.: Something like that.  
3804 Milica: Alright, let's have a look... We'll see if that's it. We'll have to turn it, how do you turn  
3805 this down?  
3806 T.: Oh, yeah, this one.  
3807 Milica: Oh [laughs] thank you. Oh there it is. I have an iPad as well. How did I not know that?  
3808 Alright, let's listen. [starts playing the song]  
3809 Milica: Can you hear, H.?  
3810 H.: Yeah.  
3811 Milica: Are are you sure?  
3812 H.: Yeah.  
3813 Milica: Are you? ... Okay.  
3814 [Mr La Di Da by Baker Boy plays]  
3815 Milica: He's saying he doesn't like cleaning, like you. [laughs]  
3816 [Mr La Di Da by Baker Boy plays]  
3817 Milica: [turns down the volume] They're trying to do work.  
3818 [Mr La Di Da by Baker Boy plays more softly]  
3819 Milica: It's good. I like it. I like the "Marryuna" one because it's about like dancing, is that  
3820 right? Cause where is Baker Boy from? Is he from Northern Territory? Or?  
3821 T.: Nah, he's in... what's the place called again, H.?  
3822 H.: Arnhem Land. {Student sharing cultural knowledge}  
3823 Milica: Arnhem Land? Like Anangu? / T.: Nah. / Milica: Or different? Different.  
3824 H.: East. {Student sharing cultural knowledge}  
3825 Milica: Ah, okay. That's, um, where is that on the map? I should've got a bigger map.  
3826 H.: Like there.  
3827 Milica: So, does, um, Daly River fall in Anangu? Or ... / T.: No.  
3828 Milica: Ah, what does, what is it? Or just Daly River?  
3829 H.: Pardon?  
3830 Milica: Does it have like... Like is the area called something else? {Educator-initiated vocab  
3831 elicitation HL} / T.: Nah.  
3832 Milica: Or just Daly River? / T.: Oh, Nauiyu, as well. {Student teaching vocab HL}  
3833 Milica: Oh, okay. That's what I mean, yeah, yeah.  
3834 T.: Yeah.

3835 Milica: Mm, so Anangu.  
3836 T.: But I like listen to this music here.  
3837 Milica: Which one is it? / T.: It's good.  
3838 [T. shows Milica on the phone]  
3839 Milica: Oh, Ed Sheeran. I like him.  
3840 T.: Yeah.  
3841 Milica: He's good... Got nice songs. You like him?  
3842 T.: Nah, he doesn't know him.  
3843 H.: I don't listen to him.  
3844 Milica: Don't like him?  
3845 H.: Nah.  
3846 Milica: I like that song that he's got. What's it called? Uhh, it was like a really, it's like an old  
3847 song that he's got. That he released, um ... [Ed Sheeran plays] I forgot. It's something about  
3848 um, I'll love you till you're seventy. You know that one?  
3849 T.: Nah.  
3850 Milica: Um, that [sings] Darling I will nanana / T.: Oh, yeah, yeah.  
3851 Milica: You know that one? Yeah yeah yeah yeah. I like that one, I thought it was really cute.  
3852 Ed Sheeran's cool. I'll write him down, too. [6 seconds pause as Milica writes] [Youtube  
3853 plays]  
3854 Milica: What are you watching now, H.?  
3855 H.: One of them shows.  
3856 Milica: Oh another show?  
3857 H.: Yeah.  
3858 Milica: Lucky.  
3859 [Music continues]  
3860 Milica: What song is that?  
3861 T.: AG boy.  
3862 [Music continues]  
3863 T.: That's the, the ... [incomprehensible utterance]  
3864 Milica: Oh cool, are they from Australia?  
3865 T.: Mmm, yeah.  
3866 Milica: Yeah? You like, um, Hilltop Hoods? You ever heard of them?  
3867 T.: Nah, who is it?  
3868 Milica: They're, they're an Australian, uhm, rap group. And that Bliss n Eso, or eeso, I'm not  
3869 sure how to say it. But maybe, maybe don't put them on because I think they, the language is  
3870 not that good. [laughs] But they're an Australian rap group as well. Like we can't, we can't  
3871 listen to Tupac here because he swears a lot [laughs]. / T.: Yeah. / Milica: But what you do on  
3872 your own time [giggles].  
3873 [7 seconds pause as more music plays on the students' phones]  
3874 Milica: So we like music and painting.  
3875 T.: Yeah.  
3876 Milica: Who's that?  
3877 T.: Nah [incomprehensible utterance].  
3878 Milica: Okay. What do you guys reckon if we um, when we, if we make this song, or you'll  
3879 make your own song, and then, um, you can make like, uh, an artwork to go with it? ... So that  
3880 way you can do both, art and, and a bit of music... Do you like singing?  
3881 T.: Nah.  
3882 Milica: Nah? That's okay. I'm a terrible singer, so don't worry. I won't make you sing  
3883 [giggles]  
3884 [23 seconds pause as students continue looking at their phones]  
3885 Milica: Are you looking at something for us?  
3886 T.: Nah, I'm just looking something.

3887 Milica: [giggles] Oh, and there was another song that was good that I listened to the other day.  
3888 It's called...It's called "Deadly" if you want to find it.  
3889 H.: Deadly.  
3890 Milica: Yeah, it's by, uh, Andy. If you put Andy Saunders. / T.: [laughs]  
3891 Milica: Do you know who he is?  
3892 T.: No.  
3893 Milica: Are you laughing at me? Oh, you're laughing at the TV show. I thought you were  
3894 laughing at me. [laughs] What did he say that's funny?  
3895 H.: Hey, what did he say?  
3896 T.: Nah that, had to do something. He made a big person crawl into a little hole, like a fat  
3897 person.  
3898 Milica: Aw [laughs].  
3899 T.: Into the truck.  
3900 Milica: Did they get stuck in there?  
3901 T.: Nah.  
3902 [7 seconds pause as they watch the video]  
3903 Milica: Did you find it?  
3904 T.: Nah, no wifi.  
3905 Milica: No wifi?  
3906 T.: Yeah.  
3907 Milica: Oh no!  
3908 [11 seconds pause]  
3909 Milica: So what were those fish you were saying before?  
3910 H.: Barramundi.  
3911 [5 seconds pause]  
3912 Milica: What was the other one? The shark?  
3913 H.: Shark... turtle.  
3914 Milica: Tuna? {FB-clarification request educator}  
3915 H.: Turtle.  
3916 Milica: Turtle? Oh. Do you eat those, too? {FB-recast educator} {Educator request cultural  
3917 knowledge}  
3918 H.: Sorry?  
3919 Milica: Do you eat them?  
3920 T.: Yeah. / H.: Yeah. They're good. {Student sharing cultural knowledge}  
3921 Milica: I've never tried it. I've tried, um, I tried crocodile though... Have you ever eaten  
3922 crocodile?  
3923 H.: No.  
3924 Milica: Well, it tastes a little bit like chicken. Don't know if you, do you like chicken?  
3925 T.: Chicken?  
3926 Milica: Yeah.  
3927 T.: Nah, don't like chicken.  
3928 Milica: Oh, well, that's what crocodile tastes like.  
3929 [other students talking in the background]  
3930 Milica: Do you think they ever get scared? Would you like to have a job like that? It would be  
3931 cool, hey? Like Steve Irwin?  
3932 T.: Yeah. / H.: Yeah.  
3933 [5 seconds pause]  
3934 Milica: Hmm.  
3935 Tutor [comes into the room]: Got an all house meeting in about five minutes.  
3936 Milica: Oh, no worries.  
3937 Tutor: Just letting you know.  
3938 Milica: No worries. Alright, well, we'll finish off in a second then. Um, I wanted to ask you  
3939 guys-



3940 T.: This is my Daly football, Daly football team that I played with. [shows Milica a photo on  
3941 his phone]  
3942 Milica: Oh cool. What are they called?  
3943 T.: Daly River Buffaloes.  
3944 Milica: Daly River Buffaloes. I'll write that down. Do you go, do you go for them, too, H.?  
3945 H.: Yeah.  
3946 [8 seconds pause as Milica writes]  
3947 Milica: Oh look, he's got the medal.  
3948 T.: Yeah.  
3949 Milica: That's cool.  
3950 [5 seconds pause]  
3951 T.: And I got a [incomprehensible utterance].  
3952 Milica: Oh awesome. They're still a team?  
3953 T.: Yeah.  
3954 Milica: Oh. You're going to play for them one day?  
3955 T.: Nah, I already did.  
3956 Milica: Oh, you did? Cool. But then because you had to come here you quit?  
3957 T.: Yeah.  
3958 Milica: Aw.  
3959 T.: And then this is the round one tournament.  
3960 Milica: Mm that's cool. I like footy as well. I can kick it but I'm bad at catching it [laughs]  
3961 But maybe we'll see um if maybe during our lessons we can go out for a little bit. I don't  
3962 know if you guys are allowed to but we'll see. Maybe I'll talk to, talk to Mr A. about it.  
3963 T.: Yeah. Like we lost the grand final.  
3964 Milica: You lost the grand final?  
3965 T.: Yeah.  
3966 Milica: But at least you made it to the grand final, right? [giggles] That's better than nothing.  
3967 Did you watch the grand final, um, of the, oh, who was it?  
3968 H.: Giants and Tigers.  
3969 T.: Richmond.  
3970 Milica: Yeah, and they lost by so many points.  
3971 H.: Yeah. ...  
3972 Milica: See in that case, I'd rather not be in the grand final if I'm going to lose so much, you  
3973 know? But still good.  
3974 [squeaking chair]  
3975 Milica: So when it comes to learning, and like school and stuff like that. What, um, what do  
3976 you like and not like?  
3977 T.: Uh, I don't know.  
3978 Milica: Don't know? Do you like maths?  
3979 T.: No, no.  
3980 Milica: What about you?  
3981 H.: Not really.  
3982 Milica: Not really? What about English?  
3983 T.: Yeah, sort of.  
3984 Milica: That's good. I like English better than maths as well so... Do you like writing? Don't  
3985 like writing. What about reading? Reading's cool? Awesome. So when we, when we write our  
3986 song, are you um... are you still okay to do that? Do you reckon?  
3987 T.: Yeah.  
3988 Milica: I reckon it'll be cool.  
3989 [5 seconds pause]  
3990 Milica: I reckon we'll finish up in a sec guys so I'll start packing up. But um, do you have any  
3991 questions for me? Anything you're curious about?  
3992 T.: No.

3993 H.: Not really.  
3994 Milica: Not really? That's alright. Well, I reckon you'll have some homework tomorrow...  
3995 um so then we'll, we'll start going through it yeah?  
3996 [4 seconds pause]  
3997 Milica: [giggles] Alright, still a few minutes so I'll keep packing up, but that's us. What have  
3998 you got?  
3999 T.: Oh just some [incomprehensible utterance].  
4000 Milica: Oh cool. Hey do you guys want to write your names on these, just so I know who. I  
4001 know you haven't written anything in it, but you will, hopefully. And then just so we know  
4002 whose is whose.  
4003 [The boys start writing their names on the books]  
4004 Milica: Do you want to use that one so it just shows up a bit better? Yeah, I reckon you've got  
4005 a good one, T.  
4006 [The boys continue writing their names on the books]  
4007 Milica: Awesome. Thank you.  
4008 [Milica takes the books]  
4009 Milica: Cheers. Thank you. I'll write my name on this one. I think you wait a few more  
4010 minutes until you have ...  
4011 [bell rings]  
4012 Milica: Oh, there you go. Right, I reckon youse have got, you've got a meeting now. Oh,  
4013 thank you. [H. and T. hand the books back to Milica] You've got a meeting now, uh, I'll see  
4014 you tomorrow same time. Maybe I'll bring some chocolate for us because I'm getting hungry.  
4015 T.: [laughs] Yeah.  
4016 Milica: You reckon? [laughs] Alright, have a good night.  
4017 T.: Okay, thank you.  
4018 Milica: See ya.

## APPENDIX 31: Second session

(materials used see Appendix 46 and book by Nambatu et al., 2009)

Place	Date	Time	Duration	Number of people	Status of participants	Languages
Small meeting room in the boarding house, Adelaide	15th of Oct. 2019	7 p.m.	51:01 min	3	1 tutor, Milica 2 students, H. and T.	English, Aboriginal English

- 4019 Milica: Got any homework?  
 4020 H.: Nah, not yet.  
 4021 Milica: No homework?  
 4022 H.: Nah.  
 4023 Milica: What are we, what are we going to do the whole time? [laughs] Guys, I've got bad  
 4024 news, I forgot to bring the Kit Kats. I'll bring them on Thursday, I promise. [laughs] But, I  
 4025 was thinking, um, we could just keep doing what we... what we did yesterday. Just keep  
 4026 having a chat. Um, maybe you guys could teach me about fishing, because I was actually  
 4027 really interested [laughs]. Because I've never been. I don't really know anything about fish,  
 4028 but I brought back the book. Um, so we could keep having a look. And I brought my laptop,  
 4029 too. Maybe we could watch some videos if you want. What do you reckon? Yeah? So you  
 4030 were watching that show... last night ... about the, the crocodile and that? But, um, yeah.  
 4031 Maybe we could do that. Um. But, no, do we want to find some stuff? And have a, and have a  
 4032 look? Or do you guys have something specific you want to do or learn about? / T.: No. /  
 4033 Milica: Cause I'm here to help you, so it's up to you if you want to ... whatever you want to  
 4034 do, but I just thought, hey, these guys know a lot about fishing so ... I will take advantage.  
 4035 Um, do you, I don't know where the fish are. Do you want to maybe find them? Where they  
 4036 start. And you can have a look. I was looking through that book and it's. Oh sorry. And it's  
 4037 got um. ... Got like some different languages, some friend of mine said to me oh, ...  
 4038 that's the languages they speak in, um, in Daly River? The, the Moo, Moorin? {Educator-  
 4039 initiated decoding HL}  
 4040 H.: Huh? {FB-clarification request student}  
 4041 Milica: Um. The, the language. I forgot how to say it. Um, Moorin...purra? Is that right?  
 4042 {Educator-initiated vocab elicitation HL}  
 4043 T.: Murrinhpatha. {FB-explicit correction student}  
 4044 Milica: How?  
 4045 T.: Murrinhpatha. / H.: Murrinhpatha. {FB-explicit correction student}  
 4046 Milica: Murrinhpatha. Ah, there you go. Yeah, so it's got some of the, um, some of the words  
 4047 written in Murrinhpatha. In, um, in the book. Pretty cool, huh? [laughs]  
 4048 H.: How did you get this book from? Or where? / Milica: Um, I got it from a friend of mine.  
 4049 H.: Oh. / Milica: Yeah. ... [They all look through the book.]  
 4050 Milica: But, yeah, pretty cool. Um. But so like here ... I think where it's Murrinhpatha, it says  
 4051 M-P.  
 4052 H.: Mhm.  
 4053 Milica: And then, there's another one. Oh, there's nothing in MP here. So like... these um,  
 4054 this clan, Koo-men-pai? Is that how you say it? {Educator-initiated decoding HL}  
 4055 H.: Yeah. I think, sorry. {FB-explicit student}  
 4056 Milica: Do you know Murrinhpatha?  
 4057 H.: Nah, that's like for East, Keats. ... It's like West where we're from. {Student sharing  
 4058 cultural knowledge}

4059 Milica: Ah, okay, okay. So Daly River's a big, big place, huh?  
4060 H.: Yep. And you have, to go to Darwin, you got to drive past Daly River to go to Darwin.  
4061 Because it's just one road. {Student sharing cultural knowledge}  
4062 Milica: Ah, okay, okay. I want to get it up on a map. So you can show me a bit better ... [tries  
4063 to find a map on her laptop]  
4064 Milica: Oh. I don't think my internet is going to connect. You guys got internet?  
4065 H.: Nah, no internet. [incomprehensible utterance]  
4066 [shuffling sounds]  
4067 Milica: Have you got internet, H.?  
4068 T.: Um, no.  
4069 H.: You can connect to the college internet.  
4070 Milica: Hm. [tries to connect to the wifi]  
4071 Milica: Nah, I can't it's got a password.  
4072 H.: Huh?  
4073 Milica: It's got a password.  
4074 H.: What?  
4075 [T. looks at the laptop]  
4076 Milica: See, it needs a password. And a username and password.  
4077 H.: Oh, I'm not sure.  
4078 Milica: Hm, that's okay. I'll ask um, I'll ask another time.  
4079 T.: Nah, you have to use your email.  
4080 Milica: Yeah, I haven't got a school email ... Oh, look what I just found... bookmark... Oh,  
4081 here we go, look. There's a map. I just found that. [points out the map in the book]  
4082 H.: What's this?  
4083 Milica: Is that, um, Daly River map? / H.: Yeah, yeah. / Milica: Or around the area? / H.:  
4084 Yeah, this is Daly River map. You got Wadeye there. / Milica: Mmm.  
4085 H.: There's Palumpa, another town. Moil. Wait... Which way are we?  
4086 T.: Here. Up there.  
4087 H.: Ya, Palumpa, Peppi. It would be up here somewhere.  
4088 Milica: Uh huh.  
4089 H.: That's Moil. Um ... [looks at the map]  
4090 Milica: And so the Murrinhpatha is a bit more that side of it? / H.: That side there. / Milica:  
4091 Mmm. Uh huh. There's other languages as well.  
4092 H.: Ngan'gikurunggurr. [this is the language around Peppimenarti]  
4093 Milica: Um, let me find it. [Flips through the pages of book]  
4094 Milica: Is it Marri Ngarr?  
4095 H.: Marri Ngarr. {FB-recast student}  
4096 Milica: Marri Ngarr? Yeah?  
4097 T.: Marri Ngarr ... [They look through book.] {FB-recast student}  
4098 Milica: Huh?  
4099 H.: Nah. {FB-explicit student}  
4100 [coughing]  
4101 Milica: That's one. And then there's another one here. Something M-K. So I got to find.  
4102 Magati Ke?  
4103 H.: Hm? {FB-clarification request student}  
4104 Milica: Magati Ke? That one? {Educator-initiated decoding HL}  
4105 [H. looks at the book]  
4106 H.: Nah, I don't know that one.  
4107 Milica: Never heard of it?  
4108 T.: No.  
4109 [sniffing]  
4110 Milica: That's alright... These are the people who made the book.  
4111 [shows the boys the people who made the book whose pictures are included at the front]

4112 H.: [incomprehensible utterance]  
4113 Milica: You like the bookmark?  
4114 H.: Sorry?  
4115 Milica: I said 'do you like the bookmark'?  
4116 H.: Nah, I'm just looking at this. / Milica: Oh. / H.: Person  
4117 Milica: Oh, there's more people here. I think they helped make this book.  
4118 H.: Oh, yeah. Mofu. That's our grandmother, that one there.  
4119 Milica: That's your grandfather?  
4120 H.: Yeah, nah, that one. Grandma.  
4121 Milica: Oh, grand, grandma. Sorry. I didn't see the picture.  
4122 H.: Yeah. And this one here. [shows Milica the photo of his grandmother]  
4123 Milica: Oh, that's so cool. So she helped make the book.  
4124 H.: Yep.  
4125 T.: Ayyy rumeri!  
4126 H.: Mark Crocombe.  
4127 Milica: Do you know him, too?  
4128 H.: Yeah.  
4129 Milica: How cool!  
4130 T.: He's stayed at Port Keats. Didn't he?  
4131 Milica: He lived at Port Keats?  
4132 H.: Yeah.  
4133 T.: I think he did.  
4134 [mumbling as T. looks at all the people in the book]  
4135 Milica: Is there more people?  
4136 H.: Trisha Mapura.  
4137 Milica: So your grandma still lives in Daly River?  
4138 H.: Yeah.  
4139 Milica: Uh, your mum's mum or dad's mum? {Educator-request cultural knowledge}  
4140 H.: Nah, like sister's nana. {FB-explicit correction student}  
4141 Milica: Ah, gotcha, gotcha... You got a lot of family?  
4142 T.: Yeah.  
4143 Milica: Like brothers, sisters? How many?  
4144 T.: Oh, five.  
4145 Milica: Five brothers and sisters?  
4146 H.: Mhm.  
4147 T.: Nah like... me, I'm one, one brother, and four sisters.  
4148 Milica: Cool. What about you?  
4149 H.: Oh, four. I've got one brother, two sisters.  
4150 Milica: Awesome. I'm an only child, so I don't have any brothers or sisters. So it's boring.  
4151 You guys must have a lot of fun growing up. What's the age difference?  
4152 H.: Ah [incomprehensible utterance]. Well one's, the oldest like twenty-six I think.  
4153 Milica: Mhm.  
4154 H.: Oldest sister.  
4155 T.: And another.  
4156 [overlapping speech - incomprehensible]  
4157 H.: Um, which? The other one's twenty, or nineteen I think.  
4158 Milica: Oh yeah nice.  
4159 H.: Brianna, Tim. And another two, small ones.  
4160 T.: Six and... I think, yeah, six, six.  
4161 Milica: Mm.  
4162 T.: I think.  
4163 Milica: That's cool, that's fun. I have a little Goddaughter. She's only... she's six years old.  
4164 Well, she'll be six in December. So she's kind of like my little sister, but... not really, more

4165 of like a cousin, you know? But yeah, um. I brought a couple of books again. Although you  
4166 don't really have to do any writing. Um, but yeah I just wanted to, I thought we could spend  
4167 this week sort of getting to know each other a bit and just talking. Hanging out, um, before  
4168 we. Because you guys haven't gone any homework anyway, so we haven't really got much to  
4169 do. But, if you, um... if you what, um... what you're doing in like history or English or  
4170 something, we could get started. So have you had any lessons?  
4171 H.: Oh, I had one today. With history.  
4172 Milica: Oh yeah, what um what are you guys doing in history?  
4173 H.: Um, we had to read this thing about... um...hmm not sure, huh... um, Mister, you know,  
4174 A.  
4175 Milica: Mhm.  
4176 H.: He came in.  
4177 Milica: Mhm.  
4178 H.: He's my history teacher.  
4179 Milica: Yeah, yeah.  
4180 H.: And Religion.  
4181 Milica: Mhm.  
4182 H.: Yeah and then. I don't know what he's talking about. Like, we had to go on this thing  
4183 called Jack Plus, on the iPads.  
4184 Milica: Oh yeah.  
4185 H.: And then search or read.  
4186 T.: Hey, this is the same thing as mine.  
4187 H.: This thing about um... how... um... how people from England came to Australia.  
4188 Milica: Mmm. Oh, like colonisation. {FB-explicit correction educator}  
4189 H.: Yeah, colonisation.  
4190 T.: [incomprehensible utterance]  
4191 H.: Hm?  
4192 T.: [incomprehensible utterance] Yeah, I did the same thing as well.  
4193 Milica: Oh, you're learning about the same thing?  
4194 T.: Yeah.  
4195 Milica: Oh, cool. Interesting. Yeah. That's an important part of Australian history. So what  
4196 um, what do you know about it so far? Because maybe we can start, we can start talking about  
4197 it... Did you, what did you read about?  
4198 H.: Oh, my iPad don't have that Jack Plus app yet.  
4199 Milica: Ah, hm and I haven't got internet here it won't connect for me. Did you do any  
4200 reading on it, T.?  
4201 T.: Nah. I was using the school iPad.  
4202 Milica: Oh, the school iPad?  
4203 T.: Yeah.  
4204 Milica: Hm. Gotcha.  
4205 T.: Because mine was flat.  
4206 Milica: Yeah. That's alright. Um. Yeah, it's a shame I haven't got internet here. I'll try again.  
4207 But it's just not connecting for me.  
4208 [8 seconds pause as Milica tries to connect her laptop to the internet]  
4209 Milica: So when you guys do stuff in History, do you um, do you have like, do you all talk  
4210 about it as a class and stuff. Like, he ask you questions and that?  
4211 T.: Yeah.  
4212 Milica: Oh that's cool. What sort of stuff does he ask?  
4213 H.: Um.  
4214 T.: [incomprehensible utterance]  
4215 H.: I don't really ask any questions.  
4216 [sniffing]  
4217 Milica: Does he ask you any questions?

4218 H.: Yeah. Like to other boys.  
4219 Milica: Like, like when the first fleet came and that? ... and then what, what happened from  
4220 there? ...  
4221 H.: Um, he told us to like read that thing.  
4222 Milica: Mm. ...  
4223 H.: And then we just read it to the end of the day  
4224 Milica: Okay. Fair, fair. Was it interesting?  
4225 H.: I didn't really read it, because I didn't have. This doesn't work on my thing. Jack Plus  
4226 app.  
4227 Milica: Oh, so you only had the, you both only had the school iPads today.  
4228 H.: Yeah.  
4229 Milica: Mhm.  
4230 H.: I had to read off one of the other boys like...  
4231 Milica: Like leaning over.  
4232 H.: Share, yeah.  
4233 [squeaking sound]  
4234 Milica: So you just had History today. Did you have like English, or Maths, or anything?  
4235 H.: Um, no English, but we had Maths.  
4236 Milica: What are you guys doing in Maths? Do you know? Remember?  
4237 H.: Ah we just give us that sheets to do.  
4238 Milica: Oh yeah. Worksheets?  
4239 H.: Yeah.  
4240 Milica: Like you doing fractions? Or ... / H.: Yeah. Fractions and what else, some other  
4241 things.  
4242 Milica: Mm. Interesting. If I brought the chocolate we could've done fractions as well. But  
4243 on Thursday we will [laughs]. Can't believe I forgot. I was driving and I was like oh I forgot  
4244 to bring the chocolate for the boys... well that's alright I'm still here for a while.  
4245 T.: I don't eat chocolate much.  
4246 Milica: Don't eat chocolate. What do you like eating?  
4247 T.: Like eating fruit, that's it.  
4248 Milica: Maybe I'll bring a fruit platter then. [laughs] If I remember [laughs].  
4249 T.: Number two [incomprehensible utterance]  
4250 Milica: Fruit's good... what's your favourite fruit?  
4251 T.: [incomprehensible utterance] Apple.  
4252 Milica: Apple? Pink lady? Granny smith? [laughs] ... What about you H.? You got a  
4253 favourite fruit?  
4254 T.: Orange.  
4255 H.: Orange.  
4256 Milica: Orange. I love oranges. When you like cut them up and then you just bite into it.  
4257 H.: Yeah.  
4258 Milica: Yeah, no internet for me today, it's not working. That's cool.  
4259 [sound of chairs moving]  
4260 Milica: What's it say there?  
4261 [15 seconds pause]  
4262 Milica: You can have a look at it as well. Through the book.  
4263 [15 seconds pause]  
4264 Milica: I was looking through that book and some of the words are like similar in the, in both  
4265 languages. Like sometimes they're the same. {Educator-initiated metalinguistic HL}  
4266 H.: Yeah. {FB-explicit correction student}  
4267 Milica: And sometimes they're different. I guess because when you have the locations like um  
4268 sometimes the languages overlap and there are, some words are the same. {Educator-initiated  
4269 metalinguistic HL}  
4270 [28 seconds pause as they read the book] [sound of flipping pages]

4271 T.: What does M for Port mean? The thing? MK, is it? [sniffing]  
4272 Milica: M-K, yeah. What language is it? {Educator-initiated metalinguistic HL}  
4273 T.: Yeah.  
4274 Milica: Um.  
4275 T.: No what. When you got a language, uh thing. What thing does it have for, like, for the M?  
4276 Milica: For what?  
4277 T.: Like, what's the MK?  
4278 Milica: It's um. Oh, I think, it's that one. Let me just find it... Uh, this one? See here? Magati  
4279 Ke? Name. And then /marinǰa/. {Educator-initiated decoding HL}  
4280 H.: /marinǰa/. {FB-recast student}  
4281 Milica: How do you say it? {Educator-initiated metalinguistic HL}  
4282 H.: /marinǰa/. {FB-recast student}  
4283 Milica: /marinǰa/  
4284 T.: /marinǰa/ {FB-recast student}  
4285 Milica: /marinǰa/ /marinǰa/ but that's the M and then the, um, MP was... what was the MP?  
4286 Murrinhpatha.  
4287 H.: Oh yeah. {Reinforcement student}  
4288 Milica: Yeah, says it there.  
4289 H.: Um.  
4290 [sniffing] [5 seconds pause]  
4291 Milica: I've got a um, I've got something else actually in Murrinhpatha. I'll just find it, show  
4292 you guys. I just remembered. [sniffing] ...[Milica tries to find it, flipping pages]  
4293 H.: Murrinhpatha.  
4294 [tapping sound]  
4295 Milica: Oh actually, this is in, um, you know, Tiwi islands?  
4296 H.: Yeah.  
4297 T.: Yeah.  
4298 Milica: That's where.  
4299 [loud noise]  
4300 [gasps]  
4301 Milica: I thought that was rain. [laughs]  
4302 T.: I'll be back, my sister's calling me.  
4303 Milica: Okay.  
4304 T.: Hello [on the phone].  
4305 Milica: So this is like, um, the language spoken in the Tiwi Islands. And then it's like a book  
4306 about, um, him eating something [shows H. the pdf of the book in Tiwi].  
4307 H.: So what is this, uh?  
4308 Milica: Ngiya Puranji Nguwapa {Educator-initiated decoding HL}  
4309 [5 seconds pause as they look at the book]  
4310 H.: There's a boy from Tiwi here.  
4311 Milica: Oh yeah?  
4312 H.: Yeah.  
4313 Milica: Do you want to see if he knows what this means?  
4314 H.: I will.  
4315 Milica: [giggling] Okay. Then he can translate for us.  
4316 [door opens]  
4317 T.: [on phone] Yes.  
4318 [H. leaves the room.] [46 seconds pause as H. is trying to find the boy from Tiwi]  
4319 Milica: Did you find him?  
4320 H.: Yeah, he's coming.  
4321 [door closes] [whistling]  
4322 Milica: He can translate the book for us.  
4323 H.: Yeah.



4324 Milica: I think it's something about, um, eating? I think. I'm not sure. I think this is how you  
4325 say, um, he says his name. Wally.  
4326 H.: Huh?  
4327 Milica: I think his name is Wally.  
4328 H.: Wally.  
4329 Milica: But we'll see what, what your friend says.  
4330 Milica: What's his name?  
4331 T.: [on phone] I'll call you after.  
4332 H.: P.  
4333 Milica: Your friend? Oh P.?  
4334 H.: Yeah.  
4335 Milica: We'll see what P. says.  
4336 H.: MP. MK, MK. [reads through the listed acronyms on a page of the book about animals]  
4337 [thudding sound]  
4338 Milica: Is that, oh, it's a dingo.  
4339 H.: Yeah.  
4340 [5 seconds pause as they look through the book]  
4341 Milica: Blind snake. Oh yeah, we looked at that one yesterday.  
4342 H.: Yeah.  
4343 Milica: Does it say what it is in Murrinhpatha? {Educator-initiated decoding HL}  
4344 H.: Nah.  
4345 Milica: Hm.  
4346 H.: Murrinh? Oh yeah. {Student decode HL}  
4347 Milica: Ku kani. I can't say it. {Educator-initiated decoding HL}  
4348 H.: [laughs] Hold on.  
4349 Milica: Ku kani. ...  
4350 H.: I don't know.

4351 Milica: So we're getting P. to translate this one for us. Language in the Tiwi Islands.  
4352 T.: That's my cousin.  
4353 Milica: Yeah?  
4354 T.: Yeah.  
4355 Milica: There you go. That's cool.  
4356 H.: Let's search for this word. In the dictionary.  
4357 T.: Hmm.  
4358 [whistling]  
4359 H.: Can have a look at this, ma'am? Nobody home.  
4360 Milica: Who me?  
4361 H.: No.  
4362 Milica: Oh.  
4363 H.: You still have the same same password.  
4364 Milica: Same password?  
4365 H.: Yeah.  
4366 Milica: Oh, to get onto the internet? Lucky you, H., I don't know the password [laughs]  
4367 [sound tapping keyboard]  
4368 T.: Dictionary, Daly River.  
4369 H.: But like. [taps keyboard]  
4370 Milica: So, in um... / T.: [incomprehensible utterance]  
4371 Milica: What did you say?  
4372 T.: No.  
4373 Milica: Oh, talking to yourself? [laughs] Um, have you guys ever done like nouns, verbs,  
4374 adjectives? No? Because I was thinking we could, um, we could maybe do a little bit of that.  
4375 So basically, um, it's ways that we can put words into certain groups of what they are, right?  
4376 So um, if nouns, right? Um they are things. {Educator-initiated metalinguistic Eng}

4377 [plastic crinkling]  
4378 Milica: So they're ...  
4379 [plastic crinkling]  
4380 Milica: Uh, items, places, things you use. Does that make sense? Physical things? Whereas...  
4381 [plastic crinkling] You've got like, things that you do. So you can paint, you can drive, you  
4382 can drink, write, listen. Does that make sense? {Educator-initiated metalinguistic Eng}  
4383 T.: Yeah.  
4384 Milica: And then, you've got these things called adjectives, which are ways you can describe  
4385 things. You watching this one H.? {Educator-initiated metalinguistic Eng}  
4386 H.: Yeah.  
4387 Milica: So you can have, you know, um, many, you can have something small, someone can  
4388 feel angry, uh, you can be skinny, uh, light blue, like colours? They're, they're ways to  
4389 describe things. So if we said um the... Do you want to try and maybe make a sentence for  
4390 me using some of these? So maybe, like if we did something like this...like the hat. [5  
4391 seconds pause as Milica looks through flash cards] The hat is what? Terrible [laughs]  
4392 Or...like the shoes, the shoes are bigger. Does that make sense? {Educator-initiated  
4393 metalinguistic Eng}  
4394 T.: Yeah.  
4395 Milica: So, I was thinking, I'm going to mix these up.  
4396 [Milica shuffles the cards]  
4397 Milica: And then maybe we can, um... put them in categories of what, what are nouns and  
4398 what are not? So what did we say nouns are? {Educator-initiated metalinguistic Eng}  
4399 T.: Nouns.  
4400 H.: Nouns are something, like a name?  
4401 Milica: Yeah, yeah. {FB-explicit correction educator}  
4402 H.: Or, um.  
4403 Milica: So like people.  
4404 H.: Yeah.  
4405 Milica: Places, objects, some like a, a computer, table. That's a noun, right? Does that make  
4406 sense? Whereas if the table is really big, that's an adjective, really big. So if you guys want to  
4407 have a go at maybe just um putting it what you think is, is a noun or not. Just from the cards  
4408 you've got there. {Educator-initiated metalinguistic Eng}  
4409 T.: Hey.  
4410 Milica: [giggles] come on H.. You can just split it in half and then just see, see how you go.  
4411 And then after that if you guys want we can do some fractions to get you back on top in  
4412 maths.  
4413 [5 seconds pause as T. begins sorting the cards]  
4414 Milica: Do you want to help him, H.?  
4415 H.: Yeah.  
4416 Milica: T., maybe pop it all on the table and then you guys can both have a look through it,  
4417 and you can just put what's a noun and then what's not a noun. So, slow, dirty, fast, they're  
4418 words that we use to describe. {Educator-initiated metalinguistic Eng}  
4419 [5 seconds pause as they are sorting the cards] [whistling]  
4420 T.: Gumtree.  
4421 Milica: Gumtree? What do you reckon?  
4422 H.: That's a thing.  
4423 Milica: Yeah, is that a noun? {FB-clarification request educator}  
4424 H.: It's, yeah. / Milica: Yeah.  
4425 H.: It's an object.  
4426 Milica: Yeah. Good stuff. So you can put that on here, in the noun, noun category. What else?  
4427 {Reinforcement educator}  
4428 T.: Emu.  
4429 Milica: Emu? Yeah. I didn't shuffle these enough for you, going to be too easy.

4430 H.: We don't need the... [incomprehensible utterance]  
4431 Milica: There you go... I'll move these ones, because these are all adjectives, aren't they? The  
4432 little ones.  
4433 T.: You leave them there, don't you.  
4434 Milica: What about these ones?  
4435 [incomprehensible utterance]  
4436 T.: Sky.  
4437 Milica: Is that a noun?  
4438 T.: Yeah.  
4439 Milica: Yeah? Yeah. [places card in the noun category] Good job. What about these ones here  
4440 that you've put at the bottom? {Reinforcement educator}  
4441 T.: I'll do it later.  
4442 Milica: Okay [laughs] Do you want to help him, H.?  
4443 T.: River.  
4444 Milica: River? What river is that?  
4445 H.: [incomprehensible utterance]  
4446 Milica: That is, that's the Daly River, I think. Is it? Yeah, it is.  
4447 T.: Nah, it's not.  
4448 Milica: Are you sure?  
4449 T.: Nah.  
4450 Milica: It's not? Oh, I thought it was.  
4451 T.: Hey! [incomprehensible utterance]  
4452 H.: Yeah?  
4453 T.: Is that Daly River?  
4454 H.: Nah, nah, nah.  
4455 Milica: It's not? Oh, I thought it was. You're right, it's not [laughs]. You know better than  
4456 me, don't you?  
4457 T.: Fishing. It goes.  
4458 Milica: Yeah. But is that something that's, that's a thing? Or is that something that we do?  
4459 T.: Do.  
4460 Milica: Do. So it can't be here. So it's going to be a verb, isn't it? {FB-explicit correction  
4461 educator}  
4462 [T. places the card in the verb pile] [whistling]  
4463 Milica: But to be fair, fish as an animal is a noun.  
4464 [whistling]  
4465 T.: Sleeping? And ...  
4466 Milica: Sleeping? Is that a noun or is that something that we do? {Educator-initiated  
4467 metalinguistic Eng}  
4468 T.: Do.  
4469 Milica: Do. So it's got to go here where it's not, right?  
4470 T.: Oh.  
4471 Milica: [giggles]  
4472 T.: Here you go mate, you can do a couple.  
4473 H.: Okay.  
4474 Milica: Come and do some, H.!  
4475 H.: Dingo.  
4476 Milica: When you guys finish these do you want to have like a quick little break and then you  
4477 can you can have a play on your iPad, H.?  
4478 H.: Animals.  
4479 Milica: Animals? Yep.  
4480 H.: They're all things. Nouns. {Student uptake}  
4481 Milica: They're not. They're not all nouns in there, though. [laughs] {FB-explicit correction  
4482 educator}

4483 H.: How? They're all animals, these.

4484 Milica: But you didn't look through all the cards. Some of them have other things mixed in.

4485 H.: Kangaroo, echidna. {Student uptake}

4486 Milica: Yeah. Just put all the ones that are nouns here.

4487 T.: We do dancing, that's nouns.

4488 H.: Pawpaw is a thing. {Student uptake}

4489 Milica: Pawpaw is a thing, yeah. {Reinforcement educator}

4490 T.: Dance, a thing.

4491 Milica: Dance? Is that something that we can do, can we hold a dance? Or do we do a dance?

4492 T.: Hold a dance.

4493 Milica: You hold a dance?

4494 T.: Yeah.

4495 Milica: But it's not a, it's not a thing. It's something that we do. We dance. {FB-explicit correction educator}

4496 H.: Listening, over there. Not a noun. {Student uptake}

4497 T.: Yeah.

4499 Milica: So, it's, it's a verb because it's an action, right?

4500 H.: Dingo? It's a thing, it's a noun. {Student uptake}

4501 Milica: Mhm, mhm. {Reinforcement educator}

4502 H.: Dingo, koala. {Student uptake}

4503 T.: Sing.

4504 H.: Kookaburra, kangaroo, echidna, rock. {Student uptake}

4505 Milica: Good job. {Reinforcement educator}

4506 H.: Is a thing.

4507 Milica: Rock is a thing, yep. {Reinforcement educator}

4508 H.: Nope, driving.

4509 Milica: What about dessert? What did you have for dessert?

4510 T.: Eat.

4511 H.: Ah so desert, desert not a noun.

4512 Milica: It's not?

4513 H.: It's not.

4514 Milica: Why not?

4515 H.: Oh no, it is.

4516 Milica: Why?

4517 H.: Because it's, it's a place. {Student uptake}

4518 Milica: Yeah. Good stuff. What about cook? Is that a noun or a not noun? {Reinforcement educator} {Educator-initiated metalinguistic Eng}

4519 H.: It's not a noun.

4520 Milica: Why?

4521 H.: Because.

4522 T.: We don't.

4524 H.: Oh, no it is, because you're doing something, making something. {Student uptake}

4525 Milica: Yep, so which is, is it a noun? Or is it a something something else? {Educator-initiated metalinguistic Eng}

4526 T.: Noun. / H.: Noun.

4527 Milica: Or? What do you reckon?

4528 H.: Not a noun.

4529 Milica: Not a noun? What do you reckon?

4530 T.: Noun.

4531 Milica: Noun? You think it's a noun? Why, why do you think it's a noun? {Educator-initiated metalinguistic Eng}

4532 T.: I don't know.

4535 Milica: [laughs] Having a guess? So, it's not. It's something else because it's something we  
4536 do. So, if it's something that you're doing, physically you have to move, then it's, it's going  
4537 to be a verb. {Educator-initiated metalinguistic Eng}  
4538 T.: It's same. [incomprehensible utterance]  
4539 Milica: Doing word. Yeah, exactly. But if it's something that you can, um, you know, you can  
4540 see / T.: What about a garden?  
4541 Milica: And you can hold a football. You can go to the desert.  
4542 H.: That's all noun. {Student uptake}  
4543 Milica: Golden wattle, wattle brush? Yep, that's a noun. {Reinforcement educator}  
4544 H.: And then these animals.  
4545 Milica: Animals. Rock, kangaroo.  
4546 T.: Shoes.  
4547 Milica: Echidna.  
4548 H.: Yeah, these are all animals.  
4549 Milica: Shoes? What's, what's shoes? {Educator-initiated metalinguistic Eng}  
4550 H.: Kookaburra, dingo, koala.  
4551 T.: Cat.  
4552 Milica: Cat. Is that a, is that a noun? Or not? {Educator-initiated metalinguistic Eng}  
4553 T.: Noun.  
4554 Milica: It's not? Why?  
4555 T.: I mean noun, noun.  
4556 Milica: [laughs]  
4557 H.: Shoes is a noun. {Student-initiated metalinguistic Eng}  
4558 Milica: Shoes is a noun. Do, what do you reckon, T.? You reckon shoes is a noun?  
4559 T.: Yeah.  
4560 Milica: Yeah? Why? Is it something we do, or something we have?  
4561 T.: We have. {Student uptake}  
4562 Milica: We have. We have shoes, right?  
4563 H.: What about, what about these?  
4564 T.: We can run.  
4565 Milica: Oh, they're our describing words.  
4566 H.: So we leave these out?  
4567 T.: Nah, we keep them.  
4568 H.: These are not something, oh no, painting. We're doing a painting. {Student uptake}  
4569 Milica: Yeah, a painting is a noun. But if we're, if we're painting something, we're doing it.  
4570 So it's / T.: Moon is not a noun. {Educator-initiated metalinguistic Eng}  
4571 Milica: Moon? Why?  
4572 H.: Nah, moon is, yeah, because it's something. {Student uptake}  
4573 Milica: Yeah, good stuff. But if we walk on the moon, walking is a verb.  
4574 T.: Sun.  
4575 Milica: There you go. Good job. Can you think of some nouns? {Reinforcement educator}  
4576 {Educator-initiated metalinguistic Eng}  
4577 T.: Nah.  
4578 H.: Uh, nope.  
4579 Milica: Some things? What about the nouns that we see in the room? Let's write them down.  
4580 H.: Chair.  
4581 T.: Door.  
4582 Milica: Write them down for me.  
4583 T.: Speaker.  
4584 Milica: Oh, look at you go. Let's see who can write the most.  
4585 [plastic crinkling]  
4586 H.: Nah, you can write for us.  
4587 Milica: Huh?

4588 H.: I have a sore hand.  
 4589 Milica: Sore hand?  
 4590 H.: Yeah.  
 4591 Milica: Do you want to type it?  
 4592 H.: Nah.  
 4593 Milica: I'll type it for you, you tell me.  
 4594 T.: Phwoah.  
 4595 [inaudible]  
 4596 Milica: What have you got there?  
 4597 H.: Nothing.  
 4598 Milica: Can I see?  
 4599 T.: Facebook.  
 4600 Milica: [laughs] Facebook?  
 4601 T.: Yeah, he's on Facebook.  
 4602 Milica: What about, what about our nouns?  
 4603 [inaudible]  
 4604 Milica: Is Facebook a noun? {Educator-initiated metalinguistic Eng}  
 4605 H.: No.  
 4606 T.: No.  
 4607 [loud thud]  
 4608 Milica: All right, let's see who can who can think of nouns. {Educator-initiated metalinguistic  
 4609 Eng}  
 4610 T.: Couch. {Student uptake}  
 4611 Milica: Couch?  
 4612 T.: Chair. {Student uptake}  
 4613 H.: Table. {Student uptake}  
 4614 Milica: Oh, but you have to write them.  
 4615 T.: Curtain. {Student uptake}  
 4616 H.: I can't write, I'll type.  
 4617 Milica: Type? I'll write.  
 4618 T.: You type mine.  
 4619 Milica: I'll write yours. Alright, I'm going to call it T.'s nouns. {Educator scribing}  
 4620 H.: Wait, don't yet. Don't yet. Don't start yet!  
 4621 Milica: Nah, nah, I haven't, I haven't, I'm just writing.  
 4622 [overlapping speech - incomprehensible]  
 4623 Milica: Alright, we'll go one by one.  
 4624 H.: Alright, ready?  
 4625 T.: I'll go first.  
 4626 Milica: Nah, wait, wait, hang on. This is what we'll do, right? We're going to go T., and then  
 4627 I'll write it down. Then you say it, but you can't have the same one. So if T. says couch and  
 4628 you were thinking of couch you gotta change. And if H. says table and you were going to say  
 4629 table you gotta think of a new one.  
 4630 T.: Aircon. {Student uptake}  
 4631 Milica: Aircon. Alright. {Reinforcement educator}  
 4632 H.: Nah, we don't need to go one by one.  
 4633 Milica: Yeah, yeah, so then we can see who's. / H.: Couch, [inaudible]  
 4634 Milica: I'm going to write down yours as well. What did you say? Couch? {Educator  
 4635 scribing}  
 4636 H.: Yep.  
 4637 T.: I'll go chair.  
 4638 Milica: Chair?  
 4639 H.: Table. {Student uptake}  
 4640 T.: Door. {Student uptake}

4641 Milica: Door. {Educator scribing}  
 4642 H.: Mmm... curtain.  
 4643 Milica: Yeah. {Reinforcement educator}  
 4644 T.: Books. {Student uptake}  
 4645 Milica: Books. {Educator scribing}  
 4646 H.: Um, people? {Student uptake}  
 4647 Milica: People. {Educator scribing}  
 4648 T.: TV.  
 4649 H.: There's no TV but, oww.  
 4650 T.: Yes. On the side.  
 4651 Milica: Where do you, where do you see a TV?  
 4652 T.: On the side.  
 4653 H.: Not in here. No, there's none here [laughs].  
 4654 Milica: There's no TV. Give me, give me another one.  
 4655 T.: Laptop. {Student uptake}  
 4656 Milica: Laptop. Alright. Go, H.! {Educator scribing}  
 4657 H.: Papers? {Student uptake}  
 4658 Milica: Papers. {Educator scribing}  
 4659 T.: Phone. {Student uptake}  
 4660 Milica: Phone. {Educator scribing}  
 4661 H.: Pen. {Student uptake}  
 4662 T.: Book. {Student uptake}  
 4663 H.: I said book.  
 4664 T.: Ah, I said book.  
 4665 Milica: You said books. Different one. Same. Too, too similar.  
 4666 T.: Oh. / Milica: [laughs]  
 4667 H.: So I said book.  
 4668 T.: Couches. No, you said. / H.: No, I said couches.  
 4669 Milica: He said couch.  
 4670 T.: Cameras. {Student uptake}  
 4671 Milica: Cameras? I didn't even know there were cameras. {Educator scribing}  
 4672 T.: Speakers. / H.: Speakers. {Student uptake}  
 4673 H.: [laughs] I said it first.  
 4674 T.: No, you didn't.  
 4675 Milica: But it was his turn, it was his turn. [laughs] Speakers.  
 4676 T.: Alarm. {Student uptake}  
 4677 Milica: Alarm. {Educator scribing}  
 4678 H.: No, no alarm. I said bell.  
 4679 T.: I said bell.  
 4680 H.: Nah, I said bell.  
 4681 Milica: Hey, alarm and bell, that's cool.  
 4682 H.: Where's alarm?  
 4683 T.: Right there.  
 4684 H.: That's a bell. No alarm.  
 4685 T.: Lights. {Student uptake}  
 4686 Milica: But if you, if you broke in, there'd be an alarm.  
 4687 T.: I said lights.  
 4688 Milica: Lights? {Educator scribing}  
 4689 T.: Plane.  
 4690 Milica: Hang on, hang on.  
 4691 T.: Jets.  
 4692 Milica: Hang, oh, he's going to steal all your words, man! Wait! {Disciplining}  
 4693 H.: Does it, does it have to be in the room?

4694 Milica: It's got to be in the room, yeah.  
4695 H.: Alarm.  
4696 Milica: We've got alarm. You said bell.  
4697 T.: You, you lost.  
4698 H.: No.  
4699 Milica: Nah, nah, nah, nah, nah it's not. It ain't over till it's over, guys. Let's go, H.!  
4700 H.: Cords. {Student uptake}  
4701 Milica: Cords. That's a cool one.  
4702 T.: Uhhh... I said speakers.  
4703 H.: No.  
4704 Milica: Nah, he said speakers. You said alarm.  
4705 T.: Ahh, wall.  
4706 Milica: Wall? Yeah. Let's go, H.!  
4707 H.: Laptop.  
4708 Milica: Already said laptop.  
4709 T.: Parah.  
4710 H.: Floor.  
4711 Milica: T. already said. / H.: iPad. {Student uptake}  
4712 Milica: iPad. {Educator scribing}  
4713 T.: Floor. {Student uptake}  
4714 Milica: Floor. {Educator scribing}  
4715 H.: Table legs. {Student uptake}  
4716 Milica: [laughs] Table legs. {Educator scribing}  
4717 T.: Shirts. {Student uptake}  
4718 Milica: Hey? {FB-clarification request educator}  
4719 T.: Shirts.  
4720 Milica: Shirts? {Educator scribing}  
4721 H.: Chair legs. {Student uptake}  
4722 Milica: Chair legs. {Educator scribing}  
4723 [5 seconds pause]  
4724 T.: Headphones. {Student uptake}  
4725 H.: No, no, it's got to be in here, though.  
4726 T.: No [inaudible].  
4727 [overlapping speech - incomprehensible]  
4728 Milica: Do you have headphones in the room?  
4729 H.: Nope.  
4730 T.: I got it here.  
4731 H.: You have to show first.  
4732 Milica: [laughs]  
4733 H.: Well, can I say headphones?  
4734 Milica: Huh?  
4735 H.: Headphones, earphones.  
4736 Milica: Well, they're in the room so he got it.  
4737 T.: Ahh, ah in the room.  
4738 Milica: Headphones. {Educator scribing}  
4739 H.: He said headphones, well, I say earphones. {Student uptake}  
4740 Milica: Earphones, alright. {Educator scribing}  
4741 H.: Yes.  
4742 Milica: Go, T.! ...  
4743 T.: Foxtel.  
4744 Milica: What?  
4745 T.: Foxtel.  
4746 H.: No.



4747 T.: Fo foxtel.

4748 Milica: Foxtel? Nah, I don't see any foxtel. Where?

4749 T.: Right there.

4750 H.: No.

4751 T.: Cards, cards. {Student uptake}

4752 Milica: Cards. {Educator scribing}

4753 T.: Ease.

4754 Milica: Nah, it's his turn now.

4755 H.: Boxes. {Student uptake}

4756 Milica: Boxes. ... {Educator scribing}

4757 T.: Steel.

4758 H.: No.

4759 T.: Yes.

4760 Milica: The what? {FB-clarification request educator}

4761 T.: Steel. {Student uptake}

4762 Milica: Steel? Oh, yeah. {Educator scribing} {Reinforcement educator}

4763 H.: Aircon?

4764 T.: I said that.

4765 Milica: Already, already got aircon.

4766 H.: Window. {Student uptake}

4767 Milica: Window. ... {Educator scribing}

4768 T.: Wall.

4769 Milica: Already.

4770 T.: Ceiling. {Student uptake}

4771 Milica: Ceiling. We've got wall... Alright let's go. ... {Educator scribing}

4772 H.: Uhh... Timber {Student uptake}

4773 Milica: Timber. ... [laughs] ...

4774 T.: I'd like to say nail polish. No? {Student uptake}

4775 Milica: [laughs] Nail polish. {Educator scribing}

4776 H.: Uhh... bricks?

4777 T.: I said that.

4778 Milica: Bricks. {Educator scribing}

4779 T.: I said that.

4780 Milica: No, you didn't.

4781 T.: Yeah. Wall.

4782 Milica: No, that's not on your list. Where?

4783 T.: Ah.

4784 Milica: [laughs] You said, um, you said ceiling.

4785 T.: Wall.

4786 Milica: Oh, you said wall, yeah.

4787 T.: Whatever, mate.

4788 H.: Bricks. {Student uptake}

4789 Milica: Bricks. {Educator scribing}

4790 T.: Dye.

4791 Milica: Hey, this is the, this is the proof.

4792 T.: Dye on your hair.

4793 Milica: Dye on my ha [wheezes]. That's more of, that's more of an adjective because you're describing my dyed hair. What about hair? That's a noun.

4794 T.: Nah. I go dye.

4796 H.: You can't go dye. That's not, that's not a thing. {FB-explicit correction educator}

4797 T.: Then I go hair.

4798 Milica: Hair. Because dye is, um. We haven't got hair dye in here in the bottle.

4799 H.: Um, cushions? {Student uptake}

4800 Milica: Cushions. {Educator scribing}

4801 T.: Aww... boots, thongs.

4802 Milica: Which one?

4803 T.: Boots. {Student uptake}

4804 Milica: Boots. I got boots on. {Educator scribing}

4805 H.: How about thongs? {Student uptake}

4806 Milica: Thongs. {Educator scribing}

4807 T.: Umm... bag. {Student uptake}

4808 Milica: Huh?

4809 T.: Bag.

4810 Milica: Bag. {Educator scribing}

4811 H.: Shoes. T.'s got shoes.

4812 T.: I already said shoes.

4813 H.: No you said boots.

4814 Milica: You said boots.

4815 T.: Um, ... what are you writing?

4816 H.: Shoes and thongs and cushions and bricks.

4817 T.: Writing you say is cheating.

4818 H.: Nah, but we got to check after.

4819 Milica: No, I got both of yours, don't worry.

4820 H.: Yeah.

4821 Milica: You guys, you guys are even now. When I actually, yeah, it's your turn now, T.! Do

4822 you want to see? See. [shows them the tally]

4823 T.: Um... jumpers. {Student uptake}

4824 Milica: Jumper. Jumper? {Educator scribing}

4825 T.: Nah, this is better.

4826 H.: Not yet, not yet. Um... glass?

4827 T.: Nah, I already said glass.

4828 Milica: Nah, you didn't. You said, um... you said steel.

4829 H.: Yeah.

4830 T.: Cases. {Student uptake}

4831 Milica: Cases, yeah. {Educator scribing} {Reinforcement educator}

4832 H.: Plastics?

4833 Milica: Where?

4834 H.: There.

4835 Milica: Okay. {Reinforcement educator}

4836 T.: Painting.

4837 Milica: Where?

4838 T.: There.

4839 Milica: That?

4840 T.: Yeah.

4841 Milica: Is it a painting or is it a picture? {FB-clarification request educator}

4842 H.: It's a picture. {Student uptake}

4843 T.: Picture.

4844 Milica: [laughs]

4845 T.: I won.

4846 Milica: Not yet.

4847 H.: Uh, wood?

4848 Milica: Wood? {FB-clarification request}

4849 H.: Yeah. / T.: Yes.

4850 Milica: Uh, I reckon we've got wood. Oh, you've got, you said timber. {Educator scribing}

4851 T.: Timber.

4852 H.: Oh, timer.

4853 Milica: Let's do another one.  
4854 H.: Alright uh... wool? ... {Student uptake}  
4855 Milica: I'll give you wool. {Educator scribing}  
4856 T.: Necklace. {Student uptake}  
4857 Milica: Necklace. {Educator scribing}  
4858 H.: I wrote everything down.  
4859 Milica: Alright, last one, H.!  
4860 H.: Eyes. {Student uptake}  
4861 T.: I won it.  
4862 Milica: Eyes. Alright, you guys are even.  
4863 T.: One more.  
4864 Milica: You both know, you both know your nouns too well. What about now we see who, we  
4865 got to spell them.  
4866 H.: Alright.  
4867 Milica: Yeah?  
4868 H.: And you can't see.  
4869 T.: Can't remember.  
4870 H.: Huh?  
4871 T.: Can't remember.  
4872 H.: I can. You have to read them but you have to spell it. You have to read it.  
4873 Milica: Yeah. And I don't want any, I don't want any repeats so we're doing all new ones and  
4874 you've got to spell them out now.  
4875 H.: Mhm.  
4876 Milica: Alright, so it is.  
4877 T.: That is cheating.  
4878 H.: No, I just got to fix some things up.  
4879 T.: [laughs] No cheating.  
4880 Milica: Nah, nah, no iPads, I'm going to write them all down. So you can put the iPad away  
4881 for this one.  
4882 H.: Mhm.  
4883 Milica: So just pop it on the table and then you guys will just spell it to me.  
4884 H.: Oh, wait, wait, wait, wait, wait, wait. Wait, there, one more thing I'm missing... Oh, it's  
4885 alright, never mind. Okay, go!  
4886 Milica: Alright. Alright your turn, T., gotta say a noun!  
4887 T.: [laughs]  
4888 Milica: Noun and spell it. {Educator-initiated metalinguistic Eng}  
4889 T.: Noun.  
4890 H.: Nah, you say it there and then he spells it, whatever it, whatever you wrote down.  
4891 Milica: Yeah, yeah. So whatever, whatever noun you want and then you gotta spell it out for  
4892 me.  
4893 T.: No.  
4894 H.: What are, we meant to be saying anything?  
4895 T.: Uh... shirts.  
4896 Milica: Shirts, yeah. How do you spell that? {Educator-initiated metalinguistic Eng}  
4897 T.: S  
4898 Milica: Yep. {FB-explicit correction educator}  
4899 T.: H-O  
4900 H.: [laughs] Oh.  
4901 T.: I  
4902 Milica: S-H-O or S-H-I? {FB-clarification request educator}  
4903 H.: S-H-I  
4904 T.: S-H-I  
4905 Milica: S-H-I, yep. {FB-explicit correction educator}

4906 H.: [muffled] R...R  
 4907 T.: R  
 4908 Milica: R, yep. {FB-explicit correction educator}  
 4909 H.: [muffled] T  
 4910 T.: T  
 4911 Milica: T., good job! {Reinforcement educator}  
 4912 T.: S {Student uptake}  
 4913 Milica: Oh S, shirts. Go, H.!  
 4914 H.: Uh... earphones.  
 4915 Milica: Yep.  
 4916 H.: E-A-R-P-H-O-N-E-S {Student uptake}  
 4917 Milica: Good job. {FB-explicit correction educator}  
 4918 T.: Mmm... Door.  
 4919 Milica: Door.  
 4920 H.: Go on, spell it.  
 4921 T.: D-O-R  
 4922 H.: What? Door.  
 4923 Milica: D-O-R? {FB-elicitation educator}  
 4924 T.: Double O-R  
 4925 Milica: Double O-R. Good stuff! {Reinforcement educator}  
 4926 H.: Um couch.  
 4927 Milica: Yeah.  
 4928 H.: C-O-U-C-H {Student uptake}  
 4929 Milica: Alright. {FB-explicit correction educator}  
 4930 T.: Couch, couch. C-O, eh wait!  
 4931 All: [laugh]  
 4932 T.: What you did?  
 4933 H.: Obviously couch. Do something else. Aircon, camera, lights, bell.  
 4934 T.: Earphones.  
 4935 H.: I said earphones.  
 4936 Milica: He already said earphones.  
 4937 T.: Oh. Window.  
 4938 Milica: Window. Spell it. {Educator-initiated metalinguistic Eng}  
 4939 T.: W... O  
 4940 Milica: O? {FB-clarification request educator}  
 4941 H.: I  
 4942 Milica: Sorry, win-dow. {FB-clarification request educator}  
 4943 H.: I  
 4944 T.: I  
 4945 H.: Win, you know win?  
 4946 Milica: W-I? Win-dow. {FB-elicitation educator}  
 4947 H.: N-n-n-n-neeta  
 4948 T.: N...D  
 4949 H.: Dow, dow ... O  
 4950 T.: O  
 4951 H.: Wre wre.  
 4952 T.: N, no W {Student uptake}  
 4953 Milica: W. Window. Yeah, good job! {Reinforcement educator}  
 4954 H.: Alright. What else we say? ... Lights?  
 4955 Milica: Lights. Yeah.  
 4956 H.: L-I-G-H-T-S {Student uptake}  
 4957 Milica: Good job. Alright, we'll do two more from each of you and then we'll do some verbs.  
 4958 How's that? {Reinforcement educator}

4959 [5 seconds pause]  
4960 Milica: Give us a noun. {Educator-initiated metalinguistic Eng}  
4961 T.: Uhh.  
4962 Milica: Let's do one that we haven't had before. See if you can think of something else.  
4963 H.: Book.  
4964 T.: Yeah, I say book.  
4965 Milica: We've had books. I'll give you book. Alright, how do we spell 'book'? {Educator-  
4966 initiated metalinguistic Eng}  
4967 T.: B  
4968 H.: Boo boo.  
4969 T.: O [laughs]  
4970 H.: Go!  
4971 T.: Double O-K-S {Student uptake}  
4972 Milica: Good job. S {Reinforcement educator}  
4973 H.: Good job. {Reinforcement student}  
4974 Milica: Alright, let's go, H.!  
4975 H.: Um, what's a hard one?  
4976 Milica: Yeah, challenge yourself!  
4977 H.: I don't know, tell me something I don't know.  
4978 Milica: Uh, what about ceiling?  
4979 H.: Ceiling? That's too easy.  
4980 Milica: Do it.  
4981 H.: S-E  
4982 Milica: Nah, C {FB-explicit correction educator}  
4983 H.: Huh?  
4984 Milica: C, ceiling. {FB-explicit correction educator}  
4985 H.: Oh, C-E-A-L-I-N-G-S  
4986 Milica: C-E-A? {FB-clarification request educator}  
4987 H.: Seal, yeah.  
4988 Milica: C-E-A-L {FB-elicitation educator}  
4989 H.: C-E-A-L-I-N-G-S  
4990 Milica: Oh, we just did ceiling not multiple, but it's C-E-I {FB-explicit correction educator}  
4991 H.: Oh.  
4992 Milica: L-I-N-G {FB-explicit correction educator}  
4993 Milica: T.? Do you want me to ...?  
4994 T.: Bag.  
4995 Milica: Hey?  
4996 T.: Bag.  
4997 Milica: Bag?  
4998 H.: Choose something hard, you idiot!  
4999 Milica: Hey no name calling. Positive learning space. What about... what about carpet?  
5000 {Disciplining}  
5001 H.: Carpet. C-A-R-P-E-T {Student uptake}  
5002 Milica: Are you T.? [laughs] I'll put that one down on, on yours, though.  
5003 H.: Yep. Let me find something.  
5004 Milica: What about ... / T.: Camer.  
5005 H.: Let me go to my ... / T.: Camera.  
5006 Milica: No, no, no. Remember no iPads for this.  
5007 T.: Camera.  
5008 H.: I'm not doing that anymore. I'm finished.  
5009 T.: Camera.  
5010 Milica: Camera, alright go.  
5011 T.: C

5012 Milica: Yep. {Reinforcement educator}  
5013 T.: O  
5014 [5 seconds pause]  
5015 Milica: Ca-me-ra. {FB-elicitation educator}  
5016 T.: A  
5017 Milica: C-O-A or C-A? {FB clarification request educator}  
5018 T.: C-A  
5019 Milica: C-A, yep. {Reinforcement educator}  
5020 T.: M  
5021 Milica: Mhm. {Reinforcement educator}  
5022 T.: R  
5023 Milica: Ca-me-ra. {FB-elicitation educator}  
5024 T.: C-A-R-M  
5025 Milica: C-A-M yeah! {FB-elicitation educator}  
5026 T.: Is it C-A-R, oh / Milica: C-A-M {FB-explicit correction educator}  
5027 T.: C-A-M-A-R, is it R? {Student-initiated metalinguistic Eng}  
5028 Milica: C-A-M-A-R you said? C-A-M-E-R-A. {FB-explicit correction educator}  
5029 T.: Oh.  
5030 Milica: So like this. [writes down the word and shows T.] {FB-explicit correction educator}  
5031 [whistling]  
5032 Milica: See the difference? With this one we would read like ‘camar’ but this one ca-me-ra.  
5033 {FB-metalinguistic educator}  
5034 T.: Oh, camera.  
5035 Milica: I think it’s, it’s hard to spell when you’re not writing.  
5036 T.: Yeah.  
5037 Milica: So I understand, don’t worry.  
5038 [H. singing]  
5039 Milica: Now, what about, um, what did I say we were going to do? Now, you got to pop the  
5040 iPad away again, H. because we’re going to do, we’ll do the same thing but we’re going to do  
5041 some adjectives. How we going for time? [checks the time]  
5042 [H. continues singing]  
5043 Milica: Oh, we haven’t got too long left ... let’s do some, let’s do some adjectives. What  
5044 about you guys, um, what about we write down ten adjectives? Oh sorry verbs, verbs not  
5045 adjectives, doing words. So like we’ve got here. To drink, painting. {Educator-initiated  
5046 metalinguistic Eng}  
5047 H.: Woah, look.  
5048 T.: What’d he say? What, um, yesterday?  
5049 H.: Okay. / Milica: You’re ready? / H.: Here we go.  
5050 Milica: Ready? Okay, but you guys are writing down this time.  
5051 H.: Nah, I’m typing.  
5052 Milica: Nah, nah, just write them down here.  
5053 H.: I don’t like writing.  
5054 Milica: For me, please. For the Kit Kat I’m going to bring on Thursday.  
5055 H.: I don’t eat chocolate.  
5056 T.: Kit Kat.  
5057 Milica: You don’t eat chocolate? What? Fruit?  
5058 H.: Yeah.  
5059 Milica: I’ll bring fruit.  
5060 T.: I want chocolate.  
5061 Milica: I’ll bring both.  
5062 H.: I don’t like chocolate anymore [incomprehensible utterance] broken. I want type it.  
5063 Milica: But you got to spell it for me also.  
5064 H.: Yeah, I’ll spell it.

5065 Milica: But it's going to autocorrect.  
5066 H.: Hm?  
5067 Milica: And then it's not, it's not you spelling it, is it?  
5068 [clicking sound]  
5069 H.: Hm?  
5070 Milica: It's not you spelling if it's autocorrecting. Why don't you just write down some things  
5071 that you like to do.  
5072 H.: No I'll type it, it's easier.  
5073 Milica: Okay.  
5074 T.: So we like to do.  
5075 Milica: Yeah. But you going to be, will you be okay to write it? Alright, you can type it but  
5076 then can you copy it down for me so I can have it in your book?  
5077 H.: Yep.  
5078 Milica: Is that alright?  
5079 H.: Yep.  
5080 Milica: Can you, you can type it but then can you write it down as well?  
5081 H.: No, I can't.  
5082 Milica: I'll write it down then for you. {Educator scribing}  
5083 H.: Okay.  
5084 Milica: But next time you'll write for me, won't you?  
5085 H.: No.  
5086 Milica: No?  
5087 H.: Yeah, I won't.  
5088 Milica: You really don't like writing, huh?  
5089 H.: Nope.  
5090 Milica: What if you type it up on this laptop for me? Then I can have something that you  
5091 wrote.  
5092 H.: Hmm.  
5093 Milica: Do you want to do that?  
5094 H.: [sniffs] Yeah.  
5095 Milica: See if you like the keyboard. [opens her laptop]  
5096 Milica: Let me just get it up for you and you guys can write down some. Here you go. [passes  
5097 laptop to H.] There you go, H.! Do you want me to just put, you just write up some adjectives.  
5098 I mean, some verbs. Why do I keep saying adjectives? Some verbs. {Educator-initiated  
5099 metalinguistic Eng}  
5100 [loud thud]  
5101 H.: Okay.  
5102 T.: [incomprehensible utterance]  
5103 H.: Some verbs.  
5104 Milica: Alright. Alright, let's go guys, individual work.  
5105 T.: So, write, wrote.  
5106 Milica: So what are some verbs?  
5107 H.: Whatever we just put there.  
5108 Milica: Yeah, but what do you like doing? Like fishing, cooking? Things like that.  
5109 H.: Yeah, fishing, cooking.  
5110 Milica: Things like that. For some doing words. That are, that are, you know, about you.  
5111 {Educator-initiated vocab elicitation Eng}  
5112 T.: I'm all right now.  
5113 H.: Fishing, cooking. Cooking. {Student uptake}  
5114 Milica: I'll let you write those.  
5115 T.: I'm finished.  
5116 Milica: Finished?  
5117 T.: Yeah.

5118 H.: Fishing, cooking.  
 5119 Milica: What if he got more than you?  
 5120 T.: I'm done.  
 5121 H.: What do you mean you're done?  
 5122 Milica: What if H. has more than you?  
 5123 H.: Umm.  
 5124 Milica: Who's going to get my fruit platter, huh? [laughs]  
 5125 [8 seconds pause]  
 5126 H.: Umm, what else? Fishing, cooking.  
 5127 Milica: Sleeping. Everyone likes sleeping, right? [H. types]  
 5128 T.: What about listening to music?  
 5129 Milica: Yeah.  
 5130 [H. types]  
 5131 Milica: That's a good one. I love listening to music. What do you guys listen to music on?  
 5132 Just YouTube?  
 5133 H.: Nope.  
 5134 Milica: Spotify?  
 5135 T.: Yeah.  
 5136 Milica: Yeah, I have Spotify, too.  
 5137 [H. types]  
 5138 T.: Don't copy me.  
 5139 H.: Touchscreen, no?  
 5140 Milica: Nah, it's not.  
 5141 H.: Umm.  
 5142 Milica: Your iPad's touch screen, my laptop's not.  
 5143 H.: What else? Fishing, cooking, hunting [incomprehensible utterance] music. Uhhh. Boxing?  
 5144 No.  
 5145 Milica: Mm? Boxing? I like boxing.  
 5146 [H. types]  
 5147 H.: Umm.  
 5148 [rustling papers]  
 5149 Milica: What about reading?  
 5150 H.: Yeah, reading. Umm.  
 5151 Milica: What about cleaning? Huh, T.? No cleaning. [laughs]  
 5152 [H. types]  
 5153 Milica: Are you connected to wifi?  
 5154 [H. types] [sniffing]  
 5155 H.: Join...searching.  
 5156 Milica: Is it working for you?  
 5157 H.: Umm.  
 5158 Milica: If it does work we'll use it on Thursday, but for now we're / H.: Need password for  
 5159 you. Your password?  
 5160 Milica: I don't have a password.  
 5161 H.: What's your name? Melissa?  
 5162 Milica: Milica.  
 5163 H.: Hmm?  
 5164 T.: Milica.  
 5165 Milica: Milica.  
 5166 H.: Milica.  
 5167 Milica: Milica.  
 5168 H.: Milica.  
 5169 Milica: Mi- How?  
 5170 H.: How do you say your last name? {Student-initiated metalinguistic HL}



5171 Milica: Miočinović.  
 5172 H.: Miočinović.  
 5173 Milica: Yeah, good job... I reckon you guys have got supper soon, so we'll finish it off.  
 5174 {Reinforcement educator}  
 5175 H.: We've got four minutes. Hang on.  
 5176 Milica: We've got four minutes?  
 5177 H.: Yep. Hold on six minutes.  
 5178 Milica: Six minutes?  
 5179 H.: Yeah.  
 5180 Milica: Oh, awesome.  
 5181 [coughing]  
 5182 Milica: What other verbs have you got? What about building? Like building stuff? {Educator-  
 5183 initiated metalinguistic Eng}  
 5184 H.: Yeah. [types]  
 5185 T.: Give to me.  
 5186 H.: You can't copy.  
 5187 T.: I'm not copy.  
 5188 Milica: Hey, hey, hey. Hands to ourselves! {Disciplining}  
 5189 H.: Hands off.  
 5190 Milica: Hands off, both of you.  
 5191 H.: Five finger mate, read the five finger.  
 5192 Milica: Come on, guys. Verbs.  
 5193 H.: All the things I need.  
 5194 Milica: That's all the things you like?  
 5195 H.: Count up.  
 5196 Milica: What about dancing?  
 5197 H.: Yeah, dancing. [types] Dancing, um.  
 5198 Milica: Said you don't like singing, you don't like rapping.  
 5199 H.: No I like dan- I like singing.  
 5200 Milica: Yeah, put singing then. That's cool.  
 5201 H.: I got singing. Yep.  
 5202 Milica: Oh, you've got singing.  
 5203 H.: Got singing.  
 5204 Milica: Good on you. What about, ... what about sport?  
 5205 H.: Sport.  
 5206 Milica: Like playing, playing sport.  
 5207 H.: That's a noun. We're doing something. {Student-initiated metalinguistic Eng}  
 5208 Milica: Yeah, playing. {FB-explicit correction educator}  
 5209 H.: Oh.  
 5210 Milica: Playing sport. Or like running, catching, what else do you do in sport?  
 5211 [H. types]  
 5212 Milica: You guys are going to have so many verbs.  
 5213 T.: Hey, could catching on that fish, go catch them on the drink, buddy!  
 5214 H.: I really liked Kye, like Kye, you know. [incomprehensible utterance and giggling]  
 5215 T.: I don't care. F\*, oh sorry...  
 5216 H.: See, that's swearing.  
 5217 [clicking tongue]  
 5218 H.: Tell, tell ... Boarding master.  
 5219 Milica: I'm going to have to [incomprehensible utterance]  
 5220 H.: Anyways, carry on.  
 5221 Milica: Who me? Carry on? [laughs]  
 5222 T.: I'm done.  
 5223 H.: How much you got first? Count.

5224 T.: One, two, one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve.  
5225 H.: Ten. I got one, two, three, four, five, six, seven.  
5226 T.: Wait.  
5227 H.: One, two, three, four, five, six, seven, eight.  
5228 T.: Seven, seven.  
5229 H.: Nine, ten, eleven, twelve, thirteen, fourteen, fifteen.  
5230 Milica: Good job!  
5231 T.: I'm alright.  
5232 [overlapping speech - incomprehensible]  
5233 Milica: I'm, I got to give T. extra points because he wrote them down. You were quicker on  
5234 the, on the laptop, weren't you? [laughs]  
5235 H.: He was doing it too hard, quicker doing the easy way.  
5236 Milica: Nah, good job, guys! Um, we'll finish up tonight. I won't be here tomorrow, but I'll  
5237 be here Thursday. Okay? Um, hopefully by then you'll have some homework that we can do.  
5238 T.: Can I borrow this pen?  
5239 Milica: Yeah, you can have the pen.  
5240 T.: Cheers. Thank you.  
5241 Milica: But you got to give me back the book [laughs] I'm keeping it safe for you guys.  
5242 H.: Alright, see you.  
5243 Milica: Alright, see you on Thursday.  
5244 T.: See you, bye bye, bye bye.  
5245 Milica: Hopefully I remember the fruit and chocolate. Bye.

## APPENDIX 32: Third session (materials used see Appendix 46)

Place	Date	Time	Duration	Number of people	Status of participants	Languages
Small meeting room in the boarding house, Adelaide	22nd of Oct. 2019	7 p.m.	1:01:17 hrs	5	1 tutor, Milica 2 students, H. and T., another tutor, 1 teacher	English, Aboriginal English

- 5246 Milica: Everything alright out there?  
5247 H.: Yeah.  
5248 [3:03 minutes unrelated background conversations]  
5249 Tutor: Who's supposed to be in here with you? All of them?  
5250 Milica: Just T. and H.  
5251 Tutor: Just T. and H. Okay. You go in and study with Millie?  
5252 Milica: Millie.  
5253 Tutor: Millie. Can you go and study. What would you like me to call you?  
5254 Milica: Millie's fine.  
5255 Tutor: Millie, thanks.  
5256 Milica: How are you?  
5257 T.: I'm good.  
5258 Milica: That's good. Um, alright... So, have you guys got any homework?  
5259 H.: Uh, yes, but I lost the ... worksheet for it.  
5260 Milica: You lost the sheet? / H.: Yep.  
5261 Milica: Okay. What about you?  
5262 T.: I'm free.  
5263 Milica: You don't have any homework?  
5264 T.: Yep.  
5265 Milica: Hm.  
5266 T.: Woah! [sound from the ipad]  
5267 Milica: What are you playing? ... I like playing games, too, guys. / T.: No!  
5268 Milica: So you guys don't have any, haven't got any, um, work from, from school today?  
5269 H.: Um, well, I do but I don't, I don't have the contact sheet for like / Milica: Yeah, yeah,  
5270 yeah, I get you. Well, I'll be back on Thursday, so, um... so will, you reckon you'll have it  
5271 then?  
5272 H.: Yeah.  
5273 Milica: Alright, well, today we'll just do um we'll just keep going over that adjective stuff.  
5274 Oh, but I did remember to bring those Kit Kats I was telling you guys about. Do you want  
5275 one? They're a little, they're a little bit melted from my bag in the car ride here.  
5276 T.: Hey, share it!  
5277 Milica: One each.  
5278 T.: Oi, D.!  
5279 Milica: No, one for me [laughs].  
5280 T.: Hey, f\*ck off.  
5281 Milica: Hey, language. {Disciplining}  
5282 T.: Sorry. [opens the packets of Kit Kats]  
5283 Milica: Now, that was not nice. I don't give Kit Kats for any reason. Alright, you can eat it  
5284 now, I don't mind.  
5285 T.: Thank you. /Milica: No, you're welcome. Now I was thinking.

5286 H.: Pardon, Miss. / T.: Mmh.

5287 Milica: You're welcome. So I was thinking, you remember how we did those nouns,

5288 adjectives, um, nouns and adjectives, verbs? Yeah? So, well, you won't use your iPads for

5289 this one. Maybe we'll use them a little bit later, so if you want to put them away you can. Um,

5290 because we're just going to use this. So I was thinking, we'll go over what nouns, verbs and

5291 adjectives are maybe just to give some examples, and then we'll identify them and see all

5292 these photos. What do you reckon? Yeah? So, what did we say a noun is? Do you remember?

5293 {Educator-initiated metalinguistic Eng}

5294 H.: Something.

5295 Milica: Hey? {FB-clarification request educator}

5296 H.: A thing. {Student uptake}

5297 Milica: A thing, yeah. So what's um what's an example of a noun? T., what do you reckon?

5298 {Reinforcement educator} {Educator-initiated metalinguistic Eng}

5299 T.: Something.

5300 Milica: Something, yeah, but what? {FB-clarification request educator}

5301 T.: Umm.

5302 Milica: Remember? I reckon you guys said about thirty nouns each last, um, last week.

5303 H.: All the things in here. {Student uptake}

5304 Milica: All the things. Give me one. {Reinforcement educator} {Educator-initiated

5305 metalinguistic Eng}

5306 H.: Chair. {Student uptake} / Milica: Chair.

5307 H.: Table, curtain, door, ceiling. {Student uptake}

5308 Milica: Go, T.! Give me one that he hasn't said.

5309 H.: Air Conditioning. {Student uptake}

5310 T.: Camera. {Student uptake}

5311 Milica: Camera, there you go. What about, what did we say a verb was? {Educator-initiated

5312 metalinguistic Eng}

5313 H.: Umm.

5314 [5 seconds pause]

5315 Milica: Do you remember, T.?

5316 T.: Nah.

5317 H.: Sleep. Sleeping? {Student uptake}

5318 Milica: Yeah, so it's a what kind of word? It's a word about what? When we... do something?

5319 {Educator-initiated metalinguistic Eng} / H.: Mhm.

5320 Milica: Yeah.

5321 [sound of phone alert]

5322 H.: So doing.

5323 Milica: Is that your iPad, or ... ?

5324 T.: Yep, it's mine.

5325 Milica: Oh. Doing word. So we've got sleep. Give me a nou, uh, a verb, T.!

5326 Tutor: Sorry, can I grab that chair?

5327 Milica: Yeah, go for it.

5328 H.: No, I'm relaxing on that chair. ...

5329 Tutor: Thanks, guys.

5330 Milica: What's a verb? {Educator-initiated metalinguistic Eng}

5331 T.: Verb? Uhh.

5332 [12 seconds pause]

5333 T.: I don't know.

5334 Milica: Something that you do. What are you doing now? {Educator-initiated metalinguistic

5335 Eng}

5336 T.: Spinning the iPad. {Student uptake}

5337 Milica: Spinning an iPad. Alright. {Reinforcement educator}

5338 [laughter]

5339 Milica: Spinning the iPad. Alright. What if we, what if we don't spin the iPad for a little bit  
5340 and we do adjectives now. Did, um, did we go over adjectives last week?  
5341 T.: Nope.  
5342 Milica: So, adjectives are describing words. {Educator-initiated metalinguistic Eng}  
5343 [spinning iPad]  
5344 Milica: So.  
5345 H.: Which university you go to?  
5346 Milica: Which university? Flinders.  
5347 H.: Oh. Where's that on the map? Up here?  
5348 Milica: Uhh, no it's all the way on the other side.  
5349 H.: Oh, west.  
5350 Milica: South.  
5351 H.: Oh.  
5352 Milica: Yeah. The closest one here is Magill, that's the University of South Australia.  
5353 H.: No, what's the big one? The big Flinders? University up there? The one up in the hills?  
5354 That way?  
5355 Milica: Ohh, hmm, I'm not sure. But I go to Flinders near like near where the Marion is and  
5356 stuff? Bedford park?  
5357 H.: Yeah.  
5358 Milica: Down South, yeah. That's where I go. I used to go in the city.  
5359 H.: [incomprehensible utterance]  
5360 Milica: Yeah, so I live pretty far away from, from here and the South.  
5361 H.: Do you know a girl with the last name of Murranga?  
5362 Milica: Mmm, nah. Does she go Flinders?  
5363 H.: Yeah.  
5364 Milica: Nah, I only know people who are doing the same degree as me because there's so  
5365 many people at the campus. / H.: Yeah.  
5366 Milica: Is that one of your friends?  
5367 H.: Nah, my sister.  
5368 Milica: Oh, your sister. Oh, that's nice. What's she studying?  
5369 H.: Um, some... study stuff.  
5370 T.: No, no, like teacher.  
5371 Milica: Oh, to be a teacher? Like me. Awesome. Hey, maybe I do know her then. But I'm  
5372 doing a Masters, so if she's doing a Bachelor then I wouldn't. There are different types of  
5373 degrees. {Educator sharing cultural knowledge}  
5374 H.: Mhm.  
5375 Milica: Yeah. Well we're probably in the same building if that helps ya [laughs] So that's  
5376 cool. Small world, isn't it?  
5377 H.: Mmm.  
5378 Milica: So. Back to adjectives, right? So they're describing words. So words that we use to  
5379 describe something's appearance. So if I say this um table is long or it's wide, or hard,  
5380 wooden. Does that make sense? So I'm describing it, I'm using words. {Educator-initiated  
5381 metalinguistic Eng}  
5382 H.: Mhm.  
5383 Milica: So here we've got a bunch of... we've got a bunch of adjectives. These are just blank  
5384 ones so we can write our own if we need to. But... all the different ways that we can  
5385 describe... got colours as well.  
5386 [6 seconds pause as they look through the cards]  
5387 Milica: So one of you guys give me an adjective... maybe something describing yourself, if  
5388 you want? {Educator-initiated metalinguistic Eng}  
5389 T.: Shirt.  
5390 Milica: Shirt? {FB-clarification request educator}  
5391 T.: Mhm.

5392 Milica: What, what kind of shirt, though? Cause shirt's a noun. {FB-clarification request  
5393 educator}  
5394 T.: T-shirt.  
5395 Milica: Yeah, so shirt is a thing, so that's a noun. {FB-metalinguistic educator}  
5396 T.: Oh.  
5397 Milica: But an adjective's how we describe it. So like maybe the size or the colour. {FB-  
5398 metalinguistic educator}  
5399 H.: Yeah the size, colour.  
5400 Milica: Yeah what size? Is it a big shirt? Is it {FB-elicitation educator} / H.: Medium  
5401 Milica: Medium shirt, yeah, so medium. {Reinforcement educator}  
5402 H.: Mhm.  
5403 Milica: So we can describe the size. What about you, T.?  
5404 H.: He's got a small. Extra, extra large.  
5405 Milica: What about... what about the material?  
5406 T.: Material.  
5407 Milica: Is it a soft shirt? Itchy? [chuckles]  
5408 T.: Hard.  
5409 Milica: Hard? Alright... alright cool. So... nouns, verbs, and adjectives. So in this activity  
5410 we're just gonna be mainly looking at nouns and adjectives cause we don't really have many,  
5411 many doing words stuff but... are you watching something on there?  
5412 H.: Nah.  
5413 Milica: Yeah, you are. At least let me see it as well. At the very least. [mumbles what he is  
5414 watching]  
5415 [loud thump]  
5416 Milica: Have you guys ever done the coke and mentos trick?  
5417 T.: Yep.  
5418 H.: Yep.  
5419 Milica: Yeah, it's pretty cool. I did it with some students last year.  
5420 T.: I did with coke and sprite.  
5421 Milica: We did, um / H.: Nah, stop lying!  
5422 Milica: We I had like, I had my students doing, they had coke and then they had like different  
5423 like fizzy like lollies. So they had like mentos and like really strong mints.  
5424 H.: Yeah.  
5425 Milica: Seeing what would make the biggest explosion.  
5426 H.: Yeah.  
5427 Milica: I still haven't eaten my Kit Kat. So, what if, what if we watch that together once we  
5428 finish this? Cause I want to see, too. What if you pause it now, just so we can we can do this  
5429 and have some fun with this, and then we can watch some experiments.  
5430 H.: Yep.  
5431 Milica: We can do that experiment if you want.  
5432 H.: Yeah.  
5433 Milica: Not tonight, maybe next week? So we can film us doing it if you want? Um but for  
5434 now, we just gotta, let's get through this, yeah?  
5435 H.: Mhm.  
5436 Milica: So.  
5437 H.: Hm?  
5438 Milica: Put that away, what do you reckon?  
5439 [boys laugh]  
5440 Milica: What? I didn't hear.  
5441 [H. puts the iPad away]  
5442 Milica: Thank you so much. You deserve that Kit Kat. You deserve another one. Alright, so,  
5443 if you guys wanna choose a photo, a picture, and then you can start identifying some of the

5444 things that might, um, that you see in the photo. So if you want, do you want to do one  
5445 together first?  
5446 H.: Nah.  
5447 Milica: You wanna do your own?  
5448 H.: Own.  
5449 Milica: Alright, so you pick one.  
5450 H.: Yep.  
5451 T.: Mine river.  
5452 H.: Mm, hm, hm.  
5453 T.: [incomprehensible utterance]  
5454 Milica: You can do the same one.  
5455 H.: Yeah, [incomprehensible utterance] waterfall.  
5456 T.: Bak bak.  
5457 Milica: So I just want you to take some notes.  
5458 H.: Mhm.  
5459 Milica: Um just writing down some things that you see in it.  
5460 H.: Can you not touch me? [turns towards T.]  
5461 Milica: Come on guys, hands to ourselves. {Disciplining}  
5462 H.: Yeah.  
5463 T.: That's a policy.  
5464 H.: I don't like writing.  
5465 Milica: Don't like writing?  
5466 H.: Nope.  
5467 Milica: What about just one word.  
5468 H.: Alright.  
5469 Milica: One word [laughs].  
5470 Milica: One word?  
5471 H.: Yep.  
5472 Milica: You can do more. I would love it if you did more.  
5473 H.: No, no more.  
5474 Milica: One word's fine. So... so we're looking at what, what would you have you're  
5475 [incomprehensible utterance]? That one for you? And Daly River?  
5476 H.: Yep.  
5477 Milica: Awesome!  
5478 H.: Hey.  
5479 Milica: Hey, you can swap later, I don't mind.  
5480 H.: Oh, here we go.  
5481 Teacher: Oh, it's your favourite person. How are we?  
5482 Milica: Hey, how're you going?  
5483 Teacher: Very good, how are you?  
5484 Milica: Good thank you. What are you doing some work? Hey? ... Doing some nouns, verbs  
5485 and nouns and adjectives. Tonight.  
5486 Teacher: What are you doing? You colouring yourself in?  
5487 H.: Yeah.  
5488 Teacher: Yeah, what's that?  
5489 H.: Bored.  
5490 Teacher: Hey? You're bored? What in class? You're not doing enough work.  
5491 H.: [laughs]  
5492 Teacher: Right.  
5493 H.: Nah, I did my work properly.  
5494 Teacher: You finished all your work?  
5495 H.: Yep, I'm the first one.  
5496 Teacher: Cool, are you guys enjoying yourselves?

5497 H.: Nah.  
5498 Milica: Well, we had Kit Kats so what more could we want, right?  
5499 Teacher: Well, what's life without Kit Kats?  
5500 Milica: [laughs]  
5501 Teacher: Right, well, I haven't managed to come across that book yet, but when I do I'll /  
5502 Milica: Oh yeah, no worries.  
5503 Teacher: I'm doing one at the moment on the racism against the Chinese on the Gold Fields.  
5504 T.: What, what, what, what racism?  
5505 Teacher: Racism in the Gold Fields.  
5506 T.: Oh.  
5507 Teacher: In the 1850s.  
5508 H.: Oh yeah.  
5509 Teacher: Yeah, did you do History?  
5510 H.: Yep.  
5511 Teacher: Then you would have already covered that.  
5512 T.: I have Mister, what's his name?  
5513 Teacher: Milica.  
5514 T.: Milica.  
5515 Teacher: Oh, yeah.  
5516 T.: McL.  
5517 H.: That's religion, McL.  
5518 Teacher: Well what, have you done the essay? You can give it to him and he can cheat off  
5519 you.  
5520 T.: Me?  
5521 Teacher: Yeah, nah, nah, have you done it yet?  
5522 T.: Nah.  
5523 Teacher: Ah, okay.  
5524 H.: Can we cheat? Yes.  
5525 Teacher: Well, if you can get away with it.  
5526 T.: Who?  
5527 Teacher: Both of you.  
5528 Milica: Yeah, I don't want to know about it  
5529 Teacher: Nice sheets. You're matching.  
5530 H.: Hm?  
5531 Teacher: You're matching.  
5532 T.: No.  
5533 Teacher: [laughs] Oh, you coloured the under, uh, uh, that bit as well.  
5534 H.: Yeah.  
5535 Teacher: Yeah. Must've been a very boring lesson. We don't have boring lessons do we, H.?  
5536 We do?  
5537 T.: I don't like Science.  
5538 Teacher: Do we?  
5539 H.: Yeah.  
5540 Teacher: Oh you, I'm shattered.  
5541 Milica: Out.  
5542 Teacher: I'm disappointed.  
5543 Milica: Out.  
5544 Teacher: I'm really sad now.  
5545 Milica: Do you wanna be in our boring lessons? Surely not.  
5546 Teacher: Nah, God no!  
5547 Milica: Thank you.  
5548 T.: Sir, I don't like Science.  
5549 Teacher: Heh?



5550 T.: I don't like Science.  
5551 Teacher: You don't like Science? Neither did I, when I was at school. Unfortunately it's one  
5552 of those things you gotta do. What are those pictures of?  
5553 T.: Um, Adelaide.  
5554 Teacher: That's not Adelaide.  
5555 H.: Adelaide River.  
5556 Teacher: That's not. Oh, is it Adelaide River?  
5557 H.: Yep.  
5558 T.: No, it's not, that's, um [incomprehensible utterance]  
5559 Teacher: Where's that?  
5560 T.: [incomprehensible utterance]  
5561 H.: That looks like [incomprehensible utterance] / Milica: What Murray?  
5562 T.: Yeah.  
5563 H.: Murray River.  
5564 Milica: Is that the Murray River, is it?  
5565 T.: [incomprehensible utterance]  
5566 Teacher: What about what about pictures of Daly? Have you got pictures of that?  
5567 H.: That is a picture of Daly.  
5568 Teacher: Is that a picture of Daly?  
5569 Milica: [giggle] Yeah.  
5570 Teacher: Is that where you go fishing?  
5571 H.: Mhm.  
5572 Teacher: On that? Yeah? Is there big crocs there?  
5573 H.: Yeah.  
5574 Teacher: Really big ones?  
5575 H.: Mhm.  
5576 Teacher: Who's that? Who's that good looking rooster? Is that you?  
5577 T.: Yeah.  
5578 Teacher: [laughs]  
5579 T.: No, that's when I got sent back early.  
5580 Teacher: Hey?  
5581 T.: That's the time I went home early.  
5582 H.: When he got sent back.  
5583 Teacher: When you went home early for an early holiday?  
5584 T.: Yeah.  
5585 Teacher: Oh.  
5586 H.: Hmm, naughty boy.  
5587 Teacher: You've been a naughty boy. You've been a good boy so far. Haven't heard anything  
5588 bad yet.  
5589 T.: Can I go home?  
5590 Teacher: Yeah, you can go home.  
5591 T.: Really? Why?  
5592 Teacher: No, no, we've got six weeks more of school and then you can go home for school  
5593 holidays.  
5594 T.: Yeah, like six, seven weeks.  
5595 Teacher: Six weeks and then you can go home and have holidays for six weeks.  
5596 H.: Six weeks? How many do we have?  
5597 Teacher: We have six weeks left after this one.  
5598 H.: Yeah, after this one.  
5599 Teacher: Yeah, and then you're finished. Done. Then you can go home and you can go  
5600 fishing.  
5601 Milica: There you go.  
5602 T.: Don't stab me like that.

5603 Teacher: Yeah, don't stab him, he needs his legs. Are you gonna eat your Kit Kat already?  
5604 H.: Yeah, I'm just hungry.  
5605 [overlapping speech- incomprehensible]  
5606 Teacher: Don't call me names. See ya later.  
5607 Milica: See ya.  
5608 Teacher: Have fun.  
5609 T.: [incomprehensible utterance]  
5610 H.: Okay, that's enough. Carry on.  
5611 Milica: Alright. Ready? Carry on?  
5612 H.: Yeah. I don't like him.  
5613 Milica: Don't like him? Why?  
5614 H.: Mhm. Because in class he talks, don't do any work, that's why. Talks through the whole  
5615 lesson, we don't do any work.  
5616 Milica: Is that a hint to me to not talk too much?  
5617 H.: Nah.  
5618 Milica: [laughs]  
5619 H.: I like the way he talks, but it's just, he's just too... / Milica: You can't listen and work at  
5620 the same time you reckon?  
5621 H.: Mhm.  
5622 Milica: It's hard to multitask, I know, I'm the same.  
5623 H.: I'm gonna do some drawing now.  
5624 Milica: Drawing?  
5625 H.: Can you not or otherwise I'll kill you.  
5626 Milica: Alright.  
5627 H.: Can I use a pencil then?  
5628 Milica: You can use whatever you like. Alright, so, in the picture that um you guys have  
5629 chosen, um I've got some little pointers here just to get you thinking about the adjectives, the  
5630 different types of adjectives. So you've got, have a look over here, you've got colours, shapes.  
5631 You've got sizes, bigger, smaller, longer, wider. Um light and darkness. So maybe you've got  
5632 things that are light, like over here you've got the sun, T.  
5633 T.: Mhm.  
5634 Milica: And then over here you've got some dark, so, um, shadow.  
5635 T.: The sun. Raincloud. Raincloud. Raincloud.  
5636 H.: [laughs]  
5637 Milica: So, what I was hoping you would do, was, um, divide the page in half, right? Write  
5638 down the nouns. Write down the adjectives.  
5639 H.: Mhm.  
5640 Milica: So what do you reckon?  
5641 H.: Yep.  
5642 T.: What you doing? He copied me.  
5643 Milica: Are you drawing?  
5644 H.: Yeah.  
5645 Milica: What if, what if we do this first and then we can do, and then we'll have a ten minute  
5646 break? How does that sound?  
5647 H.: Mhm.  
5648 Milica: Ten whole minutes. You can do some drawing and then we can watch that video, coke  
5649 and mentos. Then we can try recreate it.  
5650 H.: Mentos.  
5651 Milica: So what if we, so if you just draw a line down the middle of your page.  
5652 T.: So, like this.  
5653 H.: Mhm.  
5654 Milica: Yeah.  
5655 H.: I think I know what a line is.

5656 Milica: Yep, so just down, all the way down.  
5657 T.: My boy.  
5658 H.: Trying to do it a simple way.  
5659 [overlapping speech - incomprehensible] / [sound of paper ripping]  
5660 Milica: I'll give you this, you can have a look at it.  
5661 T.: Hey, my son.  
5662 H.: Excuse me.  
5663 Milica: So, so if we write nouns in the first one, guys.  
5664 T.: There you go, my son.  
5665 H.: So I have to write all of this?  
5666 T.: What?  
5667 Milica: So if you do it like this, you've got your nouns and your adjectives.  
5668 H.: Mhm.  
5669 Milica: So, in, in this column, where it's under nouns, you write all the things you see. Right?  
5670 So in the adjectives, you're gonna write all the different, um, describing words you would use  
5671 to describe your chosen picture.  
5672 H.: Mhm.  
5673 Milica: So you guys are all set? / H.: Yep.  
5674 Milica: Let's see.  
5675 H.: Oh hang on.  
5676 [paper flipping]  
5677 H.: What are we doing?  
5678 Milica: The quicker we finish this, the quicker we can we can get to drawing.  
5679 H.: What are we doing?  
5680 Milica: You can you can use this page if you want. You know to save it.  
5681 H.: Which one?  
5682 Milica: Save that one just so, just so we can / H.: No.  
5683 Milica: Okay. Oh you already did it. If you just write nouns at the top and adjectives.  
5684 [whistling]  
5685 Milica: Awesome, great work. And then you can get going. Let's see who's gonna think of  
5686 the most. Be creative.  
5687 T.: H.!  
5688 [5 seconds pause]  
5689 Milica: Well, whoever, whoever starts doing it first probably.  
5690 H.: Should we start?  
5691 Milica: Yeah, go for it.  
5692 H.: Noun, what is a, what's a noun? Hey, no cheating, hey!  
5693 Milica: Hey, hey, hey, no cheating, yeah! [laughs]  
5694 T.: What?  
5695 Milica: It's alright there's no right or wrong answer, it's just whatever you see. You, you just  
5696 wanna identify the nouns and the verbs, the adjectives. {Educator-initiated metalinguistic  
5697 Eng}  
5698 T.: Uh.  
5699 Milica: So you can use these, you can use these to help you. You've got all these colours and  
5700 stuff. Look, T.! {Disciplining}  
5701 T.: Yeah, I'm looking.  
5702 Milica: Really? Cause I don't see you looking.  
5703 T.: I am.  
5704 Milica: You're looking at this or your your iPad?  
5705 T.: Nah, my foot.  
5706 Milica: [laughs] What if you pop it up here?  
5707 H.: No cheating. Can you not. I'll... slap you in the head.  
5708 T.: [laughs]

5709 Milica: Okay let's, let's / T.: Say it / H.: [incomprehensible utterance]  
5710 Milica: Alright, let's, let's get back to writing. I'm gonna choose a picture as well. I'm gonna  
5711 choose... this one here. Alright? So I'm gonna write down some nouns.  
5712 H.: What's an icy? What icy?  
5713 T.: [laughs] No.  
5714 Milica: You gotta see it on the picture.  
5715 H.: Huh?  
5716 Milica: It's not on the picture.  
5717 H.: Oh it's gotta be a picture?  
5718 Milica: Yeah, yeah, yeah. It's gotta be, yeah. So all the nouns that you see in the picture and  
5719 the adjectives that you would use to describe the picture.  
5720 H.: Oh, alright.  
5721 Milica: No, you don't have to, you can just leave it and then.  
5722 H.: No, no, no, no! [page ripping]  
5723 H.: You can kick it to Darwin, Sir!  
5724 T.: No worries, and then you can stay back.  
5725 Milica: Alright, let's go, T.! So, what have we got? Start.  
5726 T.: That's a... palm.  
5727 Milica: Bark?  
5728 T.: Palm tree.  
5729 Milica: Palm tree. Yeah, write it down!  
5730 H.: [laughs]  
5731 Milica: Hey, hey stick to your own pic, come on!  
5732 T.: Yeah.  
5733 Milica: Yeah, whatever tree is fine for me. Hey. I don't want to hear it!  
5734 T.: I didn't say it Miss, I said tree.  
5735 Milica: Yeah? [laughs] What's with the language, do you rate it?  
5736 H.: Is people a thing? People?  
5737 Milica: Yeah, yeah. So I've got a waterfall here.  
5738 T.: Hmm.  
5739 Milica: If you haven't got a waterfall.  
5740 H.: Water?  
5741 Milica: Water? Yeah, that's a thing. What about this? Got one, got one noun. You name two  
5742 noun, nouns.  
5743 H.: Water.  
5744 H.: Frog?  
5745 Milica: Throat? Yeah, yeah.  
5746 [15 seconds pause]  
5747 H.: Trees.  
5748 Milica: Mm?  
5749 [10 seconds pause]  
5750 H.: I think that's about it.  
5751 Milica: What about your adjectives now? So, looking at. So many things you can write, you  
5752 don't have to do all of them, but you can do, you can write about the colours you see. Um, the  
5753 size of things, so you can write like, you know, it's a pretty wide river, yeah?  
5754 H.: Mhm.  
5755 Milica: It's a pretty long river.  
5756 H.: Yeah.  
5757 Milica: Um.  
5758 T.: Green grass.  
5759 Milica: So you know the light so, so it's, uh, daytime, so it's a bright day. Lot's of clouds,  
5760 cloudy.

5761 H.: What about grass? What's grass?  
5762 Milica: Grass? What do you what do you reckon that goes into? {Educator-initiated  
5763 metalinguistic Eng}  
5764 H.: Um, a noun? {Student uptake}  
5765 Milica: Yeah, good job. {Reinforcement educator}  
5766 [10 seconds pause]  
5767 H.: It's a blue day? No. Green grass?  
5768 Milica: Mhm. That's good work. Oh, that's a good one, I didn't even think of that.  
5769 H.: Sunset.  
5770 [banging noise]  
5771 Milica: Yeah, sunset. But you've got a nice, um, nice clear day.  
5772 H.: [incomprehensible utterance]  
5773 Milica: It is, yeah. No clouds.  
5774 H.: Or maybe one there.  
5775 Milica: Oh yeah, I'm gonna write 'tiny, little cloud'.  
5776 H.: Oops.  
5777 [10 seconds pause]  
5778 Milica: I thought that was gonna hit me in the head for a second. I was like.  
5779 [5 seconds pause]  
5780 Milica: Are you done with your nouns?  
5781 T.: Nah.  
5782 Milica: What else have you got? Have you got, let me see... [looks at T.'s picture] What about  
5783 this one here. What would you say this is?  
5784 H.: What, what's a boat? Is a boat just a thing? {Student-initiated metalinguistic Eng}  
5785 Milica: Mhm, mmh... So the word you use to describe your boat goes into your adjectives.  
5786 {Educator-initiated metalinguistic Eng} / H.: Mhm.  
5787 [squeaking sound]  
5788 H.: Oh, you don't. Hey.  
5789 T.: All right, what's a [incomprehensible utterance]  
5790 H.: Mmh, gujuk, gujuk.  
5791 T.: Hey! ... Not you! / H.: Do your work now!  
5792 T.: You.  
5793 H.: Alright. I'm done. /Milica: T., [incomprehensible utterance] / H.: I'm finished. There,  
5794 look!  
5795 Milica: That's awesome! {Reinforcement educator}  
5796 T.: This is a pen.  
5797 H.: It's a pencil, mate.  
5798 Milica: It's a thin piece of lead.  
5799 T.: Should I write sky? {Student-initiated metalinguistic Eng}  
5800 Milica: Yeah, yeah, sky's a good one. {Reinforcement educator}  
5801 T.: So the river is really wide, so what do I write for that? {Student-initiated metalinguistic  
5802 Eng}  
5803 H.: The length of the river. How big do you reckon it is?  
5804 T.: No one knows how big the river is.  
5805 Milica: Maybe just an estimation, correct guess.  
5806 T.: So how big would that be?  
5807 Milica: So you can just write that it's a very. / H.: Two hundred and fifty six metres.  
5808 Milica: There you go. Write that.  
5809 T.: That's it. That's everything.  
5810 H.: Nah, that [incomprehensible utterance] about five hundred and fifty six metres.  
5811 Milica: Yep, so what about the adjectives? So describing the picture. Looking at colour,  
5812 shapes, sizes. {Educator-initiated metalinguistic Eng}  
5813 H.: This is right. Three hundred and fifty metres. Oh, no, no.

5814 Milica: You can write that down, the measurement. Yeah... So T., if you look at some of the  
5815 things on this list. / T.: Yeah.  
5816 Milica: What does this one say here?  
5817 T.: Huh?  
5818 Milica: What does this one say? {Educator-initiated decoding Eng}  
5819 T.: Light. {Student decode Eng}  
5820 Milica: Light and darkness, yeah. {FB-explicit correction educator}  
5821 H.: Four hundred and fifty centimetres.  
5822 Milica: So what about some colours that you see? Do you want to have a look from these ones  
5823 here?  
5824 T.: Mhm  
5825 Milica: And you want to see if you can identify them in the picture?  
5826 [whistling]  
5827 Milica: And then you can just write them down on the list, hmm? {Educator-initiated vocab  
5828 elicitation Eng}  
5829 T.: Ice cream. Do you smoke ice?  
5830 Milica: Hey?  
5831 T.: Do you smoke ice, Miss?  
5832 Milica: Excuse me?  
5833 T.: Nah.  
5834 Milica: That's so inappropriate, T.! You can't ask questions like that [incomprehensible  
5835 utterance] {Disciplining}  
5836 T.: [laughs]  
5837 Milica: That's not a nice question to ask.  
5838 H.: Yeah, bloody hell. Kick him out, Miss.  
5839 Milica: Anyway, no one's getting kicked out. We're gonna stay here and we're gonna have  
5840 fun. Alright, H., what about while T.'s finishing up we swap and you see. Did I miss  
5841 anything?  
5842 H.: Alright.  
5843 Milica: What I didn't put down, and I'll do the same for you.  
5844 [H. passes Milica his paper]  
5845 Milica: Thank you.  
5846 H.: [incomprehensible utterance] Hmm, waterfall.  
5847 Milica: And you can write down anything that I've missed.  
5848 H.: Tree, water, sky, cloud.  
5849 Milica: And then once you've finished yours. / H.: Green, brown. / Milica: Once you finish  
5850 yours, T., you can swap with, um, H. and see if he missed anything.  
5851 H.: Blue, white, shadows, cloud. There wasn't no cloud. {Student uptake}  
5852 Milica: You said there was a cloud.  
5853 H.: That wasn't a cloud.  
5854 Milica: You said it was.  
5855 H.: And that's a tree now.  
5856 Milica: Alright change it, get rid of it.  
5857 H.: Get rid of cloud.  
5858 Milica: Yeah.  
5859 H.: Yeah, get rid of cloud.  
5860 T.: [incomprehensible utterance]  
5861 H.: That's about it. So what, waterfall?  
5862 T.: So what, I have to do again, Miss?  
5863 Milica: So you wanna write down, write down the colours you see and your adjectives.  
5864 H.: Water, done. Sky, done. {Student uptake}  
5865 T.: Dark blue? {Student uptake}  
5866 Milica: Yep. {Reinforcement educator}

5867 H.: Green, done. {Student uptake}  
5868 Milica: So write it down.  
5869 H.: Blue, white, chellow.  
5870 T.: Yellow, blue. {Student uptake}  
5871 Milica: You see, that's a really, um, that's a really good word, um, H.! {Reinforcement  
5872 educator}  
5873 H.: That's for you.  
5874 T.: Dark, dark, dark green.  
5875 Milica: Thank you so much.  
5876 [banging sound]  
5877 T.: Light blue, dark purple.  
5878 Milica: Yeah, but you gotta write it down cause otherwise / T.: Dark green. / Milica:  
5879 Otherwise it doesn't count.  
5880 T.: Black, H.!  
5881 H.: Excuse me.  
5882 Milica: Bag and hat is really good, but it just goes over here in nouns. {FB-explicit correction  
5883 educator}  
5884 T.: [laughs]  
5885 Milica: Cause remember we did, remember we did bag and hat, um, oh, we didn't do bag, but  
5886 we did hat in the nouns last week? {FB-explicit correction educator}  
5887 H.: Yeah.  
5888 Milica: We said it was a noun, yeah? {FB-explicit correction educator}  
5889 T.: Miss?  
5890 Milica: Yeah?  
5891 T.: Um, can.  
5892 H.: [incomprehensible utterance]  
5893 Milica: Sorry, I didn't hear over H.'s, um, rant.  
5894 T.: Drop me off at McDonald's tonight.  
5895 Milica: You have McDonald's tonight?  
5896 T.: No, you drop me off here.  
5897 Milica: Yeah, no.  
5898 H.: Not allowed.  
5899 T.: Give me uber driver.  
5900 Milica: Do I look like an uber driver?  
5901 H.: No.  
5902 Milica: I'm too qualified for that. What about you write down some of these words for me?  
5903 T.: Yeah, that's what I'm doing. Tryna shorten it out, you know, Miss.  
5904 Milica: Alright. I would, I would give this an A plus as well, good job! {Reinforcement  
5905 educator}  
5906 T.: A plus?  
5907 Milica: A pluses. Yeah. You'll get an A plus, too if you start writing the words down.  
5908 H.: Give him a A minus.  
5909 Milica: A minus, no don't be like that.  
5910 H.: [laughs]  
5911 Milica: Let's start on the second one.  
5912 [overlapping speech- incomprehensible]  
5913 Milica: Guys!  
5914 T.: I got A plus.  
5915 Milica: If you write it down I'll give you an A plus.  
5916 H.: Ah, mate.  
5917 Milica: Remember, my A plus doesn't mean much because I'm not a teacher but [laughs].  
5918 T.: So?

5919 H.: [laughs].  
5920 T.: I got A plus, Miss.  
5921 Milica: Yeah, you gotta write it down. I don't see any work being done. I don't see any work  
5922 being done.  
5923 T.: H.! Look, Miss.  
5924 H.: I'm done.  
5925 Milica: Yeah, H.'s gonna start a second one. Now he gets first dibs on which one he wants to  
5926 pick.  
5927 H.: Barramundi one.  
5928 Milica: Barramundi one. Alright, let's go. So, if you just wanna do like... a line.  
5929 H.: Bloody Hell!  
5930 Milica: There you go. See if you get another A plus. Maybe more Kit Kat next week. And this  
5931 is the one that you'll be doing next.  
5932 H.: Bring a big bottle drink.  
5933 T.: Apple, mate.  
5934 Milica: Big bottle of water?  
5935 H.: Yeah.  
5936 Milica: What, you guys don't have water here?  
5937 T.: Mhm.  
5938 H.: He's building a mattress.  
5939 T.: Who?  
5940 Milica: Hey, I thought we weren't using our iPad until we finished it? {Disciplining}  
5941 T.: H., skeleton now!  
5942 H.: Not skeleton.  
5943 Milica: Hey, H.!  
5944 H.: I'm just gonna watch this bit then I'll write it up.  
5945 Milica: I'm only gonna give you a five minute break now.  
5946 T.: Miss, I'm give him, take that.  
5947 Milica: Hey, hey [laughs] stop. He's changing your grade.  
5948 H.: C plus of course.  
5949 Milica: If you're not on task, who am, who am I to say no?  
5950 T.: H.!  
5951 H.: Yeah, well I've done more than you, idiot!  
5952 Milica: Hey!  
5953 T.: [incomprehensible utterance]  
5954 Milica: No name calling guys, this is a positive learning space! {Disciplining}  
5955 H.: It's a negative learning space, mate.  
5956 Milica: No. Well, how can we make it positive.  
5957 H.: Oh well, look at this, he's got a lid.  
5958 Milica: Are you watching YouTube?  
5959 T.: No, he's not, he's watching thing.  
5960 Milica: What thing is that?  
5961 H.: [incomprehensible utterance] mattress.  
5962 T.: Some people make um stuff... like some / H.: Oh you don't know?  
5963 T.: Fire pin watches. Skeleton whatever.  
5964 Milica: Can I see? Is it about fire?  
5965 H.: No.  
5966 Milica: Cause I want to know how to start a fire because we have like a stove at my house. No  
5967 seriously, we have a stove and you put firewood in it and it keeps us warm in the winter, but I  
5968 don't know how to explain it. {Educator request cultural knowledge}  
5969 T.: Oh, that's a wind, what's that thing called again? Chimney.  
5970 H.: Chimney. Kind of a / T.: Chimney, chimney, chimney.



5971 Milica: Well, it has a chimney, yeah, but the stove it has like a, yeah, it's like a little fire  
5972 place.  
5973 H.: It's easy. / Milica: But / T.: You grab fire, paper, chuck them in there. {Student sharing  
5974 cultural knowledge}  
5975 Milica: I grab, how do I grab fire? Wait, wait finish this and then you guys can tell me how to  
5976 light a fire. Cause my parents won't show me.  
5977 H.: No, don't shove it from the front you give it from behind. {Student sharing cultural  
5978 knowledge}  
5979 T.: Have it in the front, coming from the behind. {Student sharing cultural knowledge}  
5980 Milica: Alright, let's do this.  
5981 H.: I just gotta see this quickly.  
5982 Milica: How much longer? Let me see.  
5983 H.: Um five, four minutes left.  
5984 Milica: Five minutes? That's your whole break. You can't, you gotta do this first.  
5985 H.: We can't have five minutes break?  
5986 Milica: I said you can have five minutes.  
5987 H.: You said ten minutes.  
5988 Milica: Yeah, but then I took it away because you, you were off task and / T.: There you are,  
5989 Miss.  
5990 H.: No, well.  
5991 Milica: Good job!  
5992 H.: See, I'll have ten minutes break now.  
5993 Milica: Now who's gonna correct T.'s work?  
5994 H.: Me.  
5995 Milica: Ready?  
5996 H.: Yep.  
5997 T.: You and me, we're making / Milica: Put the iPad away! {Disciplining}  
5998 H.: Can you go away please?  
5999 Milica: You don't need the iPad either.  
6000 T.: Nah, I'm checking the time.  
6001 H.: Trees.  
6002 Milica: I'm, I'll check the time.  
6003 H.: Yep, trees.  
6004 T.: Seven thirty one.  
6005 Milica: Yep, perfect, you're right.  
6006 H.: Check off that, what else? Green trees, hmm [incomprehensible utterance]  
6007 T.: [laughs]  
6008 H.: Sunset yeah... blue sky, yeah, red sky, where?  
6009 Milica: Down here.  
6010 H.: That's not red.  
6011 T.: Broda.  
6012 H.: That's not red, that's not sky!  
6013 T.: Yeah, that thing sky [incomprehensible utterance]  
6014 Milica: What's that there? Is that sky? Or is that, um, ground?  
6015 H.: That's ground.  
6016 T.: That's ground? [incomprehensible utterance]  
6017 Milica: Hey, language. You lose a piece of chocolate every time you call each other a name.  
6018 {Disciplining}  
6019 H.: What's dark pink, dark pink, dark pink, dark pink. Where's dark pink?  
6020 Milica: Where's dark pink?  
6021 T.: Dow dow.  
6022 H.: I don't see any yeah, red there.  
6023 Milica: I'm getting grey though, don't you remember?

6024 T.: Yeah, that's me.  
6025 Milica: Nah, nah, nah, nah.  
6026 H.: Yep. Orange yep. Brown... yep!  
6027 T.: Dey dey.  
6028 H.: Block.  
6029 T.: Huh?  
6030 H.: Block. Dow dow. Block blo block. Dark.  
6031 T.: That's block. Black.  
6032 H.: Black, oh.  
6033 Milica: Yeah, look here.  
6034 T.: [laughs]  
6035 H.: Block.  
6036 T.: Block.  
6037 H.: Gotta put a bloody thing there for a, um, dark, what, bark red?  
6038 T.: What?  
6039 H.: Bark red.  
6040 T.: It's dark red, dinky.  
6041 H.: Nah, look at that. Look like a B.  
6042 Milica: Hey.  
6043 T.: I make wrong. That's D. That's D.  
6044 H.: Dow dow. Dark purple where dark purple. Oh yeah, I can see it in the clouds, oh yeah.  
6045 Milica: Yeah, give it a tick, give it a tick!  
6046 T.: Blue, sky.  
6047 H.: Dark blue?  
6048 Milica: That's pretty dark blue.  
6049 H.: Dow dow. What's your grade?  
6050 Milica: A plus.  
6051 H.: One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen.  
6052 T.: Seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen. Fifteen.  
6053 H.: Thirteen.  
6054 T.: Fifteen.  
6055 Milica: Fifteen and fifteen, that's an A plus.  
6056 H.: No. that's thirteen.  
6057 T.: Oh chicken, that's chicken.  
6058 H.: You know, what I give you, a C minus!  
6059 Milica: Oh, he gave you a C plus, come on!  
6060 H.: Hm?  
6061 Milica: He gave you a C plus.  
6062 H.: I gave him a C minus.  
6063 T.: One second, Miss, someone calling me.  
6064 Milica: Alright, hurry up!  
6065 T.: Hello.  
6066 H.: Z minus.  
6067 Milica: What is it? Z minus? What's a Z minus [laughs]  
6068 H.: Look at that, ohh, that looks good. You can't see anything.  
6069 Milica: Alright.  
6070 H.: [whistles]  
6071 Milica: I reckon it's been five minutes. Well, at least, at least let me watch it, too.  
6072 H.: No, you can't. It's dangerous.  
6073 Milica: [laughs] Dangerous? Thanks for thinking of my safety. Well, if I can't watch it,  
6074 neither can you. If it's dangerous. It looks pretty entertaining.  
6075 H.: Yeah, it is.  
6076 Milica: I'm gonna bring my iPad next week so I'm watching videos without you [laughs]

6077 H.: You can't.  
6078 Milica: I can't? I'll bring a bring a / H.: Do you wanna see a video of T.?  
6079 Milica: Yeah. T., we're gonna watch a video of you.  
6080 T.: Don't you dare.  
6081 Milica: Alright he said no. Don't [laughs]  
6082 H.: No, no.  
6083 Milica: Alright. Let's do, let's do the artworks now. What do you reckon guys?  
6084 H.: Mhm.  
6085 Milica: How, um, what time is it? Seven seven thirty four. Alright, we haven't got long left.  
6086 So you've had your five minute break.  
6087 H.: You said ten minutes.  
6088 T.: Me?  
6089 H.: Do you wanna see T.?  
6090 Milica: I said ten minutes if you finish these activities, but you didn't, so I cut it to five  
6091 minutes.  
6092 T.: Miss, that video, that's not me. That's not me. I'm back there.  
6093 H.: What?  
6094 T.: Keep going. Keep going. Keep going. Keep going. That'll be me.  
6095 H.: Look, that's T., ready. No, no, no, don't turn it off!  
6096 T.: That's not me, Miss.  
6097 Milica: Is there sound?  
6098 H.: There he is, [laughs] that's T.!  
6099 T.: That's my cousin. That's my cousin.  
6100 H.: No, that's him.  
6101 Milica: Is that you when you were little?  
6102 H.: Yeah. That was him. When we were little.  
6103 T.: That's not me.  
6104 Milica: [laughs] Anyway, not the point. Alright H., what if we put the iPad here?  
6105 [overlapping speech - incomprehensible]  
6106 T.: Miss, do you want to see Ayers Rock?  
6107 Milica: Do I wanna what? {FB-clarification request educator}  
6108 T.: Do you want to see Ayers Rock?  
6109 H.: Ayers Rock.  
6110 Milica: Ayers Rock. I've seen Ayers Rock.  
6111 T.: Yeah.  
6112 Milica: Uluru. Yeah.  
6113 T.: And do you want climb on it?  
6114 Milica: Nah.  
6115 [incomprehensible utterance] [laughter]  
6116 Milica: Alright, you've still got room on your. / T.: Me.  
6117 Milica: No, H. still has room on his thing but I've given you a new one because you've gave  
6118 you a big grade so / H.: Big A plus, mate.  
6119 T.: What?  
6120 Milica: Wasting paper, H.! {Disciplining}  
6121 H.: Paper is bad.  
6122 Milica: Alright, now.  
6123 H.: Nah, I want another one.  
6124 Milica: Nah, you chose the barramundi.  
6125 T.: That's mine, Miss, that's that A plus [laughs].  
6126 Milica: Alright, back to the new thing. Come on guys, let's storm past. We haven't got long of  
6127 the lesson left, don't worry. So / H.: I'm tired. Can we have a break now?  
6128 Milica: Just had a break.  
6129 H.: That wasn't a break.

6130 Milica: You just had a break.  
6131 H.: No, it wasn't.  
6132 Milica: Yeah.  
6133 H.: No, it wasn't.  
6134 Milica: Yeah.  
6135 H.: It wasn't a break.  
6136 Milica: That was a break to me. If you can finish this, I'll give you a break.  
6137 [overlapping speech - incomprehensible]  
6138 Milica: I gave you a Kit Kat. And what does it say on there?  
6139 T.: Have a break.  
6140 Milica: Yeah [laughs] there you go, I gave you one [laughs] I can't believe I fell for that.  
6141 Alright.  
6142 H.: Can't have a break.  
6143 Milica: Hey, maybe I'll go halves. Maybe I'll give you guys a piece of it.  
6144 H.: There's four in there.  
6145 Milica: Four pieces.  
6146 H.: Mhm.  
6147 Milica: So two for me, and one each for you.  
6148 T.: Nah, two for me because I did the work, and one/ H.: Cause I got an A plus.  
6149 Milica: Well, if you actually do the work then maybe I'll actually go just do halves for you  
6150 and I won't have any. Sacrifice my / H.: But you gotta have some chocolate. You bought it.  
6151 Milica: Nah, I got some at home, don't worry.  
6152 H.: How much?  
6153 Milica: I don't know, like five more at least.  
6154 H.: Bring it.  
6155 Milica: Bring it? [laughs] When you earn it I'll bring it. Alright.  
6156 H.: [incomprehensible utterance]  
6157 Milica: Let's go. Let's do this.  
6158 T.: Miss, [incomprehensible utterance] um, car.  
6159 H.: What kind of car?  
6160 Milica: My car?  
6161 T.: Yeah.  
6162 Milica: Umm, it's black.  
6163 T.: No, it's not.  
6164 Milica: Yeah.  
6165 T.: It's silver.  
6166 Milica: Nah, that's my dad's car.  
6167 T.: Oh.  
6168 Milica: But my car's black. Have you seen my car?  
6169 T.: No.  
6170 H.: Nope.  
6171 Milica: How do you know it's silver?  
6172 T.: Because I've seen you drive it.  
6173 Milica: Yeah, so you've seen / T.: The other day.  
6174 Milica: Oh but yeah, so basically my car's the same but it's black.  
6175 H.: Muning muning.  
6176 Milica: The commodore.  
6177 T.: So are you rich?  
6178 Milica: No.  
6179 T.: Yes.  
6180 Milica: No. I'm just a uni student.  
6181 H.: I wanna go to uni.  
6182 Milica: Yeah. For sure. What would you want to study?

6183 H.: Mining.  
6184 Milica: Mm, that's cool.  
6185 H.: Engineering.  
6186 Milica: That's cool. Awesome.  
6187 T.: I'll study [incomprehensible utterance]  
6188 Milica: What do you want to study?  
6189 T.: Uhh, study same.  
6190 Milica: Same?  
6191 T.: Yeah.  
6192 Milica: That's cool.  
6193 [overlapping speech - incomprehensible]  
6194 H.: With mountains.  
6195 T.: Looking for mining, too.  
6196 H.: Stop lying.  
6197 T.: In [incomprehensible utterance] or something.  
6198 H.: [incomprehensible utterance] Benedict.  
6199 T.: Benedict Cumberchang. Benedict.  
6200 Milica: Do you know him?  
6201 H.: Yes, Benedict.  
6202 T.: Benedict.  
6203 H.: It says Benedict, aye?  
6204 Milica: Yep.  
6205 H.: See.  
6206 Milica: Yep.  
6207 T.: That's not the boon man, you stupid kid!  
6208 H.: Yes it is. That's the name. His name is Kilnang Benedict.  
6209 Milica: Do you know him?  
6210 H.: Nah.  
6211 Milica: He's the [incomprehensible utterance]  
6212 H.: Hm?  
6213 Milica: Careful if you fall there.  
6214 T.: Lipstick.  
6215 Milica: Hey, don't scribble on the picture. Nah, I'm joking.  
6216 T.: Red lipstick.  
6217 Milica: Hey, what's that? That's an adjective. Red lipstick. Red. There you go. You're already  
6218 thinking about it. Good job. Now just write it down for me. [laughs]  
6219 T.: Miss, can I have one black pen?  
6220 [overlapping speech - incomprehensible]  
6221 T.: Can I have it?  
6222 Milica: Yeah, you can have it.  
6223 T.: My boy.  
6224 H.: Can I have this red one?  
6225 Milica: Yeah.  
6226 H.: And the blue pen?  
6227 Milica: No, you can have one.  
6228 H.: Nah, red and the blue.  
6229 Milica: Nah, just one.  
6230 H.: Nah, just for today work.  
6231 Milica: Nah, you can have just one.  
6232 H.: Just for today work.  
6233 Milica: You gotta give it back then.  
6234 H.: Yeah, I'll give it back at the end. I'll show you a trick.  
6235 Milica: Is it writing with two pens at the same time?

6236 H.: Colour in, nah it's just to write my name.

6237 Milica: Alright go. Na, beh, beh, beh, beh, beh, do it here! [hands him the paper]

6238 Milica: Alright, cool.

6239 T.: Done, Miss.

6240 H.: Here, wait.

6241 [sound of pen on paper]

6242 Milica: Is that your autograph?

6243 H.: Nah.

6244 Milica: For when you become a famous engineer?

6245 H.: Yep.

6246 Milica: Alright.

6247 H.: I'll become a famous engineer.

6248 Milica: Let's do this.

6249 H.: Alright, I'm keeping these pen.

6250 Milica: You want this picture definitely?

6251 H.: They're in my pocket, now I keep.

6252 Milica: No, you said you'd give it back.

6253 H.: No.

6254 Milica: No, alright.

6255 H.: I get to keep them.

6256 Milica: T. gets a Kit Kat, you don't.

6257 H.: Yep.

6258 Milica: Alright. If that pen is worth it to you, it's only a pen.

6259 H.: Nah. A pen is [incomprehensible utterance]

6260 Milica: What?

6261 [noise of chair squeaking] [overlapping speech - incomprehensible]

6262 Milica: Come on, we've got like ten minutes.

6263 T.: [incomprehensible utterance]

6264 H.: Ah, why you talking shit now.

6265 Milica: Alright, what if we do one together? Do you want to do that?

6266 T.: Give me some.

6267 Milica: T.?

6268 H.: A kid out there wants a chocolate. His name is D.

6269 Milica: H., sit down!

6270 H.: Nah, I'm gonna get [incomprehensible utterance] and then I'll come back.

6271 Milica: Alright.

6272 H.: D., you want chocolate?

6273 T.: Miss!

6274 Milica: Alright let's work on this.

6275 T.: Yes.

6276 [door slams]

6277 Milica: So what were we just doing in the task before? We were looking at a picture.

6278 T.: Mhm.

6279 Milica: Right and we were writing down the nouns and the adjectives. Yeah? So, do you want

6280 to tell me the ones that you see here? Do you want me to write them down for you? So you've

6281 got to tell me. {Educator scribing}

6282 T.: Yes.

6283 Milica: Heaps and heaps of things, alright? So you can use this for reference... Alright, so

6284 what are our nouns again?

6285 T.: The lipstick. Milica: Is that a noun or an adjective? The lipstick is the thing, yeah? But

6286 what is the adjective? So what is the word that describes what does a lipstick look like what

6287 colour is a / T.: Red. {Educator-initiated metalinguistic Eng} {Student uptake}

6288 Milica: Red. Beautiful. What else have we got? {Reinforcement educator}

6289 T.: Umm, dots?  
6290 Milica: Dots yeah. What kind of dots? Are they big small? Look here. {Educator-initiated  
6291 vocab elicitation Eng}  
6292 T.: Medium. {Student uptake}  
6293 Milica: Medium. What else do you notice about the dots?  
6294 T.: Uh white, black, oh, yeah, white, black, brown, red, yellow. {Student uptake}  
6295 [door opens]  
6296 T.: And water. {Student uptake}  
6297 H.: Some boys wanna come in.  
6298 Milica: Water, yeah. {Reinforcement educator}  
6299 T.: No.  
6300 Milica: Come on, H., we haven't got long. We're nearly done.  
6301 H.: Nope.  
6302 [door slams]  
6303 H.: Oh shit.  
6304 Milica: And then I'll show you guys my car.  
6305 H.: Can I, can, can, can I [incomprehensible utterance]  
6306 T.: What?  
6307 Milica: And then I show you guys my car, I'll just, oh my God. Is this the appropriate space to  
6308 be doing that? {Disciplining}  
6309 Tutor: You okay, H.?  
6310 Milica: He's just so excited to be having this lesson with me, he couldn't contain himself.  
6311 H.: Nah.  
6312 Tutor: Yeah? What are you guys doing?  
6313 T.: She [incomprehensible utterance]  
6314 Milica: What are we doing guys? We're doing nouns and adjectives.  
6315 H.: Ham., what's your last name? Nah, don't tell me. Um.  
6316 Tutor: Ham. [incomprehensible utterance]  
6317 H.: It's got a T.  
6318 Tutor: Yeah, yeah.  
6319 H.: Ty., Ty., Ty.? What the, Ham. Ty.?  
6320 Tutor: Yep.  
6321 H.: What's your last name?  
6322 Tutor: Ty.  
6323 H.: Yeah. My name is Ham. Ty., what now, Ty., Ty. Ham.  
6324 Tutor: Are you guys gonna get back on task?  
6325 Milica: Yeah, pretty much nah.  
6326 [overlapping speech - incomprehensible]  
6327 H.: H., we're doing it together. Hold the picture in the middle, T.!!  
6328 H.: Can, can I have a crab one?  
6329 Milica: A camera?  
6330 H.: Nah, a crab.  
6331 Milica: What?  
6332 H.: Crab... on the picture.  
6333 T.: This?  
6334 Milica: Can you have it? Do you want me to cut it out for you?  
6335 H.: I like crab.  
6336 Milica: Nah, I can't do that. Alright.  
6337 [incomprehensible utterance]  
6338 Milica: This is the last task we're doing tonight. Let's get it done.  
6339 T.: So, I said the river.  
6340 Milica: Yeah? So you said river and water?  
6341 H.: You can't do it for him, he's gotta do it for himself.

6342 Milica: I'm doing for both of you. I'm doing it for both of you.  
6343 H.: What both of you?  
6344 T.: So...  
6345 Milica: So put the picture in the middle, so you can both see and give me the ball, please.  
6346 H.: It's gonna go in my pocket now.  
6347 T.: You're stealing my ball.  
6348 Milica: Alright, pop the picture in the middle so you can both see it, guys.  
6349 T.: Ohhh.  
6350 Milica: The ball's gotta go in your pocket, please.  
6351 H.: Ham. can take it. Here.  
6352 Milica: Give it to me!  
6353 Tutor: Alright, put it back, thanks, H.  
6354 T.: Ham., that's my boy, you know.  
6355 Milica: Alright.  
6356 H.: You can have spare ball.  
6357 Milica: Alright, let's get to work, get to work. Let's do it. What nouns do we see and what /  
6358 T.: Ah, lipstick.  
6359 H.: Ah, fish.  
6360 Milica: Fish?  
6361 H.: Yep.  
6362 Milica: Alright, do you want to describe the fish? {Educator-initiated vocab elicitation Eng}  
6363 H.: Fin. It's got fin.  
6364 Milica: Yeah.  
6365 H.: It's got scales. It's got eyes, it's got nose, it's got bum bum burram / T.: Ring.  
6366 Milica: Alright, but we're not describing it.  
6367 H.: It's got eyes.  
6368 Milica: Yeah.  
6369 H.: It's got eyes.  
6370 Milica: Yeah, but those are nouns, remember? {FB-metalinguistic educator}  
6371 [overlapping speech - incomprehensible]  
6372 H.: Adjectives now. {Student-initiated metalinguistic Eng}  
6373 Milica: Yeah, so you can see. / T.: Hey.  
6374 Milica: Adjective that describes the fish, that describes its fins. {Educator-initiated vocab  
6375 elicitation Eng}  
6376 H.: Yeah, we've got fins.  
6377 T.: Bloody idiot, me.  
6378 Milica: What did you say? Fins?  
6379 T.: [incomprehensible utterance]  
6380 H.: Nah, nah, you, I'm saying it's got fins.  
6381 T.: Nah, I'm saying the type.  
6382 Milica: The type? Yeah, so it's got different colours. Yeah? So, when something's got  
6383 different colours what do we call that? {Educator-initiated vocab elicitation Eng}  
6384 H.: Something's got different colours, what do you call that? {Educator-initiated  
6385 metalinguistic Eng} / Milica: Different colours, so it's colourful? {FB-explicit correction  
6386 Eng}  
6387 H.: Yeah, colourful.  
6388 Milica: Yeah, so everything is colourful?  
6389 H.: Colourful, rainbowy, uh, rainbowy, it's got rainbow colours. Eh, come a bit closer camera.  
6390 So describing the fish. Fin, eyes, nose, ears. It doesn't have ears.  
6391 Milica: Doesn't have ears.  
6392 H.: It's got gills.  
6393 Milica: Yeah. What are gills used for in a fish? {Educator-initiated vocab elicitation Eng}  
6394 H.: Hm? Breathing.



6395 Milica: Mmm.  
6396 H.: And yeah, breathing.  
6397 Milica: Breathing? What's breathing?  
6398 H.: Breathing is, um, to keep alive.  
6399 T.: Oxygen.  
6400 Milica: Yeah, what kind of word is it, though? {Educator-initiated metalinguistic Eng}  
6401 H.: Um oxygen? No.  
6402 Milica: Is it noun, adjective or verb? {Educator-initiated metalinguistic Eng}  
6403 T.: It's a noun, breathing is a thing.  
6404 Milica: Is it? {FB-clarification request educator}  
6405 H.: Nah, it's an adjective [*sic*], adjective, adjective. {Student uptake}  
6406 Milica: Is it describing? Or breathing is an action that we do so it's a / T.: Ahh. / H.:  
6407 Adjective.  
6408 Milica: It's a verb. {FB-explicit correction educator}  
6409 H.: Verb.  
6410 Milica: Cause it's a doing word, remember? {Educator-initiated metalinguistic Eng}  
6411 H.: Oh, we're doing a verb now?  
6412 Milica: No, no, no, we're not, I'm just saying. So here, look!  
6413 H.: You're not doing anything, you're just too dumb to say anything.  
6414 T.: I'm dumb?  
6415 Milica: Hey!  
6416 T.: Don't insult me!  
6417 Milica: Don't be like that! {Disciplining}  
6418 T.: You're mean and stupid!  
6419 Milica: Look!  
6420 H.: So we're doing verb.  
6421 Milica: No, no, no, no, just cause you say breathing and I thought opportunity to learn. Cause  
6422 that would be a verb, right?  
6423 H.: I see a paper. Paper?  
6424 Milica: Yeah.  
6425 H.: Paper, paper, paper.  
6426 T.: Shut up!  
6427 Milica: Describe the paper.  
6428 H.: It's, it, it, it, it's white, it's / Milica: You're just checking the time, are ya?  
6429 H.: I didn't even look at the time.  
6430 Milica: Yeah, you did.  
6431 H.: Oh come on, you stupid thing. It's flexible, light. {Uptake student}  
6432 Milica: Flexible, white, there you go. There you go, that's heaps good adjectives.  
6433 {Reinforcement educator}  
6434 H.: Um, Miss, I'm finished.  
6435 Milica: Go on then.  
6436 H.: Why is this so dirty?  
6437 Milica: Do you have a noun or adjective, T.? {Educator-initiated metalinguistic Eng}  
6438 H.: Ah, it's disgusting.  
6439 Milica: Come on guys. Please, on task. Just a few more minutes.  
6440 H.: Yeah, T., on task, mate. Um, what else?  
6441 Milica: What about you, T., what do you think? Here, put it in the middle, so you can both  
6442 see.  
6443 T.: Paint.  
6444 Milica: Yep.  
6445 H.: Your paint.  
6446 Milica: Hey?  
6447 H.: You got paint.

6448 Milica: No. Got paper, but not paint.  
6449 H.: No, what? Up the front?  
6450 T.: Waves.  
6451 Milica: Where?  
6452 T.: Rivers.  
6453 H.: You got river, you said.  
6454 Milica: I got river, water, wave? What about wavy? Is an adjective.  
6455 H.: Caaaa colours.  
6456 Milica: Yeah, we got colourful. Alright, let's finish up now, but before you go / H.: We need  
6457 to get five words of each type.  
6458 Milica: No I just wanted to ask you, cause you guys [incomprehensible utterance] so  
6459 obviously it's not the most fun activity, which is fine, um, cause I don't know you that well,  
6460 so when I plan these things to do with you guys in these lessons I want you to enjoy them and  
6461 to learn from them, right? So, why don't you tell me what you do find fun and interesting?  
6462 And then, that way I can include it in the lesson. And it'll actually be fun for you, and you'll  
6463 learn at the same time. Does that make sense?  
6464 H.: Yeah.  
6465 Milica: Cause I don't want it to be boring. So you get to choose. So tell me, give me some  
6466 ideas. Cause if you can't think of anything then I just have to guess, right? Cause I thought  
6467 this would be fun, but / T.: Yeah.  
6468 Milica: It's not that great, is it? So what about you tell me what you reckon. What could we  
6469 do?  
6470 H.: Well.  
6471 Milica: I could maybe ask if we could use this hour to go outside and do a science experiment  
6472 for example.  
6473 H.: Yeah.  
6474 Milica: Would you like to do that?  
6475 T.: Yeah.  
6476 Milica: So maybe some science experiments ... Wait, is this my book? No, it's not, it's yours.  
6477 This one's mine [laughs].  
6478 T.: Mehhh, mehhh.  
6479 Milica: Alright, so science experiment.  
6480 T.: Mehh.  
6481 H.: [incomprehensible utterance]  
6482 T.: Mehhh.  
6483 H.: Shush.  
6484 Milica: Science experiment. Do you still want to do the song?  
6485 T.: No.  
6486 Milica: You don't want to write the song?  
6487 H.: Nope.  
6488 Milica: Alright.  
6489 H.: Cancel that.  
6490 Milica: No song. That's fine. Alright, give me more ideas?  
6491 H.: Um.  
6492 Milica: Cause, I'm gonna be here for a while with you guys so / T.: Uhh, tattoos.  
6493 Milica: What, you want me to go take you to get tattoos?  
6494 T.: Yeah.  
6495 H.: No.  
6496 Milica: No. Good Lord!  
6497 H.: What is wrong with you?  
6498 Milica: Do you want to learn about how tattooing is done?  
6499 H.: Nah.  
6500 [overlapping speech - incomprehensible] [noise of pen tapping]

6501 Milica: What kind of science experiments would you want to do?  
6502 H.: Ah coke and mentos? Coke and mentos. Where are you from? Like your country?  
6503 Milica: Serbia.  
6504 H.: Serbia. How far is that from here?  
6505 Milica: How far is that from here? About fifteen thousand kilometres.  
6506 T.: North? Can you drive there?  
6507 Milica: Yeah. North.  
6508 H.: You can't drive there. You gotta go boat.  
6509 Milica: North-west. Plane.  
6510 T.: Oh, yeah.  
6511 Milica: If you go by boat, it would take forever, but Serbia is landlocked.  
6512 H.: But it's overseas.  
6513 Milica: Overseas, yeah, different continent. Remember that map I showed you?  
6514 T.: But I'm not cruising that far.  
6515 Milica: That's alright, you guys don't have to go to Serbia.  
6516 H.: Nah, but if I was rich I wouldn't mind going. Not there, but overseas somewhere.  
6517 Milica: Where would you go?  
6518 H.: Ah, Las Vegas.  
6519 Milica: Las Vegas? Do you wanna learn about Las Vegas?  
6520 T.: I'd go Los Angeles.  
6521 H.: I wouldn't wanna go Los Angeles, oi, howdy there, Australian tourists!  
6522 Milica: There you go.  
6523 T.: That's me with.  
6524 Milica: Alright, tell me more about, tell me more about / [overlapping speech -  
6525 incomprehensible]  
6526 Milica: Otherwise every lesson's gonna not be fun.  
6527 H.: Umm.  
6528 [overlapping speech - incomprehensible]  
6529 Milica: So do you want to learn about how things are made and we try and make those  
6530 things?  
6531 H.: Yeah, how things are made.  
6532 T.: Yep.  
6533 Milica: What kinds of things?  
6534 H.: Mentos. Mentos, mentos, mentos.  
6535 Milica: So if we do the coke and mentos.  
6536 [squeaking sound]  
6537 Milica: We would look at something beforehand about chemistry.  
6538 H.: Mhm.  
6539 Milica: Which is Science. Does that make sense? So we would look at how these things  
6540 interact to create the explosion.  
6541 T.: Yeah, like that.  
6542 Milica: Yeah? H., if I go bring coke and mentos next week and you're not on task, hmm.  
6543 H.: I'll just start eating it and drink the coke.  
6544 Milica: I don't think you can drink the coke after it's been tainted with the mentos.  
6545 H.: No.  
6546 T.: No, you can drink it.  
6547 Milica: Huh?  
6548 T.: You can, [incomprehensible utterance] yourself.  
6549 H.: You know what, he was taking tablets [incomprehensible utterance]  
6550 T.: No don't believe him, Miss.  
6551 Milica: Panadol?  
6552 H.: No, not panadol, another one. He took like a handful of it.  
6553 Milica: Tic tac?

6554 H.: No.  
6555 T.: Tic tac toe.  
6556 H.: Little yellow box, like little stone tablet thing. I don't know what it was. What do you call  
6557 it?  
6558 Milica: Oh. You guys wanna learn about medicines then.  
6559 H.: Yeah, I wanna know about medicines.  
6560 T.: No, no.  
6561 Milica: What medicine?  
6562 T.: Shut up, shut up.  
6563 H.: If you don't want to do anything, shush, then just sit there and be quiet then!  
6564 Milica: Do you, okay, so look over that and tell me if you like those ideas and write down  
6565 some more for me.  
6566 H.: Las Vegas, L.A.  
6567 T.: No, do that coke and mentos, and medicine comes around.  
6568 H.: Yeah.  
6569 Milica: Do you guys, what if we do like a tourism activity where you plan a trip?  
6570 H.: Yeah.  
6571 Milica: And you have to budget.  
6572 H.: Yeah.  
6573 Milica: So like ah, maths.  
6574 H.: No, not maths.  
6575 Milica: Well, yeah you have to budget. So when you one day go to Las Vegas or when you go  
6576 on a holiday somewhere, let's say you've saved up, I don't know, ten thousand dollars right?  
6577 So you've gotta buy your plane ticket, your, um, you know, I don't know if you might have to  
6578 get a passport, might have to get a visa.  
6579 H.: You need a passport to go overseas.  
6580 Milica: You have to pay for your hotel.  
6581 H.: Cause I've been to New Zealand, been to Bali.  
6582 Milica: Have to pay for your hotel right, have to pay for your food. If you want to go into the  
6583 casino you have to pay for that. So you gotta think about, okay? / H.: Hotel you need to pay  
6584 for that.  
6585 Milica: Yeah, exactly.  
6586 H.: You need to pay for your plane, your travelling, taxi and stuff.  
6587 Milica: Exactly.  
6588 H.: Or hire car, rental. Um.  
6589 Milica: So what about ... / H.: Food. Your... anymore?  
6590 Milica: So you wanna do plan a trip?  
6591 H.: Yep.  
6592 Milica: Which one do you want to do first? Plan a trip or do the science experiment?  
6593 H.: Plan a trip.  
6594 Milica: Plan a trip, alright. Alright, Thursday I'm gonna bring in some stuff and we're gonna  
6595 look at planning a trip.  
6596 H.: When are you gonna come?  
6597 Milica: Thursday.  
6598 H.: Oh.  
6599 Milica: Are you here next Thursday?  
6600 H.: Yes.  
6601 Milica: Cause you know, I came last Thursday and you guys went to a concert and I didn't  
6602 know.  
6603 H.: Yeah.  
6604 Milica: And I was sitting there for like twenty minutes and I was thinking 'where are they?'  
6605 [laughs] Funny, funny, not for me but, nah, it's okay. Um, yeah, so I'll be back Thursday.  
6606 T.: [incomprehensible utterance]

6607 Milica: What about, um, what do you reckon, T.? Give me some ideas. What about like sport?  
6608 Do you guys like sport?  
6609 H.: Yeah.  
6610 Milica: Do you wanna / T.: Footy.  
6611 Milica: Do you wanna learn about that?  
6612 H.: Yep. We already, nah, he needs to know about footy. That's the main thing.  
6613 T.: Bro, I knew about footy before you!  
6614 Milica: Alright, well put footy down on the list for me.  
6615 H.: Nah, you don't know!  
6616 Milica: Put footy down on the list for me.  
6617 H.: Yep, footy.  
6618 Milica: Thanks. Would you want to do an activity where you make your own game and write  
6619 the rules?  
6620 H.: No.  
6621 Milica: No?  
6622 H.: Oh, yeah, yeah, yeah, yeah, nah, nah, nah, we'll do / Milica: You can say no. No? Okay.  
6623 So what would you wanna know about footy? We can't just watch the footy on YouTube.  
6624 H.: Not watching. We'll be researching stuff.  
6625 Milica: What do you want to research about?  
6626 H.: Um, yeah, I don't know what.  
6627 T.: What's the time?  
6628 Milica: What do you want to know about footy and then you can go.  
6629 T.: Come on, you don't know about footy, tell me.  
6630 H.: Six minutes.  
6631 T.: I'll already know about it.  
6632 H.: No, you don't. You don't play, you don't know the rules.  
6633 Milica: I can take it off the list.  
6634 T.: I know the rules, I know how to play footy. I know the umpire rules. I know everything.  
6635 H.: That's not really it, there's more things than that. You need to really know about the  
6636 rules.  
6637 Milica: Do you want to teach T. about footy?  
6638 H.: Yeah, no not about rules.  
6639 Milica: Do you want H. to teach you footy?  
6640 T.: No.  
6641 H.: Not about playing under the rules, not about things, but the real things.  
6642 Milica: Like what? Players?  
6643 H.: Yeah.  
6644 Milica: You wanna learn players?  
6645 H.: How do they move, how do they play, the thing before the game.  
6646 T.: The players club like [incomprehensible utterance] Roosters everything there?  
6647 H.: No, not like, I'm not talking about that.  
6648 T.: Third [incomprehensible utterance].  
6649 H.: I'm not talking about that, bro. You don't know anything. Shut up!  
6650 Milica: Alright, I'm gonna take footy off the list.  
6651 H.: No, leave footy on there!  
6652 Milica: Yeah? But what about footy. You gotta tell me.  
6653 H.: Hm?  
6654 Milica: Like what about it?  
6655 H.: Like before they play games, like AFL games.  
6656 Milica: Yeah planning?  
6657 H.: Like planning on the boards and stuff. That's the thing he needs to know.  
6658 Milica: So that's called strategies. {FB-explicit correction educator}  
6659 H.: Strategies, yes.

6660 Milica: Planning strategies to win?  
6661 H.: Mhm. See, he didn't even know that. That's why.  
6662 T.: You just care [incomprehensible utterance], you gotta tell me.  
6663 Milica: Do you want to do an activity where you get a footy team and you decide what they're  
6664 gonna do?  
6665 H.: Hm?  
6666 Milica: Do you wanna do an activity where you get a footy team and you decide what they  
6667 do?  
6668 H.: No.  
6669 Milica: No?  
6670 [squeaking noise]  
6671 Milica: No, not a real one. Like a you choose your players, you make them up, you can use  
6672 real players from different teams.  
6673 H.: Yeah, alright.  
6674 Milica: Yeah, maybe we can do that next week and do the... on Thursday, we'll do this we'll  
6675 plan a trip and that will go into Monday as well.  
6676 H.: [incomprehensible utterance]  
6677 Milica: In the meantime you can look up flights to your dream destination.  
6678 H.: Yes.  
6679 Milica: Now, well, that's really it for tonight. I'm gonna come up with some fun activities for  
6680 you guys okay. Is there anything else you want me to include, just tell me. Cause I don't want  
6681 you to be bored okay? Want you to learn and enjoy it.  
6682 T.: Cooking.  
6683 H.: No, recipes.  
6684 Milica: What do you want to learn how to cook?  
6685 T.: Uh, anything, anything.  
6686 Milica: Do you know how to cook anything?  
6687 H.: Yeah, I know how to cook... everything.  
6688 Milica: What's your favourite food to cook?  
6689 H.: Um, uh, I don't really have a favourite food.  
6690 Milica: Mine's scrambled eggs.  
6691 H.: Nah, just write boiled eggs, nah, boiled, hot water and the water is boiling, you crack the  
6692 egg and put it inside.  
6693 Milica: Poached? {FB-explicit correction educator}  
6694 H.: Poached, yeah.  
6695 Milica: Oh yeah, I love poached eggs, but they're really hard to make for me. I don't even try  
6696 to make them, I just make scrambled, so it doesn't have to be a good shape or anything.  
6697 H.: Mhm.  
6698 Milica: Alright. You said you'd give those pens back to me.  
6699 H.: I said I won't.  
6700 Milica: No, you said you would.  
6701 H.: Nah.  
6702 Milica: You can have one cause T.'s having one, but you have to give me the red one or the  
6703 blue one.  
6704 T.: No, don't have mine. You got it back.  
6705 Milica: Yeah. There you go. We're gonna, we're gonna run out of pens.  
6706 T.: H.!!  
6707 Milica: Alright, give one back, H., thank you. Cheers.  
6708 [overlapping speech - incomprehensible]  
6709 Milica: You got the other one, you got the red, right?  
6710 H.: Yeah. I want the blue one.  
6711 Milica: Are you sure?  
6712 H.: Yep.

6713 Milica: Okay, whatever one you want.  
6714 H.: Red lid, blue.  
6715 Milica: I don't mind.  
6716 H.: Alright, bye.  
6717 Milica: No, I can't let you out just yet cause it has to, the bell has to go.  
6718 H.: Nah, it doesn't ring.  
6719 Milica: I'm pretty sure it does.  
6720 T.: Dong dong dong.  
6721 H.: No, you're lying.  
6722 Milica: Hey, would you guys also want to play scrabble and make some words?  
6723 H.: Sure.  
6724 Milica: Do you know how to play that?  
6725 H.: No.  
6726 T.: Yep.  
6727 H.: Scrabble?  
6728 Milica: Do you, T.? Do you want to explain to H. about this.  
6729 H.: You don't know anything about. Tell me, tell me, tell me, Mr. Know It All.  
6730 Milica: Do you, H.? Get your iPad. Do you want to put in scrabble in the google search and  
6731 then you can see what it is?  
6732 T.: Yeah, H.!  
6733 H.: Yeah.  
6734 T.: Mr Know It All.  
6735 H.: Dumbass.  
6736 Milica: Language! {Disciplining}  
6737 T.: Mr Retard.  
6738 Milica: Okay, I might kick you out now.  
6739 [loud bang]  
6740 Milica: You're gonna break it!  
6741 H.: Scrabble word finder.  
6742 Milica: So just put it in, um, in google images and you'll see what the game looks like. So  
6743 basically look here, guys, you get a big board. H.'s gonna find in a sec, you get letters / H.:  
6744 Mhm.  
6745 Milica: T.?  
6746 T.: Mhm.  
6747 Milica: What do you get?  
6748 T.: Letters?  
6749 Milica: Yeah, on and you put it on a board.  
6750 Milica: Letters?  
6751 Milica: Yeah. So look here, T.!  
6752 H.: Hey!  
6753 Milica: T.!  
6754 [overlapping speech - incomprehensible]  
6755 Milica: Two minutes of your time and then you're free to go. Would you want to play it?  
6756 H.: Yeah.  
6757 Milica: So we'll / T.: Nah we'll play team.  
6758 Milica: We would still be looking at nouns and adjectives and stuff.  
6759 T.: Snakes and ladders.  
6760 H.: Snakes and ladders, yes.  
6761 Milica: Okay how're you gonna learn with snakes and ladders.  
6762 H.: Counting.  
6763 Milica: You can count, I've heard you count. Alright, would you, I have this at home. Would  
6764 you want me to bring it in?  
6765 H.: Yes.

6766 Milica: Would it be fun for you?  
6767 T.: Yes.  
6768 H.: Well, I haven't played it before so / Milica: Alright do you want me to do that on  
6769 Thursday or do you want to plan the trip?  
6770 H.: No, plan trip and then next Thursday or Monday.  
6771 Milica: Alright.  
6772 H.: Tuesday.  
6773 Milica: I reckon this planning the trip will go into Monday.  
6774 H.: Did you come Thursday?  
6775 Milica: No, I didn't cause you guys went somewhere, can't remember.  
6776 T.: Bowling. We went bowling.  
6777 Milica: Yeah.  
6778 H.: We went bowling?  
6779 Milica: Are you guys going on a camp?  
6780 H.: Hm?  
6781 Milica: Are you going on a camp?  
6782 T.: No.  
6783 Milica: Okay, so / H.: That's only year ten.  
6784 Milica: Oh, okay.  
6785 H.: Year ten boys.  
6786 Milica: Oh well. Alright guys, have a good night! I'll see you on Thursday.  
6787 H.: Thank you.  
6788 Milica: Bye.



## APPENDIX 33: Fourth session

Place	Date	Time	Duration	Number of people	Status of participants	Languages
Small meeting room in the boarding house, Adelaide	24th of Oct. 2019	7 p.m.	56:59 min	5	1 tutor, Milica 2 students, H. and T. Tutor Teacher	English, Aboriginal English

- 6789 Milica: What are some things we need to consider when when we plan a holiday? What do  
6790 you reckon? Cause I've got a list, but what do you think? {Educator-initiated vocab elicitation  
6791 Eng}  
6792 H.: I don't know.  
6793 Milica: So if you wanna go somewhere.  
6794 H.: Um.  
6795 [5 seconds pause]  
6796 Milica: So your dates. When would you wanna go?  
6797 H.: Yeah.  
6798 Milica: Yeah, what else?  
6799 [10 seconds pause]  
6800 Milica: How would you go to Vegas? {Educator-initiated vocab elicitation Eng}  
6801 H.: Plane. {Student uptake}  
6802 Milica: Plane? Yeah. I mean you could take a boat, but it would take forever, right?  
6803 H.: Yeah.  
6804 Milica: [laughs] Um, so where would you wanna stay? Can't sleep on the street. {Educator-  
6805 initiated vocab elicitation Eng}  
6806 H.: Hotel. {Student uptake}  
6807 Milica: Hotels? Yeah. And then obviously you want to see some stuff while you're there. So  
6808 you wanna learn about, you know, do they have any cool buildings, cool um theme parks, um  
6809 what's there to do, what's there to sort of see that there isn't anywhere else?  
6810 Tutor: Sorry to bother guys.  
6811 Milica: Hey.  
6812 Tutor: Just chasing down an aircon remote.  
6813 Milica: Oh, there it is [laughs].  
6814 Tutor: Try now so it's [inaudible] not blowing on you.  
6815 H.: Turn it off aircon.  
6816 Tutor: Oh, those boys were hot.  
6817 H.: In there?  
6818 Tutor: Yeah.  
6819 H.: Open up a door.  
6820 A tutor: Do you have the chock?  
6821 Milica: Have the what?  
6822 Tutor: Uh, like the door stop.  
6823 Milica: Oh.  
6824 Tutor: See, you hide these things.  
6825 H.: Oh, it's cold.  
6826 Milica: Yeah, it's freezing.  
6827 Tutor: [inaudible utterance]  
6828 H.: Yeah sir, it's cold. Turn it off.

6829 Tutor: Load.  
6830 H.: Turn it off.  
6831 Tutor: I don't know if it's on.  
6832 H.: No, you need to turn it off.  
6833 Milica: I can't feel it now when the thing's up.  
6834 H.: It's not off, it's just going up. Oh, now you broke it.  
6835 Tutor: Nah, it's on.  
6836 Milica: Well, at least it's off if it's broken right? ... Alright.  
6837 Tutor: If it's that bad, just turn it off.  
6838 Milica: Oh it's okay, I can't feel it now.  
6839 H.: Oh, what is that?  
6840 Milica: Oh yeah, something flew into the room before. What is it? Oh, is that the door thing?  
6841 H.: Um no. A wheel.  
6842 Milica: A wheel?  
6843 H.: I don't know what it's from. Oh, sticky tape I think.  
6844 Milica: Oh yeah. Alright so...  
6845 H.: Oh, I'll just make this headshot.  
6846 Milica: Ah... good one.  
6847 H.: That was A.  
6848 Milica: That was a real good shot. Alright anyway, um, it's okay, my aim's not any better.  
6849 Small space. Alright, so what I want you to think about is you really wanna, I mean, you don't  
6850 have to do Vegas you can change if you want. I could give you a couple of minutes to decide  
6851 if there's somewhere else you want to do. It can be in Australia, it doesn't have to be  
6852 overseas, you know what I mean, but let's get that world map out again.  
6853 [plastic crinkling]  
6854 Milica: Um, so you like dead set on Vegas?  
6855 H.: Yep and Queensland, the Great Barrier Reef.  
6856 Milica: Oh Queensland, that would be cool. I've always wanted to go there. My Godsister /  
6857 H.: Have you been there?  
6858 Milica: Nah, I haven't but I really want to. My Godsister lives there. {Educator sharing  
6859 cultural knowledge}  
6860 H.: Godsister?  
6861 Milica: Yeah.  
6862 H.: Never heard of Godsister before.  
6863 Milica: Yeah, it's like a thing we have in our, in our Serbian customs we say we're cousins,  
6864 you know. Um, so we're here, you know where Vegas is? {Educator sharing cultural  
6865 knowledge}  
6866 H.: Over here somewhere.  
6867 Milica: Yeah some, somewhere round there in there, oh that space. Yeah, so somewhere in the  
6868 desert, I think in the middle here. So long flight, right? So when you have long flights, don't  
6869 you have to have a stopover somewhere over here and then you go across? But we'll have a  
6870 look at that now, but first choose your dates. When would you wanna go? So do you wanna  
6871 go like December, January? Um but that's when it's winter there.  
6872 H.: Yeah, winter, whenever it's winter.  
6873 Milica: Yeah? Don't wanna go in summer?  
6874 H.: Nah.  
6875 Milica: Summer's in like July August.  
6876 H.: Nah.  
6877 Milica: Wanna go winter? Alright. So let's say we're gonna go. How long do you want to  
6878 stay? {Educator sharing cultural knowledge}  
6879 H.: A month. Or, nah a couple weeks. {Student uptake}

6880 Milica: A couple of weeks, yeah? I think you'll find if, um, when it's such a long flight a  
6881 couple of weeks is very short like you sorta wanna do like three or four weeks {FB-recast  
6882 educator}  
6883 H.: Oh.  
6884 Milica: It's up to you, you can do what you want. It's your holiday. But your budget is ten  
6885 thousand dollars, right?  
6886 H.: Mhm.  
6887 Milica: So grab your iPad and let's have a look at flights and see how cheap we can get  
6888 flights. So if you just wanna write on your paper actually, you know what, I'll write it down  
6889 for you. Ooh, is that your phone, is it alright? {Educator scribing}  
6890 H.: Yeah.  
6891 Milica: Is that yours? Yeah.  
6892 [10 seconds pause]  
6893 H.: So, uh, flights.  
6894 Milica: So put in your thing, Sky Scanner.  
6895 H.: Hmm?  
6896 Milica: Sky scanner? So that's a website that you can, um, get flights. ... {Educator sharing  
6897 cultural knowledge}  
6898 H.: Sky scanner. ...  
6899 Milica: You got your passport?  
6900 H.: Hhm?  
6901 Milica: Do you have a passport?  
6902 H.: Nah.  
6903 Milica: Gotta get a passport.  
6904 H.: Yeah... destination, where? Las Vegas.  
6905 Milica: Las Vegas, yeah, so from Adelaide, oh, I mean, wherever you fly out from. Then you  
6906 put in your dates.  
6907 H.: No, done.  
6908 Milica: You did your dates?  
6909 H.: Yep.  
6910 Milica: Alright, um, just wait for it to load. It'll give you, uh, the quickest flight, the cheapest  
6911 flight, all that sort of stuff.  
6912 H.: Twenty first of November. ...  
6913 Milica: I thought you wanted to go December, January? Or you wanna go November,  
6914 December?  
6915 H.: When's winter?  
6916 Milica: Hey, you could do New Year's in Las Vegas, that would be cool, right?  
6917 H.: When's New Year's? {Student request cultural knowledge}  
6918 Milica: Um, thirty first of December. The last day of the year. {Educator sharing cultural  
6919 knowledge}  
6920 H.: Oh yeah.  
6921 [10 seconds pause]  
6922 Milica: So just you, you'll write this in for yourself. Do you write your destination, your  
6923 dates, and you gotta write in how much your flights cost. So you minus it from that, right.  
6924 That's your budget, that's all you got. You don't have anymore. Then you gotta pay for your  
6925 passport, ahm so you can go on the website and find out how much a passport costs, yeah?  
6926 H.: Yeah.  
6927 Milica: Hotel? So you gotta see how much your accommodations gonna be. Where do you  
6928 want to stay? You know do you want to stay in the sort of centre, do you want to stay in the  
6929 outskirts? You know? You need to think about all that sort of stuff. So one day when you go  
6930 to Vegas you're gonna think I already did this like two years ago. Alright, so what are your  
6931 flights looking like?  
6932 H.: So, one, two, [inaudible utterance] a thousand.

6933 Milica: A thousand? Yeah, can I see? Is it, um, is it return? Oh yeah, awesome. Oh, that's  
6934 actually pretty good [laughs]. A thousand, alright so you gotta out that in your... you gotta  
6935 write it in how much it is. There's your pen by the way.  
6936 H.: So where do I go? Here?  
6937 Milica: Yeah, so that's your flights.  
6938 [5 seconds pause]  
6939 H.: Mhm.  
6940 Milica: Now, write in your destination, your dates as well.  
6941 H.: So, Las Vegas.  
6942 Milica: Mhm, is that your ten, perfect or?  
6943 H.: Yeah.  
6944 Milica: No, that's your date remember? Up here's your destination.  
6945 H.: Oh.  
6946 Milica: It's okay, just cross it out, don't stress.  
6947 [8 seconds pause]  
6948 H.: Yeah.  
6949 Milica: Awesome. And then what days are your flights? Write that in as well. So you've got  
6950 there, is it at the top maybe? That's twenty first November. Oh but look did you um you're  
6951 only staying for seven days. Are you sure you wanna do that?  
6952 H.: No.  
6953 Milica: You wanna stay for longer?  
6954 H.: Mhm.  
6955 Milica: How do you edit that?  
6956 [4 seconds pause]  
6957 Milica: So we go here... and we will choose, so we will leave on the twentieth leave on the  
6958 twenty first and now you choose the day when you want to come back. So the red one means  
6959 it's gonna be a bit more expensive. See the uh.../H.: Oh yeah.  
6960 Milica: The yellow is like the average price, the green is the cheaper price. Remember you  
6961 gotta pay for accomodation for all those days that you're there.  
6962 [4 seconds pause]  
6963 Milica: You can go on a yellow one. It'll just be still alright. Alright.  
6964 H.: Yep.  
6965 Milica: Alright, you happy with that?  
6966 H.: Yeah.  
6967 Milica: Alright, let's see what we come up with. Twenty first November to fourteenth  
6968 January. Oh that's quite a holiday... see what the prices are like. [clears throat] [phone alert  
6969 sound]  
6970 H.: Mhm.  
6971 Milica: Now we'll sort by cheapest up here.  
6972 H.: What?  
6973 Milica: Here, where it say cheapest?  
6974 H.: Mhm. ...  
6975 Milica: What's the cheapest option? One thousand three hundred and fifty four.  
6976 H.: Mhm.  
6977 Milica: That's pretty good. Alright so you just gotta write that new price in. Hello. How're  
6978 you going?  
6979 T.: I'm good.  
6980 Milica: That's good. We're planning our holiday.  
6981 [paper crumpling noise]  
6982 Milica: Alright, so I'm gonna write this um. Alright, I want you to try to find a hotel. So if  
6983 you go...there's a website called {Educator scribing}  
6984 [Milica writes it down and hands it to H.]  
6985 Milica: This. Booking.com. {Educator sharing cultural knowledge}

6986 H.: Mhm.  
6987 Milica: So you can find hotels on there. So, what we're doing is, remember, um, last lesson, I  
6988 was saying we're gonna, um, you guys get to choose a place you get to plan a holiday with  
6989 your budget. Your budget's ten thousands dollars... H.'s going to Las Vegas. Heh... So  
6990 you're gonna choose your destination so just have a think about it while I write this down for  
6991 you... T. What have I got there, dates?  
6992 H.: Hmm.  
6993 Milica: And remember you wanna leave some spending money for yourself as well, um... just  
6994 tryna find sorry, passport hotel.  
6995 [whistling] [6 seconds pause]  
6996 Milica: Okay, so here you go so think of a place is there a place where you've always wanted  
6997 to go? ... Totally up to you we've got the map right here... and it can be in Australia a  
6998 hundred percent. It doesn't have to be um overseas at all... maybe there's somewhere in  
6999 Australia that you wanna see?  
7000 T.: Um, Melbourne.  
7001 Milica: Melbourne? Yeah, go to Melbourne. Ten thousand dollars in Melbourne, you can stay  
7002 there for ages... so if you wanna write your destination and then we'll look at some  
7003 flights...yeah? Do you wanna write it?  
7004 T.: Yeah.  
7005 Milica: Did you put your dates in?  
7006 H.: Yeah.  
7007 Milica: Okay... what are the prices like?  
7008 H.: There's one here for... seventy two one night.  
7009 Milica: Seventy two a night. That's good. {FB-recast educator}  
7010 H.: Yeah, ahm, I found sixty-one... fifty-one, thirty-two.  
7011 Milica: So how many nights are you staying altogether? [laughs]  
7012 H.: Oh, it's like two weeks, oh...  
7013 Milica: Two weeks?  
7014 H.: Not two weeks, three.  
7015 Milica: So if you're staying 21st November to... what's the date you've got written there?  
7016 Remember to write your dates in so we know.  
7017 H.: Hhm.  
7018 Milica: Look back in the flights. It was twenty first November, I think, fourteenth January?  
7019 H.: Yeah.  
7020 Milica: Yeah? So just write that so we know.  
7021 [7 seconds pause]  
7022 Milica: You on your flights, T.?  
7023 T.: Yeah. I'm looking at my flights now.  
7024 Milica: Are you on flight? What website are you looking at?  
7025 T.: Qantas.  
7026 Milica: Which one?  
7027 T.: Qantas.  
7028 Milica: Qantas, yeah. You can go on, um, a website called skyscanner or Webjet and you can  
7029 see all the different companies, so it doesn't have to necessarily be Qantas, cause they can be  
7030 a little bit expensive. You can go with other companies that are a bit cheaper... if you want to  
7031 use Qantas, it's up to you, but then you get a bit less money for your for your spending money  
7032 or shopping and stuff... but/ T.: Yeah. {Educator sharing cultural knowledge}  
7033 Milica: Just choose you what how long you wanna stay. You gotta write in your dates.  
7034 [10 seconds pause]  
7035 H.: Mhm.  
7036 Milica: Find a hotel?  
7037 H.: Yeah.  
7038 Milica: How much is it gonna cost ya?

7039 [10 seconds pause]  
7040 H.: Um, seventy three dollar.  
7041 Milica: For one night?  
7042 H.: Yeah.  
7043 Milica: So you wanna look at your total amount of nights you're staying and then you can get  
7044 the calculator on your phone and then you can multiply. See how much it's gonna be.  
7045 H.: So how much was it?  
7046 Milica: How many nights?  
7047 H.: Seventy three.  
7048 Milica: Seventy three. Oh, if you put in the dates then it should say somewhere up the top  
7049 maybe. Depends on the website you're using. ...  
7050 H.: So when am I staying? Says here twenty first November... twenty first come back...  
7051 T.: So I put this stuff here and then?  
7052 Milica: Yeah, so if you write here where it says destination write Melbourne, and then the  
7053 dates you wanna go on, how much your flights will cost.  
7054 H.: Hm, that's a lot of money.  
7055 [8 seconds pause]  
7056 Milica: You're going to Darwin? Awesome. Darwin's cool. I've always wanted to go there.  
7057 T.: Hey?  
7058 Milica: I've always wanted to go Darwin. People say it's nice. Darwin and Queensland...  
7059 don't don't really care much for Perth. [laughs] So from Adelaide to Darwin, T.?  
7060 T.: Yeah.  
7061 Milica: How long are you staying?  
7062 T.: Uh... couple nights.  
7063 Milica: Couple of nights, oh my! Ten thousand dollars for a couple of nights.  
7064 T.: I'm staying there for three years.  
7065 Milica: Three years, ooh now you're gonna have to budget with ten grand.  
7066 H.: It's not working.  
7067 Milica: Ah, there you go. But this is just a holiday [laughs].  
7068 T.: Okay I'll stay there for a month.  
7069 Milica: A month is good, yeah... you can do a lot in a month, lots of things to do... you  
7070 wanna go in the summer or the winter? Or something in between?  
7071 T.: Between.  
7072 Milica: Between? What month do you reckon?  
7073 T.: Nah, I'll stay in winter.  
7074 Milica: Hey?  
7075 T.: Winter.  
7076 Milica: Winter? So what dates are those? Like July?  
7077 T.: Ehh.  
7078 H.: No. Winter, yeah, July.  
7079 Milica: Hm?  
7080 [7 seconds pause]  
7081 Milica: So if you put those in your flights, T. do you want me to come around there and help  
7082 you?  
7083 T.: Nah.  
7084 Milica: Okay... so when you go on the website to do the flights, you can see, um, you can put  
7085 in the dates that you wanna go. So when you wanna get there and when you wanna come  
7086 back... So you could do like first of July to the end for example, if you wanna do a month...  
7087 You got a hotel? Can I see?  
7088 H.: Yep.  
7089 [5 seconds pause]

7090 Milica: Alright... oh yeah, so one thousand seven hundred and four dollars. Pretty good for,  
7091 um, well it doesn't say how many nights it is but... So which hotel are you gonna choose?  
7092 H.: Hm?  
7093 Milica: Please don't fall of that chair. {Disciplining}  
7094 H.: No, first, nah number one.  
7095 Milica: Number one?  
7096 H.: Yep.  
7097 Milica: Do you want to keep looking?  
7098 H.: Nah, I had a look already.  
7099 Milica: Do you wanna see what it looks like? Oh, clicked on it. Oh, it's an airbnb... let's see  
7100 some pictures. Is it nice?  
7101 H.: Hmm.  
7102 Milica: Looks not bad.  
7103 H.: Just looks like a house.  
7104 Milica: Yeah, I think you're renting someone's house essentially for the time that you're  
7105 there... that's pretty cool... happy to go with that? {Educator sharing cultural knowledge}  
7106 H.: Mhm.  
7107 Milica: Alright, so write that in your um in your hotel, and maybe write the name of it or  
7108 something.  
7109 H.: Modern.  
7110 Milica: Modern monthly rental... bit of a tongue twister.  
7111 [18 seconds pause]  
7112 Milica: Bit of chewing gum? Oh no, I don't care, I'm just wondering... Now, um you need to  
7113 get a passport, don't you? So where can you check how much a passport costs? ... The  
7114 internet maybe? So if maybe you go to google, try and find um, oh my God, what is that in  
7115 your mouth? Is that the house from Monopoly? Oh my God, please don't choke on it!  
7116 {Educator sharing cultural knowledge}  
7117 H.: Um, what's it again? How much is passport for? {Student request cultural knowledge}  
7118 Milica: Yeah, so maybe just put how much passport Australia, for example. So you're just  
7119 using those keywords to look for stuff. {Educator sharing cultural knowledge}  
7120 T.: So I have to do the flights off a Qantas or Jetstar or something?  
7121 Milica: Yeah, the price.  
7122 T.: Alright.  
7123 Milica: But first you gotta figure out what dates you wanna go.  
7124 [15 seconds pause]  
7125 Milica: Find anything?  
7126 H.: Two hundred ninety three dollars for ten years.  
7127 Milica: Sounds about right. So you gotta add that into your costs.  
7128 H.: Person aged seventy five years and over.  
7129 [5 seconds pause]  
7130 T.: Do you have to have a passport? How, how old do you have to be with have a passport.  
7131 {Student request cultural knowledge}  
7132 Milica: Everyone's gotta have a passport if you're travelling overseas. {Educator sharing  
7133 cultural knowledge}  
7134 T.: No matter how old you are?  
7135 Milica: Yeah, everybody, yeah.  
7136 H.: Many people pay two hundred dollars.  
7137 Milica: So for the for the old people, um, because they you know they're over seventy five  
7138 they might not you know live for another ten years, that's why they do five years if they  
7139 wanna do it, if they're like sick or something. Um they're you know they're just old. Um, so  
7140 they get it a little bit cheaper cause they might not need it the whole time.  
7141 H.: Mmh.

7142 Milica: But, um, for us we're at our peak we, um, we get it for ten years ... so you'll, um, so  
7143 you'll be paying two hundred and ninety three dollars so you gotta write that into your  
7144 passport. T. you're lucky you don't need a passport cause you're staying in Australia so. / T.:  
7145 Mmh.  
7146 Milica: You're not going overseas.  
7147 H.: All he needs a boarding ticket.  
7148 Milica: Needs a what? {FB-clarification request educator}  
7149 H.: Boarding ticket.  
7150 Milica: Boarding ticket. {FB-recast educator}  
7151 [5 seconds pause]  
7152 H.: Yup, what else? That's it. I'm done.  
7153 Milica: Yeah, so now you gotta add up how much you've got left in your spending money.  
7154 H.: So how much did it all cost.  
7155 Milica: So if you start with your ten thousand dollars and then you how would you do it?  
7156 [4 seconds pause]  
7157 H.: Um... so if I started off with ten thousand dollar. / Milica: Mmh.  
7158 H.: So ten thousand dollar.  
7159 Milica: Mmh.  
7160 H.: And the plane cost... how much? One thousand three hundred and thirty dollars.  
7161 Milica: You've got your passport? Oh how much was your hotel, don't forget to write the  
7162 price in... I think it was one thousand seventy four?  
7163 H.: Which one? One thousand, yeah.  
7164 Milica: Good memory.  
7165 [7 seconds pause]  
7166 Milica: Zero seven four.  
7167 H.: One thousand seventy four.  
7168 Milica: Just swap your seven and your zero cause that's one thousand seven hundred and four.  
7169 {FB-explicit correction educator}  
7170 [5 seconds pause]  
7171 Milica: Beautiful. Alright. {Reinforcement educator}  
7172 H.: Mhm.  
7173 Milica: So now how are you gonna figure out how much money you got left?  
7174 [8 seconds pause]  
7175 Milica: Have you found some flights?... How much are they?  
7176 T.: Uh, like two hundred something?  
7177 Milica: Is that, um, there and back? Or just one way?  
7178 T.: One way.  
7179 Milica: So you wanna figure out how much it'll cost to come back as well.  
7180 T.: Mmh.  
7181 Milica: So if you, um, what website did you say you're using Qantas?  
7182 T.: Yeah.  
7183 Milica: If you if you go into, um, Sky Scanner or what was the website that you used, H.?  
7184 H.: Hm?  
7185 Milica: What's the website you used for your flights? ...  
7186 H.: Sky, uh. Ky ky.  
7187 Milica: Oh, Kayak yeah.  
7188 H.: Kayak.  
7189 Milica: Kayak. So, um, you can go into one of those websites, um, T. you just put in your  
7190 dates and where you wanna go and it shows you all the options and different prices. Instead of  
7191 just looking at Qantas.  
7192 T.: Is that it? Or is that another one?  
7193 [4 seconds pause]



7194 Milica: Uh, that one is alright, but it, again it's just showing you Qantas. So, um, I'll put the,  
7195 I'll open a new tab and show you what website is good to use cause I use it [giggles] for my  
7196 flights  
7197 [5 seconds pause]. {Educator sharing cultural knowledge}  
7198 Milica: So here. So where to next? So put in, um, in your country or in your airport or  
7199 wherever you wanna go. So you click on it and you write it where it is. Darwin. And it'll  
7200 come up. So you just write it in. Beautiful. And you choose your dates. So when do you  
7201 wanna leave? So you said next year in...just here on this arrow here. Yep.  
7202 T.: Six hundred and ninety seven dollars left.  
7203 Milica: How much?  
7204 H.: One thousand six hundred ninety seven.  
7205 Milica: One thousand six hundred ninety seven?  
7206 [6 seconds pause - overlapping background speech - incomprehensible]  
7207 Milica: Really, is that it?  
7208 T.: Is it zero?  
7209 Milica: The aircon? Yeah, yeah... do you want to turn it off? Or you're hot?  
7210 [4 seconds pause]  
7211 Milica: Where's your calculator? That doesn't sound right, does it, H.?  
7212 H.: Nope.  
7213 Milica: Thought you would have more. Let's do it here. So what, how much are you gonna  
7214 start out with? For your budget?  
7215 H.: Uhh.  
7216 Milica: How much how much money did I give you?  
7217 H.: Ten thousand.  
7218 Milica: Ten thousand, yeah... so minus, so what are we minusing first?  
7219 [Teacher knocks on the door]  
7220 H.: Back again?  
7221 Milica: Hello.  
7222 Teacher: How are you?  
7223 T.: Bad.  
7224 Teacher: Banging on my door yesterday, this morning.  
7225 T.: Me?  
7226 Teacher: Yeah, you were.  
7227 T.: It was him.  
7228 Teacher: No, it wasn't him. He was sitting in the room, he couldn't have been banging on the  
7229 door from inside. He's good, but not that good. How're we going?  
7230 Milica: Yeah, good. We're going on a holiday.  
7231 Teacher: Oh. are we?  
7232 Milica: [laughs]  
7233 Teacher: We need to go on a holiday... right. Busy, busy, hot day.  
7234 Milica: Where are you guys going?  
7235 T.: Up the moon.  
7236 Teacher: To the moon? Really?  
7237 T.: Yes.  
7238 Teacher: Do they do, do they do trips there?  
7239 Milica: Don't know if the ten thousand dollar budget will cover it, but.  
7240 Teacher: Oh, ten thousand, ten thousand dollars. Well, you can do a bit of damage with ten  
7241 thousand dollars.  
7242 Milica: Yeah, that's right. I'm being generous.  
7243 Teacher: Yeah.  
7244 Milica: [laughs]  
7245 Teacher: This place ... [incomprehensible utterance]  
7246 Milica: Guess where he's going. Vegas.

7247 Teacher: Vegas? Vegas, baby.  
7248 Milica: [laughs]  
7249 Teacher: Ah, what are you gonna do in Vegas? Just gambling?  
7250 H.: Yep.  
7251 Teacher: Yeah? Win some cash. Make the ten thousand into twenty thousand. I didn't say  
7252 that. It's probably not a good idea to say that, is it?  
7253 Milica: Probably not.  
7254 Teacher: [incomprehensible utterance] I haven't seen him do work before.  
7255 Milica: Hey?  
7256 Teacher: This is good, I've never seen him doing some work.  
7257 H.: Who?  
7258 Teacher: You.  
7259 Milica: Well, we're going on a holiday we gotta do it. It's not work, it's just life skills. /  
7260 Teacher: [incomprehensible utterance] Very good. / H.: Yeah.  
7261 Teacher: Gotta wash that tattoo off, though.  
7262 Milica: [laughs] It's permanent, actually.  
7263 Teacher: Oh... alright.  
7264 T.: I went down there today, sir.  
7265 Teacher: You were where?  
7266 T.: Down there.  
7267 Teacher: Down there? Bit warm was it?  
7268 T.: Yeah.  
7269 Teacher: Still not as hot as home though, is it? Huh?  
7270 T.: It was raining.  
7271 Teacher: Oh... um, I've just come up here to check up with the senior boys, but most of them  
7272 are out having a lemonade.  
7273 H.: Not lemonade.  
7274 Teacher: Not lemonade?  
7275 H.: They're having a beer.  
7276 T.: Beer.  
7277 Teacher: Are they drinking beer?  
7278 H.: Yeah.  
7279 Milica: Oh my God!  
7280 H.: [incomprehensible utterance]  
7281 Teacher: As long as they're ... [incomprehensible utterance]  
7282 Milica: Hey, H., I'm just gonna put the brightness down so we have a bit more battery life on  
7283 this.  
7284 H.: It's gonna die in any minute.  
7285 Milica: Yeah, I know, it's on five percent. Do you have a charger?  
7286 H.: Nope.  
7287 Milica: Great.  
7288 Teacher: There's the story.  
7289 Milica: I'm gonna have to bring one in next time.  
7290 Teacher: Do you need to steal? / H.: [incomprehensible utterance]  
7291 Teacher: Can you, oh yeah, so you tell me you can never get the iPad charged, but there's  
7292 about four hundred of them in there.  
7293 H.: Yeah, they not plug the cord in properly.  
7294 Teacher: Well, you don't.  
7295 H.: Plug halfway.  
7296 Milica: Uh, um what homework have you guys got?  
7297 H.: I don't know. ...  
7298 Teacher: So, what we've got is an essay.  
7299 Milica: Mhm.

7300 Teacher: Which I'm happy to help you with. But it's, um, it's about the attitude of the  
7301 Europeans toward the Chinese on the gold fields. So one of the things we learnt about today  
7302 about the gold mining tax. Chinese people had to pay ten pounds.  
7303 Milica: Hm.  
7304 Teacher: When they came. It was called the Chinese gold tax. So no other people had to pay.  
7305 Milica: Yeah.  
7306 Teacher: That's the first thing. And the second thing we learned about was there was, um, a  
7307 conflict at a place called Landing Flat.  
7308 Milica: Mhm.  
7309 Teacher: Uh, and that was where the Europeans, two thousand Europeans, took on the  
7310 Chinese people and beat them up with axe handles and that kinda stuff. And the third area that  
7311 you can do is... the propaganda. So the anti-Chinese propaganda. The anti-Chinese pictures  
7312 that were produced.  
7313 Milica: Mmm. Yeah, yeah, yeah, I've seen those, yeah.  
7314 Teacher: There's a famous one of a Chinese man's head with the tentacles of an octopus  
7315 underneath.  
7316 Milica: Yeah.  
7317 Teacher: So you can probably come up, you can probably have a look at that tonight. Chinese,  
7318 anti-Chinese propaganda.  
7319 Milica: Yeah.  
7320 Teacher: In the gold fields. And it'll come up with pictures and you can use those as examples  
7321 to help you explain what you're talking about.  
7322 Milica: Mmm. Have you guys got somewhere to, you want it typed up, the essay? [turns to  
7323 the teacher]  
7324 Teacher: Yeah, so he needs to probably, what you're gonna do first is gonna have three body  
7325 paragraphs.  
7326 Milica: Mmm.  
7327 Teacher: I can do the intro and conclusion with him. But he needs three body paragraphs.  
7328 He's got the context sheet on his iPad on the work space. And there's about seven dot points  
7329 and they can choose three of those.  
7330 Milica: Okay.  
7331 Teacher: Um, and for him, I'm not expecting massive amounts, like it's between six and eight  
7332 hundred words. I'm not expecting that much.  
7333 T.: Who?  
7334 Teacher: This man. [points to H.] But what I want him to do is to think about trying to answer  
7335 the question and get as much information as he can.  
7336 Milica: Okay.  
7337 Teacher: Next week we're gonna learn how to cite our sources, so we're referencing stuff.  
7338 Milica: Mhm.  
7339 Teacher: Um, but there's a context sheet there. On the workspace. These guys have got a  
7340 thing called workspace and on there, they've got folders for all of their subjects.  
7341 Milica: Mhm.  
7342 Teacher: And so teachers like me will put all of the note sheets on there. All the task sheets.  
7343 Everything I do with the kids I put on the workspace.  
7344 Milica: Okay. Cool.  
7345 Teacher: So?  
7346 Milica: Like a moodle of sorts.  
7347 Teacher: Yeah, pretty much. It's our version. We're moving over to a thing called Sector  
7348 soon.  
7349 Milica: Okay.  
7350 Teacher: Which will be a lot better than that. Um... and I, there's information on there, so  
7351 there's information about Landing Flat, but if you type in Landing Flat, we watched a video  
7352 today about Landing Flat on youtube, so there's / Milica: Was that interesting, H.?

7353 Teacher: It was kind of, cause it was an Australian teacher whose voice hadn't broken. So his  
7354 voice was broken so the boys thought that was pretty good. But I don't know  
7355 [incomprehensible utterance]  
7356 H.: She's a woman?  
7357 Teacher: Oh no, it was a man.  
7358 H.: Oh, I thought she was a woman.  
7359 Teacher: Yeah.  
7360 Milica: You growing your hair?  
7361 Teacher: You need a haircut.  
7362 T.: How you know?  
7363 Teacher: Huh?  
7364 Milica: Cause he's tying it up.  
7365 Teacher: Cause it's too long, shouldn't be able to tie it like that.  
7366 Milica: Want it to be long like mine?  
7367 H.: Yeah.  
7368 Teacher: Um, alright. I'll, um, so that's something you can do, so over the, that's due on  
7369 Monday the week four. It's week three next week, so he's got about a week week and a half.  
7370 Milica: Okay cool. We'll work on that the next three lessons then.  
7371 Teacher: But if he needs, yeah, if he needs a bit of extra time I'm happy to give him a couple  
7372 of days extra. But what he can do first is to plan, you know, maybe one page per paragraph  
7373 and throw in all the stuff he can find out about it and try and put it into order. I've got a  
7374 couple of class lessons next week where they can do it so he needs to think about that.  
7375 Milica: Awesome. Let's get the context sheet up and have a look.  
7376 Teacher: Alright, on workspace.  
7377 H.: Mhm.  
7378 Teacher: You can have a look, there's a couple of documents in there which pretty much spell  
7379 it out so just. / Milica: Yeah, yeah.  
7380 Teacher: Not copy and paste, but it's pretty close.  
7381 Milica: Yeah.  
7382 Teacher: Alright.  
7383 Milica: Awesome.  
7384 Teacher: Cool.  
7385 Milica: Thank you.  
7386 Teacher: And, and all is well with you?  
7387 Milica: Me?  
7388 Teacher: Yeah.  
7389 Milica: Oh, yeah, yeah, yeah.  
7390 Teacher: Fantastic. You're a student, of course, everything's well with you.  
7391 Milica: Can't wait to finish [laughs].  
7392 Teacher: Alright, good work.  
7393 Milica: Yeah, guys, I'm a student just like you, so... alright, so um, oh that's what we're  
7394 doing. Let's go. Let's quickly just wrap up our holidays, see how much spending money  
7395 you've got in your budget. What were your, how much were your flights?  
7396 H.: Uh.  
7397 Milica: What'd it say on there, one thousand? {Educator-initiated decoding Eng}  
7398 H.: One thousand three hundred and thirty. {Student decode Eng}  
7399 Milica: One thousand three hundred and thirty? And then, um, what do you need to pay for  
7400 your passport? How much passport?  
7401 H.: One uh.  
7402 Milica: How much? {FB-clarification request educator}  
7403 H.: Two thirty two, two ninety three.  
7404 Milica: Two ninety three? And then what else did you need to pay for? {FB-clarification  
7405 request educator}

7406 H.: Uh my hotel?  
7407 Milica: Hotel? How much is that? What did it say, one thousand and seventy four?  
7408 H.: One thousand and seventy four.  
7409 Milica: Look how much money you got left... look at that!  
7410 H.: Seven thousand.  
7411 Milica: Yeah, so write that in, in your spending money. Here.  
7412 H.: Just gonna [incomprehensible utterance] / Milica: You're gonna what?  
7413 H.: [incomprehensible utterance]  
7414 Milica: Nice.  
7415 [5 seconds pause]  
7416 Milica: Are you snapchatting people your holiday?  
7417 T.: Yeah.  
7418 H.: Oh no, I've just lost, f\*ck. I lost the man [incomprehensible utterance].  
7419 Milica: Alright.  
7420 H.: You can't go on holiday when you don't know what you're doing, so.  
7421 Milica: Do you have any homework, T.?  
7422 T.: Huh?  
7423 Milica: Do you have any homework?  
7424 T.: Yeah, nah.  
7425 H.: Yeah.  
7426 T.: I got um ... ummm... art.  
7427 Milica: Art? What do you have to do for art?  
7428 T.: But I need paint.  
7429 Milica: You need paint? What do you need to do for it?  
7430 T.: Paint the thing up.  
7431 Milica: Oh, what are you painting? A photo so far.  
7432 T.: Huh?  
7433 Milica: What are you painting?  
7434 T.: My phone.  
7435 Milica: Your phone?  
7436 T.: Photos.  
7437 Milica: Oh, photos.  
7438 [5 seconds pause]  
7439 Milica: Can they give you some paint from the art room to, to do it with for homework?  
7440 T.: Nah.  
7441 Milica: Hmm. Where do you?  
7442 T.: I use here. Erase it.  
7443 Milica: Do you want me to talk to G. and see if we can get some paint in?  
7444 H.: Who's G.?  
7445 Milica: So you can do it next lesson?  
7446 H.: Who's G.?  
7447 Milica: Oh cool. [commenting on the photos T. is showing her on her phone of some of his  
7448 art]  
7449 H.: Who's G.?  
7450 Milica: Is that Mike Tyson?  
7451 T.: Yeah.  
7452 Milica: [chuckles] Are you gonna do his face tat? Or is that on the other side?  
7453 T.: Nah.  
7454 Milica: Did you draw this?  
7455 T.: Yeah.  
7456 Milica: That's heaps good. Wow, that's really good.  
7457 T.: Sir, sir helped me this year.

7458 Milica: Yeah, yeah, that's good, but it's about all the lines on his body it looks really realistic.  
7459 I love it.  
7460 T.: That's this bit here.  
7461 Milica: Yeah. And the muscle. The bicep, I've got it too [laughs]. So what are you are you  
7462 painting it on, canvas?  
7463 T.: Yeah.  
7464 Milica: Okay. So do you have the canvas with you?  
7465 T.: Nah. I didn't bring it.  
7466 Milica: Ah, okay. Well, when do you need to, when is it due by?  
7467 T.: Oh, it's overdue.  
7468 Milica: Oh, it's overdue? Do you / T.: I haven't [incomprehensible utterance] then I got  
7469 suspended from the school.  
7470 Milica: Oh.  
7471 T.: Yeah.  
7472 Milica: How long suspended for?  
7473 T.: How long are we get suspended for? Three weeks? Two?  
7474 Milica: Three weeks?  
7475 T.: Three weeks yeah? Yeah, three weeks.  
7476 H.: Mmh, a term.  
7477 Milica: That's nearly as long as your holiday to Darwin.  
7478 H.: A term. He got, he's suspended for a term [incomprehensible utterance]  
7479 Milica: Hey, how about that contact sheet, H.? Before this dies [points to the iPad].  
7480 H.: Hm?  
7481 Milica: How 'bout that contact sheet? And then we can start having a look... guys, I brought  
7482 chocolate, but you have not earned it so far. The holiday stuff was great, but we've gotta get  
7483 off our phones.  
7484 T.: Woah, Kit Kat!  
7485 Milica: No, it's not Kit Kat.  
7486 [whistling]  
7487 T.: Three long small chocolate.  
7488 Milica: Yeah, little kinder chocolates. Do you like them? {FB-recast educator}  
7489 T.: Nah...  
7490 H.: Kinder chocolates?  
7491 Milica: Yeah.  
7492 H.: Not kindergarten anymore.  
7493 Milica: Not kindergarten, well, let's stop. [overlapping speech - incomprehensible] /Milica:  
7494 Let's do our work. How much your hotel gonna be?  
7495 H.: I just gotta shoot somebody.  
7496 T.: What?  
7497 H.: How much?  
7498 Milica: Yeah.  
7499 H.: Hold up.  
7500 Milica: That's one bit of your chocolate that T.'s gonna eat, H. For every minute that you  
7501 don't / H.: I had chocolate already. It's for my birthday yesterday. So I get chocolate.  
7502 Milica: My birthday's next Friday by the way, so I'm expecting you guys to wish me happy  
7503 birthday next Thursday.  
7504 H.: Can I come to your birthday?  
7505 Milica: [laughs] Hey?  
7506 H.: Can I come?  
7507 Milica: I'm going to Melbourne for my birthday.  
7508 T.: Why?  
7509 H.: Okay, we can book a flight to Melbourne.  
7510 Milica: Yeah.

7511 T.: That's my thing. Flight [incomprehensible utterance] one dollar enough for me.  
7512 Milica: Let's see. One dollar? Find me a hotel for four weeks, you can pay one dollar.  
7513 H.: Look at that headshot.  
7514 Milica: Do you know anybody in Darwin you could stay with? Then you don't need to pay for  
7515 accomodation.  
7516 T.: Nah.  
7517 H.: Weyy and he's dead.  
7518 Milica: Okay, let's put that away, please.  
7519 H.: But, I have one more [incomprehensible utterance]  
7520 T.: No.  
7521 H.: I'll get ten thousand dollar.  
7522 Milica: We only have like twenty minutes left of the lesson so after that you can ... / T.: But I  
7523 stay in  
7524 Milica: You can do all the games you want.  
7525 T.: Everytime I'm in Darwin I stay with my aunty.  
7526 Milica: Hey?  
7527 T.: I stay with my aunty.  
7528 Milica: You can stay with your aunty in Darwin?  
7529 T.: Yeah.  
7530 Milica: So you just need to pay for your flights. Hey, you got like nine thousand dollars to  
7531 spend!  
7532 T.: Yeah.  
7533 Milica: What are you gonna spend that on?  
7534 H.: [mumbles] Drugs.  
7535 Milica: Um... naughty.  
7536 T.: I spend it on shopping... uh...  
7537 Milica: What about for lunch and dinner?  
7538 T.: Yep.  
7539 Milica: Every single day, might as well.  
7540 H.: [incomprehensible utterance]  
7541 Milica: Another, you started a new round? When you told me just this round?... Looks like  
7542 you get two chocolates, T.!  
7543 H.: Good on you, T., you earned yourself.  
7544 Milica: H., do you, are you, um, are you just playing the game cause you really don't wanna  
7545 do this essay that... / H.: Mmh. / Milica: that he was talking about ...  
7546 T.: You know that sir is too mean?  
7547 Milica: He's too mean?  
7548 T.: Yeah.  
7549 Milica: Why?  
7550 T.: No, thanks.  
7551 Milica: [laughs]... He seems like a cool teacher.  
7552 H.: Hm?  
7553 Milica: He seems like a cool teacher. Come on, H., let's do this. Put the phone away.  
7554 H.: Armed assassin. Where's a armed assassin?  
7555 T.: Miss, I'm show you. I got a hotel. I've been to.  
7556 Milica: Oh, yeah, show me.  
7557 T.: I've been in Middle Middle something beach.  
7558 Milica: Middleton? Oh, Mindil beach.  
7559 T.: Yeah, Mindil beach.  
7560 Milica: Oh, that's nice.  
7561 [knocking]

7562 Milica: That's really nice... So, um, how much is a night? You have to, you have to find, are  
7563 you gonna stay there when you go?  
7564 T.: It's right there. Fifty.  
7565 Milica: One seventy, oh yeah. So you gotta put in your dates when you wanna go. So we're  
7566 gonna what was your what was your date? July the ...? {Educator-initiated decoding Eng}  
7567 T.: Twenty, twentieth. {Student decode Eng}  
7568 Milica: July twentieth until what? August twentieth?  
7569 T.: Yeah.  
7570 [sound of H. hitting metal]  
7571 Milica: July twentieth. And then check out.  
7572 [whistling]  
7573 Milica: Oh, look it's taken on August twentieth, we might have to do the nineteenth. Is that  
7574 alright?  
7575 T.: Huh?  
7576 Milica: You gotta do the nineteenth 'cause it's booked out on the twentieth.  
7577 T.: Yeah.  
7578 Milica: Is that cool? Alright done? Let's see what the price is. And I know that you're just  
7579 waiting for that so we don't have to do work but we're still gonna have to do something... So  
7580 Monday, July twentieth, Wednesday, August nineteenth... total per, so per night, so you're  
7581 staying for about um four weeks which is about twenty eight nights so you gotta times that by  
7582 twenty eight to see what the price is.  
7583 T.: So have to times this thing.  
7584 Milica: Yeah.  
7585 T.: Alright.  
7586 Milica: So two hundred and sixty seven.  
7587 T.: Minus? Or plus?  
7588 [5 seconds pause]  
7589 T.: Shut up [incomprehensible utterance]  
7590 Milica: Alright, ignore them guys don't worry about it. You'll hang out with them later... H.  
7591 T.: Yeah, he's being a bad boy.  
7592 Milica: Yes.  
7593 T.: Miss, you have snapchat?  
7594 Milica: Hey?  
7595 T.: Snapchat's annoying, hey?  
7596 Milica: Snapchat's very annoying, it never sends my videos. Doesn't load them properly.  
7597 Yeah, I have snapchat.  
7598 H.: Ow.  
7599 T.: [incomprehensible utterance]  
7600 Milica: Did you times it? I'm gonna, I'm gonna have to ban phones from future lessons, I  
7601 reckon. What do you, what do you think?  
7602 T.: Who'd you send that? You stupid kid! [turns to H.]  
7603 Milica: Please stop snapchatting them. {Disciplining}  
7604 H.: Nah, you don't have to look.  
7605 T.: Look what he sent me!  
7606 H.: That's his problem.  
7607 Milica: I better not be in any of those snaps. Go close the door H., please.  
7608 H.: I can't.  
7609 Milica: Thank you.  
7610 H.: I can't close the door.  
7611 Milica: I'm gonna close the door then.  
7612 [7 seconds pause] [sound of door closing]  
7613 H.: Oh, Mr Y.



7614 Milica: Alright. T., how much are your is your hotel gonna cost. What did you come up with?  
7615 What number have you got?  
7616 [4 seconds pause]  
7617 Milica: Hey, I'm glad I had your attention for the first half an hour of the lesson at least,  
7618 right?  
7619 H.: Okay. No, you don't have to [incomprehensible utterance] /T.: Half an hour.  
7620 Milica: That's not how it works. What am I gonna do half an hour? What about the essay?  
7621 H.: I'll be back in a minute.  
7622 Milica: Where are you going?  
7623 H.: To get a drink.  
7624 Milica: Okay.  
7625 T.: Thirsty kid.  
7626 Milica: Bring your drink bottle here.  
7627 T.: Gay kid.  
7628 Milica: Alright, T., let's, let's hop off the phone.  
7629 T.: I'm not, I'm not on my phone, Miss.  
7630 Milica: You, you just were on your phone. Alright, put it away. Don't worry about what  
7631 they're doing.  
7632 T.: Nah, I'm done, Miss.  
7633 Milica: H., you going to get a drink or?  
7634 H.: I'm stretching.  
7635 Milica: Alright, stretch somewhere else.  
7636 T.: Miss?  
7637 Milica: Yes.  
7638 T.: Can I get a calculator or whatever?  
7639 Milica: Can you what? {FB-clarification request educator}  
7640 T.: Borrow calculator?  
7641 Milica: Can you have cake? {FB-clarification request educator}  
7642 T.: Calculator.  
7643 Milica: Oh, calculator, yeah, yeah. {Reinforcement educator}  
7644 T.: Yeah.  
7645 Milica: Calculator, it's .../ T.: Can't get it on here.  
7646 Milica: You should have it.  
7647 T.: I didn't buy it.  
7648 Milica: I don't think you have to. It should come automatically.  
7649 T.: See.  
7650 Milica: Oh no? Hm.  
7651 T.: There you go.  
7652 Milica: That's okay. Um, do you should have a calculator on google. We can look it up. So. If  
7653 you just put into google... two hundred and how much was one night? Two hundred and sixty  
7654 seven?  
7655 T.: Two hundred and...  
7656 Milica: Six seven, yeah?  
7657 [4 seconds pause]  
7658 Milica: Times.. How much did I say we were timesing by?  
7659 T.: Is it sixty nine?  
7660 Milica: Let's see?  
7661 T.: It's sixty nine, ey?  
7662 Milica: Let me have a look... two hundred and sixty... so, you don't need that zero... so two  
7663 hundred and sixty seven.  
7664 T.: No, it's not.  
7665 Milica: That was one night, yeah? / T.: Oh, yeah.

7666 Milica: Remember? And then we need to times that... by twenty, you wanna do the eight for  
7667 me? And then search. Then how much is your accommodation? Ooh la la. Seven thousand  
7668 and four hundred seventy six. / T.: Hm.  
7669 Milica: You wanna still stay at the hotel?  
7670 T.: Yeah.  
7671 Milica: Alright. Write that in then. Your hotel. That's your accommodation.  
7672 [12 seconds pause as T. writes down cost of hotel]  
7673 Milica: And now... how much did your flights cost?  
7674 [door opens, H. comes back into the room]  
7675 Milica: Did you get your drink?  
7676 H.: Yeah.  
7677 Milica: Are you ready to come back in? Just come and sit in here. At least.  
7678 Teacher: Come on, H.!  
7679 Milica: At least pretend you're doing work in here with me.  
7680 H.: Yeah.  
7681 Milica: Alright. So...  
7682 T.: The flight. To Darwin.  
7683 Milica: The flight to Darwin, yeah, how much was it?  
7684 T.: I don't know.  
7685 H.: Oh, that's cold in here. I'm not sitting here.  
7686 Milica: You can turn it off if you want.  
7687 H.: Are they charging? That one doesn't work.  
7688 Milica: [laughs] You can turn the aircon off if you want.  
7689 H.: Yep.  
7690 [sound of aircon turning off]  
7691 Milica: There you go. No reason to complain now, right?  
7692 H.: Ah yes.  
7693 Milica: What's the reason?  
7694 H.: I'm done.  
7695 Milica: You don't want to do the essay, huh?  
7696 H.: No, my iPad's flat. How am I supposed to do it?  
7697 Milica: That's okay. What about, um, T., why don't you find / T.: When's the next one?  
7698 Milica: Monday. You gonna be here Monday?  
7699 H.: When's your birthday?  
7700 Milica: Next Friday.  
7701 H.: Oh.  
7702 Milica: [laughs] But I'll be here next Thursday as well. The day before. So you guys are  
7703 gonna see me the my last day of me being twenty three years old.  
7704 H.: So then you'll be twenty four.  
7705 Milica: Twenty four, yeah, I'm getting old.  
7706 H.: That's not old .  
7707 Milica: You reckon? Thank you, that makes me feel better about getting old [laughs]... when  
7708 are your birthdays?  
7709 T.: Mines at May.  
7710 H.: Mine was yesterday.  
7711 Milica: Was your birthday yesterday?  
7712 H.: Yeah.  
7713 Milica: Oh my God. Happy birthday!  
7714 H.: No, I'm only joking.  
7715 Milica: [laughs] I know.  
7716 H.: Sixteenth of February.  
7717 Milica: Sixteenth of Feb, what about you, T.?  
7718 T.: Five, five, five.

7719 Milica: Five, five, five, ooh la lah easy to remember.  
7720 H.: Fifth of the fifth.  
7721 Milica: Fifth of the fifth of the fifth. Mine's first of the eleventh. One, one, one, one, one...  
7722 did you find your flights?  
7723 T.: Yes.  
7724 Milica: So how much are they? ... do you want to go back into skyscanner?  
7725 T.: I did .  
7726 Milica: Where? Where it says flights?  
7727 H.: Mr Y., Mr Y., Y.!  
7728 T.: Man.  
7729 H.: Y.'s deaf or what?  
7730 Milica: And I wasn't this one, it was /H.: Y. [banging table] Y.!  
7731 Milica: Cheap flights? Yeah?  
7732 H.: Mr D. Y. [calls out to a tutor walking past]  
7733 Milica: So you gotta put in your dates.  
7734 H.: Arrr! Hu.! Get Mr W., uh, Y.!  
7735 Milica: So we're going July the twentieth? Yeah?  
7736 T.: Mhm.  
7737 Milica: And we're coming back. When are we coming back?  
7738 [whistling]  
7739 Milica: So remember the dates are / H.: Y., sorry, Y.! /Milica: H. if you won't do your work at  
7740 least don't distract T.! {Disciplining}  
7741 Teacher: Shh, boys seriously!  
7742 H.: Can you turn the aircon off, please?  
7743 Milica: We're so close to the end.  
7744 Teacher: Ten more minutes.  
7745 H.: Turn the aircon off.  
7746 Teacher: Turn it off. Alright done. Anything else, boss?  
7747 H.: Mmh.  
7748 T.: You turned it on.  
7749 Teacher: Turned it off, bro.  
7750 H.: Uh. / T.: Shh, I'm doing my work now.  
7751 H.: Okay, I turned it off like already.  
7752 Milica: Yeah, I thought it was already off.  
7753 H.: Am I done? I'm done my work.  
7754 T.: Catch up. / Teacher: You got ten minutes.  
7755 H.: I can charge my iPad? Then we can get my essay.  
7756 T.: Oh I'm hot. I'm gonna have a shower again.  
7757 Milica: Nah, just stay here inside don't worry.  
7758 H.: I charge it.  
7759 Milica: Yeah, put it on charge, but come back.  
7760 H.: Yes, I'll come back.  
7761 Teacher: Alright. Ten more minutes. / T.: Sir, I'm having a shower.  
7762 Teacher: Every minute you waste, we can do study during supper.  
7763 Milica: Alright. So August the, um remember your accommodation was only until the  
7764 nineteenth.  
7765 Teacher: What's your tutor's name?  
7766 H.: Uh, Emily.  
7767 Teacher: Miss Emily?  
7768 H.: [laughs] No, it's Milica.  
7769 Milica: Is that my name?  
7770 H.: Milica.  
7771 Milica: Milica.

7772 Teacher: Is it alright if H. sits there in silence?  
7773 H.: Yep. I'm sitting in silence.  
7774 Teacher: If he talks ... he loses privileges.  
7775 H.: Mhm.  
7776 Teacher: Is that okay?  
7777 Milica: That's fine.  
7778 T.: Can I get my lunchbox, sir? Just going on, go on Facebook. / H.: No, I don't have  
7779 facebook.  
7780 Milica: If you wanna talk, you have to talk to me about how, um, the Europeans were racist  
7781 towards the Chinese during the gold rush.  
7782 H.: Yeah.  
7783 Teacher: Yeah, so you can research it. That's why we're doing this, aren't we?  
7784 H.: Mhm.  
7785 Teacher: So you can do some research. / T.: Miss, what's racist? {Student-initiated  
7786 metalinguistic Eng}  
7787 H.: Mhm.  
7788 T.: Sir, what's racist?... Sir?  
7789 Teacher: Uh, it's when / T.: [incomprehensible utterance] / H.: Shut up.  
7790 T.: Nah, joking.  
7791 Teacher: That's a tough one to explain simply, isn't it?  
7792 T.: Yeah, I know.  
7793 Teacher: I think it's just when people... are unfair to other people based on things that / T.: I  
7794 know sir, shush, I search up already.  
7795 Teacher: How would you describe it?  
7796 H.: Hmm, blablablablablaba, I don't know.  
7797 T.: Blah blah blah blah .  
7798 H.: I said quiet now!  
7799 Milica: Don't we gotta talk about the gold rush? / H.: Huh?  
7800 [overlapping speech - incomprehensible]  
7801 H.: Miss!  
7802 Teacher: Soon as you're off task, soon you lose it.  
7803 T.: Excuse me, Miss. / Milica: Don't make me snitch on you. Just stay on task.  
7804 T.: Miss. Miss! / H.: You can't say snitch.  
7805 Milica: Of course I can.  
7806 H.: That's not allowed.  
7807 Milica: Why?  
7808 H.: Because.  
7809 Milica: Why?  
7810 H.: I don't care.  
7811 Milica: Okay, sorry, I forgot you're the boss. What's up, T.? So you put to the nineteenth?  
7812 T.: Mhm.  
7813 Milica: Alright. Awesome. And now search flights and see what we find.  
7814 T.: Where's the chocolate? They're gone.  
7815 Milica: No, they're not. Don't trick me like that. I know you guys wouldn't do that. Thought  
7816 we were mates. / T.: Only if I'm hungry, if I'm angry.  
7817 Milica: Please don't, don't get angry at me.  
7818 T.: Nah [incomprehensible utterance].  
7819 Milica: We're cool, right?  
7820 T.: I'm leave my hair overnight.  
7821 Milica: Are you gonna grow out your hair?  
7822 T.: Yeah.  
7823 H.: I don't like long hair. I'll cut it soon.  
7824 T.: Cause you're gay.

7825 Milica: So where do you guys go when you get a haircut like, um, where does the teacher take  
7826 you to the shops and that?  
7827 T.: No, we go by ourself.  
7828 H.: We do by ourself.  
7829 Milica: Oh. Okay. That's cool.  
7830 T.: We got blades.  
7831 Milica: Nice.  
7832 T.: But I like Darwin haircuts, they're good.  
7833 Milica: So like weekend what do you guys do? Do you have to stay here or are you allowed to  
7834 go out somewhere?  
7835 T.: Go out. Anywhere. Cinema.  
7836 Milica: So you have somebody take you or do you guys / T.: Nah we go out by ourself.  
7837 Milica: That's cool.  
7838 T.: Or out with our friends.  
7839 Milica: You go in like a big group? Out to the shops?  
7840 T.: Yeah.  
7841 Milica: Do some shopping. Get some lunch.  
7842 T.: Like family friend. We can go out.  
7843 Milica: Oh that's cool. So they pick you up? Or you take the bus?  
7844 T.: Nah, they can't pick us up.  
7845 Milica: Oh lucky. Awesome. Nice.  
7846 [paper sliding]  
7847 Milica: Alright, let's write down how much the flights cost. Is that the cheapest ones that we  
7848 got? I reckon that is. Oh wait look. Two seventy three. That's a good one. So if you write that  
7849 in your flights cost.  
7850 T.: Two seventy three.  
7851 Milica: Beautiful. Good job. Alright now... we got our dates so you wrote, what date did you  
7852 write here? January twenty twenty?  
7853 T.: Yep.  
7854 Milica: But it's not January, is it?  
7855 T.: Yes.  
7856 Milica: Nah, look at the dates that you put. See? {FB-explicit correction educator}  
7857 T.: I did January.  
7858 Milica: Nah, twenty July to nineteenth August. You said you wanna go in the winter,  
7859 remember?  
7860 [4 seconds pause] {FB-explicit correction educator}  
7861 Milica: July? Awesome. And well which date in July? Twenty? Twentieth July? Twenty July  
7862 and then till, so then write do like a dash. {FB-explicit correction educator}  
7863 T.: Yep.  
7864 Milica: Yeah... and then write, um, when you're coming back. So nineteenth. Nineteenth  
7865 August. August nineteenth. {Reinforcement educator} {FB-explicit correction educator}  
7866 T.: Have to write here, too?  
7867 Milica: Yeah. Just write it there. {FB-explicit correction educator}  
7868 T.: Nineteen?  
7869 Milica: Of August. You can just write nineteen August. {FB-explicit correction educator}  
7870 T.: How you spell August? {Student-initiated metalinguistic Eng}  
7871 Milica: A-U- {FB-explicit correction educator}  
7872 T.: Oh yeah.  
7873 Milica: U-S-T... August. Awesome. Alright. So now you got your hotel, you got your flights,  
7874 don't need a passport, so that's good... so now... we're gonna... Hey, do you have a  
7875 calculator on your phone, H.? Do you have a calculator on your phone? Hm, we'll use this  
7876 calculator here then. {FB-explicit correction educator} {Reinforcement educator}  
7877 T.: Sir.

7878 Milica: Calculator. Alright. So we started out with how much money? ... How much did I  
7879 give you?  
7880 T.: Ten thousand dollar.  
7881 Milica: Yep. Now we have to minus.  
7882 T.: Nah, you gave me ten, ten dollars.  
7883 Milica: Nah, I gave you ten thousand dollars, mate, come on. ...Hey, don't try to take the  
7884 chocolates. {FB-recast educator}  
7885 T.: Nah, pen.  
7886 Milica: [laughs] I'm joking. Alright. So, and then how we gotta minus your flights from this.  
7887 Right? Two seven three leaves us with this much. Now we gotta minus the hotel. So how  
7888 much was the hotel?  
7889 T.: ... se, seven hundred and forty seven six.  
7890 Milica: Seven.  
7891 T.: Dollars.  
7892 Milica: Seven thousand? {FB-clarification request educator}  
7893 T.: Seventy six.  
7894 Milica: Four hundred and seventy six.  
7895 T.: Four hundred and seventy six. Four hundred and seventy six.  
7896 Milica: Alright so this is your spending money for the four weeks. So write that in. How much  
7897 is that? Here, where it says 'spending money'? Good job! {Reinforcement educator}  
7898 [6 seconds pause]  
7899 Milica: So you got two thousand two hundred and fifty bucks. Pretty good for four weeks.  
7900 T.: Miss, how many mo, how many pay you, do you have every week fortnight?  
7901 Milica: How much do I have?  
7902 T.: Yeah.  
7903 Milica: You can't ask people that. {Educator sharing cultural knowledge}  
7904 T.: Why? {Student request cultural knowledge}  
7905 Milica: Apparently it's rude. {Educator sharing cultural knowledge}  
7906 T.: No. Why's it?  
7907 Milica: I mean I have enough to, you know, get by. Enough to eat.  
7908 T.: If, if you, if you have enough, are you allowed to go anywhere? Like Melbourne, Sydney,  
7909 Darwin.  
7910 Milica: Yeah, well, I'm going to Melbourne for my birthday. Next weekend. So that's why  
7911 next um / H.: [incomprehensible utterance] / T.: [incomprehensible utterance]  
7912 Milica: Not next Monday, but the Monday after I won't be here with you guys, but I'll, I'm in  
7913 another day. So don't, don't miss me too much, okay?  
7914 T.: Nah, I won't.  
7915 Milica: [laughs] Okay wow.  
7916 T.: H. will miss you, Miss.  
7917 Milica: Yeah, I reckon he'll miss me like a hole in the head. As we say.  
7918 [6 seconds pause]  
7919 Milica: Alright let's spend these last few minutes talking about, um, oh wait let me write  
7920 down, you've got, you've got an art thing to do right? T.?  
7921 T.: What's that?  
7922 Milica: What paint do you need for it? Cause maybe I can bring some in from home.  
7923 T.: Nah, it's alright, Miss. I'll do it.  
7924 Milica: Are you sure?  
7925 T.: In art and I'll, I'll finish it and I'll show you.  
7926 Milica: Yeah, I wanna see it. I think it's really cool.  
7927 T.: So.  
7928 Milica: So you don't have an art thing, what other homework have you got? You got any like  
7929 English stuff to do?  
7930 T.: Nah.

7931 Milica: No?  
7932 T.: No.  
7933 Milica: Would you wanna like me to bring in a book and then we can read it together? Just a  
7934 little bit each lesson? Like for five minutes? Yeah? Do you have any topics that you think are  
7935 interesting?  
7936 T.: Not really. I don't read books.  
7937 Milica: Do you, do you like reading, though?  
7938 T.: Nah.  
7939 Milica: No? Hm. What if I read to you? ... would you want that, H.?  
7940 H.: Hm?  
7941 Milica: If I read to you guys for like just five minutes every lesson?  
7942 H.: Nah.  
7943 Milica: No? Hey, what about if we spend the whole lesson playing games and not doing any  
7944 work?  
7945 H.: Yeah.  
7946 Milica: Yeah.  
7947 T.: I'm not playing games.  
7948 Milica: Not you. Do you play minecraft?  
7949 T.: Hmm yes.  
7950 H.: Uhh.  
7951 Milica: Is that a yes or a no?  
7952 H.: Muahhh.  
7953 Milica: Would you wanna do something with minecraft?  
7954 H.: Uh.  
7955 Milica: H.!  
7956 T.: I got it here, Miss! Got this thing.  
7957 Milica: Oh, there you go. Cause I got this thing, right. We can do some stuff using minecraft.  
7958 T.: Miss, do you have an instagram?  
7959 Milica: Hey?  
7960 T.: Do you have instagram?  
7961 H.: Nahhh.  
7962 Milica: Do I have internet? {FB-clarification request educator}  
7963 T.: Instagram.  
7964 Milica: Instagram? Yeah, I have everything, but you can't know my instagram, okay.  
7965 T.: Why?  
7966 Milica: Because it's illegal.  
7967 T.: Oh, yeah.  
7968 Milica: Because I'm a teacher. So.  
7969 T.: But what if you wasn't teacher?  
7970 Milica: Huh?  
7971 T.: What if you wasn't teacher?  
7972 Milica: I am a teacher. You know what, you guys haven't earned to follow me on instagram,  
7973 alright.  
7974 T.: Wow.  
7975 Milica: [laughs]  
7976 H.: Oh, it got shot, the little thing.  
7977 Milica: So there's different things we can do, look. So we could do like a history lesson,  
7978 right? In minecraft. For example. You guys have to show me how the game works, but.  
7979 T.: I don't know.  
7980 Milica: Neither do I. Now, if we do that, H., do you remember that science experiment I, bless  
7981 you, you remember that science experiment I was telling about?  
7982 H.: Nah.  
7983 Milica: Like last lesson I said we would do the coke and mentos?

7984 H.: Mhm.  
7985 Milica: You remember?  
7986 H.: Yeah.  
7987 Milica: Come over here. Come here, so I can show you something. Come on, we finish in two  
7988 minutes... H.!  
7989 H.: Yeah.  
7990 Milica: Just put your phone down for two minutes.  
7991 H.: Mmh.  
7992 Milica: Then we'll have one minute.  
7993 [12 seconds pause]  
7994 Milica: So what other subjects have you got, T.?  
7995 T.: Ehh, religion.  
7996 Milica: Religion? What do you guys do in Religion?  
7997 T.: I do... Jesus.  
7998 Milica: Yeah, what about him?  
7999 T.: Nah anything, just Jesus.  
8000 Milica: Do you do like reading? Writing? Drawing?  
8001 T.: Yeah, reading and drawing.  
8002 Milica: Reading and drawing? ... do you like, draw icons or something?  
8003 T.: Yeah... Hey?  
8004 Milica: You draw like the icons?  
8005 T.: Just like writing and.. / Milica: Writing?  
8006 T.: Yeah.  
8007 Milica: Do you do like reading of the Bible and that?  
8008 T.: Yeah.  
8009 Milica: Okay. And then you maybe like interpret it? Get a bit of understanding?  
8010 T.: Mmh.  
8011 Milica: What song is that?  
8012 H.: Tyler.  
8013 [song plays]  
8014 Milica: I know that song [laughs]... alright, we're gonna wrap up for tonight, well in a sec,  
8015 you can't go out.  
8016 H.: Yep.  
8017 Milica: If H. gives me his full attention maybe I'll actually give you guys those chocolates I  
8018 was talking about.  
8019 H.: Yay.  
8020 Milica: But if he doesn't then I can't give it, can I?  
8021 T.: I'm hot now.  
8022 Milica: I'm just waiting on H. to put his phone away. Guys, great work tonight with the  
8023 holiday you did really good.  
8024 T.: Same with you Miss. Nah, jokes.  
8025 Milica: Thank you [laughs] I didn't even get to say thank you before you, you lied. You  
8026 weren't even being sincere. Hey language. {Disciplining}  
8027 H.: Sorry, Miss.  
8028 Milica: It's okay, Mister.  
8029 [packing away]  
8030 Milica: Alright, so I'm gonna be back on Monday, well, unless, um [incomprehensible] says  
8031 you're not here.  
8032 H.: Monday? I thought you were going to your birthday.  
8033 Milica: No, no, no, no, no, next, the Monday after that. So the fourth, I think it is. Or the,  
8034 yeah, the fourth, I won't be here. I'll still be in Melbourne.  
8035 [zipping sound]  
8036 T.: [incomprehensible utterance] um, study on Monday.



8037 Milica: Aw, do you guys only come study cause of me? That is so nice. [giggles] Alright, H.  
8038 waiting for your full attention. {Disciplining}  
8039 H.: [incomprehensible utterance]  
8040 Milica: I don't know if you guys have earned a chocolate but / T.: Me earn chocolate.  
8041 Milica: Waiting.  
8042 H.: That's small. That's kinder.  
8043 Milica: Do you reckon you earned a big one? You won't even look at me.  
8044 T.: Only I, I earned a big one.  
8045 H.: What big one?  
8046 T.: Big one.  
8047 Milica: There is no big one. Oh my God, yum.  
8048 H.: Nah, I don't, I don't like Kinder chocolates 'cause it's too much of kindergarten stuff.  
8049 Milica: [laughs] alright...  
8050 H.: Jesus, how long of the magazine you want? Duh duh duh duh...  
8051 Milica: How long what? Magazine?  
8052 H.: The magazine of a gun.  
8053 Milica: Oh, I was like, are you reading a magazine? ... What are you watching? Shooting  
8054 videos?  
8055 H.: Nah... what, you do that?  
8056 Milica: Do you wanna throw this in the bin for me, H.?  
8057 T.: H.! H.!!  
8058 Milica: Can you please, H.  
8059 H.: I didn't say no.  
8060 Milica: Can you chuck it in the bin?  
8061 H.: Bell goes in a minute, um, one hundred and thirty seconds.  
8062 Milica: Not that you're counting, right?  
8063 [music plays]  
8064 Milica: I better not hear any, any bad language in that song.  
8065 H.: It's got bloody, freaking song singing shit all the time.  
8066 Milica: Alright. did you guys like that activity where we planned the holiday? {Educator  
8067 elicits feedback}  
8068 H.: Um, what do you say? Yes.  
8069 Milica: If you didn't you can tell me.  
8070 H.: I did, I did, I did, not lying. I'm being serious.  
8071 Milica: So does that mean it inspired you to really wanna go to Vegas or what? Do you wanna  
8072 go to Vegas now?  
8073 H.: I wanna go to Vegas when I'm a bit older.  
8074 Milica: For sure. Vegas would be cool.  
8075 T.: Do you wanna see my science thing, Miss, I did. / H.: With my girlfriend. / Milica: Ooh,  
8076 let's have a look!  
8077 T.: That's with that yellow eight something.  
8078 H.: Can play, call of duty.  
8079 T.: [incomprehensible utterance] / H.: [incomprehensible utterance]  
8080 Milica: That's really good [laughs] hey, give one back, H.!!  
8081 T.: Here.  
8082 Milica: There you go.  
8083 H.: Bye, Miss.  
8084 Milica: See you on Monday. Thanks for throwing that in the bin. Appreciate it. Oh, this is  
8085 yours, almost took it [laughs].  
8086 T.: Thank you, Miss. See you around.  
8087 Milica: See you on Monday.  
8088 T.: See you on Tuesday.  
8089 Milica: Have a good one.

## APPENDIX 34: Fifth session (materials used see Appendix 47)

Place	Date	Time	Duration	Number of people	Status of participants	Languages
Small meeting room in the boarding house, Adelaide	29th of Oct. 2019	7.05 p.m.	50 min	3	1 tutor, Milica 2 students, H. and T., Another tutor, Y.	English, Aboriginal English

- 8090 Milica: How, um, how was your weekend?
- 8091 H.: Yeah, good.
- 8092 Milica: What'd you get up to? Did you guys go anywhere, or?
- 8093 H.: Nah, didn't go anywhere.
- 8094 Milica: Just stayed here?
- 8095 H.: Yeah.
- 8096 Milica: Sounds fun, doesn't it? [laughs] Um.
- 8097 [squeaking sound] [unrelated background conversation - 13 seconds] [sound of door closing]
- 8098 Milica: How big is the door? Alright, I can't shut it anymore. Um...
- 8099 [squeaking sound]
- 8100 Milica: [incomprehensible utterance] cause I don't [laughs] thank you. Um, we'll just keep
- 8101 keep shutting it until T. gets here. Um, what'd you guys have last night? Presentation night?
- 8102 H.: Yeah.
- 8103 Milica: Oh yeah, cool. What, what's that about?
- 8104 H.: Oh, I, we get awards for the whole year.
- 8105 Milica: Oh yeah. What'd you win?
- 8106 H.: I didn't get anything.
- 8107 Milica: Ah, don't worry. I brought, I brought you something for you and T. at the end.
- 8108 H.: Ah.
- 8109 Milica: If you guys like them. I brought plenty. Um. But at the end [laughs]. Um. So you've
- 8110 got, uh, what'd you have to do? That European racism towards Chinese people in the gold
- 8111 rush.
- 8112 H.: Yeah.
- 8113 Milica: The essay. Um, have you started that at all?
- 8114 H.: Nah.
- 8115 Milica: That's okay. Do you, um... are you gonna do it?
- 8116 H.: Yeah.
- 8117 Milica: Okay. What do you... you reckon you'll write in there? Cause even though you don't
- 8118 have your iPad, we can just, um, um, we can take some notes and write out like a plan for it?
- 8119 So... what do you, what do you know about it so far? If you want I'll write down some notes
- 8120 for you? And you tell me what to write. Do you wanna do that? {Educator scribing}
- 8121 H.: Yeah.
- 8122 [paper rustling]
- 8123 Milica: So... what are you gonna call the essay? {Educator-initiated vocab elicitation Eng}
- 8124 [6 seconds pause]
- 8125 Milica: Maybe just the topic that it is?
- 8126 H.: Yeah.
- 8127 Milica: Yeah? So, what?
- 8128 H.: Racism against Chinese gold diggers European.
- 8129 Milica: Yeah, awesome. Racism against Chinese, what did you say sorry? {Reinforcement
- 8130 educator} {FB-clarification request educator}

8131 H.: Gold diggers.

8132 Milica: Alright hopefully you can read my handwriting. Um, so what are some sort of points  
8133 you might wanna cover? ... I'll give you a minute to think about it like if you wanna get your  
8134 thoughts together. Think about what you've learnt about it so far. And then anything else we  
8135 can, um, we can do some research later tonight. {Educator scribing}  
8136 [door closing] [12 seconds pause]  
8137 Milica: Well, hello. How are you?  
8138 T.: Good.  
8139 Milica: Ah good... oh you got your iPad, that's good.  
8140 [iPad scraping against table]  
8141 Milica: Can you think of a point, H.?... Just anything really like whatever, if you just write  
8142 everything you know down then when you actually type it up you can organise a bit better if  
8143 that makes sense? So you can have this like next to you and then you're typing and you can  
8144 look and be like 'oh I'll talk about that' and then write it up. Instead of just looking at a blank  
8145 page and you're like 'oh where do I even start?'... do you want to write it yourself or do you  
8146 want me to write it?  
8147 H.: I want you to write it.  
8148 Milica: I'll write it? Okay. But you gotta tell me what to write. Cause we're blank at the  
8149 moment. Literally, even if you think it's, um, even if you think it's like silly or you think  
8150 maybe it's wrong, doesn't matter. Just say it and we'll write it and if it's wrong you just don't  
8151 put it in your essay... I'll let you have a think about it while I have a chat with T., how's that?  
8152 Alright? Have a few minutes. Alright. So. What, um, what homework have you got?  
8153 [incomprehensible utterance]  
8154 H.: Yeah.  
8155 T.: Nah.  
8156 Milica: No, you don't? Oh, I've got heaps of work we can do anyway so.  
8157 T.: I'm doing a thing.  
8158 Milica: Nah, I'm joking, I don't, um, what thing are you doing?  
8159 T.: Um... geography.  
8160 Milica: Geography? Oh, yeah. What, what do you have to do for that?  
8161 T.: Oh bout my place my.  
8162 Milica: Your what? {FB-clarification request educator}  
8163 T.: My thing culture and stuff.  
8164 Milica: Oh, cool, cool. What do you you need to write something? Draw something?  
8165 {Reinforcement educator}  
8166 T.: Nah. I'm doing a video.  
8167 Milica: Oh, awesome. Alright. Do you just wanna work on that, if you need help you can tell  
8168 me?  
8169 T.: Yeah.  
8170 Milica: And then I'll work with H. on his, um, on his essay.  
8171 T.: Can I sit over there?  
8172 Milica: Can you sit over there?  
8173 T.: Mhm.  
8174 Milica: If you work well here for five minutes then you can go over there.  
8175 [iPad scraping table]  
8176 Milica: Uh, that's pretty fair enough. Cause then I gotta come back and forth at the desk...  
8177 Alright. Talk to me about racism against Chinese gold diggers.  
8178 H.: Um koori u ne. [T. tries to distract H.]  
8179 Milica: [turns towards T.] Now that's six minutes that you gotta work here to go over to the  
8180 couch.  
8181 T.: What?  
8182 Milica: [laughs] I don't wanna see you guys talk to each other. We're doing separate work

8183 this lesson. H. needs to focus on racism towards Chinese gold diggers... talk to me, H!  
8184 {Disciplining}  
8185 H.: Um.  
8186 Milica: So who was, um, who was racist towards them? {Educator-initiated vocab elicitation  
8187 Eng}  
8188 H.: The European people.  
8189 Milica: Yeah, the European people. {Educator scribing}  
8190 H.: Were racist against the Chinese... gold diggers... yeah... what?  
8191 Milica: So these were the Chinese gold diggers who came to Australia, yeah? Do you know  
8192 roughly when they came? {Educator scribing}  
8193 H.: Um, nah.  
8194 Milica: So maybe you want to find out the years? Yeah?  
8195 [Ten seconds pause]  
8196 Milica: So, um, what did happen when they came to Australia? What are some, um, ... what  
8197 are some events that happened? Do you know anything? ... So they were the Europeans were  
8198 racist towards them. {Educator-initiated vocab elicitation Eng} {Educator scribing}  
8199 T.: [incomprehensible utterance]  
8200 Milica: Hm? {FB-clarification request educator}  
8201 H.: Nah. [incomprehensible utterance]  
8202 Milica: Okay. So the Europeans were racist towards them, H.? {FB-clarification request  
8203 educator}  
8204 H.: Hm?  
8205 Milica: Do you know what, um, any instances like examples of what they did to them? If they  
8206 said anything, what they said, how they acted? {Educator-initiated vocab elicitation Eng}  
8207 H.: No.  
8208 Milica: You guys haven't learnt about that yet? ... Um, how did the Chinese gold diggers  
8209 react? To the racism. {Educator-initiated vocab elicitation Eng}  
8210 [4 seconds pause]  
8211 H.: Um.  
8212 [10 seconds pause]  
8213 Milica: Did they sort of you know... just take it on the chin? Did they fight back? {Educator-  
8214 initiated vocab elicitation Eng}  
8215 H.: Oh, they just... took it on the chin, I think.  
8216 Milica: Alright.  
8217 H.: Hmm.  
8218 Milica: That's good. {Reinforcement educator}  
8219 H.: Mhm.  
8220 [5 seconds pause]  
8221 Milica: So do you wanna write like Chinese gold diggers didn't... really sort of fight back?  
8222 {Educator scribing}  
8223 H.: Yeah.  
8224 Milica: So is this during the gold rush? {FB-clarification request educator}  
8225 H.: Hm?  
8226 Milica: Did this happen during the gold rush? {FB-clarification request educator}  
8227 H.: Mhm.  
8228 Milica: Do you wanna write that down as well?  
8229 H.: Yeah.  
8230 Milica: So you can have a time period? So I'll write time period... so you need to find out, do  
8231 you know what year it is? {Educator scribing} {Educator-initiated vocab elicitation Eng}  
8232 H.: Nah. I'm not sure. I think something like eighteen forty or something like that.  
8233 Milica: I'll write that down and then if it's, um, eighteen forty? {Educator scribing}  
8234 H.: Mhm.

8235 Milica: I'll write that down and then, um, if it's wrong doesn't matter just cross it out if it's  
8236 right, cool. Um... and then what are some sort of the following events. You know during the  
8237 gold rush. Any important stuff that sticks out? {Educator scribing}  
8238 [5 seconds pause]  
8239 Milica: [turns towards T.] T., if you want to you can work on the couch. If you want. Giving  
8240 you the freedom you've earned it... just me and H. here. H.'s like 'oh my God'... I'm gonna  
8241 come check that you're doing work, though.  
8242 T.: Yeah.  
8243 Milica: Awesome... alright, um, so what are some sort of events that maybe stick out to you  
8244 during that period? {Educator-initiated vocab elicitation Eng}  
8245 H.: Um [clears throat] [snapping fingers] [10 seconds pause]  
8246 Milica: Do you wanna see if your iPad is charged? Then we can / H.: Yeah. / Milica: Alright.  
8247 [door opens]  
8248 Milica: And what are you doing, let me have a look?  
8249 T.: Playing games.  
8250 Milica: Playing games? No, don't tell me that. I want you doing work, please. You are doing  
8251 work... nice. What's that? [incomprehensible utterance]  
8252 T.: Keys.  
8253 Milica: Ooh.  
8254 H.: [points to his laptop] Only got five percent.  
8255 Milica: How much? {FB-clarification request educator}  
8256 H.: Five percent.  
8257 Milica: Five percent?  
8258 H.: Yep.  
8259 Milica: [turns towards T.] Alright, you're cool on your own. [turns towards H.] Alright, let's  
8260 work with five percent and then we can, um... do you have, can you put on like low battery  
8261 mode?  
8262 H.: Yeah.  
8263 Milica: Okay. When you, when you put it to charge, do you put flight mode on?  
8264 H.: Mhm.  
8265 Milica: You do? Okay. Cause they charge up really quickly usually.  
8266 [5 seconds pause]  
8267 Milica: So when is this essay due? On Friday?  
8268 H.: Um, Monday.  
8269 Milica: Next Monday?  
8270 H.: Yep.  
8271 Milica: Alright cool. And, um, do you know how many words you have to do for it?  
8272 H.: Nah.  
8273 Milica: Okay.  
8274 [20 seconds pause]  
8275 Milica: Found the website?  
8276 H.: Hm?  
8277 Milica: Did you, do you want to look up for example the time period of the gold rush? And  
8278 then we can put that in there for sure in our notes.  
8279 [8 seconds pause]  
8280 Milica: Is that music?  
8281 T.: [on phone] Hello... I'm in the study.  
8282 [5 seconds pause]  
8283 T.: [on phone] No.  
8284 H.: Eighteen fifty one.  
8285 Milica: Eighteen fifty one?  
8286 H.: To eighteen ninety three.

8287 Milica: [incomprehensible utterance] And if it helps I have no idea when the gold rush was  
8288 so... do you, um, do you wanna find like a ... video or something to read online about the gold  
8289 rush and the racism and then we can get some information and take some notes? {Student  
8290 MMv}

8291 H.: Yeah.

8292 Milica: And you told me that you know what I'm just gonna close that door cause, um, might  
8293 need your muscles to do it [laughs]

8294 [T. singing]

8295 Milica: Okay [laughs] there we go.

8296 [T. singing]

8297 [squeaking sound]

8298 Milica: Thanks T.!

8299 [squeaking sound]

8300 Milica: Thanks for singing us a melody.

8301 T.: What?

8302 Milica: I said thanks for singing us a melody... alright.

8303 T.: [incomprehensible utterance] Melody? {Student-initiated metalinguistic Eng}

8304 Milica: Melody.

8305 T.: Oh, yeah, yeah.

8306 Milica: [laughs] What did you say, sorry?

8307 H.: What am I searching up on?

8308 Milica: Oh, so what do we wanna know? {Educator-initiated vocab elicitation Eng}

8309 H.: Oh all of it's on there.

8310 Milica: We've got a few things on here. We've got a few options. So this one we've done. We  
8311 know the time period was eighteen fifty one to eighteen ninety three.

8312 H.: Mhm.

8313 Milica: Um... maybe, so what are the key words. So like racism, you know Australia, racism,  
8314 Chinese, gold. Pretty powerful. {Educator sharing cultural knowledge}

8315 H.: So do that all?

8316 Milica: Yeah. Just put all that and see what happens. And then we can put more or less words  
8317 if we need to.

8318 [squeaking noise of chair] [phone alert] [sound of typing on iPad] [whistling]

8319 [Unrelated conversation with another tutor- 52 seconds]

8320 Milica: Did you find something, H.?

8321 H.: Hm?

8322 Milica: Find something?

8323 H.: Yeah.

8324 Milica: Can I see?

8325 H.: Hm?

8326 Milica: Can I see?

8327 H.: Video on the story of the Chinese on the gold field. {Student decode Eng}

8328 Milica: Oh, it's a video?

8329 H.: Yeah.

8330 Milica: Oh, I'll come sit next to you then take some notes.

8331 [chair squeaking]

8332 Milica: Take T.'s spot. He's happy on the couch... alright.

8333 [video plays]

8334 T.: [mumbles] Miss, can I get a drink of water?

8335 Milica: Hey? {FB-clarification request educator}

8336 T.: Get a drink of water.

8337 Milica: Not my water.

8338 T.: No outside.

8339 Milica: Yeah.

8340 [video plays] [door closes]  
8341 Milica: So if we just pause that. So... they sort of wanted them to come here. They thought  
8342 they were cheap labour. Is that? / H.: Yeah. / Milica: Do you reckon? Do you wanna write  
8343 that? {Educator scribing}  
8344 H.: Yeah.  
8345 [door closes]  
8346 Milica: How would you put that in a sentence? Or at least in a few more words than a dot  
8347 point? {Educator-initiated metalinguistic Eng}  
8348 [4 seconds pause]  
8349 H.: So who wanted the Chinese to come here?  
8350 Milica: Let's, um, let's restart it again cause I didn't hear properly, but I heard her / [video  
8351 plays]  
8352 Milica: Does that make sense?  
8353 H.: Yep.  
8354 Milica: Did you say no or yes?  
8355 H.: Yeah.  
8356 Milica: So how, um, so how would word sorta um, so what did we just learn from that? Just  
8357 tell me, just tell me like how you understood that? {Educator-initiated vocab elicitation Eng}  
8358 [4 seconds pause]  
8359 Milica: It's okay if you don't know. You can tell me and then I'll explain to you. But if you  
8360 do know like you just have a guess, have a, have a think about it. Just say what you think.  
8361 Cause it doesn't matter if you, if you get the wrong answer here, that's why we're here, we're  
8362 learning, you know? So just have a think, how did you sort of understand that, that bit of the  
8363 video? {Educator-initiated vocab elicitation Eng}  
8364 [9 seconds pause]  
8365 H.: I'm not sure. {Student-initiated metalinguistic Eng}  
8366 Milica: Hey?  
8367 H.: Not sure.  
8368 Milica: Not sure? So what um that's okay, that's fine um it took me a while. Had to watch it  
8369 like twice to get it as well. Um... so what she was saying was when they, um, when the  
8370 Australian like white Australians stopped bringing convicts over from England, they didn't  
8371 have people who would work for like really cheap. So they started bringing in more Chinese  
8372 people because, um, they work for cheap and they didn't have very high standards of the  
8373 workforce, cause they needed the money more. So they were bringing them in because they  
8374 were cheap labour... so how would, do you wanna, do you wanna write that in your essay?  
8375 You don't have to.  
8376 H.: Yeah.  
8377 Milica: So how did you wanna word that? {Educator-initiated metalinguistic Eng}  
8378 H.: So Australians, oh, no, white Australians wanted, um, the Chinese to come over and like  
8379 [incomprehensible utterance] {Student uptake}  
8380 Milica: Yep... white Australians wanted... Chinese to come over to do, I write to come over  
8381 to Australia? {Educator scribing}  
8382 H.: Yeah.  
8383 Milica: To come over to Australia and do what, sorry? {Educator-initiated vocab elicitation  
8384 Eng}  
8385 H.: Um found, like do gold digging [incomprehensible utterance] {Student uptake}  
8386 Milica: Yeah, yeah, of course. The gold they found... went to the boss. Yeah, that's really  
8387 good. That's awesome. Mmh, that's a whole sentence. Um, what do you wanna maybe  
8388 include something about the wages, so the pay? {Reinforcement educator} {Educator-  
8389 initiated vocab elicitation Eng}  
8390 H.: Yeah.

8391 Milica: How should we put that in a sentence, what do you reckon? {Educator-initiated  
8392 metalinguistic Eng}  
8393 [10 seconds pause]  
8394 H.: Uh.  
8395 [12 seconds pause]  
8396 H.: I'm not sure, sorry.  
8397 Milica: Not sure? That's okay. So why did, um, so we've got here 'white Australians wanted  
8398 the Chinese to come over to Australia and do gold digging and whatever gold they found went  
8399 to the boss'. So here we're saying that, um, in the video we learnt that they wanted the  
8400 Chinese to come over because they were cheap so what would that say about ... [turns  
8401 towards T. who is humming] Another melody. What would that say about what they got paid?  
8402 {Educator-initiated vocab elicitation Eng}  
8403 H.: Um, um, they don't, they don't get paid I think. {Student uptake}  
8404 Milica: Yep, so they?  
8405 Y.: T., up at the table please. Quick!  
8406 Milica: Oh sorry they're not allowed on the couch? I said he could cause he was working  
8407 well. Sorry. Come back sit with us.  
8408 T.: I'm doing my work, sir.  
8409 Y.: You are, are you?  
8410 T.: Yes.  
8411 Y.: Well, he's not running around being stupid.  
8412 T.: What?  
8413 Milica: No, no, he's, he's being great. That's why he's allowed on the couch.  
8414 T.: Der!  
8415 Milica: Whoopsies. Error in communication there. I didn't know you guys weren't allowed,  
8416 you had to stay at the table. Anyways.  
8417 T.: You're nice. I don't like him, Miss.  
8418 Milica: Hey look, you're doing the work. I don't mind where you're doing it long as you're  
8419 doing it. In this room... um... sorry what, what did you say I completely [incomprehensible  
8420 utterance] they didn't get paid, um? {FB-clarification request educator} / H.: Yeah.  
8421 Milica: At all? They didn't get paid much? Or it could be both. We can write both. {FB-  
8422 clarification request educator} {Educator scribing}  
8423 H.: No, write... they didn't get paid all of it.  
8424 Milica: Yep. {Reinforcement educator}  
8425 H.: [incomprehensible utterance]  
8426 Milica: Yeah, yeah... they didn't... so you wanna write they didn't get paid. {Educator  
8427 scribing}  
8428 H.: At all. No money.  
8429 Milica: At all... or... what was that, was it? {FB-clarification request educator}  
8430 H.: Mhm.  
8431 Milica: Awesome. Right. Let's keep watching videos see what else we find. {Reinforcement  
8432 educator}  
8433 [video plays for forty seconds]  
8434 Milica: So... what did she, um, she just mentioned something about a tax they had to pay?  
8435 {Educator-initiated vocab elicitation Eng}  
8436 H.: Yeah.  
8437 Milica: I think, um, Mister, how do you pronounce his last name?  
8438 H.: O.  
8439 Milica: How?  
8440 H.: O.  
8441 Milica: Mr. O., um, said something about the tax was higher for the Chinese? Is that right?  
8442 H.: Yeah.



8443 Milica: So, do you, well, that's a form of racism making taxes higher for certain people.  
8444 {Educator sharing cultural knowledge}  
8445 H.: Yeah.  
8446 Milica: Um... you know, based on their skin colour or whatever. So do you you wanna  
8447 include that? Or nah? {Educator-initiated vocab elicitation Eng}  
8448 H.: Yep.  
8449 Milica: What do you want to write? {Educator-initiated vocab elicitation Eng}  
8450 H.: Uh, just write they put the taxes higher for the Chinese.  
8451 Milica: Yep.  
8452 [10 seconds pause]  
8453 Milica: So what kind of tax was it? {FB-clarification request educator}  
8454 H.: Um, money one. {Student uptake}  
8455 Milica: Yeah, so it was, um, it was a land tax for {FB-explicit correction educator} / H.:  
8456 Yeah. / Milica: For people who are mining for gold... how, um, how are you gonna put that in  
8457 a sentence? But you gotta make it a bit different to how I just said it. {Educator-initiated  
8458 metalinguistic Eng}  
8459 H.: Um.  
8460 Milica: So we know everyone had to pay but the Chinese had to pay a higher one. [5 seconds  
8461 pause] I'm gonna write that in between here actually. So it had what do you wanna say about  
8462 the tax itself? And then we're writing you can talk about how the tax affected the Chinese  
8463 gold um gold miners gold gold diggers. {FB-explicit correction educator} {Educator  
8464 scribing}  
8465 [humming]  
8466 H.: Not sure.  
8467 Milica: That's okay. But I'll just make a note of it here. So it was the, um... land tax for  
8468 miners, gold miners. {Educator scribing}  
8469 [video plays]  
8470 Milica: So.  
8471 T.: Woah!  
8472 Milica: Do you want to say something about their working conditions? {Educator-initiated  
8473 vocab elicitation Eng}  
8474 H.: Yeah.  
8475 Milica: So what did we sorta learn about that? {Educator-initiated vocab elicitation Eng}  
8476 H.: Uh, hot in summer cold in winter. {Student uptake}  
8477 Milica: So how would you describe the working conditions? {Educator-initiated vocab  
8478 elicitation Eng}  
8479 H.: Uh, in the summer it was freezing for them working and raining. {Student uptake}  
8480 Milica: So, in general the working conditions were ...? Good? Bad? {FB-elicitation educator}  
8481 H.: Bad for them. {Student uptake}  
8482 Milica: Pretty bad? Yeah. And then we'll say why they were bad. So in summer, what do you  
8483 reckon? What was it? {Reinforcement educator} {Educator-initiated vocab elicitation Eng}  
8484 H.: It was hot for them. Sweaty. {Student uptake}  
8485 Milica: It was hot and sweaty for them. {FB-recast educator} {Educator scribing}  
8486 H.: Mhm.  
8487 Milica: Is that it? Do you wanna finish the sentence or keep it going? {Educator-initiated  
8488 metalinguistic Eng}  
8489 [T. hum]  
8490 H.: Finish it there.  
8491 Milica: Yep. What else? So that was in summer, what about? / H.: Uh, winter.  
8492 Milica: Winter, yeah. {Reinforcement educator}  
8493 H.: It was cold and dark... rainy. {Student uptake}  
8494 Milica: Rainy? Yeah, good job. Rainy in winter. {Reinforcement educator} {Educator  
8495 scribing}

8496 H.: Uh.  
8497 [10 seconds pause]  
8498 H.: Nah, that's it.  
8499 Milica: Hey?  
8500 H.: That's all.  
8501 Milica: That's it? Awesome. Where did they um... where did they live in? {Reinforcement  
8502 educator} {Educator-initiated vocab elicitation Eng}  
8503 H.: Probably tents. {Student uptake}  
8504 Milica: Yeah, so how do you, do you wanna write that in there? How they lived in a... thing.  
8505 {Reinforcement educator} {Educator-initiated vocab elicitation Eng}  
8506 H.: Yeah, they lived in little tents. Like little huts.  
8507 [5 seconds pause]  
8508 Milica: They lived in little... do you want tents or huts?  
8509 H.: Huts.  
8510 Milica: They lived in little huts... so where, where do you think these were located? Like  
8511 close to their work? {Educator scribing} {Educator-initiated vocab elicitation Eng}  
8512 H.: Yeah.  
8513 Milica: So they lived in little huts. {Educator scribing}  
8514 H.: Mhm, close to their worksite. {Student uptake}  
8515 [7 seconds pause]  
8516 Milica: Close to their worksite. Alright. Wow we've got a whole page of information.  
8517 [incomprehensible utterance] Let's keep going. {Educator scribing} {Reinforcement  
8518 educator}  
8519 [video plays for twenty seven seconds]  
8520 Milica: I'm gonna pause it there. Cause that was an interesting point about how they dealt  
8521 with some of the discrimination. What did they do? {Educator-initiated vocab elicitation Eng}  
8522 H.: [incomprehensible utterance]  
8523 [video plays]  
8524 H.: Yeah, that there's more problems... I mean when stuff like that they live ...  
8525 Milica: Yeah. Well, uh, how do you want to put that in a sentence? {Educator-initiated  
8526 metalinguistic Eng}  
8527 H.: Well, it's only area they have to live in Australia.  
8528 Milica: It's the only area... {Educator scribing}  
8529 H.: In Australia. They have to live.  
8530 Milica: In Australia they have to live? Yeah? {Educator scribing}  
8531 H.: Mhm, um.  
8532 [10 seconds pause]  
8533 Milica: What else do you reckon? So she was saying they were like a, uh, family of sorts?  
8534 {Educator-initiated vocab elicitation Eng}  
8535 H.: Yeah.  
8536 Milica: So how do you think that sort of helped, helped them deal with, um, the racism?  
8537 [10 seconds pause]  
8538 H.: Um.  
8539 [6 seconds pause]  
8540 H.: Um.  
8541 Milica: It's okay we don't have to put it in there. It's up to you. We can keep watching.  
8542 [video plays]  
8543 Milica: So if you in your essay want to talk about why they were actually, you know, why did  
8544 they discriminate against them, why were they racist. What have you just learned from that?  
8545 H.: Well, the Europeans were jealous cause they were much more organised than them.  
8546 {Student uptake}  
8547 Milica: Yeah. That's heaps good... Europeans were... jealous cause, what did you say, sorry?  
8548 {Reinforcement educator} {Educator scribing} {FB-clarification request educator}

8549 H.: Cause they were much more organised than them. {Student uptake}  
8550 [8 seconds pause]  
8551 Milica: Alright, let's play.  
8552 [video plays]  
8553 Milica: So, what was that bit about? {Educator-initiated vocab elicitation Eng}  
8554 H.: Uh, had like Chinese are organised. Some would do the cooking, half were miners,  
8555 gardener, washing. {Student uptake}  
8556 Milica: Chinese were organised. {Educator scribing}  
8557 H.: Yep.  
8558 Milica: Chinese were organised and some of them, what did you say? {Educator scribing}  
8559 {FB-clarification request educator}  
8560 H.: Some of them would be miners. {Student uptake}  
8561 [5 seconds pause]  
8562 H.: Um, cooks.  
8563 Milica: Cooks? {FB-explicit correction educator}  
8564 H.: Yeah, and like clothe washing, washing clothes. {Student uptake}  
8565 Milica: Washing clothes. {FB-explicit correction educator}  
8566 H.: Gardeners. {Student uptake}  
8567 Milica: Yeah. {Reinforcement educator}  
8568 H.: They were [incomprehensible utterance] but the Europeans would be like they would have  
8569 to do it themself, cook themself, cook themselves, like cook food for themselves and wash  
8570 food and wash their clothes. {Student uptake}  
8571 Milica: Cook food. {Educator scribing}  
8572 H.: For themselves.  
8573 Milica: Washed clothes. {Educator scribing}  
8574 [8 seconds pause]  
8575 Milica: For themselves. Okay. So how did this affect the work? {Educator scribing}  
8576 {Reinforcement educator} {Educator-initiated vocab elicitation Eng}  
8577 H.: The Europeans wouldn't work on a Sunday, but Chinese would work seven days a week.  
8578 Like everyday. And they would get more gold, more than the Europeans. Like find more.  
8579 {Student uptake}  
8580 [10 seconds pause]  
8581 Milica: So they would find ... {Educator scribing}  
8582 H.: More golds than the Europeans. {Student uptake}  
8583 [7 seconds pause]  
8584 Milica: And why is that? They would find more gold than the Europeans because ... {FB-  
8585 elicitation educator}  
8586 H.: Because they were like, they were good gold miners, gold diggers. {Student uptake}  
8587 Milica: They were good gold diggers. {Educator scribing}  
8588 H.: Mhm.  
8589 Milica: And why else? What's another reason we just heard? So because they were so  
8590 organised... How does their organisation connect to them being able to get more gold?  
8591 {Educator-initiated vocab elicitation Eng}  
8592 H.: Huh?  
8593 Milica: So because, um, what in the video it says because they were so organised they could  
8594 afford to work longer hours, um, because they had a system of, you know, like, let's say the  
8595 three of us went out to, you know, go mine gold for example and, um, one day like T. and I go  
8596 out and we're mining and you're gonna stay back and cook us food, right? So when we come  
8597 back we have something to eat. We don't have to waste time cooking food?  
8598 H.: Yeah.  
8599 Milica: And then the next day you and T. go and I cook the food so you can stay like an hour  
8600 longer cause I've done the work for you. Does that make sense? So they work longer hours  
8601 which resulted in them getting what? {Educator-initiated vocab elicitation Eng}

8602 H.: Getting jealous.

8603 Milica: Getting more gold. {FB-explicit correction educator}

8604 H.: Getting gold.

8605 Milica: Which made the Europeans jealous, yes? {FB-explicit correction educator}

8606 H.: Making Europeans jealous.

8607 Milica: I know what you meant. They would find more gold than the Europeans because they

8608 were good gold diggers and? {Educator-initiated vocab elicitation Eng}

8609 H.: What?

8610 Milica: They were, um, what was the reason we just said they were getting more gold?

8611 {Educator-initiated vocab elicitation Eng}

8612 H.: Cause they were like, they had a little plan of what they were gonna do. {Student uptake}

8613 Milica: Yeah. So they worked more hours cause they were so organised. They would find

8614 more gold than the Europeans cause they were good gold diggers and? How do you want to

8615 finish the sentence? {Reinforcement educator} {Educator-initiated vocab elicitation Eng}

8616 H.: They were more organised. {Student uptake}

8617 Milica: Awesome. Alright, let's keep watching. {Reinforcement educator}

8618 [video plays]

8619 Milica: Mhm, so that's interesting. So do you want to include something? Cause that's very, a

8620 very racist thing to do, to put laws in place to, you know, make you gonna pay more cause

8621 you're Chinese, you know? So how would you, how would you wanna word that? {Educator-

8622 initiated metalinguistic Eng}

8623 H.: The Europeans have a [incomprehensible utterance] um... because there, there were

8624 Chinese people, they make, they put stickers to make the Chinese people pay more tax than

8625 the Europeans. {Student uptake}

8626 Milica: So the Europeans put... / H.: Laws... and... to pay more than to make the Chinese pay

8627 higher tax. {Educator scribing}

8628 [14 seconds pause - background noise]

8629 Milica: To make the Chinese pay higher tax? {Educator scribing}

8630 H.: Mhm.

8631 Milica: So the Europeans put laws to make the Chinese pay higher tax? Yeah? Happy with

8632 that? You wanna finish it or keep going? {Educator scribing} {Educator-initiated

8633 metalinguistic Eng}

8634 H.: Nah, it's all good.

8635 Milica: Okay, let's keep watching.

8636 [video plays]

8637 Milica: So what were those, um, what were those two taxes that they have to pay? {Educator-

8638 initiated vocab elicitation Eng}

8639 H.: Gold, I think. Was it?

8640 Milica: Was it poll? I thought he said poll.

8641 H.: Oh, I don't know. Might be [incomprehensible utterance]

8642 Milica: Hmm, yeah, I don't know either. I think it was 'poll' but we'll double check it

8643 anyway. Um, so, do you wanna write something about those taxes? {Educator-initiated vocab

8644 elicitation Eng}

8645 H.: Like... / Milica: So you can say how many taxes there were, what they were and why.

8646 {Educator-initiated vocab elicitation Eng}

8647 H.: There's two taxes, I think. {Student uptake}

8648 Milica: Yeah, there were two... there were two taxes. {Educator scribing} {FB-explicit

8649 correction educator}

8650 H.: Mhm.

8651 Milica: That ... do you want to keep going or what do you want to do? {Educator-initiated

8652 metalinguistic Eng}

8653 H.: That they had to pay.

8654 Milica: Do you want to say who that is? {Educator-initiated metalinguistic Eng}

8655 H.: Hm?

8656 Milica: The Chinese? {Educator-initiated vocab elicitation Eng}

8657 H.: Yeah, that the Chinese had to pay.

8658 [6 seconds pause]

8659 Milica: Do you want me to finish or do you want to keep going? {Educator-initiated metalinguistic Eng}

8660 H.: Uh, that's it.

8661 Milica: Finish sentence? {Educator-initiated metalinguistic Eng}

8662 H.: Yeah.

8663 Milica: So what were the, uh, what were the first tax? {Educator-initiated vocab elicitation Eng}

8664 H.: Poll?

8665 Milica: That was the second. {FB-explicit correction educator}

8666 H.: Oh.

8667 Milica: First one was, remember? {FB-elicitation educator}

8668 H.: No.

8669 Milica: Residential. {FB-explicit correction educator}

8670 H.: Residential.

8671 Milica: So give me a sentence with that one. {Educator-initiated metalinguistic Eng}

8672 [6 seconds pause]

8673 H.: Um, I don't know.

8674 [5 seconds pause]

8675 Milica: You can just say what it was. What both of them were called, if you want. {Educator-initiated vocab elicitation Eng}

8676 H.: Well, the first one was residential and the second was poll or gold, I think. I don't know. {Student uptake}

8677 Milica: The first one was... residential... and the second... and the second... {Educator scribing}

8678 Boarding house parent: Hey, sorry to interrupt. T. can you stop airdropping.

8679 [incomprehensible utterance]

8680 T.: I'm not.

8681 Milica: Oh, you are so, never working on the couch again... you said you were doing work.

8682 H.: He's not working, Miss!

8683 T.: I am.

8684 H.: He just look at images.

8685 Boarding house parent: I mean T., please.

8686 Milica: Trust broken forever. Come back sit here.

8687 T.: Miss, I'm not.

8688 Milica: Nah, you are. Come back and sit here with us.

8689 H.: Tell [incomprehensible utterance] to not make him have supper.

8690 T.: See!

8691 Milica: Yeah, well I'm gonna have a chat with him. I might even skip giving you the snakes.

8692 T.: What snakes?

8693 Milica: Yeah, that's right, that's right.

8694 T.: Where snakes?

8695 Milica: Nah, you're not getting any. So the first one was residential and the second? We're gonna write that sentence? {Educator-initiated metalinguistic Eng}

8700 H.: Hm?

8701 Milica: The second? {Educator-initiated vocab elicitation Eng}

8702 H.: The second was a poll.

8703 Milica: Was a, I think it's like P O double L. Was it 'poll'? {Educator scribing} {Educator-initiated metalinguistic Eng}

8704 H.: Poll.

8708 Milica: Tax? {Educator scribing}

8709 H.: Yeah.

8710 T.: [incomprehensible utterance]

8711 Milica: Hm?

8712 T.: Nothing.

8713 Milica: Come back and sit on the table with us... H. misses you.

8714 H.: No.

8715 Milica: Alright. Let's, um, keep watching.

8716 [video plays]

8717 Milica: So what was that about making money? What was the reason, do you reckon?

8718 {Educator-initiated vocab elicitation Eng}

8719 H.: [mumbles] So they could go home. {Student uptake}

8720 Milica: Hey? {FB-clarification request educator}

8721 H.: So they could go home. {Student uptake}

8722 Milica: So how could they, what could sort of force them to stay? {Educator-initiated vocab elicitation Eng}

8723 H.: The gold. {Student uptake}

8725 Milica: Yeah. {Reinforcement educator}

8726 H.: Food and stuff like that. Food and resource and their houses. {Student uptake}

8727 Milica: So, um, and if they didn't make enough money, what could happen? {Educator-initiated vocab elicitation Eng}

8728 H.: Die of starvation. {Student uptake}

8730 Milica: Yeah, but they also, what else did happen? {Reinforcement educator} {Educator-initiated vocab elicitation Eng}

8731 H.: They could get kicked out or killed.

8733 Milica: Yeah, but they also couldn't, um, afford to leave. I don't know if they got killed by the way. Um, but they couldn't afford to leave, right? They would come there and, um, you know if you went out into the mines you spent the whole day working and you didn't make any money, you didn't, how's he gonna pay for a ticket home, you know? He can't, so what does he have to do? {Educator-initiated vocab elicitation Eng}

8738 H.: Um... work. {Student uptake}

8739 Milica: Yeah, yeah hundred percent. Exactly right. So how would we sort of say that in a sentence? {Reinforcement educator} {Educator-initiated metalinguistic Eng}

8741 H.: They'd have to work extra hard like, extra hard the next day to find more gold so they can have enough money to go back home. {Student uptake}

8742 [4 seconds pause]

8744 Milica: Work extra hard to find... more gold so they... what'd you say? {Educator scribing}

8745 H.: So they can go back home. {Student uptake}

8746 Milica: Are you filming us?

8747 T.: No.

8748 Milica: Why do I hear the filming from the iPad?

8749 T.: That's google search, google siri, see.

8750 Milica: Alright, um, look save that video and finish watching it.

8751 H.: Mhm.

8752 Milica: Only a few minutes left but let's... let's have a, T. come back! Come back here with us!

8753 T.: Huh?

8755 Milica: Come, come over here for a second!

8756 T.: Why?

8757 Milica: Cause we're gonna finish up soon and we want to talk to you about racism against Chinese gold diggers.

8758 T.: That's his thing.

8759

8760 Milica: Yeah, but you know what helps your mind a lot? When you teach somebody else.  
8761 {Educator sharing cultural knowledge}  
8762 H.: Yeah, dumbass!  
8763 Milica: So, H.'s gonna come over here and teach you about it.  
8764 T.: I'm doing my own thing.  
8765 H.: I'll teach you, dummy.  
8766 Milica: No, come on, come on class is over after this.  
8767 T.: Why?  
8768 Milica: H.'s gonna tell you about the Chinese people. H. you can pretend to be me sitting on  
8769 my chair.  
8770 T.: No.  
8771 Milica: No?  
8772 H.: Tell Mr [incomprehensible utterance] no supper!  
8773 Milica: Yeah. Hey, we're not playing games, we're gonna go through this now. Come on!  
8774 H.: I'm just gonna have a quick game.  
8775 Milica: Nah, we're about to finish. Look at the time!  
8776 H.: I'm about to win.  
8777 Milica: No, you're not.  
8778 H.: No worries. Look!  
8779 Milica: You're crashing into every [incomprehensible utterance]  
8780 [T.]  
8781 Milica: Do you play this when [incomprehensible utterance]? I'm so bad at them.  
8782 H.: Yeah.  
8783 Milica: What game is it?  
8784 H.: Ultimate car game.  
8785 Milica: [incomprehensible utterance]  
8786 H.: I missed it!  
8787 Milica: Oh no. Look at your range rover!  
8788 H.: Oh yeah, change that!  
8789 T.: Miss?  
8790 Milica: Yeah?  
8791 T.: Can I test drive in your car?  
8792 Milica: Hey?  
8793 T.: Test drive.  
8794 Milica: Test drive? Do you even have your L's?  
8795 T.: Yes.  
8796 Milica: Heh, let's see your license!  
8797 H.: I'm on my P's.  
8798 T.: Intermission, that thing, tic tac tic tac toe.  
8799 Milica: Tic tac toe?  
8800 T.: Mhm.  
8801 H.: Jump off the [incomprehensible utterance]  
8802 Milica: Oh, there you go.  
8803 H.: I'm gonna burn these [incomprehensible utterance]  
8804 Milica: Oh, you made it.  
8805 T.: Missionroonie, missionroonie, it'll be out.  
8806 H.: [incomprehensible utterance] in the water.  
8807 [squeaking sound of chair]  
8808 Milica: Alright, amazing. Let's swap that ou [incomprehensible utterance] Alright, let's talk  
8809 about racism towards Chinese people.  
8810 H.: China, give me the thing here.  
8811 Milica: Come on, pop your iPad down. Look at the time. We've got like [incomprehensible  
8812 utterance]

8813 H.: Chinamen. / Milica: Not even five minutes.  
8814 T.: Yeah, whatever.  
8815 Milica: Come on, T.... Alright, tell, tell T.!  
8816 H.: You have to answer the question.  
8817 Milica: No, he doesn't. You gotta tell.  
8818 T.: Me, me.  
8819 Milica: T.  
8820 H.: Can you not touch!  
8821 T.: Yeah.  
8822 H.: [briefly looks at the notes] Alright, racism against Chinese gold diggers. European were  
8823 what? European were racist toward Chinese gold diggers. {Student decode Eng}  
8824 Milica: What did they do? {Educator-initiated vocab elicitation Eng}  
8825 T.: Yeah, what did they do?  
8826 H.: Um, they made them pay more taxes.  
8827 Milica: Mhm. {Reinforcement educator}  
8828 H.: And ...  
8829 Milica: How how, many taxes? {Educator-initiated vocab elicitation Eng}  
8830 H.: They had to pay two. The poll, poll tax and residential tax.  
8831 Milica: Yeah. {Reinforcement educator}  
8832 H.: So.  
8833 [smacking sound]  
8834 Milica: Hey!  
8835 H.: When did the Chinese gold diggers come to Australia? That was nineteen eighty nine.  
8836 Nineteen eighteen. {Student decode Eng}  
8837 T.: Really. Aye, not telling, not telling!  
8838 Milica: Nah, we're all learning together. So they came during what time period? {Educator-  
8839 initiated vocab elicitation Eng}  
8840 H.: Yeah, they came here at nineteen eighty eight fifty one to nineteen eighty one and time  
8841 period during gold rush. {Student uptake}  
8842 Milica: Yeah. {Reinforcement educator}  
8843 H.: Eighteen fifty one to eighteen ninety three. One Australian wanted Chinese to come to  
8844 over to Australia to work for them... like for slavery to get more gold. {Student uptake}  
8845 T.: Yeah, mate.  
8846 Milica: Why did they want the Chinese to come? {Educator-initiated vocab elicitation Eng}  
8847 H.: So they could get gold for them. {Student uptake}  
8848 Milica: And what, um, what was so, what were the Chinese good workers? {Educator-  
8849 initiated vocab elicitation Eng}  
8850 H.: Hm?  
8851 Milica: How were the Chinese good workers? {Educator-initiated vocab elicitation Eng}  
8852 H.: Cause they were organised and / Milica: Mhm. {Reinforcement educator} / H.: They  
8853 would work seven days a week non stop. {Student uptake}  
8854 Milica: Yeah, yeah. And how did the Europeans feel about that? {Reinforcement educator}  
8855 {Educator-initiated vocab elicitation Eng}  
8856 H.: They were jealous about them. {Student uptake}  
8857 Milica: Yeah. The Europeans were jealous of the Chinese cause they were so organised.  
8858 {Reinforcement educator}  
8859 T.: These, the American people?  
8860 H.: Yeah, American.  
8861 Milica: You can have a look at the book, you can read. {Educator-initiated decoding Eng}  
8862 H.: One Australian wanted the Chinese gold diggers didn't get paid at all so the Chinese  
8863 people didn't get paid from the white Australians. Land tax for gold miners the Australians  
8864 put the tax higher for the Chinese people that was really racist against them. Working  
8865 conditions were pretty hot pretty bad in summer like hot, hot, hot. {Student decode Eng}



8866 [bell rings]  
8867 T.: Time to go.  
8868 Milica: And in winter?  
8869 H.: In winter it was cold rainy wet and soggy and yeah.  
8870 Milica: Like weetbix. Good job, guys. {Reinforcement educator}  
8871 T.: Good job, Miss!  
8872 Milica: Thank you, thank you. Have a good night. I'll see you on Thursday alright. You don't  
8873 want the lollies? But you earned them. Which one do you want?  
8874 H.: Pink.  
8875 Milica: Good job!  
8876 T.: Cheers, Miss.  
8877 Milica: See you Thursday. [turns towards T.] Are you, um, we're gonna work on your  
8878 geography thing on Thursday then?  
8879 T.: What?  
8880 Milica: I'm gonna help you with that. Yeah?  
8881 T.: It's done.  
8882 Milica: It's done?  
8883 T.: Two more question to go.  
8884 Milica: Yeah, that's cool. But when's it due?  
8885 T.: Tomorrow.  
8886 Milica: Alright, well, whatever you have on Thursday, bring your work here, one on one. And  
8887 H. will be writing his essay. So how me and H. worked today but me and you, okay?  
8888 T.: Mhm.  
8889 Milica: Get excited! See you Thursday! Bye!

## APPENDIX 35: Sixth session (materials used see Appendix 47)

Place	Date	Time	Duration	Number of people	Status of participants	Languages
Small meeting room in the boarding house, Adelaide	5th of Nov. 2019	7 p.m.	57:24 min	3	1 tutor, Milica 2 students, H. and T.; another tutor talking in the background, 1 boarding house parent	English, Aboriginal English

- 8890 Milica: How's it going? Good? Okay. ... So ...How was your weekend? What did you, are we  
8891 gonna play Jenga, are we?  
8892 H.: Nah.  
8893 Milica: What you get up to?  
8894 T.: Not much.  
8895 Milica: Not much? That's what he said too. So you guys didn't do anything. Did you go  
8896 anywhere?  
8897 H.: Yah, we went fishing.  
8898 Milica: Fishing is cool. Where'd you go fishing?  
8899 H.: Coobah, Coobah, ah, I don't really know.  
8900 T.: Coobaye.  
8901 Milica: Oh cool. Who did you go with? Did you actually go there? Or are you lying? [laughs]  
8902 Because you're laughing. ... Did you catch anything?  
8903 H.: Yeah. White, whiting, what are they?  
8904 Milica: Whiting. Cool.  
8905 H.: He caught three.  
8906 Milica: Okay, what are we doing?  
8907 H.: I'm splittin' it up.  
8908 Milica: Cause then how are we gonna play? Do you know how to play Jenga?  
8909 H.: [mumbles] What's this?  
8910 Milica: T.! [incomprehensible utterance] Alright, careful! Right. What, um, what have you got  
8911 there? You got that picture that you were showing me?  
8912 T.: No. Black.  
8913 Milica: I saw it, there's something on the other side.  
8914 T.: See.  
8915 Milica: Yeah. Right. That's so good! [comments on T.'s artwork] ... And you drew this whole  
8916 thing?  
8917 T.: Yep.  
8918 Milica: That's awesome. Really, really good.  
8919 H.: [sings quietly] Mmh, sunrise.  
8920 Milica: Is it finished or you got more coloring in to do?  
8921 T.: Hey?  
8922 Milica: You got more coloring in to do? Or you gonna leave it like that?  
8923 H.: I'll give this B.  
8924 T.: Yeah.  
8925 Milica: What color is this going to be?  
8926 T.: I dunno. Green, I think.  
8927 Milica: Cool. Hey, you're really good at art, hey? That's awesome. Hopefully we can fit  
8928 another art project towards the end of the term.  
8929 H.: Classroom work.

8930 Milica: What, um, can I see you're battery percentage?  
8931 H.: Ten.  
8932 Milica: Okay.  
8933 T.: Mine's at, um, five percent.  
8934 Milica: Five percent? I want you to start bringing a charger to, um, to our lessons.  
8935 T.: You said lessons?  
8936 Milica: Yeah lessons or whatever you want to call these things. Our little hangout sessions.  
8937 H.: Oh, oh, oh, no. [noise of something rolling off the table]  
8938 Milica: You know you have to put it at the top once you take it out.  
8939 H.: Yeah.  
8940 [6 seconds pause]  
8941 Milica: Gotta be very gentle.  
8942 H.: Oh my!  
8943 Milica: I reckon this one's gonna come out.  
8944 H.: [hums] Mhm, I'm so nice, mhmhmmh!  
8945 [Jenga pieces fall down]  
8946 T.: You gotta put them.  
8947 Milica: Alright, what, um, what work have you got?  
8948 T.: This. [points to his drawing]  
8949 Milica: That your homework? ... What are you gonna colour in with?  
8950 T.: My brandis colour.  
8951 Milica: Where is it? ... You got any writing or anything to do?  
8952 T.: Nah. That's finished. / H.: I dunno. Wanna see now?  
8953 Milica: Hey?  
8954 H.: Start off by myself  
8955 Milica: Yeah, I'm waiting for you to finish the tower.  
8956 H.: Ah. Mhm. What it falls.  
8957 Milica: When it falls.  
8958 H.: [incomprehensible utterance]  
8959 Milica: Alright, let's do the essay. We'll keep this open. Mhm... [coughs].  
8960 [4 seconds pause - noise of Jenga tower falling down]  
8961 Milica: That's it, time to do the essay! How will you, you gonna type on this? [more Jenga  
8962 pieces falling down] Oh my God, H., we're gonna put it back in / H.: Nah! / Milica: We'll do  
8963 this essay, come on! / H.: No, I'm gonna come in after study but anyway.  
8964 Milica: Okay. I just cleaned it. Were you playing it before?  
8965 H.: Yeah.  
8966 Milica: Cause I can draw up a circle for you. Alright.  
8967 H.: We can write all this down in the end, I've done all my essay.  
8968 Milica; Alright, but we, these are notes that we took. So we have to make it flow well. So ...  
8969 H.: Put them into sentence, so ...  
8970 Milica: No, no, you've already put them into sentences which is fine, but we have to. So let's  
8971 have a read through the notes and then we'll decide which section we'll write what in ... so /  
8972 H.: Which one? Any?  
8973 Milica: Yeah, we're gonna be in here.  
8974 H.: Yeah.  
8975 Milica: Yeah, yeah, good. Go get your plates and stuff.  
8976 T: Adios, amigos!  
8977 Milica: You're coming back. It's not Adios. It's just be quick.  
8978 T.: I said be adios! I'll be back!  
8979 Milica: So with essays, we've got / T.: [incomprehensible utterance]  
8980 Milica: T., quitely, please! {Disciplining}  
8981 H.: Mh?

8982 Milica: You're going to your introduction, right? And then at the end you have a conclusion,  
8983 which is the finishing bit in the middle is all the information. So, in the introduction ... Do  
8984 you know how many words it has to be?  
8985 H.: Ah, for me it's five, hold on, five hundred.  
8986 Milica: Five hundred?  
8987 H.: Yeah.  
8988 Milica: Okay.  
8989 H.: Four hundred, he said.  
8990 Milica: Alright, let's say four hundred. ... Mmh, do you have a calculator on there?  
8991 H.: Yeah.  
8992 Milica: What's 320 divided by three?  
8993 [28 seconds pause as H. types]  
8994 H.: [mumbles] How is divide, divide and take off?  
8995 Milica: Ah, 320, divide by three.  
8996 H.: So?  
8997 Milica: Do you want me to show you?  
8998 H.: Mhm, 320.  
8999 Milica: Should be 110 or something.  
9000 H.: 117? ... 317?  
9001 Milica: Let's see.  
9002 H.: [incomprehensible utterance]  
9003 Milica: We said 320, so divide ... by three, equals, 106. Okay, so roughly about 100.  
9004 T.: [sings loudly]  
9005 Milica: Shhh!  
9006 Another tutor [comes in and turns towards T.]: That's all in brown. How you're gonna, you  
9007 gonna make that all brown?  
9008 T.: Yeah.  
9009 Milica Why don't you do some shading make it lighter and darker with the shadows and stuff.  
9010 So you can have two shades of brown.  
9011 T.: Nah, I can't.  
9012 Tutor: So ...  
9013 T.: Two times on the page.  
9014 Tutor: [incomprehensible utterance] ...Is that, am? Is this the shirt or the arm? Part of the arm.  
9015 ...  
9016 Milica: I don't think they wear shirts.  
9017 T.: Arm ... body.  
9018 Tutor: Yeah, yeah.  
9019 [9 seconds pause]  
9020 Tutor: So you'll leave the face white.  
9021 T.: Yep.  
9022 Tutor: You're just gonna do, the arm and that made the arms white and just do that body part.  
9023 T.: Arm, arm. Body. That's it. I'll have this ready soon, tomorrow.  
9024 Tutor: Can he do it in here?  
9025 Milica: Oh that's fine you can do it here.  
9026 Tutor: Alright, so just let me get some newspaper and I'll find you a art circles.  
9027 T.: Mhm.  
9028 Milica: Alright.  
9029 Tutor: And I'll try and find you / T.: I'm here. / Tutor: Just do it there, just do it there. Just as  
9030 you can.  
9031 [whistling]  
9032 Milica: Alright, so, um, do you wanna come, I'll come sit next to you actually, and then T.  
9033 can sit here just so we can ... see everything that I'm doing. Move this ... last piece over here.  
9034 ...Okay. / Tutor: Oh sorry.

9035 Milica: Have a look over here, right? So big number. What's with that? ... So this is ... the  
9036 basic structure of an essay, right? So we start out with the introduction, where you're gonna  
9037 introduce what you're gonna talk about, so say something like ... this essay's going to talk  
9038 about, so what's the topic? {Educator-initiated vocab elicitation Eng}  
9039 H.: Ahhh ...Chinese immigration. Yeah. {Student uptake}  
9040 Milica: Yeah, um, this one here?  
9041 H.: Or racism against Chinese. {Student uptake}  
9042 Milica: Mhm. In the mines again?  
9043 H.: In the mines.  
9044 Milica: So then, you say what you'll be talking about. And then here you've got three sort of  
9045 different ideas. Right? So one of them, for example, can be a, a bit of history about, um, you  
9046 know, when the Chinese came to Australia, for example. Remember last week we looked at  
9047 ah, um, why the Europeans wanted to Chinese to come over to Australia to go gold digging  
9048 and whatever gold they found went to the boss, they didn't get paid at all. So why did they  
9049 actually come? Right? And then maybe what happened while they were in, um, in the gold  
9050 mines and then what happened afterwards? So I'll write these out for you, like sort of key  
9051 questions ... and you just basically have to answer them. {Educator scribing}  
9052 [42 seconds pause as Milica writes out the guiding questions for H.]  
9053 Milica: So did you wanna get up your, um, Word document? / H.: Mhm.  
9054 Milica: And we can start our introduction. ... Do you want me to write down some key  
9055 questions for you?  
9056 H.: Yeah.  
9057 Milica: Yeah? You have a read through these notes for me. Write out a few more things that  
9058 you remember.  
9059 [4 minutes 6 seconds pause as Milica writes out more questions for H.]  
9060 Milica: Alright, so..., we can start with the introduction.  
9061 T.: Where's the water?  
9062 H.: Here.  
9063 [unrelated conversation with a boarding house parent - 38 seconds]  
9064 Milica: H., have a look over here. So this is the, um, so this will help you answer. This will  
9065 help you write up your essay if you answer these questions. We'll delete the questions  
9066 afterwards. Um, but those are sort of, that's the content of what you wanna write in there.  
9067 Does that make sense? ... So I'll go through with you saying the introduction. We introduce  
9068 the topic. We say what's this essay gonna discuss, some racism against Chinese gold miners  
9069 and why is it important for people to know this? So that's, um, you know, that's up to you to  
9070 decide. Why do you think people should know it? So, um you know, one example is so we  
9071 can be aware of, um, of racism and know that it was wrong and acknowledge our past. Right.  
9072 So then in your first paragraph ...  
9073 T.: [singing] Baby, look!  
9074 Milica: In our first paragraph ...  
9075 H.: Mhm.  
9076 Milica: We'll write, why, why do the Chinese come to Australia? Who wanted them to come  
9077 here and why? So a little bit about their background?  
9078 H.: Mhm.  
9079 Milica: Yeah. ... Sorry about that, T., but what's up with you?  
9080 T.: Oh, no, no, no.  
9081 H.: Yeah, all, alright.  
9082 Milica: All right, and then main idea two, so this will probably be longer than the first one.  
9083 So they don't all, they aren't all hundred hundred hundred. They don't all have to be hundred.  
9084 Yeah, you can have 50, 150, as long as it equals to that, doesn't make sense? So in idea two,  
9085 what was life like for the Chinese miners in the gold mines? Where do they live? Remember  
9086 we looked at the campsite? And what was their work like? Did they find a lot of gold? What  
9087 were some problems they encountered? Explain them. Right? And idea three, what was life

9088 like for them after they left the mines and continued living in Australia? What sort of taxes do  
9089 they have to pay? Were they fair? Why were these taxes put in places. put in place, sorry, for  
9090 them? And then in the conclusion, we'll get to that at the end. But that's basically just, um,  
9091 summing up what you wrote. Okay? So you wanna do some of the introductions or you  
9092 wanna start with the main ideas?  
9093 H.: Mhm, with the main idea.  
9094 Milica: Okay. ... So now we can go through the notes. Maybe you can just find a little  
9095 number one where you think you want to use a note for, for idea one. So you can go through  
9096 we'll have a read through the notes.  
9097 H.: We just read them.  
9098 Milica: So what do you reckon you want to use? These two pages of notes.  
9099 H.: [hums]  
9100 Milica: We do why and when actually. ... You can write a little bit about the Gold Rush as  
9101 well. I dunno.  
9102 H.: Why did they come to Australia? ... Australians wanted them to work. {Student decode  
9103 Eng}  
9104 Milica: Mhm. So which, so that's our note here. You can put a little one next to it so you  
9105 know that you want to use that one in your main idea number one, yeah?  
9106 H.: Mhm.  
9107 Milica: So what about the next one? The land tax? Where would that fit in?  
9108 H.: The land tax?  
9109 Milica: In idea one, two or three?  
9110 H.: Ahm...mh?  
9111 Milica: Have a look at what we're writing in each of the three sections, and then just try to  
9112 organize it back to what's gonna go in which section.  
9113 H.: Mhm.  
9114 Milica: So where do you want to put the ... the land tax?  
9115 H.: Mhm, somewhere in here.  
9116 Milica: Have a look.  
9117 T.: Excuse me, Miss, can I charge my ipad?  
9118 Milica: Yeah. What about here? We've got a number three. What sort of taxes did they have  
9119 to pay? {Educator-initiated vocab elicitation Eng}  
9120 H.: Poll. {Student uptake}  
9121 Milica: Yeah. So, write number three on there. Do you get what we're doing, how we're  
9122 organizing our notes?  
9123 [4 seconds pause]  
9124 Milica: Awesome, good work. {Reinforcement educator}  
9125 T.: Miss, can I charge my ipad, please?  
9126 Milica: Sorry?  
9127 T. My ipad.  
9128 Milica: Your iPad? Yeah. Mmh, it's sliding.  
9129 T.: Hullaloola, fish time. [sings to himself]  
9130 Milica: All right. What about the next one?  
9131 H.: Well, what's the next one?  
9132 Milica: This one here. He's trying to put the taxes up for the Chinese.  
9133 H.: Yep.  
9134 Milica: So where would we put that?  
9135 H.: There.  
9136 Milica: Here? Yeah, why do you stop?  
9137 H.: Mhm?  
9138 Milica: What number's that?  
9139 H.: Four. ... No, two! Nah, three!  
9140 Milica: Three? Here?

9141 H.: So, I'll put that three again?  
9142 Milica: Mhm.  
9143 H.: And that's all three.  
9144 Milica: Yeah, just the last two lines are all three.... All right / H.: [hums] / Milica: What about  
9145 this one, working conditions were pretty bad. In summer it was hot and sweaty for them. It  
9146 was cold and rainy winter. Where will we put that? Have a scroll through the, through this and  
9147 you can find it. {Educator-initiated decoding Eng}  
9148 [23 seconds pause]  
9149 H.: Here.  
9150 Milica: Mhm, mhm, awesome. {Reinforcement educator} Do you wanna find an alternative  
9151 for that one?  
9152 H.: Cause the buildings [incomprehensible utterance]  
9153 Milica: Yeah, awesome. {Reinforcement educator} Where will you put that?  
9154 [8 seconds pause]  
9155 H.: In here.  
9156 Milica: In here? Why do you reckon?  
9157 [whistling]  
9158 H.: I dunno.  
9159 Milica: That's okay, so this one's know looking at life after the gold mines, when they, when  
9160 they left to live in Australia, whereas this one is right when they were, when they were living  
9161 in the gold mines and things like that. So, we looked at a little spot on the website where it  
9162 says here: Where did they live? Yeah?  
9163 H.: Two.  
9164 Milica: Two, yeah. What's really exciting what we've got there. Yeah.  
9165 H.: So here?  
9166 Milica: So yeah, where we've put that one. So it's still talking about where they lived in the  
9167 gold mines.  
9168 H.: So number two?  
9169 Milica: Yeah, still number two, yeah.  
9170 [33 seconds pause]  
9171 Milica: See, you'll benefit so much from organising that.  
9172 H.: Mmhm.  
9173 Milica: Here again, that's a three. ... So let's see what we've got.  
9174 [20 seconds pause - other students discussing homework in the background]  
9175 H.: Up to here.  
9176 Milica: Mhm.  
9177 [14 seconds pause]  
9178 H.: Put that there?  
9179 Milica: Mhm, good work! {Reinforcement educator} ... Awesome!  
9180 [14 seconds pause]  
9181 H.: Put it up here?  
9182 Milica: Yeah, you could put it up here and then talk about, you know, did they find a lot of  
9183 gold on inside. Say, sometimes they were organized, they did find gold, but other times they  
9184 didn't but they still had to stay because they couldn't afford to leave. Remember we looked at  
9185 that video and they was basically saying you know you had to go out and keep mining gold  
9186 and work hard so that you could buy a ticket, um, to go back home otherwise you were just  
9187 stuck there, right? ... Now we haven't got much for this first one. Let's leave that, up to, ah,  
9188 we got the newspaper there. Alright, so maybe we want a little bit more information about the  
9189 gold rush. So, what if we find a quick video to watch about the Gold Rush? D'you wanna do  
9190 that? Or do you wanna find like an article to read? ... It's up to you.  
9191 H.: Video or?  
9192 Milica: It's okay if it doesn't. We can just start writing and then add it in another time.  
9193 T.: Hotspot, Miss!

9194 Milica: Hey?  
9195 T.: Hotspotting!  
9196 Milica: I can't, it doesn't let me. ... You can try but it won't connect cause I don't have  
9197 enough signal for it to connect / H.: Yeah, it works.  
9198 Milica: Oh, cool. Alright, shall we just pull up the Gold Rush Australia.  
9199 H.: Can you summy [hums]  
9200 [10 seconds pause]  
9201 Milica: Then we can write some notes.  
9202 [35 seconds pause - other tutors talking in the background]  
9203 Milica: Do you wanna find something to maybe have a read?  
9204 H.: Yeah.  
9205 Milica: Or do you wanna write it up on a video? It's up to you. / H.: I dunno.  
9206 Milica: Just so we can have a little bit of information about the Gold Rush, or do you think  
9207 you know enough about it to write about it without anything else? ... No, do you wanna read  
9208 something?  
9209 H.: Yeah.  
9210 Milica: Trying to find...So when you're looking for stuff, um, a good, ah, good way to find  
9211 information so it's easy to read is to put kids in because then it gives, um, information for like  
9212 primary school kids and it's just easy to read and it just tells you the very like, most basic stuff  
9213 that we need to know. {Educator sharing cultural information}  
9214 H.: Mhm.  
9215 [6 seconds pause]  
9216 Milica: T.!!  
9217 H.: Come here!  
9218 Milica: Oh, what do we do?  
9219 [laughter]  
9220 H.: Send someone.  
9221 T.: Miss, how do you find nugget?  
9222 Milica: Hey?  
9223 T.: I find the gold, Miss, ey!  
9224 Milica: You found gold?  
9225 T.: Yeah.  
9226 Milica: Awesome. [giggles]  
9227 T.: I did, Miss.  
9228 Milica: I said I don't like this website. Ah, here we go, let's have a read ... This one is pretty  
9229 long, isn't it? Mhmm. We can move to ... so that's sort of where they lived. In those little huts  
9230 from all the other videos we know about it. So from there they would come and go. ...  
9231 Interesting times, huh?  
9232 H.: Mhm.  
9233 Milica: So that's what the mines looked like. I don't see any Chinese people there, do you?  
9234 H.: Mmmh.  
9235 [7 seconds pause]  
9236 Milica: Okay.  
9237 T.: [mumbles] Into the wall [incomprehensible utterance]  
9238 [laughter]  
9239 Milica: So, let's have a read through this. Do you wanna read the first sentence, or read  
9240 sentence by sentence?  
9241 H.: No, we can do this. ... I'm gonna print this.  
9242 Milcia: No, you don't have to print it.  
9243 [12 seconds pause]  
9244 H.: So?  
9245 [21 seconds pause as H. is reading quietly]  
9246 T.: [mumbles showing Milica his finished artwork]



9247 Milica: [towards T.] What did you say?  
9248 T.: I can get an A plus for this.  
9249 Milica: I would definitely give you an A plus. That's awesome.  
9250 T.: Like double, double A plus?  
9251 Milica: Triple.  
9252 T.: No you won't.  
9253 [9 seconds pause]  
9254 Milica: Ah, awesome!  
9255 [ 8 seconds pause]  
9256 Milica: Alright.  
9257 [1 min 28 seconds pause]  
9258 Milica: [looking at T.'s artwork] So you're leaving his face black?  
9259 T.: Nah. [mumbles]  
9260 Milica: That's a what?  
9261 T.: That's to give to Sir.  
9262 Milica: Mhm.  
9263 T.: Tomorrow.  
9264 [42 seconds pause]  
9265 T.: My assignment here.  
9266 Milica: And what do we do with that?  
9267 H.: You have to check it. Which one is this?  
9268 [31 seconds pause]  
9269 Milica: I'll save that for you in your [incomprehensible utterance] / H.: Mhm.  
9270 [11 seconds pause - sound of mobile phone notification]  
9271 Milica: Was that you, T.? / T.: Nah.  
9272 Milica: Was that your phone?  
9273 [13 seconds pause]  
9274 Milica: So what are you up to? [turns towards H.]  
9275 H.: I have to read.  
9276 [10 seconds pause]  
9277 Milica: The one that I printed out for you? This one?  
9278 H.: Nah, not this.  
9279 Milica: That's pretty cool, though.  
9280 [19 seconds pause]  
9281 Milica: That's okay. That's cool. Let's just read through, um, I reckon this one here... and we  
9282 won't really worried that much about this ... we'll just read these two paragraphs and we'll  
9283 write down some notes. How does that sound?  
9284 H.: Mhm.  
9285 Milica: So, do you wanna read it together? Do you wanna write some notes or you want me to  
9286 write what you say like we did last week?  
9287 H.: Write what I said.  
9288 Milica: Write what you've said? Alright. You better but the Jenga away. {Disciplining}  
9289 H.: Yep. ...  
9290 Milica: Thank you. All right, let's read it together. Do you, do you wanna read this one and I'll  
9291 read this one? {Educator-initiated decoding Eng}  
9292 H.: Alright.  
9293 Milica: Alright. Let's go.  
9294 H.: What, what was, what was / Milica: Ah that's ... ah, we accidentally ... here.  
9295 H.: The Australian Gold Rush was a large number of gold to vote, what?  
9296 Milica: Discovered. {FB-explicit correction educator}  
9297 H.: Discoveries in Australia during those gold rushes significant, oh what? Saying  
9298 Milica: Significant. {FB-explicit correction educator}  
9299 H.: Ah what? [laughs] Significant, what?

9300 T.: Significant.

9301 H.: Significant, significance / Milica: That kind of means, like on a big {FB-metalinguistic

9302 educator} / H.: Significant, num! / Milica: T., please! {Disciplining}

9303 H.: Significant, whatever the word is / Milica: Numbers.

9304 H.: So, workers from other areas within Australia and from overseas or relocated to areas in

9305 which gold had been discovered. A number of found, finds occurred in Australia for I /

9306 Milica: Yes, before. / H.: To 1851 but only the gold, um, the gold and then the gold found

9307 from 1851 onwards created the gold rush. This is gold rush, this is mainly because prior to

9308 1851 other ... {Student decode Eng}

9309 Milica: Colonial. {FB-explicit correction educator}

9310 H.: Colonial government in of your South Wales Victoria didn't did not become a separate

9311 colony until the first of July before 1851. They had su, su {Student decode Eng} / Milica:

9312 Suppressed. {FB-explicit correction educator}

9313 H.: Suppressed news of gold, gold finds which is relief, reduce, reduce the workforce, and de

9314 {Student decode Eng partial} / Milica: Destabilize {FB-explicit correction Eng} / H.:

9315 Destabilize the economy. {Student decode Eng}

9316 Milica: Alright, cool, so, what did you, what did you get out of that? 1851 was repeated a lot.

9317 / H.: Yeah. / Milica: What was significant about 1851? {Educator-initiated vocab elicitation

9318 Eng}

9319 H.: The gold rush numbers. {Student uptake}

9320 Milica: Yeah. What about the gold rush numbers? {Educator-initiated vocab elicitation Eng}

9321 H.: So, um ...

9322 Milica: So what was the gold rush? In your own words. {Educator-initiated vocab elicitation

9323 Eng}

9324 H.: The gold numbers of workers. {Student uptake}

9325 Milica: So the Gold Rush was {Educator scribing} How would you explain it? If I if I had no

9326 idea what it was and you said something like ah, you're writing an essay about the ... about

9327 the, um, Chinese gold miners during the gold rush and I said, what's the gold rush? How

9328 would you explain that to me? {Educator-initiated vocab elicitation Eng}

9329 H.: Um, the gold rush is...ah, I dunno.

9330 Milica: So was there sort of a period in time? Is it ongoing? {Educator-initiated vocab

9331 elicitation Eng}

9332 H.: Yeah. Ongoing.

9333 Milica: So are we still in a gold rush? {Educator-initiated vocab elicitation Eng}

9334 H.: Not yet. Oh no, it's just a period of time. {Student uptake}

9335 Milica: Mhm. So the gold rush is ... {FB-elicitation educator}

9336 H.: Mh?

9337 Milica: So the gold rush ...

9338 H.: Gold rush is I dunno. Um... the Gold Rush was, is a large number of gold that was

9339 discovered in Australia. / T.: Yes. Wanantya!

9340 Milica: Is ... a ... large ... What's another word for number? So we're not copying straight off

9341 this. {Educator scribing} {Educator-initiated vocab elicitation Eng}

9342 H.: Mh. I dunno. ... Number. ...Counter? No, that's not number.

9343 Milica: Amount. {FB-explicit correction educator}

9344 H.: Amount.

9345 Milica: That's another one.

9346 [6 seconds pause]

9347 H.: A large amount of gold discovered in Australia. {Student uptake}

9348 Milica: Sorry, the Gold Rush was a large amount of gold that was discovered in Australia,

9349 you're happy with that? {Educator scribing}

9350 H.: Mhm.

9351 Milica: And now what we've got the years actually back here. We wrote them last week.

9352 Look, here this was the period.

9353 H.: The period.

9354 Milica: This was the period the time period during the Gold Rush 1851 to 1893. Okay?

9355 H.: Mhm.

9356 Milica: So, do you wanna write anything else from there? Or do you wanna read on here?

9357 H.: Huh? Ah, nah. Read.

9358 Milica: Read? Great, alright. Thousands of people came to Australia in the hope of finding a

9359 lot of gold and becoming rich. The first rush started in 1851 when gold was found near

9360 Bathurst, New South Wales, and ended with the first rush started in a spot with the last rush in

9361 1893 to Kalgoorlie, Western Australia. At each place, gold was easily found in rivers and

9362 creeks. This was known as alluvial gold and could be found by individual miners using very

9363 basic equipment such as spade and a dish. In most places, this alluvial gold was taken in the

9364 first few months. To get at the gold that was buried deeper in the ground meant that miners

9365 needed to work together and dig tunnels. Eventually large companies were started to raise

9366 money so that the so that deep gold mines would be built. That's pretty interesting, they have

9367 a lot of information there. So maybe you have a quick sort of scan through it, what's, what

9368 information is coming out of here that you would want to use in your essay? ... {Educator-

9369 initiated decoding Eng}

9370 H.: So the gold was found near Bathurst, in New South Wales. {Student decode Eng}

9371 Milica: So [6 seconds pause]

9372 H.: This is ...

9373 Milica: What else? ...

9374 H.: Ahhh, thousands of people came to Australia. {Student uptake}

9375 Milica: Mhm. {Educator scribing}

9376 H.: To find gold and ...what else? {Student uptake}

9377 Milica: No Jenga yet.

9378 H.: Mhm?

9379 Milica: No Jenga yet. ... Thousands of people came to Australia, ah, what did you say?

9380 H.: To, ah, hoped to find some gold. {Student uptake}

9381 Milica: Hoped to find some gold. {Educator scribing}

9382 H.: Mhm.

9383 [7 seconds pause]

9384 Milica: Hoped to find some gold. What else? What about something, um? What sort of, um,

9385 ah, areas contain gold? What does it say here? {Educator scribing} {Educator-initiated

9386 decoding Eng}

9387 H.: Huh?

9388 Milica: So look at we had gold in rivers, creeks, and then very deep also, so how would you

9389 sort of say that? {Educator-initiated vocab elicitation Eng}

9390 [4 seconds pause]

9391 H.: So...

9392 Milica: So maybe have a read from here, at each place, from here. [points to a spot in the text]

9393 {Educator-initiated decoding Eng}

9394 H.: Yeah.

9395 Milica: Each place it says gold was easily found in rivers and creeks. This was known as

9396 alluvial gold and could be found by individual miners using very basic equipment. So what

9397 does that mean? They didn't need the big heavy machinery, right?

9398 H.: So they just had shovels, like / Milica: So how would you, how would you tell me about

9399 that? {Educator-initiated vocab elicitation Eng}

9400 H.: So, the gold diggers had, didn't need any big machineries to dig out the gold, they have

9401 little spade, shovel, and the right stuff to wash the gold. {Student uptake}

9402 Milica: So, the gold diggers didn't need any ... did you say heavy or big? {FB-clarification

9403 request educator}

9404 H.: Um, big machineries. {Student uptake}

9405 Milica: Any big machinery ... any big machinery to ... {FB-elicitation educator}

9406 H.: Dig gold out. {Student uptake}  
9407 Milica: But that's only when it was where? {FB-elicitation educator}  
9408 H.: Mh?  
9409 Milica: That's only when they were finding it, look here, rivers and creeks. / H.: Mhm.  
9410 Milica: So how do you want to add that in?  
9411 H.: So ...  
9412 Milica: So the gold diggers didn't any big machinery to dig the gold out ...{Educator  
9413 scribing}  
9414 H.: They just had ...tools, like shovel, and crates and ... {Student uptake}  
9415 Milica: They had little tools ... like shovels and ... what was the second word you said?  
9416 {Educator scribing} {FB-clarification request educator}  
9417 H.: Um?  
9418 Milica: Crates? {FB-clarification request educator}  
9419 H.: Crates. ... {Student uptake}  
9420 Milica: They had little tools like shovels and crates.  
9421 H.: Mhm. ...keep going.  
9422 Milica: Yeah, they had items like shovels and crates.  
9423 H.: And, um.  
9424 [14 seconds pause]  
9425 H.: To dig deep, get the gold out. {Student uptake}  
9426 Milica: And then finish.  
9427 [7 seconds pause]  
9428 Milica: Sorry, I would suggest making, um, a distinction between the, the gold that they found  
9429 in the rivers and the creeks and the gold that was, um / T.: Being funny! / Milica: That was  
9430 deep in the, well, come on! [turns towards T.] That was in the, down in the tunnels and stuff.  
9431 So here when you say the gold diggers didn't need any big machinery, sorry, to dig the gold  
9432 out. They had little tools like shovels and crates and a dish to wash the gold out. This, um,  
9433 what, what gold are they referring to? Which gold is that gold?  
9434 H.: That creek, rivers and / Milica: Yeah, yeah. So you should say that, that, um, they didn't  
9435 do, they only needed like spades and stuff to get it out of the rivers and creeks / H.: Mhm.  
9436 Milica: But when it came to the big ones that were like the gold that was buried underneath.  
9437 That's when they needed machinery and large companies and stuff, right? So how would you  
9438 sort of put that in your own words so you can inform the reader? {Educator-initiated vocab  
9439 elicitation Eng}  
9440 H.: So, where are we again?  
9441 Milica: So the gold diggers didn't need any big machinery to dig the gold out. They had little  
9442 tools like shovels and crates and a dish to wash the gold out. We can start that again, you don't  
9443 have to use this if you wanna change it.  
9444 H.: Uh [7 seconds pause] but when it came to the gold that was underground. / Milica: Yeah. /  
9445 H.: They started to like, they needed some heavy equipment, but, I dunno, it's harder, like  
9446 they need a company to dig it up. {Student uptake}  
9447 Milica: Yeah, when it came to the gold that was underground, they needed ... they needed to  
9448 do this. But when it came to the gold that was underground they needed ... {Educator  
9449 scribing} {FB-elicitation educator}  
9450 H.: They needed heavy equipment, like many tools like ... {Student uptake}  
9451 Milica: Heavy equipment and ... tools.  
9452 H.: Mhm.  
9453 Milica: And bigger tools maybe?  
9454 H.: Yeah. ...  
9455 Milica: Awesome. Do you wanna write anything else?  
9456 H.: Nah.  
9457 Milica: You're sure?  
9458 H.: That's enough.

9459 Milica: Alright, cool. Let's start let's start in the essay then. So all of this will go in your, in  
9460 number one, right? Because it's all about the gold rush and just the history of the gold rush.  
9461 T.: Good boy!  
9462 H.: What do you know?  
9463 Milica: So you wanna start with main idea one or introduction?  
9464 H.: Ah, man idea one.  
9465 Milica: That's good actually, cause sometimes the introduction, sometimes I write it last. So,  
9466 ah, the Gold Rush. So maybe a little bit ... maybe you can start writing about the gold rush.  
9467 So basically everything that we just wrote here, you can, um, start to organize that  
9468 information and right tapping into, talk about, you know, what was the Gold Rush? When did  
9469 it happen? ... So you can start with this sentence, that's a nice introductory sentence.  
9470 {Educator-initiated metalinguistic Eng}  
9471 H.: The gold rush ...  
9472 Milica: Was a large amount of gold that was discovered in Australia. {FB-explicit correction  
9473 educator}  
9474 [20 seconds pause as H. types - T. hums]  
9475 Milica: D. {FB-explicit correction educator}  
9476 H.: Mh?  
9477 Milica: D...E-R {FB-explicit correction educator}  
9478 H.: Um.  
9479 Milica: There you go.  
9480 [10 seconds pause]  
9481 Milica: So now we've done this one we can give it a tick. Um, maybe you wanna put the time  
9482 period?  
9483 H.: So... 1851 to yeap.  
9484 Milica: Yeah, but write it in a sentence or just write up tp 1851. So write, you know / H.: The  
9485 time the gold diggers came in came was in 1851.  
9486 Milica: Or the time of the gold rush in general. So the Gold Rush was when, um, Australia,  
9487 parts of Australia were really rich with gold. So now we couldn't have a gold rush because it's,  
9488 it's literally gone. It's all been mined out. Does that make sense? So that's why it was just  
9489 during that period.  
9490 [13 seconds pause as H. types]  
9491 Milica: Maybe 'was happening'. {FB-explicit correction educator}  
9492 H.: Mh?  
9493 Milica: The time that the Gold Rush was happening. {FB-explicit correction educator}  
9494 H.: Yeah.  
9495 Milica: Or the time the Gold Rush happened. {FB-explicit correction educator}  
9496 H.: The time ... the gold rush happened. {Student uptake}  
9497 Milica: Yep. Awesome. {Reinforcement educator}  
9498 [7 seconds pause as H. types]  
9499 Milica: Was. {FB-explicit correction educator}  
9500 [16 seconds pause as H. types]  
9501 H.: 1851 to [incomprehensible utterance] Mhm.  
9502 Milica: Awesome. So we've done the time period. ... So maybe you wanna do a little bit  
9503 round here.  
9504 [7 seconds pause]  
9505 H.: Where?  
9506 Milica: That bit here, just change that one to I. {FB-explicit correction educator}  
9507 H.: Mhm.  
9508 Milica: That's okay.  
9509 H.: Um, what? Here?  
9510 Milica: Yeah. ... So now, ...  
9511 H.: Huh?

9512 Milica: So now maybe you wanna include this stuff to still keep talking about the gold rush.  
9513 So how do you wanna organize that information? So you could go, this one would be a cool  
9514 one to do next, because they decide these people came to Australia, right? What did they find  
9515 and then you can narrow it down to the Chinese gold miners, which sets the tone for the rest  
9516 of the text. Does that make sense? {Educator-initiated vocab elicitation Eng}  
9517 H.: Yeah.  
9518 Milica: Yeah. Okay. It's, ah, it's up to you, however you wanna do it, cause these are all your  
9519 notes, you know, like, I know I wrote it for you, but you said it, you thought of it... So  
9520 wherever you wanna sort of put this you can. Think about what's going to make the most  
9521 sense when someone reads it. We can't, so we can like, you can't write these word for word,  
9522 but you have to write little bits in between. So see how here, like, this is your note that you  
9523 found. Time period during Gold Rush 1851 to 1893. But that's sort of sentences, you know,  
9524 you have to put in a sentence. So with these ones, they aren't sentences, but you might need  
9525 some joining sort of sentences in between that you have to think of to make everything flow.  
9526 So, um, it's up to you what you wanna write next. I'd probably start it out with this one here.  
9527 {Educator-initiated metalinguistic Eng}  
9528 H.: So keep writing that one, after here?  
9529 Milica: Yeah, yeah. I mean, you'll get rid of those, um, questions and stuff when you finish  
9530 anyway. They're just there to guide you.  
9531 [16 seconds pause]  
9532 T.: Is it alright, Miss?  
9533 Milica: Hey?  
9534 T.: Nah.  
9535 Milica: Talkin' to me?  
9536 T.: Nah. ...  
9537 Milica: Your art looks really good.  
9538 T.: [hums]  
9539 [23 seconds pause]  
9540 Milica: See like this one you might not even need to include. It wasn't that relevant, I think,  
9541 but it's up to you if you want to put that in there?  
9542 H.: Put this here. So, put that, ah, I dunno. ...  
9543 Milica: So you can, um, you can put this one, write this and you can read that, then you can  
9544 think. It's up to you. Both of them sound good.  
9545 H.: Huh?  
9546 Milica: Whatever you think is best.  
9547 H.: Uhu.  
9548 [shuffling sound]  
9549 Milica: [laughs] We're blocking each other at the table, are we?  
9550 H.: Ahm...ah, this was a hard time.  
9551 Milica: Mhm, go for it.  
9552 [17 seconds pause]  
9553 Milica: H-U-R, oh no, U-R, sorry. ... {FB-explicit correction educator} What if, um, in or  
9554 near, what do you write?  
9555 H.: Um, near.  
9556 [9 seconds pause]  
9557 Milica: So Bathurst is in New South Wales, is that right?  
9558 H.: Mhm.  
9559 Milica: So you can write / H.: That's it. / Milica: Bathurst is in New South Wales ... So it  
9560 would be like saying it was found between, um, Daly River and Northern Territory when Daly  
9561 River is in Northern Territory, does that make sense? {FB-metalinguistic educator}  
9562 [11 seconds pause]  
9563 H.: Yep.

9564 Milica: Cool, alright. Put that one. And then this is your, on this page is the last one to write.  
9565 So maybe you wanna, um, rephrase this sentence say something about some gold was found  
9566 in rivers and creeks and then you can say this: The gold diggers didn't need any big machinery  
9567 to take the gold out. But just make sure you say like, make sure that this is specifically  
9568 referring to the gold that was in the rivers and the creeks, cause that was the one that was easy  
9569 to get, right? ? H.: Mhm. / Milica: Whereas the one that was underground, like you said, was,  
9570 um, was harder, they had to a lot of digging. ... How would you say that? {Educator-initiated  
9571 vocab elicitation Eng}  
9572 H.: So were we here?  
9573 Milica: This one here. So the gold diggers didn't need any big machinery to dig the gold out. I  
9574 would, um, I would put a sentence before this, just clearly stating that you're referring to gold  
9575 from the rivers and the creeks.  
9576 H.: Mhm, mhm.  
9577 Milica: Right, so then you say something like, some of the gold was found in rivers and  
9578 creeks. The gold diggers didn't need any big machinery to dig **this** gold out. They had little  
9579 tools like shovels and crates and a dish to wash the gold out. **But** when it came to the gold that  
9580 was underground, they needed heavy equipment and bigger tools. Does that make sense?  
9581 H.: Yeah.  
9582 Milica: So just a sentence beforehand. Just something about, um, how some of the gold was  
9583 found in rivers and creeks and stuff, in the more shallow, easy to reach places. So why don't  
9584 you just write that and finish this one and then we'll be fully finishing up pretty soon.  
9585 {Educator-initiated metalinguistic Eng}  
9586 H.: What was it again? So, the gold go, I dunno / [sound of a bell ringing]  
9587 Milica: So, um, T.! ... What am I gonna do with you, huh? {Disciplining} So this is looking  
9588 at the gold, so the gold that was easy to find, where was it found?  
9589 H.: Yeah. In the water.  
9590 Milica: In the water, in the rivers, in the creeks. New sentence. {FB-metalinguistic educator}  
9591 ... Awesome. {Reinforcement educator}  
9592 H.: Gold, ah ...  
9593 [Unrelated conversation among two other students - 12 seconds]  
9594 H.: Easy ... to ... find. ...  
9595 Milica: Mhm. ...  
9596 H.: In the river.  
9597 Milica: Awesome. {Reinforcement educator}  
9598 T.: I like this song.  
9599 H.: What?  
9600 Milica: The fold? The gold! {FB-explicit correction educator}  
9601 H.: Ah.  
9602 Milica: It's okay...  
9603 H.: What? The gold?  
9604 Milica: Yeah. ... It may've auto corrected if anything. The gold that was easy to find was in  
9605 the rivers and creeks . Yeah, awesome! See that's so good, now it makes so much sense. / T.:  
9606 [incomprehensible utterance] / Milica: [turns to T.] You'll survive. [turns to H.] So now if  
9607 you, um, then you can continue with this and this is gonna make a whole lot more sense for,  
9608 for the reader, so you can just go on with this now and just, if you just finish that off and then  
9609 we'll finish the lesson for tonight. How does that sound?  
9610 [5 seconds background noise - students howling in the corridor]  
9611 Milica: One sentence. The gold that was easy to find was in the rivers and creeks. Yeah. So  
9612 now it's on your mind, just a new sentence. {FB-metalinguistic educator} Leave some space,  
9613 beautiful. Good job. Go, team! {Reinforcement educator}  
9614 [17 seconds pause - overlapping speech in the background as other students are talking]  
9615 Milica: T., that looks awesome, awesome. {Reinforcement educator}  
9616 [5 seconds pause]

9617 Milica: Can I take a picture when it's done?  
9618 T.: No.  
9619 Milica: [disappointed] What?  
9620 T.: You have to pay.  
9621 Milica: [laughs] To pay?  
9622 T.: Yeah.  
9623 Milica: In what? Into chocolate?  
9624 T.: No.  
9625 Milica: Real money?  
9626 T.: Yeah.  
9627 Milica: Really? When you're a famous artist one day I'll commission a piece from you.  
9628 T.: I already did, Miss.  
9629 Milica: You already are?  
9630 T.: Yep.  
9631 Milica: Oh my God. Send me your website.  
9632 H.: Can I keep this book?  
9633 Milica: Ahhh / H.: So I can do some tonight?  
9634 Milica: Can you take a photo of it? Cause I'm scared you're gonna lose it.  
9635 H.: No, I'll keep it in the office.  
9636 Milica: Promise?  
9637 H.: I'll do the notes and stuff / Milica: Alright, alright, fine. Just finish this one up. Gold  
9638 diggers, in the end. Big machinery / H.: [sings] Good news, sunrise [hums]  
9639 T.: I might make five grant, Miss.  
9640 Milica: Five grant? For the Mike Tyson one?  
9641 T.: No.  
9642 Milica: How much for the Mike Tyson, that's the one I want.  
9643 T.: Nothing.  
9644 Milica: Nothing?  
9645 T.: It's for me, for my room. ... I'll get an A plus for this.  
9646 Milica: For sure.  
9647 [25 seconds pause]  
9648 H.: Hey, hey [incomprehensible utterance]  
9649 T.: For my other painting, Miss. We're not actually [incomprehensible utterance]  
9650 Milica: Ah here, you got one ...  
9651 H.: Ah, what?  
9652 T.: That looks like you, Miss.  
9653 Milica: Looks like me? ... Thanks.  
9654 [noise of pen tapping]  
9655 Milica: Which bit is that?  
9656 H.: Here.  
9657 Milica: To the gold ... that was ... {FB-explicit correction educator}  
9658 H.: Was.  
9659 Milica: Underground. {FB-explicit correction educator}  
9660 H.: Underground. ... And ... {Student uptake}  
9661 Milica: Comma ... {FB-explicit correction educator} They needed ...  
9662 T.: What can they do?  
9663 Milica: Heavy equipment...and bigger tools.  
9664 H.: Full stop.  
9665 Milica: That's beautiful. Good job. {Reinforcement educator} Look how much work you've  
9666 done. / T.: [mockingly] Good job. [claps]  
9667 Milica: How many words is that?  
9668 H.: 236.



9669 Milica: Oh my God. We're gonna be on like 600 words on this thing. And remember we said  
9670 the first section is going to be the shortest one as well. So see how there's plenty to write. So  
9671 do you, do you think it's easier to do it like this when you have all your notes and stuff?  
9672 H.: Yeah.  
9673 Milica: Because this is **all** your work. You know what I mean? We just found a, sort of a way  
9674 to organize all our, all our knowledge and then put it in the essay. So I'll give this to you.  
9675 Please don't lose it. [hands the notebook to H.] I'm gonna take a photo of it.

## APPENDIX 36: Seventh session (materials used see Appendix 47)

Place	Date	Time	Duration	Number of people	Status of participants	Languages
Small meeting room in the boarding house, Adelaide	7th of Nov. 2019	7 p.m.	1:07:28 hrs	3	1 tutor, Milica 2 students, H. and T., another tutor talking in the background	English, Aboriginal English

9676 Milica: So he is coming?  
9677 H.: Yep.  
9678 Milica: He's in the shower?  
9679 H.: No, he is getting his stuff.  
9680 Milica: Oh, he is getting stuff. Okay, cool. So I brought my laptop just in case you need to  
9681 charge your ipad again. How um, what have you done on the essay?  
9682 H.: I've done half, like another half.  
9683 Milica: Oh, that's awesome. Good work. Well, um, we'll keep going on that tonight. Yeah.  
9684 Cool. Can I have a look at what you have done so far? How much battery have you got?  
9685 {Reinforcement educator}  
9686 H.: 27 left.  
9687 Milica: Okay, cool. We might not need the laptop, but just in case... I might come sit next to  
9688 you actually, with all my stuff.  
9689 [12 seconds pause]  
9690 Milica: Alright, I'll have a look... Twenty? ... When is that one due?  
9691 H.: Huh?  
9692 Milica: When is it due?  
9693 H.: It was due today.  
9694 Milica: Due today, okay.  
9695 H.: I'll have to hand it up tomorrow  
9696 Milica: Okay, we'll have get it done tonight then.  
9697 [14 seconds pause]  
9698 Milica: Okay, let's keep going with um, we'll finish off this first bit, so Chinese came to  
9699 Australia in 1851 and um, ... in 1893. So why um, so ... why did they come, do you  
9700 remember?  
9701 H.: Cause, they want Australia for work. {Student uptake}  
9702 Milica: Yeah, yeah, yeah. {Reinforcement educator}  
9703 H.: Find gold. {Student uptake}  
9704 Milica: Yeah, yeah, exactly right... So what they want the Chinese and maybe not other  
9705 people? {Reinforcement educator} {Educator-initiated vocab elicitation Eng}  
9706 H.: Um, I don't know.  
9707 Milica: That's cause they were cheap to pay. Sometimes they would work for really, really  
9708 small amounts of money or even for free. So you can write that down. Chinese came to  
9709 Australia in 1853, 1893.... or maybe the Chinese came to Australia in 1851 around the start of  
9710 the gold rush...because 1893 was the beginning of the gold rush. [turns towards T. who just  
9711 walked in] Hello...cool top ... I like it.  
9712 T.: Good.  
9713 Milica: That's good.  
9714 [whistling]

9715 Milica: So... so the Chinese...yep, awesome, the Chinese came to Australia in 1853 at the  
9716 start of the gold rush and um, ... insert, um, full stop. {Reinforcement educator} {FB-  
9717 metalinguistic educator} I think we had it somewhere here... Yeah, the Europeans wanted the  
9718 Chinese to come. Oh, that a new phone?  
9719 T.: Yeah, nah.  
9720 Milica: [laughs] The, um, Europeans wanted the Chinese to come over to Australia and do  
9721 gold mining. And whatever gold they found went to the boss, they didn't get paid at all. So  
9722 that's your note that you wrote. So you can put that in. You can change it if you want. / H.: So  
9723 all of it? / Milica: You don't have to write a word for word, this one here, see how you have it  
9724 for number one.  
9725 H.: So what do I write that here, or here?  
9726 Milica: Yeah, I mean, we're going to take these questions out anyway, because they are just  
9727 guiding questions to help you think about what do I write in this paragraph.  
9728 [10 seconds pause]  
9729 Milica: S on the end of Australians...cause there was more than one. {FB-metalinguistic  
9730 educator}  
9731 H.: Chinese people or men? {Student-initiated metalinguistic Eng}  
9732 Milica: The Chinese / H.: Or just Chinese? / Milica: Yeah, you do Chinese miners...that  
9733 sounds good too Chinese miners.  
9734 [14 seconds pause as H. types up the notes]  
9735 Milica: Digging or gold mining? I think mining sounds better than digging cause that's more,  
9736 what it was. ... Um, and whatever gold they found went to the boss. {FB-metalinguistic  
9737 educator}  
9738 [16 seconds pause]  
9739 Milica: And new sentence you have here, they didn't get paid at all. {FB-metalinguistic  
9740 educator}  
9741 [17 seconds pause - another tutor talking to other students in the background]  
9742 Milica: So got that, what else did we have for number one, start ticking off? So we've done  
9743 this bit here...we've done all that. So you can go on, you started on the second paragraph  
9744 didn't you, which was about um, the conditions the Chinese were working in, err, in the gold  
9745 mines.  
9746 [6 seconds pause - another tutor talking to other students in the background]  
9747 Milica: I think actually here, um, they, you should write something like, they either pay very  
9748 little or they didn't get paid at all, cause I think some of them did actually get paid. So if you  
9749 just go on there and just put that in, so they um, they even got paid very little or not at all.  
9750 However you wanna sort of say that in your own words. {Educator-initiated metalinguistic  
9751 Eng}  
9752 [26 seconds pause - another tutor talking to other students in the background]  
9753 Milica: Awesome. Alright, let's go on to the second one. So this start here... and these ones  
9754 down here. So our first guiding question? {Reinforcement educator} {Educator-initiated  
9755 decoding Eng}  
9756 H.: [mumbles] What was life like for the [incomprehensible utterance]? {Student decode Eng  
9757 partial}  
9758 Milica: Yeah, so you can write here about um, what have you already got actually written,  
9759 let's have a look. {Educator-initiated decoding Eng} [quietly reading out loud]  
9760 [incomprehensible utterance] Change that to them not then {FB-explicit correction educator}  
9761 / H.: Yep. / Milica: Change that to an A.... Yep, beautiful ... Then it reads, full stop here. ...  
9762 Capital letter of course. {Reinforcement educator} {FB-metalinguistic educator}  
9763 [7 seconds pause - another tutor talking to other students in the background]  
9764 Milica: I think you should be able to do it with a space... I just want to see how that works ... /  
9765 H.: Ah yeah. / Milica: Yeah, so you can move it around like that. [continues reading H.'s  
9766 notes] Some would be miners, cooks and gardeners, but the Europeans cooked food, so what  
9767 are you, explain these last two sentences to me, what did you mean by that? / H.: So they

9768 cook. / Milica: So yes, some would be miners and cooks and gardeners but the Europeans  
9769 cooked food and wash clothes for / H.: For themselves / Milica: Oh, for themselves, ah ha  
9770 okay, sorry. The Europeans didn't some days of the week, the Chinese did and they would  
9771 find / H.: I dunno, more.... more gold / Milica: Mmh.  
9772 [8 seconds pause - another tutor talking to other students in the background]  
9773 Milica: Awesome, full stop. {Reinforcement educator} ... The weather was better in winter  
9774 than in summer, the winter was cold and wet and the summer was hot and cold... Alright, so  
9775 we've got that um, ... cool. Maybe you can write a little bit about where they lived.  
9776 {Educator-initiated vocab elicitation Eng}  
9777 H.: Yep.  
9778 Milica: I think this was a good point that, that you made from that video, Europeans were  
9779 jealous because the Chinese, they were much more organised than them. So it sort of fueled  
9780 their hatred towards the Chinese miners more, which, which made them more, you know,  
9781 racist and discriminatory towards them. {Reinforcement educator}  
9782 H.: Yeah.  
9783 Milica: I think he's avoiding us, doesn't want to come study. That's okay. We're gonna go  
9784 alright. Alright. So, um, so maybe, see look here, it's the only area in Australia they would  
9785 have to live, um, they lived in their huts close to their work sites. You can put those two  
9786 together. [points to a spot on the screen] Sorry, if we go back up here, um, what was life like  
9787 for the Chinese miners in the gold mines. You can start off with this one...if you want.  
9788 {Educator-initiated vocab elicitation Eng}  
9789 H.: Uh...[starts typing]  
9790 [24 seconds pause - another tutor talking to other students in the background]  
9791 Milica: Close to their work site... E-I-R {FB-explicit correction educator}  
9792 H.: Uh!  
9793 Milica: It's okay, I know it's been a long day of school and now you have to do more work.  
9794 It's like when does it end, right? Close to their work site ... and then this is, um, another  
9795 sentence you can put in there... Remember new sentence or at least a comma. {FB-  
9796 metalinguistic educator}  
9797 [20 seconds pause]  
9798 Milica: In Australia.  
9799 [21 seconds pause as H. types]  
9800 Milica: Awesome. {Reinforcement educator} ... Now you've written about this one, so this is  
9801 really good we can tick that off. Arrrh, did you write how the Europeans were jealous?  
9802 {Educator-initiated vocab elicitation Eng}  
9803 H.: Um, ... I dunno.  
9804 Milica: That was a good point to make and then you can say, um, they would find more gold  
9805 and then here you could say something like this made the Europeans jealous. Um, which,  
9806 which made them, you know, ... hate the, the Chinese miners more.  
9807 [10 seconds pause - another tutor talking to other students in the background]  
9808 H.: Um, the Chinese ...  
9809 Milica: Cause the... the Chinese miners...cause they is kind of vague. {FB-explicit correction  
9810 educator} {FB-metalinguistic educator}  
9811 [20 seconds pause as H. types - another tutor talking to other students in the background]  
9812 Milica: Awesome ... um {Reinforcement educator}  
9813 Milica: Then um, maybe you can. So, as a result, maybe we should be saying the Europeans  
9814 were jealous because the Chinese miners were finding more gold than them because they  
9815 were organized, they had better work ethic, and they work together. So in, um, in Chinese  
9816 culture, they're very ... they work together in groups well, whereas here in Australia, um, the,  
9817 you know the Europeans are a bit more individual and they sort of do everything by  
9818 themselves, for themselves, whereas China's different. Does that make sense? So because  
9819 they um Europeans didn't have that cultural system of togetherness, that made them less  
9820 organized so they were jealous, like you wrote. Um, so in turn they, they hated the Chinese

9821 miners even more, so they were more racist towards them because of that. So you can write  
9822 that in your own words and then you can connect it back to the racism in your, which is what  
9823 essay's about. Did you want to put that in? I don't know. Wherever you think is good. Maybe  
9824 somewhere where you're talking about the Europeans and Chinese, like after that. {Educator-  
9825 initiated metalinguistic Eng}

9826 H.: Mhm. Um ...

9827 Milica: You can just say it first, you don't have to write it straight away, do you want to say it  
9828 and I'll write it, then you can copy it down so it's already there. {Educator scribing}

9829 H.: The Europeans didn't have the...like the... I don't know how you say...cultural thing.  
9830 {Student uptake}

9831 Milica: Didn't have {Educator scribing} / H.: Being together, or like, um, work together /  
9832 Milica: Yeah, work together, didn't work together {Educator scribing}

9833 [6 seconds pause]

9834 Milica: Didn't work together like...the Chinese did? {Educator-initiated vocab elicitation  
9835 Eng}

9836 H.: Yeah like the Chinese did and that made the Europeans more jealous and more racist  
9837 against the Chinese ... miners ... {Student uptake}

9838 Milica: That is awesome, and the racism the way you are writing it. The Europeans didn't  
9839 work together like the Chinese did and that made the Europeans more...more jealous and  
9840 what was the last bit you said? {Reinforcement educator} {FB-clarification request educator}  
9841 {Educator scribing}

9842 H.: Hm, more jealous and racist against the ... Chinese miners. {Student uptake}

9843 [7 seconds pause as Milica writes]

9844 Milica: Alright there you go, so you can pop that in there. {FB-metalinguistic educator}

9845 [6 seconds pause]

9846 Milica: Do you want me to read it to you?

9847 H.: Yeah.

9848 Milica: [reads as H. types] The Europeans didn't ... work together...like the Chinese did...like  
9849 the Chinese did...and that made...the Europeans more jealous... E-A {FB-explicit correction  
9850 educator} / H.: Jealous. {Student uptake}

9851 Milica: And racist against... C-I ... {FB-explicit correction educator} Awesome  
9852 {Reinforcement educator} ...against the Chinese miners... just add an I in between the...  
9853 {FB-explicit correction educator} Cool, full stop. {FB-metalinguistic educator} Alright, cool,  
9854 tick it off ... um what else we're going to put, ah? Oh cool we are upto number three, we are  
9855 nearly done. ... Do we have anything else for two?... {Educator-initiated metalinguistic Eng}

9856 Look at you, you smashed it! {Reinforcement educator}...alright... idea three, what was life  
9857 like for them after they left the mines and continued living in Australia? What sort of taxes  
9858 did they have to pay? Were they fair? Why were these taxes put in place for them? So, do you  
9859 remember that video we watched? It was talking about, um, you wrote it down here, see land,  
9860 there was land tax for gold miners, the Australians put the taxes higher for the Chinese. So  
9861 that was initially when they were actually going into the mines, um, and living on those. um,  
9862 the campsites in those little huts and stuff, remember we saw in the videos? So, um, the  
9863 Europeans put the taxes higher for Chinese people to come and work there. They would have  
9864 to pay more. And then afterwards, when they were, um, you know just living in Australia,  
9865 when they weren't miners anymore, they still have to pay higher taxes. And we'll talk about  
9866 that...[paper rustling] Alright. So you can write that in... ah, where was it? ... So what was  
9867 life like for them after they left the mines and living Australia, so you can also talk about, um,  
9868 the racism towards them and how that might have made them feel... I'll just shut that door,  
9869 cause we are talking a lot so I don't want to distract all the other people.

9870 [14 seconds pause - sound of doors closing]

9871 Milica: Alright ...did you get that? What was life like for them after they left the mines,  
9872 initially living in Australia? What do you reckon? Have a look through the notes part, you can  
9873 ... {Educator-initiated metalinguistic Eng}

9874 H.: What about this one here, like this? [points to some notes]

9875 Milica: Yeah, yeah, so um, so you could say something like um, in your own words of course,

9876 how when, um, when the Chinese first came to Australia they had to pay these really high

9877 taxes to work in the mines. Right? And then afterwards, they had to pay high taxes just to live

9878 in Australia. For their um, incomes they had, remember we looked at those two types of taxes.

9879 Which page was that on? [looks through the notes] ... Mh, yes, there were two taxes that the

9880 Chinese had to pay. The first one was residential, and the second one was a poll tax. Um, ...

9881 yep, so the Europeans put laws, um, to make the Chinese pay higher tax which is racist in

9882 itself obviously. Right? ... So, you can write ah, so how does that sound like life was for them

9883 after? {Educator-initiated vocab elicitation Eng}

9884 H.: Mhm, still hard for them. {Student uptake}

9885 Milica: Yeah, hundred percent. {Reinforcement educator} Definitely I would write that in.

9886 So, um, you know, they they worked really hard in the gold mines, they were treated really

9887 badly. And then when they finally sort of got out to do something else, everybody still was

9888 racist and hateful towards them.

9889 H.: Really hard to, what to, ... still work towards {Student uptake} / Milica: Hey? {FB-

9890 clarification request educator} / H.: [mumbles] working [grunts]

9891 [13 seconds pause as H. types]

9892 H.: Didn't really, working ... um, what was it? {Student-initiated metalinguistic Eng}

9893 Milica: They worked really hard in the coal mines, and then look at the guiding question.

9894 What was life like for them after they left? {Educator-initiated vocab elicitation Eng}

9895 H.: Yeah, so ... [coughs]

9896 [23 seconds pause as H. types]

9897 H.: Was it Europeans or Australians? That... um {Student-initiated metalinguistic Eng} /

9898 Milica: Well it says that, um, Mister... how do you say his name?

9899 H.: [says the teacher's name]

9900 Milica: [says the teacher's name] I can never say it. [laughs] I think he said it was the

9901 Europeans racist, racism towards Chinese from Europeans. But I think it doesn't, doesn't

9902 really matter too much.

9903 [14 seconds pause as H. writes]

9904 Milica: C... C-I, yep, awesome, S-T {Reinforcement educator} {FB-explicit correction

9905 educator}

9906 [8 seconds pause as H. types]

9907 Milica: So that's really um, sort of introduction for the talking about the taxes. So you said it

9908 worked really hard in the gold mines and even after they left the mines the Europeans were

9909 still racist to the Chinese, um, people, or Chinese miners or workers or whatever. Um, they...

9910 where is that sentence you had, Europeans put laws to make the Chinese pay higher tax. Then

9911 you can sort of go introducing that, this is how they were racist as an example ... {Educator-

9912 initiated vocab elicitation Eng}

9913 H.: Which one was this? {Student-initiated metalinguistic Eng}

9914 Milica: This one here / H.: So what do I put? / Milica: Just put / H.: Here? / Milica: Yep.

9915 [13 seconds pause as H. types]

9916 Milica: You wrote to twice. {FB-metalinguistic educator}

9917 H.: Oh.

9918 [12 seconds pause as H. types]

9919 Milica: Awesome, and then you can talk about what were those taxes. ... {Reinforcement

9920 educator}

9921 H.: So write that as well in here or new sentence? {Student-initiated metalinguistic Eng}

9922 Milica: Um, hm, yeah new sentence, new sentence, yeah. {FB-metalinguistic educator}

9923 [22 seconds pause as H. writes]

9924 Milica: There, sorry, I think it's my handwriting. [laughs]

9925 [10 seconds pause as H. types]

9926 Milica: That the Chinese...had to pay... and then full stop...had / H.: Oh / Milica: It's ok, it's  
9927 a typo. ... Er, the first one was...

9928 H.: Residential / Milica: Umhm.

9929 [15 seconds pause as H. types]

9930 Milica: And the second was [5 seconds pause] A poll tax ... P-O double L...just P-O double L  
9931 {FB-explicit correction educator} / H.: Oh / Milica: It's what we wrote here, we'll double  
9932 check that actually.

9933 [5 seconds pause as Milica looks up the word]

9934 Milica: Oh cool, I did not know you could do that... Just take off the E and put an L ... {FB-  
9935 explicit correction educator}

9936 Milica: Awesome. {Reinforcement educator} / H.: I just wrote P-O double L {Student  
9937 uptake} / Milica: Yeah, P-O double L. {FB-explicit correction educator} Well, I think that's  
9938 what it's called. It could be pollful, double check anyway. ... Um, cool. So we've got that one  
9939 down. I think we have one more thing we are writing in three...[sound of pages turning]  
9940 Um... Oh, we've already said that there was a land tax and we said they put the taxes higher,  
9941 so we can leave it at that in terms of your notes. Let's have a read through ... and see if we  
9942 can add anything, um, else. Oh, here see, before we have the read through, um, so why, what  
9943 have we established is the sort of main reason that the Europeans put these taxes in place just  
9944 against Chinese people? {Educator-initiated vocab elicitation Eng}

9945 H.: I dunno, they were jealous and tax, I dunno why, I think / Milica: Yeah, yeah.  
9946 {Reinforcement educator} So they, um, they were racist towards the Chinese people and that's  
9947 what the whole essay is about. So here you have an opportunity to say something like, you  
9948 know, this, this shows that they were racist, um, towards the Chinese people, because they  
9949 treated them differently. Does that make sense? So you can, you can write that in your own  
9950 words, or however you want to write it. So **really**, like, whatever **your** opinions are on that,  
9951 when you actually think about it, and think to yourself, okay, so these people came from  
9952 China, they came to Australia they were working and, you know, the Europeans, the white  
9953 Australians, were treating them really, really badly just because they were Chinese no other  
9954 reason. So how, what do you think that says? You know what I mean? What's your opinion,  
9955 in, you think that's racist you think that, um, you know, they didn't like them, whatever you  
9956 think you write it in there. {Educator-initiated vocab elicitation Eng}

9957 [21 seconds pause as H. types]

9958 H.: Mmh. / Milica: Just C-I-S-T, yeah it's a weird one, isn't it? {FB-explicit correction  
9959 educator}

9960 [12 seconds pause as H. types]

9961 H.: Mhm, that's what I, um ...

9962 Milica: So um, really racist against Chinese miners and jealous, um, and you can say  
9963 something like er, which is shown in the fact that they actually made taxes higher for them,  
9964 but don't write it how I said it word for word because you gotta put in your own words. How  
9965 do you sort of see it? {Educator-initiated metalinguistic Eng}

9966 [13 seconds pause]

9967 Milica: Come on, you can just write it down and then if you don't like the way it looks, you  
9968 can get rid of it {Educator-initiated vocab elicitation Eng} / H.: Oh / Milica: But at least  
9969 you've got something to sort of, to go with, you know what I mean?

9970 H.: Yep.

9971 [45 seconds pause]

9972 Milica: So here, so they were really racist against Chinese miners and jealous. So that shows  
9973 how racist they were to the Chinese workers. Maybe you want to include something about the  
9974 taxes, do you know what I mean? So you can say something like, that shows how racist they  
9975 were to the Chinese workers, they made them pay high taxes just because they were Chinese,  
9976 do you know what I mean? {Educator-initiated vocab elicitation Eng}

9977 H.: Yeah.

9978 Milica: So then you could get rid of, or you could say they were really racist against the  
9979 Chinese miners and jealous. So you know, which, which is shown, um, because they made  
9980 them pay higher taxes just because they're Chinese. So connecting that sort of what you wrote  
9981 above into your, um, what your thoughts are on it. {Educator-initiated vocab elicitation Eng}  
9982 [17 seconds pause as H. types]  
9983 H.: So what was that, no, that's not it. What was it again? / Milica: How would you say it?  
9984 Thinking about what I just said...just talking about um, um, taxes, higher taxes cause they're  
9985 Chinese, how that is an example of racism and discrimination. {Educator-initiated  
9986 metalinguistic Eng}  
9987 [47 seconds pause as H. types]  
9988 Milica: Yeah, that's awesome. So do you think that [cough] how do you think the miners felt  
9989 about that? {Reinforcement educator} {Educator-initiated vocab elicitation Eng}  
9990 H.: Well, they couldn't do anything I think, I don't know. {Student uptake}  
9991 Milica: Exactly. So you can put, um, that, you can you can write that down because they had  
9992 to stay in this country and they just had to put up with it. They were helpless.  
9993 [28 seconds pause as H. types]  
9994 Milica: Maybe you wanna write...thanks. They were really racist against Chinese miners and  
9995 jealous so they put the taxes higher just because they were Chinese. Um ... Maybe you wanna  
9996 say the Chinese had to stay in this country, and had to put up with it.  
9997 [12 seconds pause as H. types]  
9998 Milica: Just make that lower case, because it's not the start of a new sentence. That was just a  
9999 typo. {FB-explicit correction educator}  
10000 [6 seconds pause as H. types]  
10001 Milica: Awesome. {Reinforcement educator} Mmhm. Alright, cool. Let's have a read through  
10002 it. And then we'll change those questions into sentences to introduce the text. Does that make  
10003 sense? So, here we talked about the gold rush was a large amount of gold that was discovered  
10004 in Australia. The time the gold rush happened was, um, was in 1851. And here you can  
10005 change this to, to, from 1851 to 1893, awesome. {Reinforcement educator} Thousands of  
10006 people came to Australia, hoped to find some gold. How could we change that and make it  
10007 sound a little bit better? {FB-metalinguistic educator}  
10008 [10 seconds pause]  
10009 Milica: Not sure? / H.: Mmh / Milica: That's okay, we can leave it.  
10010 Milica: Thousands of people came to Australia, hoped to find some gold. The gold was found  
10011 near Bathurst in New South Wales. The gold was easier to find was in the rivers and creeks,  
10012 the gold diggers didn't need any big machinery to get the gold out. They had little tools like  
10013 shovels and creeks in addition to wash the gold out. When it came to the gold that was  
10014 underground they needed heavy equipment or bigger tools. ... The Chinese came to Australia  
10015 in 1851, oh wait we were going get rid of that one. The Chinese came to Australia in 1851  
10016 ...okay, now get rid of that ... at the start of the Gold Rush, the white Australians wanted the  
10017 Chinese to come over to Australia and do gold mining and whatever gold they found went to  
10018 the boss, they got paid a little amount of money or didn't get paid at all. ... What was life like  
10019 for the Chin...? Ahm, so maybe you could start it out with something like, life, um, life was,  
10020 say how you think it was for the Chinese miners in, in the gold mines. So how do you think  
10021 life was for them? {Educator-initiated vocab elicitation Eng}  
10022 H.: Hard, I think. {Student uptake}  
10023 Milica: Yeah, I think so, too. So that can be like your opening sentence to the new idea. So  
10024 life was...  
10025 [22 seconds pause as H. types]  
10026 Milica: Miners, or workers, whatever... R-S, beautiful, {FB-explicit correction educator} and  
10027 then just full stop and a space. Cool. {Reinforcement educator}  
10028 Milica: They lived in little huts close to their worksites. It's the only area in Australia they  
10029 would have to live... So, see, we already said that up here {FB-explicit correction educator} /  
10030 H.: Ah ha / Milica: We can get rid of that. They worked extra hard and they worked



10031 seven...seven days a week and found lots of gold. The Chinese were more organised than  
10032 Europeans. Some would be miners and cooks and gardeners. The European cooked food and  
10033 wash cloths...or washed clothes? {FB-elicitation educator}

10034 H.: Clothes. {Student uptake}

10035 Milica: Yep, so just leave an E in between the H and S... T-H-E-S, awesome {FB-explicit  
10036 correction educator} {Reinforcement educator}

10037 Milica: Wash, do we need to change that to past tense maybe? Because we're talking about  
10038 the past. But the Europeans cooked food and wash clothes. So we need to change it to match.  
10039 So, washed...does that make sense? {FB-explicit correction educator} / H.: Ah ha / Milica:  
10040 Yeah, so E-D on the end of wash. {FB-explicit correction educator} Does that make sense?  
10041 So that way, we're saying by the Europeans cooked food and washed clothes, so it's  
10042 something they did in the past. / H.: Hm. / Milica: Whereas if we say that the Europeans  
10043 cooked food and wash clothes sounds like their, they used to eat the food and now they're  
10044 washing the clothes, but they're obviously not because we're not at 1851. Right? The  
10045 Europeans didn't work seven days a week, but the Chinese did and they would find more gold,  
10046 this made the Europeans jealous because they were much more organised than them.  
10047 Awesome. {Reinforcement educator} The Europeans didn't work together like the Chinese  
10048 did, and that made the Europeans, more jealous and racist against Chinese miners. That's cool.  
10049 Good sentence. {Reinforcement educator} The weather was bad in winter... and summer. So.  
10050 The weather was bad in winter and summer in the winter was cold and rain in the summer it  
10051 was hot and sweaty. So how can we sort of make that sentence flow a bit better? We can  
10052 break it into two sentences, some commas. What sort of punctuation can we put? Remember a  
10053 full stop is, you want to start a new sentence and a comma is just a pause. {FB-metalinguistic  
10054 educator} / H.: Oh / Milica: So whatever you think it's, it's okay.  
10055 H.: Uh, comma there? {Student-initiated metalinguistic Eng}

10056 Milica: Comma, yeah, go for it. Where you want to put the comma? So weather was bad in  
10057 winter and summer. In the winter it was cold and rainy and in the summer it was hot and  
10058 sweaty.

10059 H.: That one there.

10060 Milica: So why don't you read it out loud and see if you, where you sort of pause naturally,  
10061 that's where you put the comma. {FB-metalinguistic educator}

10062 H.: Mhmm, between, like there, like.

10063 Milica: Yeah, yeah {Reinforcement educator} / H.: Yeah / Milica: Yep. So the weather was  
10064 bad in winter and summer, comma, in the winter it was cold and raining and in the summer  
10065 was hot and sweaty. Awesome. {Reinforcement educator} They worked really hard in gold  
10066 mines and after they left the mines Europeans were still racist to the Chinese. The Europeans  
10067 put laws to make the Chinese pay more tax. There were two taxes the Chinese had to pay. The  
10068 first one was for protection and the second was a poll tax. Alright. Okay, cool. So now we can  
10069 get rid of some of these guiding questions and stuff because we don't need them.

10070 Milica: Hey, how do you zoom out of this? / H.: Hm? / Milica: If possible?

10071 Milica: Oh, okay, cool.

10072 [23 seconds pause]

10073 Milica: So we get rid of all these like subheadings and stuff.

10074 H.: Mhm.

10075 Milica: And that way it's just an essay and it all flows. But see how it helped to plan it out,  
10076 and have those questions to answer, otherwise it can be a little like, oh what do I write?  
10077 Where do I start? But if you got those questions it helps.

10078 [9 seconds pause]

10079 Milica: [Reading over the essay] ...worked extra hard...

10080 [32 seconds pause]

10081 Milica: Woops...they...more up the top than, oh yeah...so, is that right? Yep, cool... Oh,  
10082 look how cool that looks. {Reinforcement educator} How many, where is the word count?  
10083 One two five three, oh my God, look at you go. And we still got a little bit to write in the

10084 introduction. And we'll be good. So, for the introduction, um, the trick is, I find sometimes to  
10085 write out the actual information first, like what we've done. And then in the introduction, you  
10086 just write what you're going to talk about, but you already know that, because you already did  
10087 it, right? So ... strategy. So what um, what are some of the things that you talked about? Let's  
10088 write down some dot points. {Educator-initiated metalinguistic Eng}

10089 H.: Well racism, because Chinese. {Student uptake}

10090 Milica: Yeah. So that's what the essay's all about [6 seconds pause] What other, what other  
10091 parts? You can have a look through it. Have a read, what sort of sticks out? What are your  
10092 main points, main ideas? {Educator-initiated vocab elicitation Eng}

10093 H.: Gold rush / Milica: Yep {Reinforcement educator} / H.: Gold mines. {Student uptake}

10094 Milica: Gold Rush and... what did you say? {FB-clarification request educator}

10095 H.: Mines.

10096 Milica: Mines. Yep, what else do we talk about? {Educator-initiated vocab elicitation Eng}

10097 H.: Like the taxes, that sort of thing / Milica: Umhm / H.: Pay. {Student uptake}

10098 Milica: Taxes the... {FB-elicitation educator}

10099 H.: Chinese had to pay {Student uptake} / Milica: Chinese had to pay. ... What's one more  
10100 thing? {Educator-initiated vocab elicitation Eng}

10101 H.: Ummm / Milica: Have a look through {Educator-initiated decoding Eng}...and there's no  
10102 right or wrong answers whatever you think is one of your main ideas.

10103 H.: Ah, the boss, the, whatever gold they found that went to the boss, like the money went to  
10104 the boss. {Student uptake}

10105 Milica: Yeah, yeah. {Reinforcement educator} The overall thing that you can say, the overall  
10106 working conditions.

10107 H.: Yeah ...

10108 Milica: Alright, so in your introduction, you would say something like, um, you know, in this,  
10109 this essay, we'll discuss it here. What is this essay gonna discuss? Right, gold mines with the  
10110 Europeans Chinese beautiful. But you gotta put in a sentence, right? So you can just change  
10111 this question to be your sentence. So you can say this essay is going to discuss, and then you  
10112 write is all. You know what I mean? / H.: Yeah.

10113 Milica: And you put it in sentences like it's going to discuss racism against the Chinese. You  
10114 know, during the Gold Rush, the Chinese workers worked in the mines, um, during their time  
10115 in the mines and after they had to pay really high taxes just because they were Chinese. They  
10116 had really bad working conditions. Which is, which shows that the Europeans were racist  
10117 towards them. And that's, that's your whole, that's your introduction. So it doesn't need to be  
10118 as long as the paragraphs that we wrote. It's just a little bit, just so when somebody is reading  
10119 it, they can say, oh, okay, yeah, I know what this is going to talk about. Okay? So write that in  
10120 however you like and then, um, I'll let you write it and / H.: Write it all here or? / Milica:  
10121 Yeah yeah, you can just write it all there and use the questions to guide you ... But just in  
10122 like, in full sentences. {Educator-initiated metalinguistic Eng}

10123 H.: Can I write this, or?

10124 Milica: Yeah, yeah, so you can, you can use that as like your guiding points, so you can say,  
10125 um, I'm giving you help with the first one, you can say like, this essay is going to discuss, um  
10126 / H.: Oh / Milica: Like racism against Chinese gold miners. {FB-explicit correction educator}

10127 [24 seconds pause as H. types]

10128 H.: Um.

10129 Milica: You can, um, answer the question of, you know, when did this happen?  
10130 [12 seconds pause]

10131 Milica: You don't have to put the years in the introduction. / H.: Oh / Milica: Yeah, just you  
10132 can just say what the time was, in the gold rush ...

10133 H.: Was it 1850 or something?

10134 Milica: 1851, yeah.

10135 H.: Um.

10136 Milica It was 1890...

10137 H.: Three / Milica: Three. ... So during what, um, what period was that? Like what happened?  
10138 What's the name of it? {Educator-initiated vocab elicitation Eng}  
10139 H.: The Gold Rush. {Student uptake}  
10140 Milica: Yeah. {Reinforcement educator}  
10141 H.: Hm.  
10142 Milica: So it happened in 1851 and 1893. Maybe during or throughout or while. {FB-  
10143 metalinguistic educator} Just make sure you keep that one in the same sentence.  
10144 H.: Yep.  
10145 [21 seconds pause]  
10146 H.: I don't know.  
10147 Milica: How do you reckon you want to say it? How would you just say it to me in  
10148 conversation? {Educator-initiated metalinguistic Eng}  
10149 H.: During the time of the gold rush, what's happening or?  
10150 Milica: Yeah, done. Perfect. {Reinforcement educator}  
10151 [8 seconds pause as H. types]  
10152 H.: Yep.  
10153 Milica: Cool. So we've done this little bit, done this little bit. And then, um, you can say  
10154 something about, um, well, you've got these two points here, you got the taxes that the  
10155 Chinese had to pay, and something about their working conditions. I would probably talk  
10156 about the working conditions first {FB-metalinguistic educator} / H.: Uhm. / Milica: And  
10157 then talk about the taxes because that's the order that happened in.  
10158 H.: Aha.  
10159 Milica: But it's totally up to you. It depends how you want, to how you want to write your  
10160 introduction, what you want to put in it. So what would you put next, what do you reckon?  
10161 {Educator-initiated vocab elicitation Eng}  
10162 H.: The working conditions were hard for them.  
10163 Milica: Yep, yeah. Perfect. {Reinforcement educator}  
10164 [18 seconds pause as H. types]  
10165 H.: The taxes then. {Reinforcement educator}  
10166 Milica: Umh umh.  
10167 [16 seconds pause as H. types]  
10168 H.: Yep.  
10169 Milica: Yeah, cool. {Reinforcement educator} Do you wanna finish off with a sentence  
10170 talking about something connecting it back to the racism that they experienced? You don't  
10171 have to you can do that in your conclusion if you want / H.: Nah. / Milica: You got that  
10172 option. Alright, cool... Let's get rid of this stuff. ... Oh this is good, I think we should write  
10173 this. {Reinforcement educator} We should know what was happening back a hundred years.  
10174 Um, actually, I reckon you should do. You should put that down here like it's / H.: Oh /  
10175 Milica: Important to know this. Why is it important that we know this? Why it's important to  
10176 learn about this, to be educated about this, however you want to say it. {Educator-initiated  
10177 vocab elicitation Eng}  
10178 [6 seconds pause]  
10179 H.: Aha.  
10180 [32 seconds pause as H. types]  
10181 H.: That's done.  
10182 Milica: Hey? Back a hundred years ... ago... Beautiful ... {Reinforcement educator} So why,  
10183 why do you think just in conversation with me, you don't have to, you don't have to write if  
10184 you don't want to. But why, um, why is it important that we know about our history and even  
10185 the bad things that happened? [5 seconds pause] What do you reckon? Or do you genuinely  
10186 think it's not that important?  
10187 H.: I don't know.  
10188 Milica: Okay, cause some people will say, like, it's important that we know about our history  
10189 and the bad things that happened so that we can, you know, acknowledge it and move on from

10190 it. So for the Chinese people in Australia today, if um, if everybody was saying no, no, like,  
10191 everybody was nice to you, nobody was racist, everything was fine and denying it. It, um, it's  
10192 more sort of like hurtful and disrespectful instead of just saying like, yeah, things, things  
10193 weren't good, but now they're better. Right? Because we learned from the past, and we don't  
10194 make those mistakes anymore. So that's one of the reasons if you want to you can write um,  
10195 you can put that in your conclusion again, you can write that up now? So learning, learning  
10196 from the past to not make the same mistakes. Right? [Quietly reading aloud]...Um they had to  
10197 pay the taxes... maybe we'll change 'the' to something a bit more, like they had to pay what  
10198 kind of tax did they pay? Higher? Lower? {FB-elicitation educator}  
10199 H.: Higher. {Student uptake}  
10200 Milica: Yep, higher. {Reinforcement educator}  
10201 Milica: [reading aloud] Had to pay higher taxes, it's important to know about this happening  
10202 back a hundred years ago. ... I think you should say why it's important otherwise, um,  
10203 otherwise I would just take it out altogether. So it's important to know about this and what  
10204 was happening back a hundred years ago. What did we just say? What did we say before, how  
10205 can the past help us?  
10206 [6 seconds pause]  
10207 H.: Ah ...  
10208 Milica: If we learn about the bad things that happened, we can sort of prevent them from  
10209 happening again. / H.: Mhm.  
10210 Milica: Right? So we learn from our... however, you want to say it. {FB-elicitation educator}  
10211 Milica: [reading aloud] So it's important to know about this and what was happening back a  
10212 hundred years ago, um.  
10213 [11 seconds pause as H. types]  
10214 Milica: [reading aloud] It's important to know why this was happening back hundred years  
10215 ago. What's this here? / H.: Oh.  
10216 Milica: Learnt? ... It's important / H.: Oh / Milica: To learn about this and what was  
10217 happening back hundred years ago learnt about the bad things that was happening. So maybe,  
10218 if we do something like. It's important to know about this and know what was happening back  
10219 hundred years ago, so we can learn about, um, so we can learn from our mistakes. {FB-  
10220 explicit correction educator} Essentially.  
10221 H.: Yep.  
10222 Milica: Ah, you got it here? Are you going to rid... I think you should get rid of some stuff  
10223 there because it's not / H.: Which one? / Milica: It's reading a little bit jumbled. So it's  
10224 important to know about this and what was happening back hundred years ago so, so up to  
10225 learnt, you can / H.: Learnt, like that?  
10226 Milica: Yeah, just get rid of everything after that. Yeah. So about all the bad things  
10227 happening, yep delete all that. {FB-metalinguistic educator}  
10228 [12 seconds pause as H. edits his text on the screen]  
10229 Milica: So it's important to know about this all happening back hundred years ago.  
10230 [8 seconds pause as H. edits his text on the screen]  
10231 Milica: So it's important to know about it... And what would did we say is the main benefit,  
10232 being educated about the past and the past sort of, um, events that happened? Learning from  
10233 our mistakes, learning from the past and having a better future. Where we're, you know, not  
10234 racist and nice to people. And the point is to know about this back a hundred years ago.  
10235 So...so...so we can ... {Educator-initiated vocab elicitation Eng}  
10236 H.: Would I write that here?  
10237 Milica: Um, I would get rid of this {FB-explicit correction educator} [reading out loud] It's  
10238 important to know about this and what was happening back hundred years ago, so we can  
10239 um... {FB-elicitation educator}  
10240 H.: So we can?  
10241 Milica: Learn. {FB-explicit correction educator}... What do we say we're learning from? {FB-  
10242 elicitation educator}

10243 H.: Learning from the bad things that what happened, I dunno. {Student uptake}

10244 Milica: Yep. So we can, so we can learn from, from the bad events, from the mistakes that

10245 were made. {Reinforcement educator}

10246 [8 seconds pause as H. types]

10247 Milica: And from there, so by learning about the past and the mistakes and stuff that we made,

10248 we can, um, have a better future. Right? Because we're not going to do that stuff again. So

10249 you can write something like that in there. {Educator-initiated vocab elicitation Eng}

10250 H.: Oh.

10251 Milica: In your words, haha, so we can learn from the bad events ...

10252 H.: Oh. ...

10253 Milica: The 'and' can go in there. {FB-explicit correction educator}

10254 H.: I dunno. Aaannnddd ...

10255 [18 seconds pause]

10256 Milica: Do you just want to leave it at bad events? / H.: Yeah.

10257 Milica: Okay... Alright, beautiful. {Reinforcement educator} Full stop... Can we turn it into

10258 a new paragraph there? Just put that back in here, and make it lower case. {FB-explicit

10259 correction educator} Cool. All right, now we just need to write the conclusion. Which is...this

10260 last bit... Okay you do it. [6 seconds pause] Alright, so in the conclusion, we'll basically, um,

10261 the conclusion an' introduction are very similar. So, in the introduction, you say what you're

10262 going to write. Okay? And then in the conclusion, you basically say what you wrote. And one

10263 one or two things that you learn from that. But you don't say it like I learned that people are

10264 racist towards the Chinese you can say something like, you know, this showed that putting

10265 higher taxes up for Chinese people is, you know, an act of racism. Does that make sense? So,

10266 like I said, the conclusion will be similar to the, um / H.: Yeah / Milica: To the introduction.

10267 So you're basically recapping on what you've, on what you've written up there and connect it

10268 to the, um, how were those things racist. You know? ... So have a think about it. Do you want

10269 to write some notes before? / H.: Yeah / Before we ... So draw our conclusion. ... What do

10270 you reckon you want to write? Just give me some ideas you don't have to put them all in there.

10271 {Educator-initiated vocab elicitation Eng}

10272 H.: Um ...

10273 [8 seconds pause]

10274 H.: Ahm ...

10275 Milica: D'ya want me to give you some guiding questions?

10276 H.: Yep.

10277 [35 seconds pause as Milica writes down some questions]

10278 Milica: So we'll, I'll number these questions for you actually, and then we'll write some notes

10279 down for them here, just cause, ah, conclusions can be a little bit tricky to write sometimes. ...

10280 So don't stress because sometimes even like when I'm writing stuff for uni, I sit there, I think,

10281 hmmm what do I put. So I got these four questions, right? So what does this essay talk about?

10282 What's an example of racism towards the Chinese? Why was this an act of racism? And how

10283 did Chinese people feel when this was happening? Okay. So question one was the notes that

10284 we can just send little key words or sentences, whatever you want that when you, when you

10285 read that question what it says they talk about what comes to mind? {Educator-initiated vocab

10286 elicitation Eng}

10287 H.: Racism against the Chinese people in the gold mines. {Student uptake}

10288 Milica: Yep, perfect. {Reinforcement educator}

10289 [12 seconds pause - another tutor talking]

10290 Milica: And then our second one. So what's the example of racism towards the Chinese?

10291 {Educator-initiated vocab elicitation Eng}

10292 H.: Um, I don't know.

10293 Milica: What did we say up here? In the third paragraph, the third one... So how were the

10294 Chinese treated differently compared to Europeans? [7 seconds pause] What did they have to

10295 do? {Educator-initiated vocab elicitation Eng}

10296 H.: Pay high tax. {Student uptake}

10297 Milica: Yeah, make them pay high tax. So do you wanna do that as an example of racism or

10298 do you wanna do something else?

10299 H.: Do that one.

10300 Milica: Do that one? Okay. Do you wanted me just to write higher tax or in a sentence. What

10301 do you wanna do? {Educator scribing}

10302 H.: Higher tax.

10303 Milica: Higher tax, so you can just have it as a note. ... So why was this an act of racism?

10304 {Educator-initiated vocab elicitation Eng}

10305 H.: I don't know.

10306 [12 seconds pause]

10307 Milica: So, was it fair? {Educator-initiated vocab elicitation Eng}

10308 H.: No, not, not fair. Jealousy and stuff.

10309 Milica: Yeah, yeah. So it was unfair. {Reinforcement educator} {FB-recast educator}

10310 Milica: Europeans were jealous. Okay. I've got two notes for you there. And then last one,

10311 how did the Chinese people feel when this was happening? How do **you** think? {Educator-

10312 initiated vocab elicitation Eng}

10313 H.: Um, sad, I think. {Student uptake}

10314 Milica: Yeah, sad, not happy.

10315 H.: Threatened, I think. {Student uptake}

10316 Milica: Threatened, yeah that is such a good one, I didn't even think of that. I would

10317 definitely write something on threatened. {Reinforcement educator} And then you can finish,

10318 um, your last sentence can sort of be, ... I'll help you write it. Something like, we can, we can

10319 learn from this by not being racist and treating people equally. You know what I mean? So

10320 how would you say that in your own words without trying to memorise what I just said. ... So

10321 how does that show us, how we should treat people?

10322 [5 seconds pause]

10323 H: I dunno.

10324 Milica: So if we're nice to people, how are we treating them? With respect? We're not being

10325 racist. So how would you put that in a sentence? Say something like everybody should be

10326 treated with {FB-elicitation educator}

10327 H.: Everybody should be treated with respect.

10328 Milica: Yep. {Reinforcement educator}

10329 H.: Not racist. Like not being racist to people.

10330 [9 seconds pause]

10331 Milica: Alright, let's write it up... Everybody should be treated with respect and not racism.

10332 {Educator scribing}

10333 H.: Yep.

10334 Milica: Yep. Happy with that? Alright ... So you just need to put these into sentences. So you

10335 can literally just do like one sentence per thing, and we'll have a, you can, do you want to

10336 write it after the question or just write it all down there. / H.: All down there / Milica: Alright,

10337 cool. So your first question is, what does this essay talk about? So you can say, um, say how

10338 you said in the intro, this essay talked about, this essay discussed / H.: Um / Milica: This

10339 essay was about, however you want to say it. {Educator-initiated vocab elicitation Eng}

10340 H.: Racism Chinese people in the gold mines [incomprehensible utterance]

10341 Milica: Hmm? {FB-clarification request educator} I'd start it out with what like, paraphrase

10342 the question. Do you know how to do that?

10343 H.: No.

10344 Milica: So when you paraphrase, so um, what did this essay talk about? You say, this essay

10345 talked about... racism against Chinese people in the gold mines. That means paraphrasing

10346 {Educator-initiated metalinguistic Eng} / H.: Oh / Milica: So you're taking a piece of the

10347 question and including it in your answer. Does that make sense? Just so, we can do some

10348 work on it next week.

10349 [28 seconds pause as H. types]  
10350 H.: Mhm.  
10351 Milica: Awesome. {Reinforcement educator} And then what was the next question? What's  
10352 an example of racism towards the Chinese? So how / H.: That they err make them pay higher  
10353 taxes.  
10354 Milica: Yeah. So if we paraphrase that you can say one example of racism towards the  
10355 Chinese was, and then you say what it was. So again, taking parts of the question and  
10356 including it in the answer. {Educator-initiated metalinguistic Eng}  
10357 H.: So... um.  
10358 [12 seconds pause]  
10359 Milica: Did you want me to do one example? / H.: Yep.  
10360 [ 56 seconds pause as Milica types]  
10361 H.: [incomprehensible utterance]  
10362 Milica: Yep, and so why was this an act of racism? So again paraphrasing it. How do we  
10363 paraphrase that? Based on how we did it on another question? It's okay, have a go. {Educator-  
10364 initiated metalinguistic Eng}  
10365 H.: Cause ah, ... cause they were like racist, oh, like jealous.  
10366 Milica: Umhm, yeah yeah. {Reinforcement educator} So if we paraphrase it if we take, see  
10367 here where the question was, what is this essay talking about? And we said this essay talked  
10368 about racism. Right? What's an example of racism towards a Chinese? One example of the  
10369 racism towards the Chinese. So if we did that, why was this an act of racism? How would you  
10370 start out that sentence by including some parts of that question? {Educator-initiated  
10371 metalinguistic Eng} So you could start it with. This... {FB-elicitation educator}  
10372 H.: This was... um ...  
10373 Milica: And the last bit.  
10374 H.: This was an act again of racism.  
10375 Milica: Hundred percent. That's awesome, good job. {Reinforcement educator}  
10376 Milica: And this was an act of racism because... then you can just go on with this one. Does  
10377 that make sense? How we're taking parts of the question and putting that in the answer?  
10378 [6 seconds pause as H. types]  
10379 Milica: Act of racism against. {FB-explicit correction educator}  
10380 Milica: See here. / H.: Oh / Milica: Against racism. {FB-explicit correction educator}  
10381 [6 seconds pause as H. edits]  
10382 Milica: This was an act of, just get rid of against {FB-explicit correction educator} ...  
10383 Awesome and just put that after, after racism. ... This was an act of racism against ... {FB-  
10384 elicitation educator}  
10385 H.: Against...the Chinese.  
10386 Milica: Yep, or you can say this was an act of racism because... But get rid of the 'against'  
10387 {FB-explicit correction educator}  
10388 H.: Hm?  
10389 Milica: You just got to get rid of the against if you are going to do that. So this was an act of  
10390 racism because...  
10391 H.: Because it was unfair, but the Europeans were jealous, oh it was unfair / Milica: Yep.  
10392 {Reinforcement educator}  
10393 H.: And, no.  
10394 Milica: It was unfair and Europeans were jealous.  
10395 [15 seconds pause as H. types]  
10396 Milica: And then how did the Chinese people feel when this was happening? {Educator-  
10397 initiated vocab elicitation Eng}  
10398 H.: Sad and threatened. / Milica: Yeah / H.: They felt. They felt sad and threatened. {Student  
10399 uptake}  
10400 Milica: So the Chinese people / H.: So the Chinese... so um.... Chinese / Milica: Good job, by  
10401 the way, good job paraphrasing it. {Reinforcement educator}

10402 [18 seconds pause as H. types]  
10403 Milica: And the Chinese people felt sad and threatened. And the finishing sentence. Maybe  
10404 you can say, you know, this shows us that... and then you can write your sentence {FB-  
10405 metalinguistic educator}  
10406 Milica: Just S, no E. {FB-explicit correction educator} Beautiful. {Reinforcement educator}  
10407 [13 seconds pause as H. types]  
10408 H.: Threat.  
10409 Milica: Done it again.  
10410 H.: Ah.  
10411 [34 seconds pause as H. types]  
10412 H.: [quietly] Finished.  
10413 Milica: Alright, good job. That's awesome. You did so well on this. Finished it like two days  
10414 and we'll get over 500 words. Mr... I can't say his name again, Mr. A. is going to be very  
10415 proud. {Reinforcement educator}  
10416 Milica: He just [incomprehensible utterance], isn't he?  
10417 H.: Yeah.  
10418 Milica: So how many words are we on five thirty six. Look at you go, mate. {Reinforcement  
10419 educator} Oh, we'll just give it a, give it a heading.....um, can call it, well, you know, like,  
10420 you're heading, your title of the essay is what the essay is about. {Educator-initiated vocab  
10421 elicitation Eng}  
10422 H.: Racism against Chinese.  
10423 Milica: Racism against Chinese, gold miners, workers whatever you want. ... And are you  
10424 printing this and giving it to him?  
10425 H.: Yeah.  
10426 Milica: Okay, cool. Then just pop your name on it as well, maybe under the title or  
10427 something... and write a word count, too.  
10428 H.: Here, look.  
10429 Milica: Let's just do a space here. And now at the end we will write... you can tell, tell him  
10430 this was my idea. / H.: Mhm.  
10431 Milica: A word count. Oh what was it? Oh, five thirty six, wasn't it / H.:Ah ha / Milica:  
10432 Because the title doesn't count. Was that what he told you 500, yeah? So then he knows how  
10433 many you wrote. Alright, cool. Good to go, 11 minutes past. I owe you 11 minutes of your  
10434 time back, haha ... All right, I'll see you next week / H.: Yep.  
10435 Milica: And have a good weekend.  
10436 H.: You, too.



## APPENDIX 37: Eighth session

Place	Date	Time	Duration	Number of people	Status of participants	Languages
Small meeting room in the boarding house, Adelaide	12th of Nov. 2019	7 p.m.	59:03 min	3	1 tutor, Milica 2 students, H. and T.	English, Aboriginal English

- 10437 Milica: Hello, hello, how are ya?  
 10438 T.: Good.  
 10439 Milica: Come have a seat. H. coming?  
 10440 T.: Yeah, he's coming.  
 10441 Milica: How was your day?  
 10442 T.: Good.  
 10443 Milica: Feeling better tonight than last night?  
 10444 T.: Nah.  
 10445 Milica: Hey? Not really? Did something happen at school?  
 10446 T.: Mmh.  
 10447 Milica: Am I the problem?  
 10448 T.: Hey?  
 10449 Milica: Am I the problem? Because if I did something, tell me, so I can fix it, but for tonight,  
 10450 thinking we learn about something called "paraphrasing". Have you ever heard of that?  
 10451 T.: No.  
 10452 Milica: Do you have some homework to do?  
 10453 T.: Not really.  
 10454 Milica: Nothing? Have you checked your contact sheets and that?  
 10455 T.: Nah.  
 10456 Milica: D'you want to have a look together? Or do you want to have a look?  
 10457 T.: Mhm.  
 10458 Milica: Hey how'd you go with your art project?  
 10459 T.: Yeah, it's all right.  
 10460 Milica: All finished? Did they let you keep it or do they put up in the school somewhere?  
 10461 T.: Nah, they gotta mark it.  
 10462 Milica: Oh, she's gonna mark it? Cool, I reckon it's an A+ easy, that's what I would give it.  
 10463 Tt was really really good. I showed it to my friends, they said it was awesome, so good job.  
 10464 So we'll wait till H. comes. Nearly halfway done with the term, huh?  
 10465 T.: Mmm.  
 10466 Milica: I think actually it's over halfway isn't it? Looking forward to going home?  
 10467 T.: [incomprehensible utterance] [background noise]  
 10468 Milica: Did you finish that stuff you were doing last night?  
 10469 T.: Yeah.  
 10470 Milica: Oh yeah, did you have to write something or?  
 10471 T.: Yeah.  
 10472 Milica: Did you present your geography yet?  
 10473 T.: Nah.  
 10474 Milica: Is that all done? Do you wanna have a look through it together?  
 10475 T.: I already [incomprehensible utterance]  
 10476 Milica: You already what, sorry?  
 10477 T.: I already gave it up.

10478 Milica: Oh you already gave it up, okay. Did you like doing that, talking about where you're  
10479 from and stuff? Better than some random country or city, right?  
10480 T.: [laughs]  
10481 Milica: Every time I had school projects at school I would always talk about my country  
10482 cause it's more interesting, right? Are you watching something?  
10483 T.: Nah...  
10484 Milica: [hands T. a small exercise book] Okay, here's your book for tonight although I don't  
10485 know if we'll be doing much writing, we'll more just be having chats. Wonder where H. is.  
10486 So you guys were all good yesterday, just had like a bad day? Didn't feel like it? Did  
10487 something happen?  
10488 T.: I was late.  
10489 Milica: Late? Okay.  
10490 [Mr. A. walks in.]  
10491 Milica: Hello.  
10492 Mr A.: Hi, how you going? ... Good to have you here, mate.  
10493 H.: That's all good, champ.  
10494 Mr A.: It's gonna be easier to engage if you're sitting in a chair like this mate.  
10495 H.: Yep, nah, this one's better.  
10496 Mr A.: Where's your stuff?  
10497 Milica: I got a charger.  
10498 Mr A.: Quick, go and get your stuff.  
10499 Milica: Do you wanna do your work or do you wanna do my work?  
10500 H.: Your work.  
10501 Milica: All right... the doors are a bit heavy, aren't they? ... So, I was just saying to T. is  
10502 everything okay from yesterday? You guys are all good? Just had a bad day didn't feel like  
10503 coming? Okay, should we get started on tonight? We'll keep it simple so, um, I was thinking  
10504 we do paraphrasing, right? Have you heard of that, H.?  
10505 H.: Hm?  
10506 Milica: Have you heard of paraphrasing? You have? You remember when we were writing  
10507 the essay for the racism against Chinese people? The Chinese gold diggers? So when we were  
10508 writing his essay, actually when H. was writing his essay, I wrote down some guiding  
10509 questions for him which helped him know what to write in which part. So one of the questions  
10510 would be like why did the Chinese, um, gold miners come to Australia? So if we paraphrase  
10511 that, we say the Chinese gold miners came to Australia because, right? So we include part of  
10512 the question in the answer. ... So I've got some examples up here so we'll do some little  
10513 questions and stuff and we'll see how you guys go with the paraphrasing and it helps you a lot  
10514 when you're writing other things. Does that make sense? {Educator-initiated metalinguistic  
10515 Eng}  
10516 H.: Mhm.  
10517 Milica: Yeah? So it helps us when answering questions and essay writing. So for example,  
10518 now these questions are silly they're not to be taken that seriously but just so you can  
10519 understand the concept. If I said, the zombie apocalypse is coming, who are three people you  
10520 want on your team? Right? So if we paraphrase that, we say the three people I would want on  
10521 my team in a zombie apocalypse are... who are your three people? Surely each other?  
10522 H.: Nah.  
10523 Milica: Surely me, I'm pretty strong. You've seen me open that door. And close that door.  
10524 No? I'm not in your team? I would choose you guys. What about you, T.? Three people? No?  
10525 What about 'what is your most used emoji?' So to paraphrase that we would say 'my most  
10526 used emoji is...' and we say what it is. So mine's the laughing one, what's yours? {Educator-  
10527 initiated metalinguistic Eng}  
10528 T.: I dunno.  
10529 Milica: You don't use emojis?  
10530 T.: Nah.

10531 Milica: Do you use emojis, H.?  
10532 H.: Not really. Yeah, sometimes.  
10533 Milica: What's your most used one?  
10534 H.: The [incomprehensible utterance]  
10535 Milica: The [incomprehensible utterance]? Nice. All right. If you were famous, what would  
10536 you be famous for?  
10537 T.: Hey?  
10538 Milica: If you were famous, what would you be famous for?  
10539 T.: Nothin'.  
10540 Milica: Nothing? I think I'd be a singer like you know in another universe. Can't sing but. So  
10541 what was your least favourite food as a child? So now again, remembering the paraphrasing.  
10542 Guys, you'd say my least favourite food as a child was and you say your least favourite food  
10543 does that make sense so rather than saying umm answering what was your least favourite food  
10544 as a child and just saying broccoli for example you'd say my least favourite food as a child  
10545 was broccoli. Does that make sense? So why don't you answer for me what was your least  
10546 favourite food a child? ... But how do we paraphrase it? My least favourite... {Educator-  
10547 initiated metalinguistic Eng}  
10548 H.: My least favourite food, no apple. {Student uptake}  
10549 Milica: Yeah, yeah, perfect. {Reinforcement educator}  
10550 H.: You like apple?  
10551 Milica: Do you like it now?  
10552 H.: Yeah.  
10553 Milica: Yeah, I like apples, too. You know, they're acidic so?  
10554 H.: My least favourite food was broccoli. {Student uptake}  
10555 Milica: Was it actually? Cause I still hate it. Do you like broccoli now?  
10556 H.: Yeah.  
10557 Milica: You do? I hate, I hate broccoli. Every time I see my mum making it, ugh. Anyway, if  
10558 you had to eat, huh?  
10559 H.: Nothing.  
10560 Milica: If you had to eat one meal everyday for the rest of your life what would it be? So  
10561 again remember paraphrasing. If I had to eat one meal everyday for the rest of my life it  
10562 would be pancakes obviously. What about you?  
10563 T.: Same.  
10564 Milica: Same? Okay, so how would you paraphrase that?  
10565 H.: I like eating porridge.  
10566 Milica: Yeah porridge is nice. With honey? Yes.  
10567 T.: I like eating porridge just by itself.  
10568 Milica: No berries? Good old porridge. Enjoying the simple things in life. Do you guys get  
10569 that for breakfast here?  
10570 H.: Yeah, we get cereals and stuff.  
10571 Milica: That's cool. So let's use porridge in that example. If you had to eat one meal everyday  
10572 for the rest of your life, what would it be? So how we gonna paraphrase that? So use part of  
10573 the question in the answer. {Educator-initiated metalinguistic Eng}  
10574 H.: I... um, porridge.  
10575 Milica: So if I had to eat one meal everyday for the rest of my life, do you wanna finish it?  
10576 {Educator-initiated metalinguistic Eng}  
10577 H.: What?  
10578 Milica: So remember we're paraphrasing the, the question? {Educator-initiated metalinguistic  
10579 Eng}  
10580 H.: Yep.  
10581 Milica: So we're using part of the question in our answer, do you wanna come over here and  
10582 sit next to me and you can see what i've written? I'll turn the laptop to you- oh i thought you

10583 were gonna hit me with that. So this one, if you had to eat one meal everyday for the rest of  
10584 your life, what would it be? So, see this is / H.: Oh yeah.  
10585 Milica: Does that make sense? So if I had to eat one meal everyday for the rest of my life it  
10586 would be... {Educator-initiated metalinguistic Eng}  
10587 H.: Porridge.  
10588 Milica: Porridge. T., come have a look.  
10589 T.: Ice-cream.  
10590 Milica: Oh, I love ice-cream.  
10591 H.: I don't like ice-cream.  
10592 Milica: Come over here have a read of this ... If you had to eat one meal everyday for the rest  
10593 of your life, what would it be? So this is how we start the answer and at the end you say what  
10594 your meal is. Does that make sense? Do you wanna read it and then tell us? {Educator-  
10595 initiated decoding Eng}  
10596 T.: Yeah.  
10597 Milica: Yeah? So do you wanna do it?  
10598 T.: Nah.  
10599 Milica: So, if I had to eat ... look, at least have a look while we read it. 'If I had to eat one  
10600 meal everyday for the rest of my life ...' Do you wanna do those last three words? {Educator-  
10601 initiated decoding Eng}  
10602 T.: It would be.  
10603 Milica: And what would it be?  
10604 T.: I dunno.  
10605 H.: What do you like eating?  
10606 Milica: I mean anything you choose will get boring right ... everyday for the rest of your life.  
10607 T.: Um, goose, or snapper.  
10608 Milica: Oh, yeah.  
10609 H.: Barramundi.  
10610 Milica: Barramundi's nice. I've never had goose. I've had duck though, have you guys tried  
10611 duck?  
10612 H.: Yeah.  
10613 T.: Yeah, of course.  
10614 Milica: Do you prefer duck or chicken?  
10615 T.: Duck, chicken is yuck.  
10616 Milica: Chicken is really dry, I think.  
10617 T.: Yeah.  
10618 Milica: But then duck is really fatty, so.  
10619 T.: Chicken make me sick.  
10620 Milica: Yeah, I feel like the older I get the less I like it, but that's just me.  
10621 T.: I like KFC.  
10622 Milica: Yeah, KFC is so good.  
10623 H.: KFC bashed up chicken.  
10624 Milica: Bashed up chicken? Mmh, that's nice. What do you, what's your KFC order guys? Oh  
10625 but now listen, what's your KFC order? My KFC order is...  
10626 T.: H. ... I just like the go bucket.  
10627 H.: The go bucket.  
10628 T.: Original.  
10629 H.: Original fillet.  
10630 Milica: Oh, the original fillet? That's what I get, too. The zinger is too spicy for me [laughs].  
10631 Please, don't let that hit me or T., no, not the laptop! Alright, last question, then you guys will  
10632 ask eh... last question, then you guys will ask each other some questions, alright?  
10633 T.: Yep.  
10634 Milica: Do you wanna do that?  
10635 H.: Yep.

10636 Milica: You do? You can tell me if you don't, we can do something else.  
10637 H.: Nah, I want to.  
10638 Milica: You wanna do that T.?  
10639 T.: Yeah.  
10640 Milica: Alright. Last question. And really really think about how we're gonna paraphrase it,  
10641 right? So before I ask it, what's paraphrasing mean? Recap. {Educator-initiated metalinguistic  
10642 Eng}  
10643 H.: Recap.  
10644 Milica: So when we use part of the question in what? {FB-elicitation educator}  
10645 [T. and H. talking - unrelated conversation - 13 seconds]  
10646 Milica: So guys, paraphrasing is using part of the question in the answer right, so we're  
10647 phrasing the question differently to make it not a question but an answer. So... {FB-explicit  
10648 correction educator}  
10649 T.: I spy with my little eye.  
10650 Milica: Hey? What did you say?  
10651 T.: I spy with little eyes.  
10652 Milica: Spy little lie? Alright.  
10653 T.: I spy with my little eyes.  
10654 Milica: Yeah? What do you see?  
10655 T.: [incomprehensible utterance]  
10656 Milica: What?  
10657 T.: Crocodile.  
10658 Milica: Crocodile? Where do you see a crocodile?  
10659 T.: Somewhere near you.  
10660 Milica: You calling me a crocodile?  
10661 T.: No.  
10662 H.: You're calling me a crocodile.  
10663 T.: Siri.  
10664 Milica: Okay, goodbye Siri, we don't need you.  
10665 T.: Are you good?  
10666 Siri: I guess you'll have to be the judge of that.  
10667 Milica: Siri's getting a bit smart, isn't she?  
10668 H.: Ask them name number.  
10669 Siri: Hello, what can I do for you?  
10670 H.: Say, give me your number.  
10671 Milica: There was a funny one. You can do with zero with Siri it was zero times zero.  
10672 T.: Nah, you.  
10673 Milica: Have you said 'what's zero divide by zero?'  
10674 T.: Siri! what's zero divide by zero?  
10675 T.: Siri, give me your number.  
10676 Siri: That would be ninety.  
10677 T.: Ninety!  
10678 H.: Ninety years old Siri. Keep going.  
10679 Milica: Me? Alright, last question.  
10680 H.: Continue, continue.  
10681 Milica: If aliens landed on earth tomorrow, and offered to take you with them.  
10682 T.: They died.  
10683 Milica: Nah, listen to the question! If aliens landed on earth tomorrow, and, and offered to  
10684 take you home with them would you go?  
10685 T.: No.  
10686 H.: No.  
10687 Milica: Okay, the answer's no but if we paraphrase it we say if aliens landed on earth  
10688 tomorrow and offered to take me home with them I would say no. So does that make sense?

10689 Instead of just saying a one word answer we're taking part of the question and making the  
10690 answer longer. {Educator-initiated metalinguistic Eng}  
10691 T.: Yep.  
10692 Milica: So, when you guys have stuff to write and a word count to reach that can help you um,  
10693 fill in some of that word count. It's a little, little trick, you know? Alright, so / H.: How far do  
10694 you live, Miss from here?  
10695 Milica: How far do I live?  
10696 H.: Yeah.  
10697 Milica: Um, like 45 minutes.  
10698 H.: So like Mr E. said that's like five kilometres or fifteen.  
10699 Milica: Uh, do you know, oh, how far is it? 45 minutes, like let me check on my phone, yeah  
10700 19 kilometres. So like all the way on the west side, this is the east side. West side, yeah. Are  
10701 we doing some tattoos there?  
10702 T.: Yeah.  
10703 Milica: Are you gonna do one for me as well.  
10704 T.: Nah.  
10705 Milica: How rude! [\*jokingly\*] alright, let's go back to.  
10706 T.: You can't get one, you're a teacher.  
10707 Milica: I mean technically I'm not registered as a teacher yet I'm just a tutor, so you know I  
10708 can have a tattoo.  
10709 H.: Continue, continue.  
10710 Milica: All right, do you guys wanna keep, um, do you want me to keep asking you  
10711 questions?  
10712 T.: Yes.  
10713 H.: No, wanna start talking.  
10714 Milica: You want to start asking each other some questions?  
10715 H.: Yeah.  
10716 Milica: What's that in your mouth?  
10717 H.: It's my charger.  
10718 Milica: Charge you up? That's what I need. Alright, who wants to go first?  
10719 T.: H.  
10720 H.: What's my first question?  
10721 Milica: Well you're gonna read the question, you're gonna ask T., and he needs to paraphrase  
10722 it.  
10723 H.: So what do I say?  
10724 Milica: I'll show you the questions.  
10725 T.: [incomprehensible utterance]  
10726 Milica: Hey? ... So, you're interviewing him, this, and these are your three questions.  
10727 H.: Alright, dopey.  
10728 Milica: Don't be mean.  
10729 T.: Hey, hey, hey!  
10730 H.: You know, today I got a goat?  
10731 Milica: You got a what?  
10732 H.: A goat.  
10733 T.: Miss, your phone ringing! Six.  
10734 H.: I got a goat.  
10735 Milica: What's that?  
10736 H.: You know what's a goat.  
10737 Milica: A goat?  
10738 H.: Yeah.  
10739 Milica: You got a goat?  
10740 H.: Mm.  
10741 Milica: Where is it?

10742 H.: It's at my farm.

10743 Milica: Oh! I thought you had it here with you. I thought that's a funny / H.: Goats are silly.

10744 and a bit stupid.

10745 Milica: Yeah. have you seen that video of that goat that's on that swing and it falls off and it

10746 just freezes?

10747 H.: Nope.

10748 Milica: Oh, it's so funny I'll find it for you after, after our lesson.

10749 H.: Yep.

10750 Milica: All right, so, T., you're our famous celebrity tonight and you're a famous journalist

10751 H., so you're asking these three questions and you're gonna need his attention so you're

10752 gonna have to ask your famous celebrity to put his electronics away.

10753 H.: Ay! Put your iPad away!

10754 T.: It's away, mate.

10755 Milica: Just for the duration of the interview, thank you so much.

10756 H.: Okay, lemme ask this one. If you could only keep three apps on your phone, what would

10757 the apps be?

10758 T.: Youtube.

10759 H.: And?

10760 T.: Instagram.

10761 H.: Yep.

10762 T.: Snapchat. Done.

10763 Milica: All right, did he paraphrase that? {Educator-initiated metalinguistic Eng}

10764 H.: You gotta paraphrase it now. ... Say if I had to keep ... {Student uptake}

10765 T.: If I had three apps.

10766 H.: If I had to keep three apps on my phone I would have. {Student uptake}

10767 T.: That's what I said!

10768 H.: You have to say it again.

10769 T.: Have instagram. Snapchat and youtube.

10770 Milica: Youtube, yeah. {Reinforcement educator}

10771 H.: Next. What is your absolute dream job?

10772 T.: Mining.

10773 H.: My dream job is to work in the mine, that's what you gotta say. {Student uptake}

10774 Milica: Jesus, H. at least, please, while I'm sitting here, don't play with that thing.

10775 {Disciplining}

10776 T.: Miss! Ready, catch this!

10777 Milica: No I don't wanna catch anything! All right so, dream is to work in the mine. H.

10778 paraphrased it but can you paraphrase it as well? Just repeat what he said, you can change it

10779 up a bit. So what's your absolute dream job? So, my... {FB-elicitation educator}

10780 T.: My dream job is mining. {Student uptake}

10781 Milica: That's awesome. Good job. Good paraphrasing. All right last question.

10782 {Reinforcement educator}

10783 H.: All right, what sport would you compete in if you were in the Olympics?

10784 T.: None.

10785 H.: Javelin, running, high jump, long jump, discus, swimming?

10786 T.: No.

10787 Milica: Synchronised swimming.

10788 T.: No. ... I would go to / H.: Poling.

10789 Milica: Oh, what's it called? Pole vault?

10790 T.: I'd like to do running, that's all. Running.

10791 H.: Paraphrase it.

10792 T.: I already did.

10793 H.: Say 'if I had to do a, if I had to compete in the Olympics it would be ...' what? {Student

10794 uptake}

10795 T.: Running.

10796 H.: But you have to say it!

10797 Milica: You gotta say it.

10798 T.: I did already Miss!

10799 Milica: I'm right here, you didn't!

10800 T.: I did. I would like to [laughs]

10801 Milica: So if / T.: If I would like to.

10802 H.: Have to compete. If I would have to compete in the Olympics it would be running. Done!

10803 {Student uptake}

10804 T.: Done!

10805 Milica: All right, now you say it for us then.

10806 T.: I did, Miss!

10807 Milica: No, you say it all nice on your own from beginning to end. {Educator-initiated metalinguistic Eng}

10808 H.: Ready, set, go! one, two...

10809 Milica: Come on please stop doing that.

10810 T.: One second.

10811 Milica: Come on. T., please, are you vandalising school property or yourself? {Disciplining}

10812 H.: Hurry up!

10813 T.: I would.

10814 H.: No!

10815 T.: If I would...

10816 Milica: Do you wanna read him the question again and...

10817 H.: Okay. What sport would you compete if you were in the Olympics?

10818 T.: Um.

10819 H.: Say 'if I would have to compete in the Olympics it would be running'. Say that! {Student uptake}

10820 T.: If I would have, have complete sports running. Done.

10821 H.: No. Compete.

10822 T.: Running, done.

10823 H.: No you haven't done it.

10824 T.: I'm done. I'm done, Miss.

10825 Milica: All right, all right, your turn to ask H. questions. Now you're gonna be the journalist.

10826 T.: No I'll be the answer, you read for me.

10827 H.: No.

10828 Milica: No, you guys gotta swap seats cause this is the interviewer chair and that is the famous celebrity chair.

10829 H.: Nah, you go up there. I wanna sit here.

10830 Milica: Oh come, on you guys, I've had such a long day, you guys. I've been renovating my backyard. All right. Can you see from here?

10831 H.: All right, start reading.

10832 Milica: All right, you got three questions to ask H., okay this is the first one.

10833 T.: If you had a time machine, what machine would you go back to, into the, uh?

10834 H.: [laughs]

10835 Milica: Don't laugh, H.! Can you shut the door?

10836 H.: H.! H.! Shut the door! [different H. to student H.]

10837 Milica: No. You, H.!

10838 H.: [laughs]

10839 Milica: Oh my God!

10840 Mr E.: C'mon H.!

10841 Milica: Look, just answer the question.

10842 H.: Okay what was it? If I had a, if I had a time machine yes, I would have to go back to the past. {Student uptake}

10843



10848 Milica: And what would you do?  
10849 H.: And restart my life.  
10850 Milica: Nice. You're too young for those sorts of regrets.  
10851 H.: Huh?  
10852 Milica: You're too young for those sorts of regrets. Wait till you get to my age.  
10853 T.: No, not, you're right.  
10854 H.: Nah, I would like to restart my life right now.  
10855 Milica: What would you do differently?  
10856 T.: Be a kid and do anything.  
10857 H.: If I was a kid, you know, you get away with things.  
10858 Milica: That's true. I miss being a kid.  
10859 T.: But you gotta redo school.  
10860 H.: Once I get old, I'd like to restart. What's the next question? Come on!  
10861 Milica: Let's go, next question.  
10862 T.: I'm fast.  
10863 Milica: Come on.  
10864 H.: Start reading! Start start.  
10865 Milica: Let H. be a celebrity. H., stop, you're a celebrity, you gotta be patient.  
10866 T.: H.!  
10867 Milica: Come on T.!  
10868 H.: What's the name of the celebrity?  
10869 T.: H.! if you...  
10870 Milica: You're the celebrity! H.!  
10871 T.: Jump in the rocks to go on the road and you turn into.  
10872 H.: In your dreams.  
10873 T.: That's what it says, Miss look. If you could be... any change.  
10874 Milica: Any animal.  
10875 T.: Change.  
10876 Milica: Animal.  
10877 T.: In the world, which animal would you be... donkey!  
10878 H.: Um, any animal in the world what would I be? I'd like to be a grrr...  
10879 Milica: You've got to do your paraphrasing.  
10880 H.: If I was an animal, hang on, let me think of an animal that lives for a long time, uh if I was  
10881 an animal I would be a crocodile. {Student uptake}  
10882 Milica: Cool. You know there's a jellyfish that technically lives forever and never dies?  
10883 H.: Oh yeah, nah, I don't like jellyfish.  
10884 Milica: Neither do I but you said you wanna live forever.  
10885 H.: Crocodiles live forever. They never die.  
10886 Milica: I mean... true... they live really long. All right, last question.  
10887 H.: They live up to like a hundred and twenty. {Student sharing cultural knowledge}  
10888 Milica: You know like big parrots and stuff live up to like sixty seventy years as well.  
10889 H.: We had a parrot.  
10890 Milica: Oh, did you? I love birds.  
10891 H.: Big parrot.  
10892 Milica: Macaw?  
10893 H.: Yeah.  
10894 Milica: What colour?  
10895 T.: Red.  
10896 H.: Colourful, like red, blue kinda colour.  
10897 Milica: Oh red and blue so like a scarlet one?  
10898 H.: Yeah.  
10899 Milica: I love them, they're really cool!  
10900 T.: Woah! Look at the animals.

10901 Milica: Oh my God, is that a crocodile?!

10902 H.: What's next?

10903 Milica: Oh, yeah, like I spy. All right, third question.

10904 T.: If you could be any animal in the world, what animal would you be?

10905 H.: What?

10906 Milica: No, it's would you rather. He said...

10907 T.: Would you rather give up air ... Ehh?

10908 Milica: Conditioning. {FB-explicit correction educator}

10909 T.: Conditioning, or your phone.

10910 H.: Would you rather give up air conditioning or your phone?

10911 Milica: So would you rather give up aircon or your phone?

10912 H.: Hmm.

10913 Milica: And tell us why, I'm so intrigued.

10914 T.: Umm phone.

10915 H.: I would rather give up air condition.

10916 T.: Nah, phone, phone.

10917 H.: Oh actually, no! I can give up phone because I can go without phone for a long time.

10918 Phone, phone.

10919 Milica: What about... would you rather give up air conditioning or all your electronics? No

10920 iPad, no computer.

10921 T.: I can chuck my phone away, I use this all day. Sleep, sleep, sleep.

10922 H.: I'd give up all my electronics.

10923 Milica: For aircon?

10924 H.: Yep.

10925 Milica: Wow, you really love your aircon, huh?

10926 H.: Well, really, nah I'm not a really tech, tech socialiser, me.

10927 Milica: Fair enough.

10928 H.: I don't really play games or anything.

10929 Milica: Wonder if I've got more questions.

10930 H.: Can I, can I get some more?

10931 Milica: You want some more questions? You like the interview?

10932 T.: Getta cutta that, boy!

10933 Milica: All right, you guys wanna keep the interview? But make sure...

10934 H.: Yeah, yeah, keep the interview.

10935 Milica: The paraphrasing's going really well, so keep it going with it. {Reinforcement

10936 educator} All right. T., let's do three more questions for H. then he's gonna do three for you.

10937 T.: [sings]

10938 Milica: So top one.

10939 T.: [continues singing]

10940 Milica: Thanks for the melody. So what about that top one?

10941 T.: What melody?

10942 H.: No melody.

10943 T.: What do you like doing in your spare time? In ...

10944 Milica: That's how we're supposed to answer.

10945 T.: Whaddaya like to do?

10946 H.: In my spare time?

10947 T.: Yeah.

10948 T.: [inaudible]

10949 H.: Hunting.

10950 Milica: So paraphrase that.

10951 H.: If I had spare time I would go hunting. {Student uptake}

10952 Milica: All right, next question. {Reinforcement educator}

10953 H.: But I always have spare time.

10954 T.: In my spare time I like ...

10955 Milica: It doesn't have to be exactly like that but as long as it's sort of the gist of it, you know

10956 what I mean?

10957 H.: Yeah, I know.

10958 T.: Yeah.

10959 Milica: All right.

10960 H.: Come on!

10961 T.: What would you change your name to?

10962 Milica: You wanna do that one?

10963 T.: Darryl.

10964 H.: Um, what name do I like?

10965 Milica: Yeah, so what would you change your name to if you wanted to, if you got to?

10966 H.: If I had to I would change my name to, um, what's a good name? Um, Graham. {Student

10967 uptake}

10968 T.: What, which one?

10969 H.: Graham.

10970 Milica: Which one?

10971 H.: Yeah, I like Graham.

10972 Milica: Yeah, that's cool.

10973 H.: Nah, nah, nah, not Graham.

10974 T.: Graham's brother [inaudible]

10975 H.: Easy-E.

10976 Milica: Easy-E! [laughs] ... Would you be Ice Cube?

10977 T.: Yeah!

10978 H.: O'Shea, innit?

10979 Milica: Hey?

10980 H.: O'Shea. His son. I'd be anybody. I like three names um, first name I'd be a, um, what's

10981 the first name, donkey, yeah.

10982 Milica: All right next question, last one for H.!

10983 T.: Read it.

10984 Milica: Nah, you read it. {Educator-initiated decoding Eng}

10985 T.: What's something that really annoys you? {Student decode Eng}

10986 H.: Huh?

10987 T.: Me.

10988 Milica: Well, paraphrase it.

10989 T.: Not me!

10990 H.: Someone that really annoys me?

10991 Milica: No, not someone, something.

10992 H.: Oh something?

10993 Milica: Yeah.

10994 H.: This human being right here.

10995 Milica: No, he's a someone. Something that you know maybe / H.: Studying!

10996 Milica: So paraphrase something.

10997 H.: So, something that really annoys me is studying. {Student uptake}

10998 Milica: Studying, how did I guess?

10999 H.: You didn't guess, I said it first, then you said it!

11000 Milica: No, I know, but I thought that might be it.

11001 H.: No.

11002 Milica: Why do you not like studying?

11003 H.: Cause it's so boring, I rather just live free.

11004 Milica: Mm. You like learning about stuff, though?

11005 H.: Not really.

11006 Milica: Well, you know maybe some stuff you're forced to learn about you don't want to so  
11007 you're bored but then other stuff that you learn about you don't even realise you're learning  
11008 about because you enjoy it. Does that make sense?  
11009 H.: Yep.  
11010 Milica: So what are some things that interest you guys that we can do? Like, do you find this  
11011 activity fun?  
11012 H.: Yep.  
11013 Milica: Do you feel like this is studying?  
11014 H.: This is an activity, no.  
11015 T.: Miss, you got the science thing, remember?  
11016 Milica: The science experiment? Yeah, we'll do it.  
11017 T.: When? Next year?  
11018 Milica: Well, I don't know if I'll even be with you guys next year. If you wanna do the  
11019 science experiment you gotta write up the predictions and hypotheses and stuff, you know  
11020 what I mean?  
11021 T.: Oh.  
11022 Milica: So do you guys wanna start that now?  
11023 H.: Okay, T., start writing, you wanna do it.  
11024 T.: I don't really... Coke / H.: You need Coke, you need Mentos.  
11025 Milica: So why don't you?  
11026 H.: So what you need? A jar?  
11027 Milica: So you tell me what um, what you need.  
11028 H.: I give up.  
11029 Milica: It's a cloud by the way.  
11030 H.: Oh far out!  
11031 Milica: Do you like it?  
11032 T.: No, boring.  
11033 Milica: Oh! Well if you gave me a bit more time I could've made one.  
11034 H.: I'm gonna take this.  
11035 Milica: You're gonna take that?  
11036 H.: Into my room.  
11037 Milica: Ooh, does that open?  
11038 H.: Yeah.  
11039 T.: I always thought [inaudible]  
11040 Milica: No I don't, I don't think you can take that, hey?  
11041 H.: Yes I can.  
11042 Milica: Okay. I really prefer if you just did that when I wasn't here.  
11043 T.: Swing on the chair?!  
11044 H.: Miss!  
11045 Milica: H. please don't take, at least put it down gently.  
11046 H.: I'm not takin that. I'm takin the table.  
11047 Milica: Yeah, I know but I'm sayin the other stuff. What are you, where are you gonna put  
11048 that?  
11049 H.: On here, before we do work.  
11050 Milica: So you're gonna do you work if you take that?  
11051 H.: Yeah.  
11052 T.: All good.  
11053 Milica: All right, so do you guys wanna keep doing ... H., do you guys wanna, do you guys  
11054 wanna keep doing the paraphrasing or did you want to write stuff up about the science  
11055 experiment and do that next week?  
11056 T.: Nah, I wanna do this.  
11057 Milica: You wanna do this?  
11058 T.: Nah, science thing.

11059 H.: You wanna do the science thing you do it. I got nothing to do with it.  
11060 Milica: You wanna do the science thing?  
11061 H.: Nah, leave the science thing, don't do it. It's too silly. Can I have the texta?  
11062 Milica: All right H. you're gonna ask T. some questions now.  
11063 H.: All right, bring it on. I'm gonna make a table.  
11064 T.: No, you need the green thing.  
11065 Milica: Some more writing on it, great. All right, ready?  
11066 H.: Okay. What's your annoying habit? You.  
11067 Milica: Paraphrase. My...  
11068 T.: My annoying people.  
11069 Milica: Habit. {FB-explicit correction educator}  
11070 T.: Habit. H. ...  
11071 Milica: So a habit is something you do, so what's something you do? {FB-explicit correction  
11072 educator}  
11073 T.: Nah, I don't like doing study.  
11074 Milica: All right, next question.  
11075 H.: Uh, who's your inspiration? What is inspiration? {Student-initiated metalinguistic Eng}  
11076 Milica: So, somebody who you look up to. {FB-explicit correction educator}  
11077 H.: Yeah, who you look up to?  
11078 T.: Um ...  
11079 H.: See I'm looking up.  
11080 Milica: So my...  
11081 H.: My inspiration is... {Student uptake}  
11082 T.: My inspiration is M. {Student uptake}  
11083 H.: Nah, X.  
11084 Milica: Who?!  
11085 T.: M.  
11086 H.: He's a Year 12.  
11087 Milica: All right, next one.  
11088 H.: Okay what's next? Do you speak any other language?  
11089 T.: Huh?  
11090 H.: Do you speak any other languages?  
11091 T.: Nope.  
11092 H.: Italian.  
11093 T.: [inaudible]  
11094 H.: So what's that?  
11095 T.: Broken English.  
11096 H.: Okay, so, no you don't.  
11097 Milica: Okay, so paraphrase that.  
11098 H.: He doesn't!  
11099 Milica: Yeah, so say no...  
11100 H.: Say 'no, I don't speak any other languages'. {Student uptake}  
11101 T.: I don't like.  
11102 H.: Say 'no I don't speak any other languages!'  
11103 T.: I don't speak any other languages.  
11104 H.: [banging on table] Done. What?  
11105 Milica: I didn't hear the paraphrasing. {FB-metalinguistic educator}  
11106 T.: I do not speak the language. {Student uptake}  
11107 Milica: All right good job, good paraphrasing. {Reinforcement educator} Now this last one,  
11108 let's okay.  
11109 H.: Where would you like to visit?  
11110 Milica: But don't do it for him, let him paraphrase it and then / T.: I would like to visit  
11111 Melbourne. {Student uptake}

11112 Milica: Good job! {Reinforcement educator}  
11113 T.: Melbourne!  
11114 H.: Let me guess, Darwin. Nah, besides Darwin.  
11115 T.: Um. ...  
11116 Milica: What's wrong with Darwin? I wanna go to Darwin.  
11117 H.: Darwin's too boring and shit. Besides Darwin... Melbourne, Sydney, Queensland, Perth,  
11118 Adelaide, Western Australia, everywhere, Broome, maybe Alice Springs.  
11119 T.: Nah, you can go Alice Springs, I gotta thing Melbourne.  
11120 H.: Melbourne's too boring, my brother went.  
11121 Milica: You don't like Melbourne? I just came back from there.  
11122 T.: I went there when I was a kid.  
11123 Milica: I love Melbourne.  
11124 H.: Twelve, ten.  
11125 Milica: So one place, where would you like to visit?  
11126 H.: I would like to visit Melbourne. Done.  
11127 Milica: Well, you think of a place, it doesn't have to be in Australia.  
11128 T.: I would like to go to Melbourne.  
11129 H.: What was that?  
11130 Milica: Hey? What?  
11131 H.: That, what was that? Clown?  
11132 Milica: Cloud?  
11133 H.: Clown.  
11134 T.: My name ... nickname.  
11135 H.: Come on, start talkin' dumbass.  
11136 Milica: All right should we / T.: I'm done!  
11137 Milica: Why don't I ask you guys these ones? Ooh, sorry. Why don't I ask you guys these  
11138 ones?  
11139 H.: Who is the messiest person? Me! Nah, nah, him!  
11140 T.: I checked.  
11141 Milica: Nah, nah, we don't need the iPad, we don't need the iPad, don't worry, don't worry.  
11142 Put it back. Why don't you very, very, nicely ask T. to put his iPad back on the table?  
11143 H.: Can, can, can you put iPad back, please?  
11144 Milica: Please.  
11145 H.: Cause I'll chuck this table.  
11146 Milica: No! You will absolutely not chuck, no, hmm.  
11147 H.: I gotta protect me.  
11148 Milica: Protect me as well! Guys, stop! Oh my God, H.! All right. I'm gonna ask you both a  
11149 question. {Disciplining}  
11150 H.: All right.  
11151 Milica: And you answer, all right?  
11152 H.: Get up!  
11153 Milica: T. come on. You better paraphrase, all right? {Educator-initiated metalinguistic Eng}  
11154 H.: Get up!  
11155 Milica: Who is the messiest person you know, T.?  
11156 H.: Peter!  
11157 T.: Nah, M. C.  
11158 Milica: Paraphrase right? H. don't tell him.  
11159 T.: I don't like M. C.  
11160 H.: No, the messiest!  
11161 Milica: Who's the messiest person you know?  
11162 T.: The messiest person that I know is you. {Student uptake}  
11163 Milica: Me?  
11164 T.: Yes.

11165 Milica: I'm just glad you paraphrased it. {Reinforcement educator}  
11166 T.: Nah! A.  
11167 Milica: All right. H., H., who's the messiest person you know?  
11168 H.: Mmm tryna, see if there's chocolate, Miss.  
11169 Milica: There's no chocolate. I'll bring some next week.  
11170 H.: Ummmm.  
11171 Milica: Maybe I had chocolate last night but...  
11172 H.: D.! D. is the messiest person here.  
11173 Milica: Shh, he doesn't need to hear that!  
11174 H.: D.! D.!!  
11175 Milica: T., what's the most interesting thing you've read or seen this week?  
11176 T.: Huh?  
11177 Milica: What is the most interesting / H.: Come on, you stupid idiot!  
11178 Milica: H., please. What is the most interesting thing you've read or seen this week?  
11179 {Disciplining}  
11180 T.: Um. [4 second pause] the weather.  
11181 Milica: So the most... {FB-elicitation educator}  
11182 T.: The most...  
11183 H.: Interesting thing I've seen all week / Milica: H., let him do it. H.!!  
11184 T.: Interesting thing I've seen is the weather.  
11185 H.: It went hot! Cold! Hot, cold! Hot! Cold!  
11186 T.: My turn, my turn.  
11187 H.: I got sick from that cold, I got flu from that.  
11188 Milica: H., what's the most interesting thing you've read or seen this week?  
11189 H.: Uh. / T.: Miss, I wanna go bed.  
11190 Milica: No, we're not done yet.  
11191 H.: I could sleep on here.  
11192 T.: Yeah, sleep here. It's comfortable.  
11193 H.: Um, I dunno.  
11194 Milica: C'mon think of something. No, please don't turn that on.  
11195 H.: Cold.  
11196 Milica: Cold?!!  
11197 H.: Yeah.  
11198 Milica: Wait is that gonna make heating turn on?  
11199 H.: Yes.  
11200 Milica: Oh okay. So what's the most interesting thing you've seen or read this week?  
11201 H.: Um, see me muckin' around.  
11202 Milica: Paraphrase. {FB-metalinguistic educator}  
11203 H.: The most interesting thing I've seen is T. tryna kill a ghost this week. {Student uptake}  
11204 Milica: This week.  
11205 T.: You were the one!  
11206 H.: This week. That was really interesting to see and I laughed cause it was so funny I nearly peed myself. Nah!  
11207 T.: Okay go.  
11209 Milica: All right, T. and don't paraphrase it for him though H., let him try.  
11210 H.: Yep, I'll paraphrase it for him.  
11211 Milica: No, don't, don't. Promise you won't.  
11212 H.: Hmm. I can't promise you, Miss.  
11213 Milica: Can you please not?  
11214 H.: No.  
11215 Milica: Because how will I know if he's learnt if he doesn't, if he doesn't paraphrase. Okay  
11216 H.? T. just give it a sec. Anyway, that's the question. Do you wanna ask him but don't  
11217 paraphrase for him?

11218 T.: Pardon me.

11219 Milica: Does that make sense?

11220 H.: What would you like remembered about you? Hm? Say I would like to be remembered

11221 about footy. {Student uptake}

11222 Milica: Your footy skills?

11223 T.: Yeah.

11224 H.: Just paraphrased that for him.

11225 T.: Stop lying! Dingo run [inaudible].

11226 H.: That was only like ten goals.

11227 T.: I said I haven't kicked here, Miss.

11228 H.: There you go mate.

11229 Milica: So you guys have, um / H.: You like / Milica: You guys say studying is boring but

11230 this what we're doing is learning because now you know how to paraphrase. Right?

11231 H.: Yep!

11232 Milica: So now when you answer a question at school and that you know um, how you can

11233 make it sound, H., T., T., c'mon listen listen. Now when you answer a question at school.

11234 Guys, serious. When you answer a question at school you know how to change um, use the

11235 question in the answer so that it can sound better. Does that make sense? {Educator-initiated

11236 metalinguistic Eng}

11237 H.: Yeah. It's raining.

11238 Milica: Exactly. Perfect. You can paraphrase, you can hide from the rain, T. can draw on

11239 everyone in Sharpie.

11240 H.: Ohh!

11241 T.: Hahaha. Nah, we good boy, hey, Miss?

11242 H.: H.?

11243 T.: Nah, I said "hey Miss!"

11244 Milica: Yeah, did you say H. or "hey Miss"?

11245 T.: I said "hey Miss!"

11246 Milica: Okay, you guys are great. {Reinforcement educator}

11247 H.: Call him. H!

11248 Milica: No.

11249 H.: Say H.!

11250 Milica: Leave him alone!

11251 H.: He's an idiot.

11252 Milica: That's not nice.

11253 H.: Yeah.

11254 T.: Nah. Miss.

11255 H.: So what? Just say it.

11256 T.: Okay I'm trying. I have the flu, Miss.

11257 Milica: Oh my God, you have the flu? Get away from me!

11258 T.: Yes.

11259 Milica: No, you don't!

11260 T.: I do.

11261 Milica: It's okay. I'm actually sick so you might've got sick from me.

11262 T.: We're all sick. We're all feeling like sick.

11263 Milica: So let's do a quick, um, quick paraphrasing. I don't think it's gonna come off.

11264 T.: Boo!

11265 Milica: T., looks pretty permanent.

11266 T.: You reckon?

11267 H.: One of our teacher, his name is Mister M., he's my science teacher and he's a little bit off

11268 his head.

11269 T.: He's mental!

11270 Milica: What do you mean off his head?



11271 T.: Like, like, like, like, really, really, really / H.: As long as I'm settled in classroom he  
11272 shouts.  
11273 Milica: What he shouts at everybody?  
11274 H.: Yep. And then when he goes up to write, he gets a permanent marker and start writing on  
11275 the board and how many times we tell him that's a permanent marker he still doesn't care.  
11276 Milica: [laughs] Does he get it off?  
11277 H.: Nup. It's still there now.  
11278 Milica: What did he write?  
11279 H.: Uh, something about diseases like he wrote a list of disease that we had to do for science  
11280 and I done tetanus.  
11281 Milica: Oh yeah, tetanus.  
11282 H.: T.'s got tetanus.  
11283 Milica: What do you know about tetanus?  
11284 H.: Ooh, I didn't even hear a bang. / T.: Yeah, ooh, ooh! / H.: I.  
11285 T.: Something's making noise up here, Miss.  
11286 Milica: Something's making noise?  
11287 H.: Tetanus is a disease.  
11288 Milica: Wanna see my tetanus shot?  
11289 H.: What?  
11290 Milica: See?  
11291 T.: I got it, too.  
11292 Milica: Do you have one of those? I have it cause I was born overseas.  
11293 T.: Yeah.  
11294 Milica: It's a big vaccine.  
11295 T.: We all did, Miss.  
11296 H.: We got it. Everybody's got it. I got it here, look.  
11297 Milica: Oh cool, I've never seen anyone with it, hm.  
11298 T.: Nothing.  
11299 H.: You don't have it.  
11300 T.: I do. I go.  
11301 H.: Yours is too big. You're diseased.  
11302 Milica: Apparently it's a really painful one, hey.  
11303 H.: Yeah, that's when you get it first born when you're born.  
11304 Milica: Yeah, T. what are you doing?  
11305 T.: Hm?  
11306 Milica: What disease are you doing? Or are you both doing tetanus?  
11307 H.: Nah, he's not in my science class. He's not in any of my class, he's in foundation.  
11308 Milica: Oh, so you guys have all different classes? Okay. Did you get any feedback about that  
11309 essay?  
11310 H.: Yep.  
11311 Milica: What did he say?  
11312 H.: I got an F minus.  
11313 Milica: Did you actually?  
11314 H.: Nah, I got a B.  
11315 Milica: You got a B?!  
11316 H.: Plus.  
11317 Milica: That's heaps good! {Reinforcement educator}  
11318 H.: Yeah.  
11319 Milica: You should be really really proud of yourself cause that was all you. That's awesome!  
11320 {Reinforcement educator}  
11321 T.: For A?  
11322 Milica: Oh my God, I'm so happy! Are you happy?  
11323 H.: No.

11324 Milica: Are you just tryna hide but you're actually happy inside?  
11325 T.: Miss!  
11326 H.: No.  
11327 T.: Miss!  
11328 Milica: No, you don't care?  
11329 T.: Miss!  
11330 H.: No.  
11331 Milica: Well I care. Yeah?  
11332 T.: For my ... I got A, A, B, B, A, A, A and plus.  
11333 H.: Knock the iPad off. Ready?  
11334 Milica: No, no, please don't do that. Please don't. {Disciplining}  
11335 H.: Not that, silly.  
11336 Milica: Please don't break it.  
11337 T.: I broke it three times, Miss.  
11338 H.: Yep.  
11339 Milica: Let's not have a fourth.  
11340 T.: Know how much to repair an iPad?  
11341 H.: You tell em.  
11342 T.: Millions.  
11343 H.: Cost \$200 to repair from here.  
11344 Milica: So was that essay summative?  
11345 H.: Yes.  
11346 T.: Miss, what's your favourite music?  
11347 Milica: My favourite music?  
11348 T.: Yeah.  
11349 H.: Who's your favourite singer?  
11350 Milica: I like Red Hot Chilli Peppers. Have you guys heard of them?  
11351 H.: Yeah.  
11352 T.: Let me sing it.  
11353 H.: Haha. We did Red Hot Chilli Peppers in music.  
11354 Milica: Oh, did ya? What song?  
11355 H.: Um.  
11356 T.: Uh.  
11357 H.: It's just a beat.  
11358 Milica: Oh yeah, that's all right. I like their songs.  
11359 H.: But Red Hot Chilli Peppers played it.  
11360 Milica: I like Arctic Monkeys as well.  
11361 H.: Yeah! Play the song.  
11362 Milica: I don't have internet on this.  
11363 H.: Hey! Arctic Monkeys.  
11364 Milica: Yeah, I love Arctic Monkeys, what songs do you like?  
11365 H.: I think we done Arctic Monkeys.  
11366 T.: This here, the song!  
11367 H.: Miss, do it on your phone, play Arctic Monkeys.  
11368 Milica: Nah, you look up Arctic Monkeys when you finish.  
11369 H.: Well, tell him to stop.  
11370 Milica: Let his song finish. No, we're about to listen to Arctic Monkeys.  
11371 T.: What next song?  
11372 H.: Arctic Monkeys!  
11373 Milica: No, don't throw it! Don't throw it, T.! H., please, please. I don't, I can't, I don't  
11374 wanna see it! You guys stress me out you know that ... you make me laugh but you stress me  
11375 out! All right, what song are we doing?  
11376 T.: Arctic Monkeys.

11377 H.: Um, Califor...  
11378 Milica: ...nication?  
11379 H.: That's the one! Red lipstick.  
11380 Milica: Red lipstick? I don't know that song.  
11381 H.: We done that one.  
11382 T.: Yeah.  
11383 H.: Put red lipstick. Listen!  
11384 T.: Ay, one six, one six and red lipstick.  
11385 Milica: Oh yeah, that's awesome. I've seen em twice in concert.  
11386 H.: Oh, not this one.  
11387 Milica: Is it Dani California?  
11388 H.: Yeah, I think so.  
11389 Milica: It goes like na na na na. Hahaha. Maybe not the best...  
11390 T.: The mighty little evil, mighty little evil. What up in here, Miss?  
11391 H.: Not that one.  
11392 Milica: I bought that for you!  
11393 T.: This came off.  
11394 Milica: What, before or after you pulled it? [laughs]  
11395 T.: Um.  
11396 H.: I don't know what's it called.  
11397 Milica: Come sit over here T. you're so far away. Do you wanna try Dani California cause  
11398 that's pretty famous one?  
11399 T.: [inaudible]  
11400 Milica: This a good song, T.!  
11401 T.: The song.  
11402 Milica: Do you guys like music? Like doing guitar, drums?  
11403 H.: Yeah. Ah this got chips on. Maybe Dani California.  
11404 Milica: Yeah, try that.  
11405 H.: Dani California.  
11406 T.: Put on I wanna rock.  
11407 H.: Don't stop, don't stop.  
11408 T.: I wanna rock.  
11409 Milica: Oh, is that that Robbie Williams?  
11410 T.: I wanna rock! I wanna snakey.  
11411 H.: T. wanna ...  
11412 T.: Miss, you bringing in lolly, ay?  
11413 H.: Tell her a thousand dollars.  
11414 T.: Bring food anyways.  
11415 Milica: All right, you don't want lollies anymore?  
11416 H.: Listen! This teacher's so dumb.  
11417 Milica: Come, watch the music video.  
11418 T.: Nah, I can't be bothered. I wanna rock.  
11419 H.: Shut up.  
11420 T.: I wanna rock. I wanna rock.  
11421 Milica: Oh my God, you scared me. I was like 'what is that?' [laughs]  
11422 H.: Hey, this, Miss!  
11423 Milica: Yeah, that's right. Come watch this with us.  
11424 T.: Boring.  
11425 H.: I wanna be T.  
11426 Milica: Have you seen that video of a teacher when he's calling the roll?  
11427 T.: Nope.  
11428 Milica: And he mispronounces the names.  
11429 T.: Yep.

11430 Milica: Have you seen it? Have you actually?  
11431 T.: Yes.  
11432 Milica: Is it funny?  
11433 H.: What's that video called?  
11434 Milica: Can we show H.? Of the teacher?  
11435 T.: Yeah.  
11436 Milica: Um, put like teacher mispronounces names and it should come up.  
11437 H.: You done?  
11438 T.: Aha.  
11439 H.: Listen to this one.  
11440 T.: One spot!  
11441 H.: I can't hear ya.  
11442 Milica: What are you doing? Oh my God, where did T. go?  
11443 H.: Oh, he's scary, isn't he?  
11444 Milica: Boo!  
11445 T.: [inaudible]  
11446 Milica: They got really long intros to their music videos, huh?  
11447 H.: Yeah.  
11448 Milica: T. c'mon stop come watch this with us. Sit on this thing. Don't guys, don't.  
11449 T.: That's music. M-C-I-E. Miss can I borrow a pen?  
11450 Milica: No you guys have taken all my pens and you say, you say, you'll give them back and  
11451 you don't.  
11452 T.: I asked you for one I can have.  
11453 Milica: Yeah and what about the other three?  
11454 H.: Right there!  
11455 Milica: Don't I literally have no other pens and I have to buy them.  
11456 H.: How did the music just stop?  
11457 Milica: That reminds me of that um, that movie with Jack Black. T., stop please.  
11458 H.: What movie?  
11459 Milica: Oh what's it called... with Jack Black, where they. I can't remember for the life of me  
11460 what it's called but the song they play is called kick a poo.  
11461 T.: I wanna rock!  
11462 Milica: No, don't please.  
11463 T.: Ah, got you, Miss!  
11464 Milica: Yeah, you did get me. Don't. Hey, why don't you do one on your book? Do one on  
11465 your book. There he goes.  
11466 T.: You see the wombat? I am so sick, I don't want to come to study.  
11467 Milica: You don't want to come to study and hang out with me? What?!  
11468 T.: Yep, cause you're boring.  
11469 Milica: I'm boring?! Didn't you like our interview?  
11470 T.: Nope.  
11471 Milica: You wanna do the science?  
11472 T.: Nope.  
11473 Milica: What do you wanna do?  
11474 T.: Nothing.  
11475 Milica: Nothing? If it's nice weather next week should we go outside and do some studying?  
11476 T.: No.  
11477 Milica: Different environment.. Do you wanna do that, H.? Want me to show you that video?  
11478 H.: Yeah.  
11479 Milica: Oh my God, let me show you the one with the goat. Do you wanna see the one with  
11480 the goat or the teacher?  
11481 H.: I wanna see mad man. Mad Max.  
11482 Milica: Wanna play noughts and crosses?

11483 T.: Yeah.  
11484 Milica: You know, I always win.  
11485 T.: You reckon?  
11486 H.: Don't touch it, Miss.  
11487 Milica: Haha. Oh good job! Now I get to start.  
11488 T.: I did won.  
11489 H.: You didn't win.  
11490 Milica: He didn't.  
11491 H.: No, he didn't.  
11492 Milica: Nah, I get to start okay it's your turn you're the O.  
11493 T.: Yeah, you're the O.  
11494 H.: C'mon, retard.  
11495 Milica: Look I won, wanna see how?  
11496 T.: Hm?  
11497 Milica: I won.  
11498 T.: No you didn't.  
11499 Milica: All right good study lesson. Hey, serious listen, do you, before you go, let me ask you,  
11500 do you wanna do the science experiment?  
11501 T.: No.  
11502 Milica: Are you sure? Are you just saying that cause H. doesn't wanna do it?  
11503 T.: Nah.  
11504 Milica: Cause if you wanna do it we can and I can bring in some stuff but we have to do some  
11505 writing we can't just, we gotta have a piece of work. We can't just put Coke in uhh, Mentos in  
11506 a Coke and make it blow up. We have to have some sort of um, you know, something to write  
11507 or whatever.  
11508 T.: Yeah.  
11509 Milica: But hey, listen, on this, let me show you something. Should've done it while H. was  
11510 here actually cause I know maybe you guys don't like writing as much, um, but you know on  
11511 Word and iPad and stuff I'm not sure where it is I'll have to find it, but there's something  
11512 called dictation where you talk and it writes it for you.  
11513 T.: Yeah.  
11514 Milica: So it speech detects. So have you ever used that before? {Educator sharing cultural  
11515 knowledge}  
11516 T.: Not really.  
11517 Milica: No? Well, it would, if you don't like typing or writing but you prefer talking, yeah?  
11518 Cause talking's easier than writing sometimes... we can use that to umm to write essentially.  
11519 So for example if I said to you like, oh if we do this science experiment I want you to write to  
11520 me what ingredients we need and what we need to do for the experiment right? So instead of  
11521 sitting there typing you can say, you turn on the thing for speech and say we need uh, coca  
11522 cola, mentos, a big open space. You know what I mean? So it's all gonna put it on there for  
11523 you. That way, you still do the work, you still thought about it. Does that make sense? Should  
11524 we maybe test it out next week and see for how we go? Cause you would have it on there as  
11525 well. Dictation tool. D-I-C-T-A-T-I-O-N, so have a look for it.  
11526 T.: All right.  
11527 Milica: All right. You can go. I'll see you next week. Have a good weekend.

## APPENDIX 38: Ninth session

Place	Date	Time	Duration	Number of people	Status of participants	Languages
Small meeting room in the boarding house, Adelaide	14th of Nov. 2019	7 p.m.	53:28 min	3	1 tutor, Milica 2 students, H. and T.	English, Aboriginal English

- 11528 Milica: Alright, so, where's H.? Is he coming?  
 11529 T.: I dunno.  
 11530 Milica: Dunno? That's okay. Alright, so um, do you have any homework? Do you have your  
 11531 iPad with you?  
 11532 T.: Sir's got it.  
 11533 Milica: They've got it?  
 11534 T.: Yeah.  
 11535 Milica: Oh you left it in class? Okay, cool. That's alright. Um, well, I thought we could look  
 11536 at some, do some more paraphrasing. What do you reckon? Yeah?  
 11537 T.: Yeah.  
 11538 Milica: So we'll just look at some articles and talk about them. Do you wanna? I chose four.  
 11539 We're not gonna do all four but you can choose whichever one you wanna do. Do you want  
 11540 me to tell you where they're about? okay cause I know you guys like crocodiles, ha, I did um,  
 11541 there's a news article 'tourist find themselves surrounded by thirty saltwater crocs in  
 11542 outback.' There's that one. There's 'weary firefighters doing battle across New South Wales  
 11543 and Queensland hailed as heroes' about the bushfires. Have you heard about the bushfires?  
 11544 T.: Nah.  
 11545 Milica: There's like, I dunno, like seventeen bushfires across New South Wales and  
 11546 Queensland right now, umm, I think like four people have died. Four hundred houses, homes,  
 11547 have been destroyed. Haven't read anything on the news about it? That's alright. Anyway,  
 11548 and then the third article is about umm the ban on climbing Uluru.  
 11549 T.: Yeah.  
 11550 Milica: You know about that? So there's that one. And then the last one is about like footy  
 11551 and stuff so about umm it says 'Mike Knight recalls the joy on footy swap cards in school and  
 11552 how it mirrors AFL trade week' so do, you obviously watch footy and stuff? You know the  
 11553 players?  
 11554 T.: Not really.  
 11555 Milica: No? Oh, but um, you know how there's like this joke now with the Crows that all the  
 11556 players are leaving to go to other teams. So that's kind of what it's about. So back in um,  
 11557 hmm?  
 11558 T.: Nothin.  
 11559 Milica: Oh, thought someone's there. So like, I don't know if these still exist, have a look. See  
 11560 those cards?  
 11561 T.: Yeah.  
 11562 Milica: And you can like trade the players and stuff. So it's um, basically saying that's what  
 11563 the AFL teams are doing now. They're just swapping players around like they're, like they're  
 11564 cards, cause they're always jumping from one team to another every year. So those are the  
 11565 four articles. So that's the, there's a video for this one but we can't watch it because I don't  
 11566 have internet. So that's this car, I'll move closer to you so you can see. That's this car that  
 11567 was surrounded by crocodiles, yeah?  
 11568 T.: Yeah.  
 11569 Milica: Scary!

11570 T.: Yeah.

11571 Milica: And then this one's about the bushfires. Think there's another photo. Oh yeah, see, so

11572 that's where the fires are happening. So it's more like in the outback and that, well not in the

11573 outback but like not in the cities. ... The firefighters, so we will read through the article

11574 together me, you and H. Then there's this one about Uluru: 'Uluru climb dismantling to begin

11575 within days despite continued opposition to ban.' Bit of a mouthful. So that's all the tourists

11576 on Uluru. See how high up they are?

11577 T.: Yeah.

11578 Milica: This is tourists pick up their baggage at Uluru Airport near Uluru Kata Tjuta National

11579 Park. People have been rushing to the area in great numbers to climb before the ban. The

11580 manager of Uluru ... that's a nice pic. That's those pictures and then this is a, sorry still got a

11581 bad cough. So that's like the sort of Cartoon for the AFL article. Which one do you reckon

11582 you want to do?

11583 T.: I dunno.

11584 Milica: Well, you choose which one seems the most interesting to you but the AFL, climbing

11585 Uluru, the bush fires and then the crocodile one.

11586 T.: Uh, the Crocodile one.

11587 Milica: Crocodile one, yeah. Should we do you want to, should we go see where H. is?

11588 Because I don't really want to start without him.

11589 T.: He's in his room.

11590 Milica: He's in his room? Is he gonna come?

11591 T.: I dunno.

11592 Milica: Should we go ask him and then we can either start if he doesn't wanna come, we'll

11593 start. Otherwise we'll get him. Shall we go for a quick walk?

11594 Milica: Alright. Yeah, so like I said there's a video here but we cannot, can't look at it

11595 because I haven't got internet. Pretty short article. Hi!

11596 H.: Hey.

11597 Milica: Do you want to sit on that chair? Do you wanna maybe move that chair over there? Is

11598 that a;right? I'll move that table so it's a bit easier. Oh, can you please put that back on that

11599 table? Thank you. I'll move this. I'll close the door. Thanks H. Alright cool yeah so you guys

11600 can, um, got space? okay so, I was just saying to T. we'll keep ... oh, do you have any

11601 homework to do from school?

11602 H.: Nah.

11603 Milica: Nothing? Oh youse never get homework, lucky! Alright, doesn't matter, I've got work

11604 to do, don't worry guys. So um, I thought we'll read some articles right, well we'll read one

11605 article we'll see if we have time for two, then we'll just have a chat about it right? So um, H.,

11606 remember when we were writing your essay and we were looking at those videos and stuff

11607 and then we'd sort of talk about it just to see like what information did we, did we get out of

11608 that, so we'll do the same thing with the articles. We'll have a read of them and then we'll

11609 have a chat about it, talk about it, okay? So make sure you're really paying attention and

11610 reading it in depth so you can have a strong understanding. So you can say your opinion and

11611 stuff. T, do you remember what the four articles were about these get to choose from?

11612 {Educator-initiated vocab elicitation Eng}

11613 T.: Bushfires.

11614 Milica: Yeah, one's about the bushfires. What's the other one? D'you remember?

11615 {Reinforcement educator} {Educator-initiated vocab elicitation Eng}

11616 T.: They gonna ban Uluru.

11617 Milica: Yeah, the uh, climbing on Uluru. How it's getting banned.

11618 T.: Um, crocodiles around the car.

11619 Milica: Yeah, the crocodile surrounding the tourist car and the fourth one you remember?

11620 {Educator-initiated vocab elicitation Eng}

11621 T.: Is it the fire?

11622 Milica: The footy one ,so that's um, so H. do you, um, T. wants to do the crocodiles one so  
11623 'tourists find themselves surrounded by thirty saltwater crocs in the outback' article about  
11624 that, then there's one um, about the bush fires.  
11625 T.: The crossing no?  
11626 H.: What?  
11627 Milica: So there's um. / H.: Which one again?  
11628 Milica: See there?  
11629 H.: Oh, Cahill's Crossing.  
11630 T.: [incomprehensible utterance]  
11631 Milica: Where is it?  
11632 H.: Cahill's Crossing, that's another road..  
11633 Milica: Ohh, Cahill's Crossing, yeah, yeah. Yeah, so that's that article and there's this one  
11634 about the bushfires? Have you heard about the bushfires?  
11635 H.: Yeah.  
11636 Milica: There's that, and then there's the tourist climbing Uluru, how it's getting banned.  
11637 Well, it is banned now actually but when the article was written it was on it hadn't happened  
11638 just yet, I think. And then um, this one's about like footy and that so see how you got those  
11639 cards, and you can swap the players and stuff. But um, they're saying oh, that's happening in  
11640 real life because the footy players are always jumping from team to team especially the Crows  
11641 apparently. So um, yeah, do you um, I mean we can do two. We'll see when we finish up with  
11642 the first one, but what are you leaning towards?  
11643 H.: Uh, the banning.  
11644 Milica: The banning of Uluru one?  
11645 H.: Yep.  
11646 Milica: All right, and you want to do the crocodiles one? Well, the crocodile one is really  
11647 short. So why don't we quickly go through that? I don't think it'll take us long and then we'll  
11648 have like an in depth discussion about the, the Uluru climb. So, we got, one two three, we got  
11649 five sections here. Right, you guys do two sections each and I'll do one.  
11650 T.: Yeah.  
11651 Milica: How's that sound? Alright, I'll zoom in. So, tourists find themselves surrounded by  
11652 thirty saltwater crocs in the outback. This is the first section. Do you want to just read those  
11653 two bits?  
11654 H.: Which one? This one here?  
11655 Milica: Just that, just that there, you can move it closer to you if you need. You can hold it if  
11656 you want. {Educator-initiated decoding Eng}  
11657 H.: The video, a video has captured the moment a car was driving through the Northern  
11658 Territory become suddenly surrounded by thirty saltwater crocodiles. The car was making its  
11659 way down notorious Cahill's Crossing in ... when it was forced to stop as slow moving  
11660 reptiles across crossed its path after emerging from crocodile infested water. {Student decode  
11661 Eng}  
11662 Milica: Gee, that sounds scary. All right, your turn T. God, there's so many ads here and the  
11663 internet's not even on. We're up to here. Do you want me to come in the middle there?  
11664 T.: Nah!  
11665 Milica: Or want me to sit closer? Awesome. Alright, just from here. "Kimberley" {Educator-  
11666 initiated decoding Eng}  
11667 T.: Kimberly.  
11668 Milica: Want me to make it bigger?  
11669 T.: Yeah.  
11670 Milica: How is that?  
11671 T.: Kimberley off Road, oh what's this? {Student decode Eng partial}  
11672 Milica: Adventures. {FB-explicit correction educator}  
11673 T.: Adventures. {Student decode Eng}



11674 Milica: So when we, sorry to cut you off when you turn on when it's a long word, it's a bit  
11675 difficult, try and sort of break it up, like into maybe two or three letters at a time. {Educator-  
11676 initiated metalinguistic Eng}  
11677 T.: Yeah.  
11678 Milica: And try and sort of say it in your head a few more times because it's okay if you get it  
11679 wrong, doesn't matter. You know what I mean? Like, I'll just tell you how, how to say it. But  
11680 um, but have a go. So yeah, that one's adventures. {Educator-initiated metalinguistic Eng}  
11681 T.: To which posted a video of the car ahead on Facebook said the crocs begin to mitch.  
11682 {Student decode Eng}  
11683 Milica: Emerge. Yeah good, good. {FB-explicit correction educator} {Reinforcement  
11684 educator}  
11685 T.: Emerge from the inky waterwell {Student decode Eng} / Milica: Murky. Good, yeah.  
11686 {FB-explicit correction educator} {Reinforcement educator}  
11687 T.: Murky water and um, trade {Student decode Eng} / Milica: Tide.  
11688 T.: T-tide changes. {Student decode Eng}  
11689 T.: There were over thirty {Student decode Eng} / Milica: H., listen!  
11690 T.: And there the poth {Student decode Eng} / Milica: There were.  
11691 T.: They're thirty ... {Student decode Eng partial}  
11692 Milica: Salties. {FB-explicit correction educator}  
11693 T.: Salties in the... {Student decode Eng partial}  
11694 Milica: The post read. Yep, then this one here. {FB-explicit correction educator}  
11695 T.: The post read. This car went... {Student decode Eng partial}  
11696 Milica: Through. {FB-explicit correction educator}  
11697 T.: Through after us and had a bit of trouble with the peak hoo {Student decode Eng partial}  
11698 / Milica: Hour. {FB-explicit correction educator}  
11699 T.: Hour trife {Student decode Eng partial} / Milica: Traffic. {FB-explicit correction  
11700 educator}  
11701 T.: Traffic. {Student decode Eng}  
11702 Milica: Good job. {Reinforcement educator} Alright, let's go. This is the picture, if you can  
11703 see it again. And now, here.  
11704 H.: Cahill's Crossing, about three hours east of Darwin provides the only road access point  
11705 between Arnhem Land. and Kakadu National Park. {Student decode Eng}  
11706 T.: Do you like toothache?  
11707 Milica: Hey? {FB-clarification request educator}  
11708 T.: Do you like toothache?  
11709 Milica: Do I like to think? {FB-clarification request educator}  
11710 T.: Toothache.  
11711 Milica: Oh, toothache. Do you have a toothache?  
11712 T.: Yeah.  
11713 Milica: Aww. That sucks. Have you um, have you told like a teacher or something?  
11714 T.: No.  
11715 Milica: Hmm.  
11716 T.: I told him. He doesn't believe.  
11717 Milica: He doesn't believe you?  
11718 T.: Nah.  
11719 Milica: Hmm. D'you want me to tell him? How long has it been hurting for?  
11720 T.: Yesterday.  
11721 Milica: Did you um, did you like bite into something hard and it started hurting?  
11722 T.: Yes.  
11723 Milica: What were you eating?  
11724 T.: Uh, I think sweet.  
11725 Milica: Ohh. Is it broken or?  
11726 T.: Not really just like loose.

11727 Milica: Hmm. I'll have a chat to them afterwards and tell them that that it's bothering you  
11728 cause surely they would take you to the dentist, yeah?  
11729 T.: Yeah.  
11730 Milica: Sorry, sorry, H. Let's keep going. {Educator-initiated decoding Eng}  
11731 H.: Kakadu National Parks but it's considered one of the most dangerous bodies of water in  
11732 Australia. It's notorious of for for dangerous water flow capable of upcoming. {Student  
11733 decode Eng}  
11734 Milica: Upturning. {FB-explicit correction educator}  
11735 H.: Upturning cars as well as the massive community of crocodile lurking in the water.  
11736 {Student decode Eng}  
11737 Milica: Good job! {Reinforcement educator} Oh look, here's another photo. Oh my God, can  
11738 you imagine that?! Huge. Cahill's Crossing is one of Australia's most notorious bodies of  
11739 water it says. Wow. Are they fast or are they slow? Crocodiles. {Educator request cultural  
11740 knowledge}  
11741 T.: Some are. {Student sharing cultural knowledge}  
11742 H.: Um, this one's fast but they can be slow. {Student sharing cultural knowledge}  
11743 Milica: Cause then you would think like um, like you could outrun them right?  
11744 T.: Yeah.  
11745 H.: Only if you're uphill you can outrun them. But on flat land or downhill you can't.  
11746 {Student sharing cultural knowledge}  
11747 Milica: Really?!  
11748 H.: Cause they'll just catch up to you. {Student sharing cultural knowledge}  
11749 Milica: That's scary. Alright, let's go T. Uh, how annoying is this ad thing, get away. Alright,  
11750 just read this two bits. {Educator-initiated decoding Eng}  
11751 T.: Cool.  
11752 Milica: Here.  
11753 T.: A too {Student decode Eng partial} / Milica: Tragic. {FB-explicit correction educator}  
11754 T.: Tragic number of dethy {Student decode Eng partial} / Milica: Deaths. Yep.  
11755 T.: Have quered {Student decode Eng partial} / Milica: "Oh". So just look at the, try and  
11756 break down the letters. {FB-metalinguistic educator}  
11757 T.: Occurred. {Student decode Eng}  
11758 Milica: Occurred, yeah, good job! {Reinforcement educator}  
11759 T.: At the crossing. One of the most in most. {Student decode Eng partial}  
11760 Milica: In-fa-- {FB-elicitation educator}  
11761 T.: Infamous. {Student decode Eng}  
11762 Milica: Yeah good job, infamous. {Reinforcement educator}  
11763 T.: Inchiket {Student decode Eng partial} / Milica: Incidents, yeah. {FB-explicit correction  
11764 educator}  
11765 T.: In, invalid {Student decode Eng partial} / Milica: Involved. {FB-explicit correction  
11766 educator}  
11767 T.: Involved forty year of Kenny {Student decode Eng partial} / Milica: Mc, McLoughlin, I  
11768 think. {FB-explicit correction educator}  
11769 T.: Who has, who was fishing with bait and he was taken by crocodile. That lunch {Student  
11770 decode Eng partial} / Milica: Launched. {FB-explicit correction educator}  
11771 T.: Launch from the water and {Student decode Eng partial} / Milica: De-cap. {FB-elicitation  
11772 educator}  
11773 T.: De-captain... {Student decode Eng partial}  
11774 Milica: Decapitated. {FB-explicit correction educator}  
11775 T.: Decapitated.  
11776 Milica: D'you know what that means? {Educator-initiated metalinguistic Eng}  
11777 T.: Nah.  
11778 Milica: They like.. took his head off. Decapitated. {FB-metalinguistic educator}  
11779 T.: Ouff!

11780 Milica: How crazy.

11781 T.: Him in 1987. {Student decode Eng partial}

11782 Milica: Oops. {FB-metalinguistic educator}

11783 T.: In 2007 / Milica: Teen. Yep. {FB-explicit correction educator} {Reinforcement educator}

11784 T.: And a man was killed by a three {Student decode Eng partial} / Milica: Point five. {FB-explicit correction educator}

11785 T.: Point five meter croc while waiting {Student decode Eng partial} / Milica: Wading, yep.

11787 {FB-explicit correction educator}

11788 T.: Wading acroc {Student decode Eng partial} / Milica: Across. {FB-explicit correction educator}

11789 T.: Across shells {Student decode Eng partial} / Milica: Cahill's. {FB-explicit correction educator}

11791 T.: Cahill's Crossing. {Student decode Eng}

11792 Milica: Good job! Good reading, guys. {Reinforcement educator} Alright, I'll do the last bit.

11794 Each year dozens of brazen drivers attempt to make it across the submerged crossing but

11795 instead end up being washed away into the croc infested waters. In best case scenarios, cars

11796 are forced to wait as crocodiles slowly their path. Earlier this week, Darw...Darwin woman

11797 Sami Leah Rutledge filmed a four point five meter salty while it crossed the road, forcing the

11798 driver to wait about five minutes. You could see in the video the car was going back and forth

11799 and they wouldn't get off the road, Ms Rutledge told the NT News. It was hilarious, there

11800 were probably about ten people in total just watching. Alright, so let me ask you, what would

11801 you do if you were driving and the crocodile or like 30 crocodiles came out. What would be

11802 going through your head? {Educator-initiated vocab elicitation Eng}

11803 H.: Nothing.

11804 Milica: Just wait it out.

11805 H.: Run over.

11806 Milica: Run over it?

11807 H.: Just wait till. / Milica: What would you do, T.? {Educator-initiated vocab elicitation Eng}

11808 T.: Uhh ...

11809 Milica: I want you to really imagine yourself in that situation... What do you reckon? Would

11810 you call somebody or just wait? {Educator-initiated vocab elicitation Eng}

11811 T.: Family.

11812 Milica: Family?

11813 T.: Play with it.

11814 Milica: Oh play with it. I think that's so scary. Is that common there? What did the article say?

11815 Is that a common occurrence for drivers?

11816 H.: Yeah.

11817 Milica: Yeah. So cause it's really just a bridge that's right near the waters where the crocodiles

11818 live, so it's bound to happen. Yeah.

11819 T.: Mhmm.

11820 Milica: All right. Now let's do the Uluru one. Yeah. I wonder if I could play this for you guys.

11821 Alright, you want to start reading? {Educator-initiated decoding Eng}

11822 H.: Yeah.

11823 Milica: Yeah? I'll make it a little bit bigger for you. You know how to scroll on this, just with

11824 two fingers like that? Cool. Just keep reading and then when you feel like stopping reading,

11825 you just give it to T. and you swap back and forth. But you know, be reasonable.

11826 H.: Parks Australia plans to start dis-dismantling {Student decode Eng} / Milica: Mhmm.

11827 {Reinforcement educator}

11828 H.: The world famous Uluru climb two days after two days after close on October the 26th.

11829 They are desperate, des-desperate. {Student decode Eng}

11830 Milica: Mhmm, desperate.

11831 H.: Desperate.

11832 Milica: Despite. Despite, sorry! I'm gonna come round that side because I can't see from  
11833 where I am.

11834 H.: Despite pressure to reconsider the climbing ban. The removal of 180, 138 steel post and  
11835 chain and white marking point, white markings, pointing the way to a can at Uluru's summit  
11836 should begin on October 28 and be complete on January the 31st of 2020. According to the  
11837 tender, documents issued by the director of the national parks, taking down the posts and  
11838 other material is con-contrivu-controversial {Student decode Eng} / Milica: Controversial  
11839 yeah, good job! {Reinforcement educator}

11840 H.: Because it forms part of heritage claims lodged by those seeking to stop the climb closure.  
11841 {Student decode Eng}

11842 Milica: Good stuff. {Reinforcement educator}

11843 H.: The climb is sss-scheduled to close under a re-res-resolution. Resolution? {Student  
11844 decode Eng}

11845 Milica: Yep, good job. {Reinforcement educator}

11846 H.: Resolution of the Uluru Ka...? {Student decode Eng}

11847 Milica: Kata Tjuta. {FB-explicit correction educator}

11848 T.: Haha.

11849 H.: Removal board of management passed in November 2017. {Student decode Eng}

11850 Milica: Alright! Let's have a quick recap of that. What um let's say I wasn't reading it and  
11851 you had just sort of read it, how would you explain that to me in your own words? What  
11852 would you guys say that was about? {Educator-initiated metalinguistic Eng}

11853 H.: Banning the Uluru from being climbed.

11854 Milica: Yeah, yeah. What was another one of the main points, T., what do you reckon?  
11855 {Educator-initiated metalinguistic Eng}

11856 T.: I dunno about this one.

11857 Milica: Hey?

11858 T.: I dunno about it. About Uluru.

11859 Milica: You don't know about it?

11860 T.: No.

11861 Milica: But just uh, just based on what H. just read for us, what would you, what did you  
11862 Educator-initiated metalinguistic Eng} / T.: So many people climbing it ... and they  
11863 [incomprehensible utterance]

11864 Milica: Mhmm, yeah. Alright should we go to the next bit? Wanna have a read, T.?  
11865 {Educator-initiated decoding Eng}

11866 T.: Nah.

11867 Milica: You don't wanna read? H., are you happy to read and T. you gotta really listen closely  
11868 and give us an explanation of what H. is reading? {Educator-initiated decoding Eng}

11869 T.: Yeah.

11870 Milica: Cool. So you still follow along... So you won't read it but just start reading ahead as  
11871 well?

11872 H.: Aboriginal traditional owners have long objected to tourists walking on the rock where  
11873 there are many sacred sited and would prefer to develop tourism opportunities of their own.  
11874 They have accused authorised {Student decode Eng} / Milica: Authorities. {FB-explicit  
11875 correction educator}

11876 H.: Authorities of turning Uluru into a Disneyland and if and of ignoring their rights to their  
11877 to do as they say as they see, see ... see fit? {Student decode Eng}

11878 Milica: Mhmm. {Reinforcement educator}

11879 H.: As they see fit their own land {Student decode Eng} / Milica: With their land. {FB-  
11880 explicit correction educator}

11881 H.: With their land. Those opposed to, those opposed to climbing ban say Aboriginal people  
11882 used to climb themselves and have helped others in the past and that and that the climb is now  
11883 part of Australian cultural heritage too. Geologist Mark Hend {Student decode Eng} / Milica:  
11884 Hendricks. {FB-explicit correction educator}

11885 H.: Hendricks has appealed to the human rights commission alleging what he called  
11886 discrimination {Student decode Eng} / Milica: Racial. {FB-explicit correction educator}  
11887 H.: Racial discrimination in relation to the climbing ban. He has also appealed to the  
11888 environmental minister sitting ... {Student decode Eng}  
11889 Milica: Citing. {FB-explicit correction educator}  
11890 H.: Citing the park's world heritage listing even mention views only accessible from Uluru  
11891 summit. {Student decode Eng}  
11892 Milica: Alright, T., give us a little explanation, just in your own words. Whatever you got out  
11893 of that. What do you think were the main points and ideas in it? You can have a read through  
11894 it as well, just that bit there. {Educator-initiated metalinguistic Eng}  
11895 T.: The traditional and... uh, I dunno. {Student decode Eng}  
11896 Milica: Yeah, yeah, yeah, no, you're on the right track. So it says Aboriginal traditional  
11897 owners have long objected to tourists climbing on the rock. So what's one reason they don't  
11898 want tourists on the rock? Says it just there in that. {Educator-initiated decoding Eng}  
11899 T.: Too many. {Student decode Eng}  
11900 Milica: Yeah, too many, and what's another reason? {Educator-initiated vocab elicitation  
11901 Eng}  
11902 T.: Sacred. {Student decode Eng}  
11903 Milica: Yeah, so the rock is sacred. Yep. What umm what about the people who want to be  
11904 able to keep climbing Uluru? Why do they, what do they think about this? {Educator-initiated  
11905 decoding Eng}  
11906 T.: They think it's good. {Student decode Eng}  
11907 Milica: They think the ban is good or the ban is bad? {FB-clarification request educator}  
11908 T.: Bad.  
11909 Milica: Why would they think it's bad? {FB-clarification request educator}  
11910 T.: Nah, it's good. Too many people are climbing the rock. {Student decode Eng}  
11911 Milica: Yeah, but the people ... see it says here "those opposed to the climbing ban" so people  
11912 who think no we should be able to climb it and we don't like that there's gonna be a ban on  
11913 climbing it. What's their reason? According to the article? {Educator-initiated decoding Eng}  
11914 T.: Oh, because the rock is sacred site. {Student decode Eng}  
11915 Milica: Yes, sacred site! But people who want to climb it, they don't like that there's a ban.  
11916 They think it's unfair. Their reason they think it's unfair? {Educator-initiated decoding Eng}  
11917 T.: Oh, because they wanna climb on it. {Student decode Eng}  
11918 Milica: Yeah, they wanna keep climbing on it. What do you reckon H.? How would you sum  
11919 up that what we just read? What you just read actually. What are the main points out of it?  
11920 {Educator-initiated metalinguistic Eng}  
11921 H.: Uhh...uh [4 second pause] uh [9 second pause]  
11922 Milica: Maybe just like a rough sort of description or summary.  
11923 H.: [7 second pause]  
11924 Milica: Alright, should we go on to the next bit? Alright T., do you wanna read this one here?  
11925 {Educator-initiated decoding Eng}  
11926 T.: Nah.  
11927 Milica: Just this one here ... 'Parks Australia'... and I'll read the next one, how's that? Parks.  
11928 Do you wanna read it in your head first then out loud? {Educator-initiated decoding Eng}  
11929 T.: Yeah. Um. Parks Australia and the mins ... {Student decode Eng partial}  
11930 Milica: Minister, yep. {FB-explicit correction educator}  
11931 T.: Minister, and this is? {Student decode Eng partial}  
11932 Milica: Denied. {FB-explicit correction educator}  
11933 T.: Denied they, uh..? {Student decode Eng partial}  
11934 Milica: Destroying. {FB-explicit correction educator}  
11935 T.: Destroying the..? {Student decode Eng partial}  
11936 Milica: Summit. {FB-explicit correction educator}  
11937 T.: Summit. {Student decode Eng}

11938 Milica: Monument. {FB-explicit correction educator}  
11939 T.: Monument cain. {Student decode Eng partial}  
11940 Milica: Chain. {FB-explicit correction educator}  
11941 T.: Chain and meme ... {Student decode Eng partial}  
11942 Milica: Memorial. {FB-explicit correction educator}  
11943 T.: Memorial play ... {Student decode Eng partial}  
11944 Milica: Plaques. {FB-explicit correction educator}  
11945 T.: Plaques but here we have it written in plain English Mr ... {Student decode Eng partial}  
11946 Milica: Hendrick. {FB-explicit correction educator}  
11947 T.: Hendrick said. {Student decode Eng}  
11948 Milica: Yeah that's his last name. Alright ... Australian cultural artefacts celebrated by the  
11949 whole world being ripped down in breach of the lease agreement, in breach of world heritage  
11950 values without due respect to the views of the Australian public and its political leaders. So  
11951 essentially um, this guy Mark Hendrick is upset that there's gonna be a ban, right? Because he  
11952 thinks that everybody should be able to climb the rock. Does that make sense? So, he's um,  
11953 appealing to the environment minister, to, where else ... to the human rights commission  
11954 which is um, like you know, the UN and stuff? {Educator-initiated metalinguistic Eng}  
11955 T.: Mhmm.  
11956 Milica: Saying that it's not fair um, that um, they're gonna take down the signs and stuff,  
11957 they're not gonna let people climb and all that... okay? H., do you wanna read? {Educator-  
11958 initiated decoding Eng}  
11959 H.: Okay.  
11960 Milica: Start at the top here, 'the parks general'. {Educator-initiated decoding Eng}  
11961 H.: The park's general manager, Mike Misso, said Uluru can now be a better tourist  
11962 destination with more... an... an ... what? {Student decode Eng partial}  
11963 Milica: So that's uh, the people who live in Uluru... Anangu. {FB-explicit correction  
11964 educator}  
11965 H.: Ohh Anangu. Anangu people working and benefit from from it. This ... {Student decode  
11966 Eng partial}  
11967 Milica: Dominant. {FB-explicit correction educator}  
11968 H.: Dominant reason for the ... {Student decode Eng partial}  
11969 Milica: UNESCO. {FB-explicit correction educator}  
11970 H.: UNESCO world heritage lis-lis what listing was the was the living cultural landscape of  
11971 the nature of nature and culture and was through ... {Student decode Eng partial}  
11972 Milica: Intertwined. {FB-explicit correction educator}  
11973 H.: Intertwined through traditions of uh thousands of years. The closure of the climb in, in ...  
11974 {Student decode Eng partial}  
11975 Milica: Enhances. {FB-explicit correction educator}  
11976 H.: Enhances the parks world heritage value values. It's in conflict if you have got  
11977 inappropriate visiting activity. {Student decode Eng}  
11978 Milica: That's the manager. Now keep going H., you read really well. {Reinforcement  
11979 educator}  
11980 H.: Tourism central australia CEO of Stephen Skewer ... {Student decode Eng partial}  
11981 Milica: Uh, yeah, Schroer, I dunno. I'm bad with last names. I dunno how to say ...  
11982 H.: Said all the of few business wanted to it to stay open for tourism of the tourism industry  
11983 including the 340 members he worked with mostly wanted the climb to close particularly..  
11984 par-particularly ... {Student decode Eng}  
11985 Milica: Yeah, good job. Particularly. {Reinforcement educator}  
11986 H.: Particularly tourism operators down at the rock because they were work with Anangu on a  
11987 daily basis and they can see the frustration that it causes them he said. {Student decode Eng}  
11988 Milica: Do you wanna read that one, T.? The 'they're our friends' one?  
11989 T.: They they are people who are friends with, ohh ... {Student decode Eng partial}  
11990 Milica: Our. {FB-explicit correction educator}

11991 T.: Our too ... {Student decode Eng partial}

11992 Milica: Tourism. {FB-explicit correction educator}

11993 T.: Tourism... opret-opreteee ... {Student decode Eng partial}

11994 Milica: Oh-pe- {FB-elicitation educator}

11995 T.: Oh-pe- {Student decode Eng partial}

11996 Milica: Ray. {FB-elicitation educator}

11997 T.: Ray. {Student decode Eng partial}

11998 Milica: Tors. {FB-elicitation educator}

11999 T.: Tors. {Student decode Eng partial}

12000 Milica: Operators. {FB-explicit correction educator}

12001 T.: Operators who have been even in some kiss ... {Student decode Eng partial}

12002 Milica: Cases, yeah. {FB-explicit correction educator}

12003 T.: Cases been with them. {Student decode Eng}

12004 Milica: Awesome, good stuff. You wanna keep going? {Reinforcement educator}

12005 T.: Nah.

12006 Milica: H., d'you wanna keep going? {Educator-initiated decoding Eng}

12007 H.: Uluru's cultural and religious significance... significance? {Student decode Eng}

12008 Milica: Good job, yeah, good job. If you get it wrong I'll tell you. {Reinforcement educator}

12009 H.: To the Anangu people relates to.. oh, I dunno that... word. {Student decode Eng partial}

12010 Milica: Tju-Tju... Kurpa. {FB-explicit correction educator}

12011 T.: [laughs]

12012 Milica: Am I saying it right?

12013 H.: Nah, nah!

12014 Milica: I'm sorry!

12015 H.: A word for the ... {Student decode Eng partial}

12016 Milica: How do you say it? Dunno?

12017 H.: Tradition and beliefs and law which outweighs ec-economic consideration. {Student decode Eng}

12018 Milica: Good job! Wanna keep going? {Reinforcement educator}

12020 H.: The industrial, the industry also had a responsibility to look after the social cultural and community vales, values of the destination as not go as not doing so posed...? {Student decode Eng partial}

12022 Milica: Posed. As not doing so posed. {FB-explicit correction educator}

12024 H.: As not doing so posed a greater threat greater threat to tourism than banning the climb Mr Schwer said. There is less wildlife in the region and drinking from water holes and the bottom of the rock because of the because of human waste entering due to people relieving themselves while climbing. Another issue was that at least 37 climbers have died and people were injured every week including a 12 year old South Australian girl who last week felled, fell several metres and was injured. Which other attraction say a theme park or something that has over 30 deaths would still be open to this day Mr Schwer said. People may disagree with putting it in those terms but form of tourism ... {Student decode Eng}

12031 Milica: But from. {FB-explicit correction educator}

12032 H.: But from a tourism per-perspective? {Student decode Eng}

12034 Milica: Yeah perspective, great. {Reinforcement educator}

12035 H.: Perspective we've got to manage the destination safely. That is unsafe. {Student decode Eng}

12036 Milica: Alright, so these are just some definitions. So that's the article. Alright. I'm just gonna squeeze back here. Alright, thought I was skinnier than what I am. So, there's like some guiding questions and stuff so we can have um we can either have a discussion about the article or do you guys wanna have a little uh, talk about do you think it should be banned or not and why? What do you reckon? {Educator-initiated metalinguistic Eng}

12042 [8 second pause]

12043 H.: Whatever you choose, I dunno.

12044 Milica: So what were some of the um, what were some of the reasons that they did want to  
12045 ban it? {Educator-initiated vocab elicitation Eng}  
12046 H.: Death. {Student uptake}  
12047 Milica: Yeah so let's write that down. You can just write down like one word sort of answers,  
12048 so... if we write at the top... do you guys wanna use red pens? Oh, no those are blue pens  
12049 there we go. Here you go, T. So let's just write down some sort of key words that we got out  
12050 of that article, right? So what are what is a reason to ban it? Should we do for and against? Or  
12051 do you just wanna write bits about the article? {Educator-initiated vocab elicitation Eng}  
12052 H.: I dunno. Death and people been getting injured. {Student uptake}  
12053 Milica: Yeah, let's write that down. Death and injury... So death and injury. {FB-recast  
12054 educator} {Educator-initiated metalinguistic Eng}  
12055 [10 second pause]  
12056 Milica: What's another reason they do want the climb banned? {Educator-initiated vocab  
12057 elicitation Eng}  
12058 H.: Rubbish. {Student uptake}  
12059 Milica: Yeah rubbish, that's definitely a good one. So rubbish. How do we spell rubbish?  
12060 {Educator-initiated metalinguistic Eng}  
12061 H.: R-U-B-B-I-S-H. {Student uptake}  
12062 Milica: Yeah, good job. Did you get that one, T.? {Reinforcement educator}  
12063 T.: Nah.  
12064 Milica: Here it is if you need it. I'll leave it there, you can... Maybe come move closer and  
12065 then you can lean on the table and then I can just show you the what we got. T., give me, give  
12066 me another reason that the climb should be banned according to the article. {Educator-  
12067 initiated vocab elicitation Eng}  
12068 T.: Because too many people climbing on it. {Student uptake}  
12069 Milica: Yeah, yeah, so too many people climbing. Are you gonna be writing notes when  
12070 you're drawing? Nice picture, though. What is it? Christmas tree?  
12071 T.: Huh?  
12072 Milica: Christmas tree from this angle.  
12073 T.: Nah.  
12074 Milica: That's right, keep writing on there, don't stress. Doesn't matter. Um, have you got all  
12075 three of those down? So we've got um, death and injury, rubbish, too many people climbing  
12076 and what was the fourth reason? {Educator-initiated vocab elicitation Eng}  
12077 H.: Sacred. {Student uptake}  
12078 Milica: Yeah, sacred. Sacred to who? {Educator-initiated vocab elicitation Eng}  
12079 H.: To the people that's there. {Student uptake}  
12080 Milica: Yeah, who are the people? {Educator-initiated vocab elicitation Eng}  
12081 H.: Anangu. {Student uptake}  
12082 Milica: Anangu. Yeah, so sacred to Anangu people. {Educator-initiated vocab elicitation  
12083 Eng}  
12084 [12 second pause]  
12085 Milica: Here you go, T., if you need it. And H. if you need ... hey?  
12086 T.: Google...?  
12087 Milica: Anangu.  
12088 T.: Anangu.  
12089 Milica: Mmm. Um, what have we got here? What are some reasons that um, so those are our  
12090 reasons actually those are the article's. H. I don't wanna see you vandalising school property.  
12091 Um, so those that's what the article says are the reasons against climbing but what and you  
12092 don't have to write these next ones down but what do you actually think? When you actually  
12093 sit there and think about it, and you think about who umm who does Australia belong to?  
12094 Who does the rock belong to? Um, who should have a say in what happens with it in the  
12095 tourism industry? What's your opinion, your personal opinion? [6 second pause] What do you  
12096 reckon? And there's no right or wrong answer, it's just whatever you think. You can pop the



12097 books down for a sec cause we're not gonna write this next bit. I mean look guys, we can  
12098 either have a discussion about it or we can keep writing ... it's up to you, but we can't keep  
12099 drawing. {Educator-initiated vocab elicitation Eng}  
12100 H.: Uhh.  
12101 Milica: So do you think it's... how do you find it people come and climb the rock and litter  
12102 and leave rubbish and use it as a toilet, do you know what I mean? {Educator-initiated vocab  
12103 elicitation Eng}  
12104 H.: Yep.  
12105 Milica: How do you find that? {Educator-initiated vocab elicitation Eng}  
12106 H.: Disrespectful. {Student uptake}  
12107 Milica: Yeah, disrespectful.  
12108 H.: To the ...  
12109 Milica: Who's it disrespectful to? {Educator-initiated vocab elicitation Eng}  
12110 H.: Anangu. Aboriginal people. {Student uptake}  
12111 Milica: Yeah, Aboriginal people, and why is it disrespectful?  
12112 T.: I dunno.  
12113 Milica: Cause who does the rock belong to? {Educator-initiated vocab elicitation Eng}  
12114 H.: Anangu. {Student uptake}  
12115 Milica: Yeah, so if people um, can't be respectful then should they be allowed to climb it?  
12116 H.: No.  
12117 Milica: I mean that's just like, you know, you can have a different opinion. You can say like  
12118 oh it doesn't really matter anyone who wants to climb it should be able to but what, what do  
12119 you think? {Educator-initiated vocab elicitation Eng}  
12120 H.: Umm.  
12121 Milica: Do you just not have an opinion? You're not phased?  
12122 H.: I dunno.  
12123 Milica: What do you reckon, T.? {Educator-initiated vocab elicitation Eng}  
12124 T.: No idea.  
12125 Milica: Do you think they should be able to climb it or nah?  
12126 T.: Nah.  
12127 Milica: They shouldn't? Why do you think that? {Educator-initiated vocab elicitation Eng}  
12128 T.: Because it's mess. {Student uptake}  
12129 Milica: It's what, sorry? {FB-clarification request educator}  
12130 T.: Making the rubbish. {Student uptake}  
12131 Milica: Yeah, too much rubbish, for sure. Alright, we don't have time to do another article so  
12132 let's keep going with this one then. [4 second pause] What did you think of that activity? Was  
12133 it fun or was it boring?  
12134 H.: Oh, which one?  
12135 Milica: What we just did. Reading it and talking about it.  
12136 H.: Yeah, that was alright.  
12137 Milica: What would be a way we could make it more interesting?  
12138 H.: I dunno.  
12139 Milica: Like watch a video?  
12140 H.: Yeah.  
12141 Milica: You wanna do more or less reading and writing?  
12142 H.: More.  
12143 Milica: More reading?  
12144 H.: Yeah.  
12145 Milica: You like reading? You're really good at reading. You're really good at reading too, T.  
12146 {Reinforcement educator}  
12147 [17 second pause]  
12148 Milica: I'm just reading some of these comments. Do you wanna read some of the comments  
12149 to T.? What other people have written about the article?

12150 H.: Yep.

12151 Milica: There's a few of them. T., listen to some of the comments that other people have  
12152 written. Maybe it will give you an idea. {Educator-initiated decoding Eng}

12153 H.: It's such a good idea to close climbing the rock. People just litter and the Aboriginal  
12154 Aboriginals were the first. It's great that they have closed Uluru. I feel like it will be better if  
12155 the Anangu people can show visitors around around it themselves because they'll make sure  
12156 nothing sacred is touch-ed, touched and tourists can experience and learn more of the culture  
12157 than just taking a risky climb. It was a, it was a, it.. what it was a must to close {Student  
12158 decode Eng} / T.: Most.

12159 H.: No. Must to close. It was a must to close Uluru rock climbing as people were... climbing  
12160 as people were vandalising it and putting graffiti on it. Also an awesome article by Kids  
12161 News. {Student decode Eng}

12162 Milica: Anymore?

12163 H.: Yeah. I reckon it makes a lot of scene to close. I reckon it makes a lot of scene to close  
12164 {Student decode Eng partial} / Milica: Sense. {FB-explicit correction educator}

12165 H.: To close it off... Scene. {Student decode Eng}

12166 Milica: Maybe they wrote it wrong. Want me to have a look?

12167 H.: But I'm still questioning why it's such a big idea. {Student decode Eng}

12168 Milica: Why it's such a what? {FB-clarification request educator}

12169 H.: Big idea. {Student decode Eng}

12170 Milica: Big idea, hmm.

12171 [5 seconds]

12172 Milica: Do you um, ... what?

12173 H.: Nothing that's it.

12174 Milica: That's it? Do you guys wanna keep looking at this uh, like this issue or do you wanna  
12175 do something else next week?

12176 H.: I dunno.

12177 Milica: Well, if you don't know I'm just guessing and what if I accidentally bring something  
12178 that's not fun and exciting to learn about so help me out.

12179 T.: This thing then.

12180 Milica: You wanna keep learning about Uluru?

12181 H.: Yeah.

12182 Milica: What can we learn about Uluru?

12183 [4 second pause]

12184 Milica: H.

12185 H.: Hmm?

12186 Milica: Have a think.

12187 T.: Nah, I do the croc one.

12188 Milica: The croc one?

12189 T.: Yeah.

12190 Milica: Why don't you ... do you wanna write like a how to survive a crocodile attack guide  
12191 or something? Yeah?

12192 T.: Mhmm.

12193 Milica: What do you wanna write, H.?

12194 H.: Hmm, I dunno anything about Uluru.

12195 Milica: Should we do some research about Uluru and maybe do like a very very short, very  
12196 short essay?

12197 H.: Yeah.

12198 Milica: Yeah? Maybe just over one or two lessons? Um, I was saying to uh, to T. on Tuesday.  
12199 Have you ever heard of um, there's this like thing you can put in Microsoft Word where you  
12200 talk and it turns your speech into text. {Educator sharing cultural knowledge}

12201 H.: Yeah, I've seen it.

12202 Milica: Have you used it?

12203 H.: There's there's another app which is called...

12204 Milica: Read to write? Is that it?

12205 H.: Nah we've got it on our iPads.

12206 Milica: That's cool. Do you guys maybe wanna use that?

12207 H.: Yeah.

12208 Milica: Will that make it a bit more I dunno easier bit more like fun so then you just talking,

12209 you don't have to do the writing if you don't want to.

12210 H.: Yeah.

12211 Milica: So should we ... do you maybe wanna do like a very small essay on Uluru using that

12212 app?

12213 H.: Yeah.

12214 Milica: Is there something else you wanna do?

12215 H.: Nah, I wanna do that one.

12216 Milica: You're happy to do that one?

12217 H.: Yep.

12218 Milica: Okay. And T., do you wanna do a, what do you wanna sort of, what text do you

12219 wanna produce? What topic? The crocodiles?

12220 T.: Yeah.

12221 Milica: What do you wanna do regarding the crocodiles? It's totally up to you, whatever you

12222 want. Thanks for destroying the book, T. [laughs]

12223 T.: [laughs]

12224 Milica: Thanks for destroying the book. What do you wanna write about crocodiles?

12225 H.: What is two times fifteen, I think.

12226 T.: Hey?

12227 H.: Two times fifteen.

12228 Milica: No, that's, that's the question after this one. What about crocodiles ... do you wanna

12229 do a little like sort of research essay as well?

12230 T.: Nah.

12231 Milica: No? What do you wanna write about crocodiles then?

12232 H.: What's fifteen plus fifteen?

12233 Milica: H., please let him concentrate on my question.

12234 H.: We're not teaching maths.

12235 T.: Uh, I dunno.

12236 Milica: Well, think of something. Do you wanna do so you can find out about different types

12237 of crocodiles um, you know, eating crocodile... you know who Steve Irwin was?

12238 T.: I'll do... people.. how... to... what's the thing called again?

12239 Milica: Cahill's crossing. Who's shaking the table?

12240 H.: Hm? We got the twilight fair tomorrow.

12241 Milica: Oh that's right, I saw. Are you guys excited?

12242 T.: Crossing. There. That's my paper for tomorrow.

12243 Milica: No, Monday. I'm not here tomorrow, remember?

12244 T.: Whatever.

12245 Milica: Don't miss me too much guys!

12246 T.: Nah.

12247 Milica: Hahaha, straight up. 'Nah!' What is it, can I see? Sorry, I didn't hear what you said.

12248 T.: Said... I'll do why I'll do people go to Cahill's Crossing?

12249 Milica: Yeah, perfect done, that's awesome! It'll be good I'm excited. So what do you guys

12250 do at this fair?

12251 T.: I dunno ... What do we do again?

12252 H.: Cooking.

12253 Milica: Cool.

12254 T.: Cookaying, selling whatever.

12255 H.: Selling books. All sorts of stuff. Things from the egg farm- animals.

12256 Milica: You scared me haha! Oh so you're selling like eggs and stuff?  
12257 H.: Yeah.  
12258 Milica: Oh that's cool. Oh my Go..., I love, what jam do you have?  
12259 H.: Strawberry and some other ones.  
12260 Milica: I like rosehip, that's my favourite. Rosehip? Know what that is?  
12261 H.: Nope.  
12262 Milica: It's this little red fruit. Google it.  
12263 T.: And honey.  
12264 Milica: Oh yum, love honey. That's awesome. Maybe I'll come past, get some honey. What  
12265 time's the fair start?  
12266 H.: Four o'clock till eight o'clock.  
12267 Milica: Four till eight. Huh.  
12268 T.: It's just off the side of the school.  
12269 Milica: Are you guys gonna be there the whole time?  
12270 T.: Yeah. I'll be helping.  
12271 Milica: Good on ya, that's exciting. Alright, can I please have the pens back. Thank you.  
12272 Once you what?  
12273 H.: Some maths..?  
12274 Milica: Youse wanna do some maths?  
12275 H.: I'll teach him.  
12276 Milica: Teach me! You guys earned these kit kats fair and square.  
12277 T.: Miss, I'm going home this week.  
12278 Milica: You're going home?  
12279 T.: Don't wanna do exams. So boring.  
12280 Milica: What exams have you got?  
12281 T.: Hey?  
12282 Milica: What exams have you got?  
12283 T.: I dunno, some ...  
12284 H.: History, religion...  
12285 T.: Yeah.  
12286 Milica: Want me to help you study for them?  
12287 T.: Nah. We gonna do it all day, lunch recess. From PC. All day lunch till after school.  
12288 Milica: Yeah no one likes exams but everyone's gotta do em. Where's your chocolate, H.?  
12289 H.: Ate it.  
12290 Milica: Already?!  
12291 T.: Miss, look over there.  
12292 Milica: Haha you would, wouldn't you! So tell me about this fair, do you guys do it every  
12293 year or what?  
12294 H.: Yep, every year.  
12295 Milica: Every year, that's cool. Oh my God, T.  
12296 H.: Bloody idiot!  
12297 Milica: Think you need a screwdriver to make it work.  
12298 H.: What time is it?  
12299 Milica: I think it's...

## APPENDIX 39: Tenth session

Place	Date	Time	Duration	Number of people	Status of participants	Languages
Small meeting room in the boarding house, Adelaide	7th of Nov. 2019	7 p.m.	54:34 min	3	1 tutor, Milica 2 students, H. and T.	English, Aboriginal English

- 12300 Milica: Alright, so ... what did we do in our last lesson?
- 12301 H.: Talkin about, I dunno, crocodile, uhm, Ayers Rock.
- 12302 Milica: Yeah, we were talking or asking some questions and stuff on ... Tuesday like to paraphrase and then last lesson we read through an article and we were asking each other
- 12303 questions, yeah? Answering them. So I found some videos. I found two on Uluru and two on
- 12304 saltwater crocodiles for T. [coughs] And if I can make it through this lesson without dying
- 12305 from coughing then we'll actually get some work done. Hello. [turns towards another student
- 12306 who just walked in]
- 12307 St.: Who are you?
- 12308 Milica: Who am I?
- 12309 St.: Yeah.
- 12310 Milica: Oh, we haven't met. My name is Millie. Nice to meet you.
- 12311 St.: Ah. [mumbles his name, then turns towards H.]
- 12312 [banging sound]
- 12313 Milica: Ah, what's that banging sound?
- 12314 St.: What's with the coffee? [points to Milica's water bottle as he leaves the room]
- 12315 Milica: It's not coffee. It's water. It's for the cough. Before I was coughing like crazy.
- 12316 [coughs] I think you guys will be doing most of the talking this lesson. I seriously can't stop
- 12317 coughing. Really, it's really, really bad.
- 12318 H.: What video's this?
- 12319 Milica: It's um, ... ah, ah my throat ... so one's about, um, Uluru's, [students laugh trying to
- 12320 take a sign down in the hallway] Yeah, take, take that sign down because we got chocolate
- 12321 [laughs]. So one is about should we climb Uluru.
- 12322 H.: See!
- 12323 T.: What car are you, Miss?
- 12324 Milica: It's the same one as last week. Hey, you can't look through my bag! [turns towards H.
- 12325 who has taken her bag] Dede!
- 12326 H.: Ah no, what's this? Chocolate!
- 12327 Milica: I'll show you. [takes her bag] Same as last week, I got a box of them / H.: It should be
- 12328 a big one! Like that, like mine, big.
- 12329 Milica: You want a bigger one? Well you gotta earn a bigger one, okay? ... Yeah.
- 12330 T.: What car do you have, Miss?
- 12331 Milica: What car? / {FB-clarification request educator} H.: Black one. Like big one.
- 12332 Commodore. / Milica: Yeah.
- 12333 H.: Same like Pippun, you know / Milica: Do you wanna go see it? / T.: You know like black
- 12334 one.
- 12335 Milica: Do you wanna go see it?
- 12336 H.: Yeah.
- 12337 Milica: Well, we go see it after.
- 12338 T.: I already see it, Miss.
- 12339 Milica: Have you seen it?
- 12340 T.: Yes, remember?
- 12341 Milica: How? I show you where, um, somebody scratched it.

12343 T.: What?

12344 Milica: Yeah, someone scratched it.

12345 T.: Who?

12346 Milica: I don't know. I left it parked in the street and there's this big scratch on it. Took all the paint off. [student sniggers] / H.: Well, we go, where you park / T.: Why?

12348 Milica: No, it's not my fault. Somebody scratched it.

12349 H.: No, because you parked it properly, not any kind of one. / Milica: Mmh. / T.: You parked it right on the street!

12351 Milica: I know why, cause my dad, like, he goes to work, yeah. So he parks his ute. Uhm, then if I get home after him, I can't park behind him because he goes earlier than me in the morning. So you know what I mean? / T.: Mmmh. / Milica: So I have to leave it on the street. Yeah. Mmmh. That's exactly right. All right, so / H.: Why didn't you leave yours up for and him behind?

12356 Milica: Cause we only got, if I park in before him it's okay, he parks after me. But if he goes in and then I parked behind him, he doesn't wanna move the cars in the morning. So I put it on the street. But yeah ... and that's what happens.

12359 T.: Right there.

12360 Milica: But um, anyway, so, remember last lesson, T.? T. is that the sign with the 'no food and drink'? Don't bend it!

12362 T.: I got it.

12363 Milica: Hey? Don't bend it, put it down! [noise of sign being hit against the table] {FB-clarification request educator}

12364 T.: Hold over, soon and bend out!

12366 Milica: All right, please, please, please, H.! Guys. I can't raise my voice. {Disciplining}

12367 H.: Well, I'm talkin!

12368 Milica: Alright go, what are we doing this lesson?

12369 H.: What are we doing, T.? Listen here. Today, we got a video to watch about crocodile.

12370 Milica: Yeah.

12371 H.: And, are we doing any writing?

12372 Milica: Uhm, we'll do a little bit of note taking. Yeah.

12373 H.: Yep, so we're doing notetaking.

12374 Milica: So how did we, how did we do note taking T.? T.? Exactly, if that hits me. Seriously?

12375 [laughs] Ahm... How did we do notetaking when we watched that video? H., tell T. what we did.

12376 H.: Paraphrasing. Ah no, we talked about it first.

12378 Milica: Yeah. We talked about it.

12379 H.: And we had some, yep, some talking. / T.: Heyap! [T. plays with his mobile phone]

12380 Milica: How did we, please, come on?

12381 H.: Miss, you know, T., T. sang, ah, on Friday.

12382 Milica: Oh, how was your fare, by the way?

12383 H.: Yeah, good. T. sang a song. / T.: [laughs]

12384 Milica: Oh, that's nice.

12385 H.: Yeah.

12386 Milica: What song?

12387 H.: Millie's called, no! / Milica: Millie? [laughs] / H.: Ah...ah, what? Born to be wild.

12388 Milica: Born to be? Is that Delta Goodrem? {FB-clarification request educator}

12389 H.: No, ahm. / Milica: Miley Cyrus. / H.: Step, Blues Brothers, no, not Blues Brothers. Ahm.

12390 Milica: Bluesbrother?

12391 H.: The step brother.

12392 Milica: Step brother?

12393 H.: I think it's called the wolf brother. / Milica: Oh. / H.: It's by ... No, creating, Creedence Clearwater, ahah ... You know Creedence Clearwater?

12395 Milica: Oh yeah, yeah, yeah, I do actually. / H.: Don't fall, you know?

12396 Milica: Yeah, yeah, yeah.

12397 H.: Yep.

12398 Milica: T.! Seriously! Come on! [reprimands T. who has taken her keys out of her bag]

12399 T.: No, Miss, I was joking!

12400 Milica: Well, I mean, I'd hope so. All right so, this lesson ... / [something falls off the table]

12401 T.: Oh, I steal your car. [pretends to drop the car keys out of the window] / Milica: Oh my,

12402 please, please, don't do that. Ahm ... / [students laugh]

12403 Milica: Do I, do I need to hide my keys from you guys, cause this is a serious risk that

12404 youse'll steal my keys. / T.: Yeah. / H.: Yeah. / Milica: Oh my God. Anyway, ahm, so, you're

12405 gonna, you're doing so well. / H.: T. sang it really well, too. [laughs]

12406 Milica: Oh, that's good! Where did you sing it?

12407 H.: In the, at the fair, in front of everybody.

12408 Milica: Did you, were you like his backup vocals or?

12409 H.: Nah. I, I was his ... guitar player. [T. giggles]

12410 Milica: Guitar? {FB-clarification request educator}

12411 [laughter]

12412 Milica: Do you guys, I really wanted to come on Friday as well but I couldn't. I ended up

12413 getting called into work with some other students who I tutor. / T.: Who? / Milica: But I

12414 wanted to come buy some jam and stuff, too. I don't think you know them. ... Not, not here,

12415 not at R. [name of the college]. Ahm, anyway / H.: Which uni do you go to?

12416 Milica: Well, I'm not going anywhere now, I finished. Ha!

12417 H.: Ah but ... Didn't you, didn't you?

12418 Milica: I finished forever guys!

12419 H.: No, what what uni? / Milica: Flinders. / H.: Did you go to? / Milica: Flinders, Flinders.

12420 H.: My sister still goes there.

12421 Milica: T., please, please can we, can we not, please? It's just not, it's a very enclosed space.

12422 T.: Nah. / Milica: It is. That would really hurt if it hit your eye

12423 H.: It got stuck in head / Milica: What if you just leave that for this lesson and then after you

12424 can do whatever you want with it when I'm not here?

12425 T.: Yeah.

12426 Milica: Okay, because I don't want it to hit me. Cool. Thank you so much. Thank you.

12427 Alright, so this lesson you're looking at saltwater crocodiles. / H.: We'll talk, talk.

12428 Milica: We'll talk. Come! Come sit over here, T., so we can, ahm, so we can watch this video

12429 together.

12430 H.: I remember, ahm. / T: We rah / Milica: Yeah, all right, well, I found specific videos that I

12431 want you to watch, so... / H.: No, I [incomprehensible utterance] my bag.

12432 Milica: Oh how did that happen?

12433 H.: Last night, I / Milica: Oh, I should get a cover. That's annoying.

12434 H.: He's too dumb!

12435 Milica: All right. Please, please, do not ... push the table. / [overlapping speech -

12436 incomprehensible] / Milica: And do not call each other dumb, okay? {Disciplining}

12437 T.: [incomprehensible utterance]

12438 H.: Miss, do you know how to make bow an' arrow?

12439 Milica: Make a what? {FB-clarification request educator}

12440 H.: A burner arrow.

12441 Milica: What's that? {FB-clarification request educator}

12442 H.: Bow an' arrow.

12443 Milica: Bow an' arrow.

12444 H.: Yeah.

12445 Milica: Why?

12446 H.: Do you wanna see it?

12447 Milica: I mean look, not really.

12448 H.: It's pretty dangerous.

12449 Milica: Then I don't wanna see it.  
12450 H.: It can shoot like 200 yards.  
12451 Milica: How much is that in metres?  
12452 H.: Ah? How much is that in metres?  
12453 T.: Look, sir, grey, grey. It's a greeyy [laughter] I saw it at a footy game.  
12454 Milica: All right, who wants / H.: How is that in 200 meters?  
12455 Milica: Ah, yards in meters?  
12456 H.: Yeah.  
12457 Milica: Ah, I'm not sure, let's have a look.  
12458 H.: Hundred, yeah.  
12459 Milica: Two hundred yards [types the words in an online search engine]  
12460 H.: You're [incomprehensible utterance]  
12461 Milica: Yeah, doesn't mean I'm a mathematician, does it? [student claps] It's 182 metres,  
12462 pretty close. Well, kinda. / H.: Whoa! / Milica: Okay.  
12463 H.: Is it 180?  
12464 Milica: 182 metres.  
12465 H.: Yeah. That's how far to fly.  
12466 Milica: That's pretty cool. ... Maybe I'll ask, if you guys work well this lesson, we can, we can  
12467 finish up few minutes early, go have a look at my car and then we can you can shoot your  
12468 bow and arrow over there.  
12469 H.: No, it's too dangerous.  
12470 Milica: All right.  
12471 H.: I didn't even, like, tell the R. staff.  
12472 Milica: So should I be telling them if it's dangerous?  
12473 H.: No, no.  
12474 Milica: Oh my God I didn't hear anything.  
12475 H.: You are ... a liar. / Milica: [laughs] Alright, so... We're gonna watch a video about  
12476 saltwater crocodiles. We're gonna watch a video about Uluru as well, okay? So they both  
12477 roughly go for the same amount of time. I'm just wondering how do you guys, thanks, T. How  
12478 do you guys wanna organize yourselves? / H.: Are you here tomorrow? / Milica: Yeah. How  
12479 do you guys wanna organize yourselves? Who's gonna go, who's gonna watch it first? Cause  
12480 this is what we're gonna do. / H.: T. can go first! / Milica: Tell me if it works. So what ahm,  
12481 H. and I did. / H.: Want some chewing gum? [hands Milica some gum] / Milica: Thanks. H.  
12482 What H. and I did, T., we would watch a video together. He would tell me what he got out of  
12483 it and I would write it down for him. Okay? And then he used that in his essay ... So that's  
12484 what we're gonna do ... with both of you today.  
12485 H.: Oh, I've got Uluru. He's got crocodile.  
12486 Milica: Yeah. ... So if you both come sit here next to me.  
12487 H.: I'll sit here, I can, I can see.  
12488 Milica: No, you can't. Come sit over here.  
12489 H.: I can see, Miss.  
12490 Milica: I mean.  
12491 H. Rambo! / Milica: How can you, how can you see when you're from there?  
12492 H.: I can see, there's a person with ... glass. There's a lady with glasses. / Milica: Come sit  
12493 over here, T. / H.: She's holding it like this. She's holding like this. [Milica laughs] Look.  
12494 She's like this! [mimics what he can see on the screen]  
12495 Milica: All right.  
12496 H.: How good am I?  
12497 Milica: Okay. Can you see from there?  
12498 H.: Yes! Pray the / Milica: Are you sure? At least come around to this corner here. / T.: I can  
12499 see! / Milica: Do you wanna sit / H.: I can see okay!  
12500 Milica: Mhm.  
12501 H.: See that ... old fellow there? / Milica: All right, all right.



12502 H.: See him?  
12503 Milica: All right. So ... saltwater crocodiles. Uluru. I've got two videos on each for you guys.  
12504 I haven't watched the whole video. Yeah, just a little bit of it, so most of it we'll be watching  
12505 together for the first time. Who would like to go first?  
12506 T.: Mmh. / H.: T., you go! First. Cause you're dumb!  
12507 Milica: H., please do not be mean like that. It's very discouraging, it's not nice. {Disciplining}  
12508 H.: But he's always like that to me, so yeah.  
12509 Milica: That doesn't make people feel good about getting / H.: But he's / Milica: Not in front  
12510 of me, okay? What you guys say to each other in your own time is up to you, but / H.: T., you  
12511 go first!  
12512 T.: Me?  
12513 Milica: How about I chose you goes first?  
12514 H.: All right.  
12515 Milica: Let's go, T., come here?  
12516 T.: Me? Me?  
12517 H.: Ha! Ha!  
12518 Milica: You still have to do it, H.  
12519 H.: No! I can go! I'll be back.  
12520 Milica: No, where are you going?  
12521 H.: I just wanna get something from the [opens the door]  
12522 Milica: No, no, no, no, no!  
12523 H.: From the med room.  
12524 Milica: From the, oh we're gonna come with you then.  
12525 T.: No, I'll stay here.  
12526 Milica: [laughs] All right, T. Let's watch this video. Alright? ... Milica: So, we've got two  
12527 videos here, whichever one you wanna watch first. One's called 'Cahill's crossing, the world's  
12528 deadliest crossing'. Right? And the other one is, um... 'How deadly are saltwater crocodiles in  
12529 Australia?'. It's like a reaction video ... to lots of other videos. So whichever one you wanna  
12530 watch first, really up to you. They're both about three and a half minutes.  
12531 T.: Mhm.  
12532 Milica: So what we're gonna do, we're gonna have a look at the video and, um, maybe we'll  
12533 watch it once. And then we'll watch it a second time. We'll stop in, after, you know, every sort  
12534 of bit of information and we'll say, we'll have a little chat about it like what did she just sort of  
12535 say? What information do we get out of it that you could use in your survival guide? ... Do  
12536 you know what I mean? ... So I'm happy to write down what, what your thoughts are in your  
12537 in your notebook here. But you gotta really, um, you know, watch the video and listen and  
12538 and take in the information so you can have some good notes to use. Does that make sense?  
12539 All right. Do you ... have any questions? ... Do you want to do this?  
12540 T.: Yeah.  
12541 Milica: You're sure?  
12542 T.: Mmh.  
12543 Milica: Okay, so which video do you wanna watch? You wanna watch the one about the  
12544 world's deadliest crossing or just a general one about salt water crocs?  
12545 [4 seconds pause]  
12546 T.: I dunno. Which one?  
12547 Milica: I mean, it's really up to you whichever one you think is gonna help you more. Which  
12548 one you think is more interesting. We can watch both.  
12549 T.: Yeah.  
12550 Milica: Watch both? {FB-clarification request educator}  
12551 T.: Teah.  
12552 Milica: Which one do you wanna watch first?  
12553 T.: Cahill's Crossing.

12554 Milica: Alright, cool. [5 seconds pause] Ahm, I think maybe I'll just turn it on a little bit. Oh  
12555 my God, what is going on with this laptop? ... This isn't my laptop, so I don't actually know  
12556 how to use it that well.  
12557 [5 seconds pause]  
12558 T.: Whose is laptop?  
12559 Milica: This is To.'s laptop.  
12560 T.: Who?  
12561 Milica: To.  
12562 T.: Who's To.?  
12563 Milica: The one in the suit. I think he was saying To. before, I think his name To. Well,  
12564 anyway. / T.: Ah, the big boy. / H.: To. H. / Milica: Yeah. [turns towards H.] Do you wanna  
12565 go over sit next to T. so you can /H.: No, I'm fine / Milica: You can't see the video from here.  
12566 H.: But we're not gonna watch it together.  
12567 Milica: Yeah, we are, cause what are you gonna do? We're gonna take notes together.  
12568 H.: But you said T. was doing it first!  
12569 Milica: Yeah, yeah, T. is doing his about saltwater crocodiles, but you still gotta watch it and  
12570 say what points you got out of it as well. / H.: It's not my thing.  
12571 Milica: I know, um, but he's going to do the same with you.  
12572 H.: Nah, no!  
12573 Milica: Look, if you guys don't wanna help each other, you can do the same topic.  
12574 H.: But I don't wanna be with him.  
12575 Milica: You're not with him, you're just / H.: No, I don't wanna watch it with him.  
12576 Milica: I mean, well, you gonna hear it anyway. Or do you wanna, do you have your iPad  
12577 with you?  
12578 H.: Yeah.  
12579 Milica: What are you doing?  
12580 H.: My nail.  
12581 Milica: Are you cutting your nails?  
12582 H.: Yeah.  
12583 Milica: Are you serious?  
12584 H.: Well, I'll go outside and do it.  
12585 Milica: No, no, you can do it in here. Um, all right. Do you want to start writing up some  
12586 notes then about Uluru? How about, H., while we watch this video, you think to yourself,  
12587 what do I need to know about Uluru? What are some questions you have? {Educator-initiated  
12588 vocab elicitation Eng}  
12589 H.: Mhm.  
12590 Milica: And that can be some stuff that you're going to use to guide your research. You want  
12591 to do that instead? You wanna try to do that? Would you wanna watch this with us and help,  
12592 and help T? It's up to you.  
12593 H.: Nah.  
12594 Milica: Alright, so you, in, we're gonna, we're gonna be about 10 minutes.  
12595 H.: Mhm.  
12596 Milica: So you should have at least three questions in 10 minutes. How's that?  
12597 H.: Yep.  
12598 Milica: At least. Aim for five. Alright, T., ready? {Student MMv}  
12599 [Music from the start of the video] / H.: All right, T. / Video: became aware of a water  
12600 crossing in Australia that I'd never heard of before called Cayles Crossing in the Northern  
12601 Territory.  
12602 H.: It's not called that! {FB-metalinguistic student}  
12603 Milica: Guys, guys, H., please, please while the video is playing just let us, let him watch,  
12604 cause ... I just wanted to turn it off actually. How is it said by the way if it's not 'Cayles'?  
12605 H.: It's Cahill's. {FB-explicit correction student}  
12606 Milica: Cahill's, oh, okay. I will say obviously this dude's got no idea what he's talking about.

12607 H.: Well, why does he put a video and everything?

12608 Milica: Well, do you wanna tell us about Cahill's Crossing?

12609 H.: Yeah.

12610 Milica: Alright, go.

12611 H.: Listen!

12612 [laughter]

12613 H.: Cahill's Crossing is in the northeast of Arnhem Land.

12614 Milica: Alright.

12615 H.: Alright.

12616 Milica: Hang on. I gotta, gotta write it down. {Educator scribing}

12617 H.: Yep. ... No, no, no, no, not in the North East. It's directly, like north.

12618 Milica: Cahill's Crossing is / H.: Yeah, North East. North East of Arnhem Land.

12619 Milica: North East / H.: Of Arnhem Land.

12620 Milica: Of where? {FB-clarification request educator}

12621 H.: Arnhem Land.

12622 Milica: How do I spell that? {Educator-initiated metalinguistic HL}

12623 H.: A-R {Student-teaching vocab HL}

12624 Milica: Yep.

12625 H.: N, Arnhem, A-I-N-R, L-A-N-D, Arnhem Land.

12626 Milica: Arnhem Land. / H.: Mhm. {Educator-scribing} (Reinforcement student)

12627 Milica: All right. Any more information?

12628 H.: Ah. It's got to be one of the most notorious crossing in the Northern Territory. ... And it's

12629 really dangerous for crocodiles. {Student sharing cultural knowledge}

12630 Milica: Hang on, hang on. How fast do you think I can write? {Educator-scribing} / H.: Ah,

12631 for, you know, barramundi. Famous for / Milica: Wait, wait, wait. You know, I'm writing this

12632 down. {Student sharing cultural knowledge} {Educator scribing}

12633 H.: Oh. Well, not really / Milica: The most notorious crossing in Northern Territory. What do

12634 you know about it, T.? {Educator scribing}

12635 H.: Nothing.

12636 Milica: H.! / H.: I'm just trying to say. / T.: Say! / Milica: No I, you know, I asked T.!

12637 {Disciplining}

12638 T.: I don't know anything about Cahill's Crossing.

12639 Milica: Alright, well that's what we're going to watch this video. We're gonna learn. H. is

12640 obviously an expert so / H.: Yes, I am an expert. / Milica: We're about to master it, too. No,

12641 no talking during this. We're just gonna ... We're just gonna watch it. is it? We're just gonna

12642 watch. / Video: The causeway / Milica: I wanna start from the beginning. All right? Please, no

12643 talking.

12644 Video: [music] I recently became aware of the water crossing in Australia that I had never

12645 heard of before, called Cayle's Crossing. / [H. giggles] / Milica: Shh, doesn't matter. / Video:

12646 Cayle's Crossing is a flooded causeway in the north of Australia, and is notorious for vehicles

12647 getting washed off the road, especially during the wet season. It is considered as Australia's

12648 most dangerous water crossing. Cars been washed off the road into fast moving flood waters?

12649 Sounds bad enough, but that alone is not what makes this crossing so dangerous. It's all of the

12650 saltwater crocodiles that / H.: [incomprehensible utterance]/ Video: The road line and what /

12651 Milica: Hey?

12652 H.: Hangman.

12653 Video: Right, right at the water's edge. This stretch of river is an infamous feeding ground for

12654 saltwater crocodiles and one of the most dangerous bodies of water in the country. Rangers

12655 fail. There were 120 crocs in the six kilometers gradual river leading up to the crossing. You

12656 might think who cares about crocs in the water when I will be safely in my car crossing on

12657 land. Well, you might think differently when crocodiles are taking a nap on the crossing and

12658 walk in your path. The river that Car Hills Crossing spans can go from a tame muddy stream

12659 into a deep torrent ready to sweep away any vehicle that dares to cross it. The river has

12660 massive tidal influences that don't generally line up with people's travel plans, forcing them to  
12661 become impatient and choose risky times to cross the river. And this is the main reason people  
12662 in their vehicles get stuck and get into trouble. Each year, dozens of drivers attempt to make it  
12663 across the submerged crossing, but instead ended up being washed away into the croc infested  
12664 waters. Considering how remote this location is, it seems to get a lot of attention from many  
12665 online videos showing drivers who attempted to cross and failed to make it. So if you get in  
12666 trouble on the crossing, and you have to get out to winch yourself to the other side, you are  
12667 running the crocodile gauntlet. Crocodiles frequently congregate at the river's crossing, to  
12668 feast on swarms of fish that head upstream with changing tides, and up to 40 crocodiles can  
12669 be spotted together at the same time, a spectacle that attracts big crowds. The area has become  
12670 so well known, there are even viewing platforms to watch the crocodiles feeding, which in  
12671 itself is quite bizarre, as this crossing is in a very remote location, a part of Australia where  
12672 most people will never visit. There have been many fatal incidents at this location due to  
12673 careless people crossing the waterway on foot or fishing at the river's edge and being attacked  
12674 by a crocodile. World leading crocodile expert Graham Whit says that for every commodore  
12675 you can see, there are / [H. murmurs] / Video: The rivers in this area of Australia are home to  
12676 the densest population of saltwater crocodiles. / Milica: Shh! / Video: This just isn't the kind  
12677 of place to be taking risks. As the opportunities to crocs and most certainly there are numbers  
12678 just laying there waiting. Anyway, that's the end of this video. Thanks for watching, and we'll  
12679 see you next time.  
12680 H.: I'll see you tomorrow!  
12681 Milica: Alright, so that was pretty interesting, hey?  
12682 H.: Boring.  
12683 Milica: Boring? What did you, ahm, what do you think of the video? [turns towards T.]  
12684 T.: Nothing.  
12685 Milica: You got a blank.  
12686 H.: Stop talking!  
12687 Milica: What information did you get out of that?  
12688 T.: People being taken, I think. {Student uptake}  
12689 Milica: Taken? Yeah, so how would be put that in a sentence? {Educator-initiated  
12690 metalinguistic Eng}  
12691 T.: I dunno.  
12692 Milica: So if you were saying to somebody 'hey, I just watched this video about Cahill's  
12693 Crossing, it was about ...' What was it about? {FB-elicitation educator}  
12694 [14 seconds pause] [T. sighs]  
12695 Milica: It's just your opinion, whatever you think it was about, whatever you got out of it, no  
12696 right or wrong answer, do you know what I mean? ...  
12697 T.: Mh?  
12698 Milica: So how would you explain it to somebody?  
12699 [10 seconds pause]  
12700 T.: I dunno.  
12701 Milica: Just have a go, it's all good.  
12702 [5 seconds pause]  
12703 Milica: So the video was about ... {FB-elicitation educator}  
12704 T.: Hail's Crossing. {Student uptake}  
12705 Milica: Mhm. {Reinforcement educator}  
12706 H.: What's it called?  
12707 T.: Charlie's Crossing.  
12708 H.: Not Charlie's!  
12709 T.: Hail's Crossing.  
12710 H.: Not Hail's. It's Cahill's.  
12711 Milica: Thanks, H., H.'s Crossing!

12712 H.: Yeah. Charlie Crossing, Hail Crossing [giggles], ah you, I'll be back. Just gotta go to the  
12713 toilet. / Milica: Go for it! / H.: Get a drink.  
12714 [noise of door opening and closing]  
12715 Milica: So the video is about Cahill's Crossing. And what makes Cahill's Crossing  
12716 dangerous? {Educator scribing} {Educator-initiated vocab elicitation Eng}  
12717 T.: Crocs.  
12718 Milica: Yeah. So how would we, remember when we were paraphrasing? ... So if I say 'what  
12719 makes Cahill's Crossing dangerous'? How would you paraphrase that? {Educator-initiated  
12720 metalinguistic Eng}  
12721 T.: I dunno.  
12722 Milica: So I'll give you one example. If I said 'what is this video about'? You paraphrase the  
12723 question, you say 'this video is about Cahill's Crossing'. So you remember when we're using  
12724 part of the, part of the question in the answer. So I'm gonna ask some questions and you're  
12725 gonna paraphrase the answer.  
12726 H.: Yeah, you told us.  
12727 [4 seconds pause]  
12728 Milica: From the lesson?  
12729 H.: Yeah.  
12730 Milica: Funny, I'm doing that right now.  
12731 H.: No. I should be teaching.  
12732 Milica: So, all right, why? Why is Cahill's Crossing so dangerous? [turns towards H.] Where  
12733 are your questions? ... Where are your questions? {Educator-initiated vocab elicitation Eng}  
12734 H.: Hahaha! I forgot all about it.  
12735 Milica: Oh, yeah. Yeah, so you were cutting your nails, which is ... really, really strange, but /  
12736 H.: Nah, I should have / Milica: I let it go. / H.: I should have done that.  
12737 Milica: Oh, yeah, you should have! / H.: I'll put it in the bin.  
12738 Milica: Okay, good. Now can you please write your questions while T. and I do this?  
12739 [5 seconds pause]  
12740 H.: What questions are we talking about?  
12741 Milica: Remember, we said what are your, what do you need to know about Uluru to help you  
12742 guys, to help guide your research. Some questions like / H.: You got a sticky tape, so I can  
12743 just stick it on the wall from here?  
12744 Milica: Absolutely not.  
12745 H.: That'd be good.  
12746 Milica: You're gonna write three questions, you can have the last two bits of sticky tape. But  
12747 good questions. / H.: No effort. / Milica: No effort, yeah, so just write them, hey?  
12748 H.: Yeah.  
12749 Milica: Please.  
12750 H.: Haaaa [sighs], Uluru. / Milica: Thank you. / H.: It's flat and then got a bend. / Milica:  
12751 Yeah, so you can just write everything you know about Uluru. Any questions you've got.  
12752 What do you already know? What do you need to know? Organize your knowledge. Okay?  
12753 H.: Okay. I was born at Yuendumu.  
12754 Milica: [turns towards T.] All right. So the video is about Cahill's Crossing, right? You  
12755 already said that. So what makes Cahill's Crossing so dangerous? {Educator-initiated vocab  
12756 elicitation Eng}  
12757 T.: Crocs?  
12758 Milica: Yeah. So how would we say that in a sentence? {Educator-initiated metalinguistic  
12759 Eng}  
12760 T.: I dunno.  
12761 Milica: So the crocs make ... What do the crocs make it? {Educator scribing} {FB-elicitation  
12762 educator}  
12763 T.: Danger.  
12764 Milica: Yeah. And so the crocs make ... [H. laughs]

12765 T.: And the crocs make {Student MMw}  
12766 H.: [laughs] Not Cayle's, Cahill's!  
12767 T.: Yes.  
12768 [noise of paper balls being thrown]  
12769 Milica: Sorry, the crocs make, [turns towards H.] Stop, H.!  
12770 H.: Can I work over there? / Milica: Yeah. Yeah.  
12771 H.: Because this idiot! ... Far out, lost my stick! ...  
12772 T.: Yeah, Cahill's ... Crossing!  
12773 Milica: So the crocs make Cahill's Crossing ... What do they make it? {Educator-initiated  
12774 vocab elicitation Eng}  
12775 H.: Dangerous.  
12776 Milica: Thanks, H. ... What do they make it, T.? {Educator-initiated vocab elicitation Eng}  
12777 T.: I dunno.  
12778 Milica: Do they make it fun and exciting, do they make it dangerous, do they make it risky? /  
12779 T.: Yes. / Milica: What word do you wanna use? {Educator-initiated metalinguistic Eng} / T.:  
12780 Dangerous. ... Dangerous, risky. {Student uptake}  
12781 Milica: Dangerous and risky. {Educator scribing}  
12782 T.: And ... I'm almost half asleep.  
12783 Milica: You're half asleep.  
12784 H.: My bedtime is two o'clock, Miss.  
12785 Milica: H., if you can work quietly, I will be so proud of you.  
12786 H.: No.  
12787 Milica: Write down your questions, cause you're going to be up next to watch the video,  
12788 right?  
12789 H.: I'm blabbing you!  
12790 Milica: Is this, does this is this even on? / H.: Miss! / Milica: No, it's not.  
12791 H.: It's flat.  
12792 Milica: Ah, that's okay.  
12793 H.: Can I charge it quickly? Here?  
12794 Milica: I got one. Got one for you. Don't worry. I got you one, broski, all good.  
12795 H.: Hey, don't call me that, brosky!  
12796 Milica: [laughs] I call everyone broski. All right. H.: [incomprehensible utterance] / Milica:  
12797 Hey? [noise of pen hitting the table] Look at it charging. It's gonna reset ... So what else did  
12798 we get out of the video?  
12799 H.: Can you help with my religion, Miss?  
12800 Milica: Yeah.  
12801 H.: It's due tomorrow. I haven't even started.  
12802 Milica: Yeah, we'll do it in a sec. We're just going to finish up this and then, um, T.'s gonna  
12803 do some work on his own. Okay, so what you want to / T.: I can do work on my own. /  
12804 Milica: Mmh. Do you wanna watch the video again? You can do the work down there and H.  
12805 will come up here.  
12806 T.: I'll do it here.  
12807 Milica: Here? Yeah, cool. Thank you. So ... think back to the video. What else did we get out  
12808 of it? {Educator-initiated vocab elicitation Eng}  
12809 [4 seconds pause]  
12810 H.: Miss!  
12811 Milica: H., please.  
12812 T.: Happy. {Student uptake}  
12813 Milica: Hey? Happy? {FB-clarification request educator}  
12814 T.: Yeah.  
12815 Milica: What's happy about it? {Educator-initiated vocab elicitation Eng}  
12816 T.: People made it. {Student uptake}  
12817 Milica: Some people make it, yeah. ...Some people make it where? {FB-elicitation educator}

12818 T.: Change, chase, what it's, Cahill's Crossing. {Student uptake}

12819 Milica: Make it across, across the crossing. [laughs] {Educator scribing}

12820 [overlapping speech - incomprehensible]

12821 T.: Nah, crossing, crossing.

12822 H.: Criss crossing, idiot!

12823 Milica: H.!

12824 H.: I'm just trying to tell him!

12825 Milica: No, no, no it's okay, he needs to, he's gotta learn for himself. / H.: Oh, all right. /

12826 Milica: So ...Thank you for your input. / T.: Gonna / H.: Yeah, speak up! [incomprehensible

12827 utterance] [laughter]

12828 Milica: H., I won't let you charge it if you're not gonna use it.

12829 H.: What's wrong, Miss?

12830 T.: So let's get a / H.: Ayah! [spells a word on his ipad and holds it up for T. to read]

12831 T.: B-U-S-S what?

12832 Milica: Stop it! {Disciplining}

12833 H.: B!

12834 T.: P-U-S-S

12835 H.: Nah!

12836 Milica: At least you have great spelling skills, despite the word. All right, what else do we get

12837 out of that video? Let's think back. What, ..., um, what's one of the ways that it's dangerous?

12838 {Educator-initiated vocab elicitation Eng}

12839 T.: I dunno.

12840 Milica: Okay.

12841 H.: Oh, shit, that's dangerous! ... Hey! Miss!

12842 Milica: Nananana ... Thank you.

12843 H.: I'll go charge it! [starts to walk towards the door]

12844 Milica: No, stay here, come on.

12845 H.: Put it back there!

12846 Milica: [turns towards H. who has sat back down with his ipad] Well, are you going to be on

12847 it and not, and not talk to me?

12848 H.: No.

12849 Milica: Then I won't charge it. / [H. screams] / Milica: H.! You better have like 10 questions

12850 ... written down. I don't see any questions on your paper. Come on!

12851 H.: What, what happens?

12852 Milica: Well, look, nothing's gonna happen / T.: Miss! / Milica: But I'm just trying to help you

12853 guys learn about the topic. / T.: Miss! Ahm, can I do my art quickly!

12854 Milica: Hey? {FB-clarification request educator}

12855 T.: My art.

12856 Milica: Can you what? {FB-clarification request educator}

12857 T.: Do my art.

12858 Milica: Your art? {FB-clarification request educator}

12859 T.: Yeah.

12860 Milica: Let's do, let's do one more point on this and then you can do your art, okay?

12861 T.: All right, Miss.

12862 Milica: So ... I want you to think about the video that we just watched. If you were explaining

12863 it to somebody ... just ignore H., don't give him the attention he's so desperately craving / H.

12864 Yeee! / Milica: So, if you were explaining that video to somebody who hasn't watched it,

12865 what would you tell them about the video? {Educator-initiated vocab elicitation Eng}

12866 H.: Mmh.

12867 Milica: Don't even look at him! What would you tell them about the video?

12868 T.: Ahm.

12869 [6 seconds pause]

12870 H.: Bye! ... Ready, set. [whistles]

12871 T.: I dunno, Miss.  
12872 H: Cause you're dumb!  
12873 Milica: So we've established that the video is about Cahill's Crossing. Yeah? / T.: Yeah.  
12874 Milica: So the crocodiles make Cahill's Crossing dangerous and risky ... Yeah?  
12875 H.: Can I go ? / Milica: Some people make it across the creek. / T.: Yep.  
12876 Milica: Yeah? What about the ones who don't? What is some ways, some that they, you know  
12877 what happens to them if they don't make it across? / H.: Whooho! / T.: Die. / H.: Stupid! /  
12878 Milica: Yeah, so, so people can ... [turns towards H.] Stop! People can get attacked by the  
12879 crocodile. Is that what you're trying to say?  
12880 T.: Yeah.  
12881 Milica: So how would you say that in a sentence? {Educator-initiated metalinguistic Eng}  
12882 [4 seconds pause]  
12883 T.: Ahm ... they try to get across Cahill's Crossing / T.: [laughs] The, the thing, the high tide  
12884 and ahm, car, tip over/ Milica: Yeah. / T.: And They're dead. / Milica: So they're {Educator  
12885 scribing} / T.: And they won't see their family, their mothers and fathers / Milica: All right,  
12886 yeah. Hang on, they're trying to get across the, what did you say? {Educator scribing}  
12887 T.: Ayers Crossing, Charles, Charles Crossing.  
12888 Milica: Cahill's Crossing {FB-recast educator} {Educator scribing} / H.: Cahill's Crossing! /  
12889 Milica: Across, they're trying to get across the crossing ... {FB-elicitation educator}  
12890 T.: And, they die. {Student uptake}  
12891 Milica: Yeah, but how did they die? Give me some more details. {Educator-initiated vocab  
12892 elicitation Eng}  
12893 T.: The croc. {Student uptake}  
12894 Milica: And the croc. {Educator scribing}  
12895 T.: Smashed him. Eat him. {Student uptake}  
12896 Milica: But what happens? Do the crops get to them? You said something about high tides?  
12897 T.: Swim, they come off the high tides. {Student uptake} / Milica: Yeah. / T.: And water go  
12898 up their window. {Student uptake}  
12899 Milica: So they're trying to get across the crossing and because of what? {Educator scribing}  
12900 T.: Because / Milica: Because of high tides they ... {FB-elicitation educator}  
12901 [8 seconds pause] [banging noise]  
12902 Milica: So what happens to a car if it's going through a high tide? ... Can it keep going or / T.:  
12903 Nah.  
12904 Milica: What happens to it? {Educator-initiated vocab elicitation Eng}  
12905 T.: Bugged. {Student uptake}  
12906 Milica: It what? {FB-clarification request educator}  
12907 T.: Bogs. {Student uptake}  
12908 Milica: It bogs. Yep. So they're trying to get across. They're trying to get across the crossing  
12909 and because of high tides ... {Reinforcement educator} {Educator scribing}  
12910 T.: Their asses stuck  
12911 Milica: Yeah, stuck. [incomprehensible utterance in the background] Because of high tides,  
12912 what happens to the car? {Educator-initiated vocab elicitation Eng}  
12913 T.: Ahm ...  
12914 Milica: The car gets / T.: Water.  
12915 Milica: Yeah, but you said stuck.  
12916 [6 seconds pause]  
12917 Milica: Come on, just a sentence and you can do your art, okay? {Educator-initiated  
12918 metalinguistic Eng}  
12919 T.: I dunno.  
12920 Milica: So they're trying to get across the crossing and because of high tides the car ... what  
12921 happens to the car? {Educator-initiated vocab elicitation Eng}  
12922 T.: Tip over.  
12923 Milica: Yeah, tips over. {FB-recast educator} {Educator scribing}



12924 T.: In the water.

12925 Milica: In the water. Beautiful. {Educator scribing} {Reinforcement educator}

12926 T.: And people come rescue them ... from the bank, in another car ... and a boat.

12927 Milica: They can't rescue them? {FB-clarification request educator}

12928 T.: They can.

12929 Milica: Oh, they can rescue them, okay.

12930 H.: You wanna know something? / Milica: People can rescue them from the bank. But if,

12931 unless you wanna stop the sentence now, but if they don't rescue them what can happen?

12932 {Educator scribing} {Educator-initiated vocab elicitation Eng}

12933 T.: They die.

12934 Milica: Sorry, say that in a sentence for me. If {Educator-initiated metalinguistic Eng} {FB-

12935 elicitation educator}

12936 T.: If they won't rescue them, they'll die. [burps] Pardon me. {Student uptake}

12937 Milica: You're pardoned. So if they don't rescue them they'll die. How do they die? What

12938 happens to them? {Educator-initiated vocab elicitation Eng}

12939 T.: [sighs]

12940 Milica: So they don't rescue them they'll die because {Educator-initiated vocab elicitation

12941 Eng}

12942 T.: Because.

12943 [7 seconds pause] [T. sighs and yawns]

12944 Milica: So what, I mean, you don't just die because you're stuck in a car, right? What, ah,

12945 what happens to them? {Educator-initiated vocab elicitation Eng}

12946 T.: They swim. {Student uptake}

12947 Milica: Yes, because they get out of the car and try to swim. {Reinforcement educator}

12948 T.: Or from there, they go ... outside, couldn't they, get, get us out .... the water.

12949 [9 seconds pause]

12950 T.: H., you will touch something!

12951 Milica: [whispers] Stop.

12952 [8 seconds pause]

12953 Milica: And then what happens? So let me reread the sentence that you've got here. If they

12954 don't rescue them they'll die because they get out of the car and try to swim and ask other

12955 people can they help us and get us out of the water. ... But what happens when they get out of

12956 the car into crocodile infested waters? {Educator-initiated vocab elicitation Eng}

12957 T.: I don't know.

12958 Milica: Think about it.

12959 T.: No idea.

12960 Milica: What, what could possibly attack them? {Educator-initiated vocab elicitation Eng}

12961 T.: Croc.

12962 Milica: Yeah, so if you try and extend that sentence, and try to swim and ask other people can

12963 they help us and get us out of the water. Let's do a new sentence. So this can, how would you

12964 / T.: You said one more. {Educator-initiated metalinguistic Eng}

12965 Milica: Okay, I promise this is the last one because this is where, I swear it is. / T.: You say

12966 one more, Miss. / Milica: Come on. Last one, little one, just talking about when they got out

12967 the water they look for help. What, what can happen with the crocodiles? {Educator-initiated

12968 vocab elicitation Eng}

12969 T.: Mmh.

12970 H.: They get killed. And die and then they have to have funeral.

12971 Milica: Are you talking? T., did you, did you swap? ... What are you doing? ... All right, let's

12972 go one more sentence and you can do your art. / T.: Truly. / Milica: Let's do one more

12973 sentence and you can do your art. / T.: [incomprehensible utterance]

12974 Milica: So, if they don't rescue them, they'll die because they get out of the car. / [video plays]

12975 / Milica: Because they get out of the car and try to swim and ask other people, can they help

12976 us and get us out of the water?

12977 T.: Yes.

12978 Milica: Yeah. So if there's crocodiles in the water, what can happen to the people who got out  
12979 of the car? {Educator-initiated vocab elicitation Eng}

12980 T.: Mhm, their life.

12981 Milica: Yeah, what happens to their lives? {Educator-initiated vocab elicitation Eng}

12982 T.: Well, they're safe because / Milica: Are they safe? Are they safe in crocodile infested  
12983 waters?

12984 T: Yes. ... The roof.

12985 Milica: Yeah, but if they get out of the car and look for help and they're in these crocodile  
12986 infested waters. What can happen? {Educator-initiated vocab elicitation Eng}

12987 T.: Die.

12988 Milica: Yeah, how did they die? {Educator-initiated vocab elicitation Eng}

12989 [4 seconds pause]

12990 T.: Not swim, maybe.

12991 Milica: Crocodile attack, maybe? / T.: Yeah. / H.: [shouts] Yeah!

12992 Milica: Yeah, how would we? [turns towards H.] H., sit straight! How would we say  
12993 something like that? If they go out of the car. {Disciplining} {Educator-initiated vocab  
12994 elicitation Eng}

12995 T.: I dunno.

12996 Milica: What do you reckon, H., would you get out of the car into saltwater crocodile infested  
12997 water? What could happen? Paraphrase. Paraphrase it for me. {Educator-initiated vocab  
12998 elicitation Eng} {Educator-initiated metalinguistic Eng}

12999 H.: Ahm ... crocodile attack.

13000 Milica: Yeah, a crocodile attack can happen. {Educator scribing} {Reinforcement educator}

13001 [4 seconds pause]

13002 T.: Making me sick! / H.: Look! He's got an afro, Miss!

13003 Milica: A crocodile attack can happen when? {Educator-initiated vocab elicitation Eng}

13004 H.: Anytime.

13005 Milica: Could it happen now?

13006 H.: Nah.

13007 Milica: So, when can the crocodile attack happen? So these people there are obviously stuck.  
13008 [H. giggles] Look, they're stuck. Guys, come on! / H.: What? / Milica: They're stuck here so  
13009 if they get out, there's all crocodiles there, what can happen to them? {Educator-initiated  
13010 vocab elicitation Eng}

13011 H.: They'll get eaten, or attacked.

13012 Milica: Yeah, so give me a sentence. {Reinforcement educator} {Educator-initiated  
13013 metalinguistic Eng}

13014 H.: So what will happen when they get out of the car / Milica: Yeah. / H.: The crocodile feel,  
13015 feel the vibration, they come out of the water, to the skin. They can hear screaming and then  
13016 they'll come up to have a look and see what it is, like if the people are straight there like that,  
13017 they attack, they gonna come from every different direction. And then, I think that's an easy  
13018 target for them so they can have a feed. {Student sharing cultural knowledge}

13019 Milica: Sorry, when they get out of the car, the crocodile can sense them and will {Educator  
13020 scribing}

13021 H.: And will attack them.

13022 Milica: [writes] ... All right. Do you wanna get your art, T.?

13023 T.: Yep.

13024 Milica: All right. Go for it. Good job. {Reinforcement educator}

13025 H.: No worries, Miss!

13026 Milica: Ah, that almost hit me! ... All right, chop, chop!

13027 H.: There, Rambo! [watches a clip on his ipad]

13028 Milica: Do you wanna quickly watch this other video?

13029 T.: Watch?

13030 Milica: You don't have to write. You'd have to talk about it, but you wanna just watch it cause  
13031 it's funny? Do you wanna watch 'How deadly are saltwater crocodiles in Australia?'  
13032 T.: [mumbles] Alright, Miss.  
13033 Milica: Alright, here you go.  
13034 [T. makes a choking sound]  
13035 H.: Listen here! [holds out his phone to T.]  
13036 Milica: Alright. [5 seconds pause] [video plays] Alright. ... Oh, sorry, sorry! / H.: Is that ?  
13037 [music plays]  
13038 Milica: Come on, turn it off.  
13039 H.: Alright.  
13040 Milica: Show me your religion, what do you have to do?  
13041 T.: See, what he do, Miss!  
13042 H.: I just gotta do a prayer.  
13043 Milica: Cool.  
13044 H.: Stop farting!  
13045 Milica: T.! Watch your video watch your video.  
13046 H.: See, down! See those questions, I gotta write a prayer behind them. And I'm done.  
13047 T.: Who's deadly? Who's Teatly?  
13048 Milica: Who?  
13049 T.: No. One, one?  
13050 Milica: Well, turn the sound on. ... Or the subtitles. You want subtitles?  
13051 T.: Yes.  
13052 H.: Turn the sound off!  
13053 Milica: All right.  
13054 [video plays]  
13055 Milica: Seems like a good one.  
13056 H.: [incomprehensible utterance]  
13057 Milica: Well, I know what you mean.  
13058 H.: Yes, that's a group. I gotta do this one.  
13059 Milica: Alright, sorry. What, um, so God's gotta be a capital G for starters. {FB-explicit  
13060 correction educator}  
13061 H.: Mhm.  
13062 T: Oh, oh! [laughter] / H.: Do you want me to hold you? [laughter]  
13063 [video plays]  
13064 T.: Hey, someone stole your car.  
13065 Milica: Hey?  
13066 T.: Listen, that's it, brrrrr!  
13067 [video plays]  
13068 Milica: You come here, behave!  
13069 H.: MMh?  
13070 Milica: You come here! This God has to be capital G.  
13071 H.: [incomprehensible utterance] / T.: [incomprehensible utterance]  
13072 [video plays] [Milica coughs]  
13073 Milica: Hey, you watch the video, you are doing your own work? You're doing your own  
13074 work. You watch the video and you can write up notes about it.  
13075 T.: ah, sorry, I'm, my bad, my bad!  
13076 Milica: You're almost forgiven. Okay All right. We're making a prayer right now. Okay? / H.:  
13077 Yes. Dear Lord, please help, T.  
13078 Milica: I want you to pretend T. is not in the room and I want you to pretend H. and me aren't  
13079 in the room.  
13080 H.: I can't. Because we can see each other.  
13081 Milica: Okay, well, don't look at him. Look at me and look at your ipad.  
13082 H.: I can't see.

13083 Milica: Alright. Dear god, we pray for the relationships you gave us, ya?  
13084 H.: Mhm.  
13085 Milica: Dear God give us strength, Dear God help us to, so. So is this first one done? Or ... do  
13086 you need to add more to it?  
13087 H.: I need to add more to it.  
13088 Milica: Okay, so, dear God, we pray for / T.: Aou! Aou! Aou! / Milica: We pray for the  
13089 relationships you gave us and what kind of relationships that we want to have with people? /  
13090 H.: No, no! / Milica: We'll think about our family and friends. Yeah? So relationships / H.:  
13091 Mhm. ... Love relationship. I dunno.  
13092 Milica: So relationships that are ... that have love.  
13093 H.: Mhm.  
13094 Milica: Yeah, so how would we say that? {Educator-initiated metalinguistic Eng}  
13095 H.: Ah... / [video plays in the background] / H. I don't know.  
13096 Video: Is terrorizing the station, so he's over 5, 5, which would make / Milica: So if we say,  
13097 dear God we pray for the relationships you gave us.  
13098 T.: [sings] Ca, ca caroonah!  
13099 [Video plays]  
13100 Milica: And ... / [video plays] / H.: Aaand... what, dear God?  
13101 Milica: We thank you for the relationships you gave us.  
13102 H.: We thank you for the relationships you gave us and the love.  
13103 Milica: And the love.  
13104 H.: I've got lots.  
13105 T.: Crocodiles! From Peppimenarti!  
13106 Milica: And the love, is that how you want to sort of say that?  
13107 T.: [incomprehensible utterance]  
13108 Milica: T., please, please come on. We're really trying to work here and / T.: No!  
13109 {Disciplining}  
13110 Milica: And you are, too.  
13111 H.: Tell him that! / Milica: I know, but don't tell him anything because we're doing separate  
13112 work right now.  
13113 T.: Okay guys, look! [points to his screen] It was from the community, not far from our  
13114 community. {Student sharing cultural knowledge}  
13115 Milica: Oh really? Wow that is big.  
13116 H.: Him get stuck in the mud, that crocodile! {Student sharing cultural knowledge}  
13117 Milica: Geez!  
13118 T.: Whao!  
13119 Milica: Yeah, see. Don't play with the chairs! [turns towards H. who just slid down his chair]  
13120 {Disciplining} What? How did they, um, how did they catch it? {Educator request cultural  
13121 knowledge}  
13122 H.: It was stuck in the mud. / T.: [incomprehensible utterance] {Student sharing cultural  
13123 knowledge}  
13124 Milica: Oh that's a bit sad, isn't it?  
13125 H.: Yeah. Stupid crocodile!  
13126 Milica: No, I meant that they got killed. Wait, did it get killed? Or? {Educator request cultural  
13127 knowledge}  
13128 H.: Yeah. It did get killed. They shoot it cause they're terrorize it, the town. {Student sharing  
13129 cultural knowledge}  
13130 Milica: Oh. Alright. Maybe we can do a prayer for crocodiles.  
13131 H.: No.  
13132 Milica: [laughs]  
13133 H.: Okay, we're gonna have love ... sexual [laughs] no.  
13134 Milica: Top, H.!  
13135 H.: Um / Milica: We pray for the relationship you gave us.

13136 H.: And I got try one, ah! Oh, come on, I'll kill you.

13137 Milica: So what else makes a good, um, relationship? What else makes a good relationship?

13138 So with your family and friends, you obviously have a lot of love. What else do you have?

13139 {Educator-initiated vocab elicitation Eng}

13140 H.: Um. / Milica: What's important? {Educator-initiated vocab elicitation Eng}

13141 H.: Respect.

13142 Milica: Mhm.

13143 H.: Hey, you gotta try it on! [turns towards T.]

13144 Milica: What else?

13145 H.: He is watching a different video! [points towards T.]

13146 Milica: T.? That sounds like a match, right? [crocodile video plays]

13147 H.: That's just a silly thing.

13148 Milica: [turns towards T.] Write some notes on it! Do you have a pen? Use your ipad.

13149 H.: [turns towards T.] You're dumb?

13150 Milica: Don't call him dumb, H.! Here! [hands a pen to T.] Here! / [video plays] / T.:  
13151 Rightyo! / H.: Ha! / Milica: I want you to write some key words from that video.

13152 T.: Nah, it's too hard. / [video plays]

13153 Milica: Put the subtitles on, pause it and copy the word.

13154 H.: Okay, let's go.

13155 T.: Mhhh. / [video plays]

13156 Milica: Thank you for the relationships you gave us and the love. And ... Respect and what's  
13157 one more? What's a good feature of a good relationship? {Educator-initiated vocab elicitation  
13158 Eng}

13159 H.: Responsibility. {Student uptake}

13160 Milica: And responsibility / H.: Strong relationship. / [music from the video]

13161 Milica: We pray for the relationships you gave us. {FB-recast educator} {Educator scribing}

13162 T.: [sings and claps] Come on!

13163 Milica: Listen! And the love, respect and responsibility {Educator-initiated vocab elicitation  
13164 Eng}

13165 H.: For your relation, for the relationship that you gave us. {Student uptake}

13166 Milica: For the relationships. {FB-recast educator} {Educator scribing}

13167 H.: Cool.

13168 Milica: All right ...So you need to write more, or is it just the one sentence, H.?

13169 H.: More.

13170 Milica: Alright. So now, dear God give us strength ... To do what? {Educator-initiated vocab  
13171 elicitation Eng}

13172 H.: Give us strength to love one another. ... And respect. {Student uptake}

13173 Milica: To love and / H.: To love one another {Educator scribing}/ [video plays]

13174 Milica: So why is that important?

13175 [H. mimics the video voice over]

13176 Milica: How do you know that?

13177 H.: Cause I'm the man! No, this, um interview, I know it. I watch it on youtube. / T.: [loudly]  
13178 Oh, whaaa! / [video plays] / H.: That's right! As the outback wrangler!

13179 Milica: Listen! Dear God, give us strength to love one another and respect each other. But  
13180 why? Because ... what can happen? {Educator-initiated vocab elicitation Eng}

13181 H.: Because people kill each other.

13182 Milica: No.

13183 H.: I don't know.

13184 Milica: If everybody loved and respected each other how ... don't please, please!  
13185 {Disciplining}

13186 [video plays]

13187 Milica: Come on, we only got two sentences to go after this. / [video plays] / H.: [imitates the  
13188 voice over of the video] It's not about the fame or the money. Danger is his middle name. / T.:  
13189 Miss! / H.: Even by Northern Territory standards it's not / [Milica coughs]  
13190 Milica: Dear God, give us strength / T.: [sings along to the music on his phone] / Milica: Dear  
13191 God, give us strength to love one another and respect each other. Why? Why is that important,  
13192 what do you reckon? Why is it important? / [video plays]  
13193 H.: I don't know.  
13194 [Milica coughs]  
13195 H.: What? Say it again?  
13196 [Milica coughs]  
13197 Milica: Oh my God, who wants to bring me water?  
13198 H.: Mhm?  
13199 Milica: Who wants to bring me water?  
13200 H.: T.! I'll call up, One hundred. Nine, nice, nine.  
13201 [Milica coughs]  
13202 H.: Can I get a cup of water?  
13203 Milica: Yeah, call triple 0.  
13204 H.: That's if you're dying.  
13205 Milica: Yeah, I am.  
13206 [Milica coughs]  
13207 H.: I'll get water. No!  
13208 Milica: Run to the Piccadilly thing!  
13209 H.: Yeah I'll run the Piccadilly thing.  
13210 [Milica coughs]  
13211 Milica: Thank you. Hold it properly! Oh my God, I don't have germs!  
13212 [Milica coughs]  
13213 H.: Germs!  
13214 Milica: It's all above board, it's bacteria. [Milica coughs] My God. Alright. Dear God, give us  
13215 strength to love one another and respect each other. ... Because? {Educator-initiated vocab  
13216 elicitation Eng}  
13217 H.: I don't know.  
13218 Milica: Why do you think that's important? ... How does it, how does it benefit you if, um,  
13219 you and your family and friends love and respect each other? {Educator-initiated vocab  
13220 elicitation Eng}  
13221 [video plays]  
13222 H.: I don't know.  
13223 Milica: Do you wanna to say what about them? {Educator-initiated vocab elicitation Eng}  
13224 H.: No.  
13225 Milica: Dear God, give us the strength to love one another and respect. ... / [video plays] /  
13226 Milica: Do you wanna finish it there or do you wanna keep going with this? It's up to you, it's  
13227 up to you {Educator-initiated metalinguistic Eng} / T.: Water! [T. walks in with a bottle of  
13228 water and hand it to Milica] / Milica: Oh my God, thank you so much.  
13229 H.: No, I wanna finish it.  
13230 [coughing]  
13231 Milica: Thank you, T.  
13232 [video plays]  
13233 T.: Miss, um, who's that thing there, medicine?  
13234 Milica: You saved my life.  
13235 H.: You're hero, you're hero.  
13236 Milica: Not all heroes wear capes, guys. Some of them are T. ... Alright, dear God, help us to  
13237 ... [video plays]  
13238 H.: You told me something?

13239 Milica: Well, let's think about some of the problems that are in the world and how we could  
13240 help.  
13241 H.: There's people in the streets.  
13242 Milica: Help us to / H.: Where's Smith Street?  
13243 Milica: What?  
13244 H.: Where's Smith Street?  
13245 Milica: Smith Street?  
13246 H.: Yeah.  
13247 Milica: Ah, I'm not sure, are you talking about Hutt Street, maybe?  
13248 H.: Hutt Street.  
13249 Milica: Yeah, where the homeless center is.  
13250 H.: Yeah. Where's that?  
13251 Milica: Hutt Street in the city.  
13252 H.: Where?  
13253 Milica: It's in the city.  
13254 H.: Why they put it in the city?  
13255 Milica: Um, I guess a lot of homeless people are in the city.  
13256 H.: Ah.  
13257 Milica: Cause it's easy to get there. [coughs] And because a lot of people go through the city  
13258 when they, um, they have more options to go out to people and to ask for like money and  
13259 stuff, you know.  
13260 H.: [points to T.] He's put on music.  
13261 Milica: Go ahead, friends.  
13262 H.: Do you wanna push this, hey?  
13263 Milica: So, dear God, help us to ... {Educator-initiated vocab elicitation Eng}  
13264 H.: Can you tell me some answers?  
13265 Milica: Or I mean, I can't tell you answers but we can have a discussion about it and you  
13266 come up with the answers, cause that's more genuine, cause if I just told you the answers,  
13267 you're not learning. ... You know what I mean?  
13268 H.: Tell me one!  
13269 Milica: No, dear God we pray for the relationships you gave us and the love, respect,  
13270 responsibility for the relationships. Dear God give us strength to love one another and respect  
13271 each other. Dear God help us to ... what, what do you think we sort of collectively as humans  
13272 need help with?  
13273 [8 seconds pause]  
13274 H.: Dunno.  
13275 Milica: So, um, ... what do you think? What do you think people pray to God and ask? What  
13276 helpful ... do you think they need help with like going through like a bad time? / T.: Ah  
13277 listen! / Milica: They're feeling sad. ... [turns to T.] What are you watching?  
13278 H.: Crocodile show!  
13279 Milica: Dear God, help us to / T.: I see plenty of crocodiles!  
13280 Milica: T., listen! {Disciplining}  
13281 T.: That funny history thing! / Milica: Nah, nah! / T.: Ah, Miss! [laughter]  
13282 Milica: This one, you can watch this one you can watch 'The road to a dangerous recovery'  
13283 okay?  
13284 T.: Okay.  
13285 Milica: Hey?  
13286 H.: What's he watching?  
13287 Milica: Okay, you better watch this.  
13288 H.: He just watched this one.  
13289 Milica: No, he's stopped. / H.: Oh! / T.: Stop crying.  
13290 Milica: You guys are so not getting any chocolate tonight. You have absolutely not worked  
13291 well, sorry but / H.: I did.

13292 T.: What was the worth of / Milica: You might avoid getting kicked out if you can watch that  
13293 without disturbing H.! {Disciplining}  
13294 H.: Yeah! / Milica: I was saying, if you can finish this.  
13295 H.: I'm not eating chocolate.  
13296 Milica: Yeah, that's fine.  
13297 H.: And I'm not coming to study anymore.  
13298 Milica: You're not coming to study anymore:  
13299 H.: No.  
13300 Milica: Why?  
13301 H.: Cause it's boring. ... We just do silly work all the time.  
13302 Milica: Well, what do you wanna do? I asked you.  
13303 H.: Well, we said, science experiment.  
13304 Milica: Yeah. And I said we gotta do a write up about it.  
13305 H.: What writing up about it?  
13306 Milica: All right, let's talk tomorrow.  
13307 H.: Okay.  
13308 Milica: All right, let's finish this then.  
13309 T.: [shouts] Whoyi, whoyi!  
13310 Milica: We only got ten minutes left.  
13311 H.: All the screaming! Help him!  
13312 Milica: [laughs] And we're gonna spend the last five minutes, gonna see the car, so.  
13313 [video plays]  
13314 H.: We'll start talking.  
13315 Milica: All right. Dear God, help us to ...  
13316 H.: Dear God, help us to keep the relationship that you gave us.  
13317 Milica: No, we've already got that.  
13318 H.: Where?  
13319 Milica: What about making new friends? {Educator-initiated vocab elicitation Eng}  
13320 H.: Dear God, help us to make new friends. {Student uptake}  
13321 Milica: Dear God, help us to {Educator scribing}  
13322 H.: Make new friends in the real world, not like / T.: [incomprehensible utterance]  
13323 Milica: Dear God help us to make new friends and do what with them? {Educator-initiated  
13324 vocab elicitation Eng}  
13325 H.: Hm?  
13326 Milica: And do what with them? {Educator-initiated vocab elicitation Eng}  
13327 H.: Kill.  
13328 Milica: Maybe not. Is something else?  
13329 H.: Hm?  
13330 Milica: Maybe something else.  
13331 H.: I don't know.  
13332 Milica: Dear God, help us to make new friends. What do you like doing with your friends?  
13333 {Educator-initiated vocab elicitation Eng}  
13334 H.: Much round.  
13335 Milica: Yeah, God help us make new friends to ... {Educator-initiated vocab elicitation Eng}  
13336 H.: Muck about, no, no, no, no, no. Not even. Think of it. Writing that way...  
13337 Milica: Well, think of something serious.  
13338 H.: Hm?  
13339 Milica: Think of a serious one.  
13340 H.: Nah, let's not do this. I'll do this tomorrow.  
13341 Milica: No, let's just do it now. What else we're gonna do?  
13342 H.: It's not due to week eight.  
13343 Milica: You said it's due tomorrow.  
13344 H.: No. ... I was only joking. / [video plays]



13345 Milica: Do you have to start it, um, with these ‘Dear God be with us’ or can you start it on  
13346 your own?  
13347 H.: No, I gotta start like that. I need to go to heaven. Hear our prayer or you know the other  
13348 things at the end? I don’t know what they’re called.  
13349 Milica: Amen.  
13350 H.: No. Each one in here you say, hear our pray?  
13351 Milica: Oh yeah, dear Lord, hear our prayer. Yeah, yeah, yeah. / H.: It’s gotta have that, too.  
13352 Milica: Ah. Okay, well, we can just write that in.  
13353 H.: Yep.  
13354 Milica: So we've got ‘Dear God we pray for the relationships you gave us and the love,  
13355 respect and responsibility for the relationships. Lord, hear our prayer. Dear God, give us  
13356 strength to love one another and respect each other. Lord, hear our prayer, beautiful. Dear  
13357 God help us to make new friends so that we can ... what could we do with our new friends?  
13358 {Educator-initiated vocab elicitation Eng}  
13359 T.: Whoohoop! / H.: I dunno.  
13360 Milica: So we can, you know, like, have fun together, we can grow together, learn together.  
13361 {Educator-initiated vocab elicitation Eng}  
13362 H.: Yeah, so that we can have fun together. {Student uptake}  
13363 Milica: Help us make new friends so we can have fun together {Educator scribing} / H.: All  
13364 together and / H.: Nah, not together! We’ll split each other up.  
13365 Milica: Okay. How do you wanna write it? {Educator-initiated metalinguistic Eng}  
13366 H.: Yeah, keep going!  
13367 Milica: Okay. Dear God help us to make you friends so we can have fun together.  
13368 H.: Mhm.  
13369 Milica: Yeah. ... How do you wanna finish that? {Educator-initiated vocab elicitation Eng}  
13370 H.: Ahm...  
13371 [9 seconds pause]  
13372 H.: So what do we have now?  
13373 Milica: We got, dear God, help us to make new friends so we can have fun together and  
13374 H.: Learn together.  
13375 M.: [writes] and learn together. ... Lord hear our prayer. ... Dear God, be with us. {Educator  
13376 scribing}  
13377 [6 seconds pause]  
13378 H.: Mhhh. ... I don’t know. / [video plays]  
13379 Milica: Do you feel like your finger is gonna fall off?  
13380 H.: Hm?  
13381 Milica: Do you feel like your finger is gonna fall off? ... Dear God, be with us ... When how  
13382 often ...  
13383 H.: Every day.  
13384 Milica: Yeah. And what else do we want from God? {Educator-initiated vocab elicitation  
13385 Eng}  
13386 H.: Hm... You think God is real?  
13387 Milica: Yeah. ... Do you?  
13388 H.: No.  
13389 Milica: Well, pretend you do so we can ... do the homework.  
13390 H.: Why? ... I wanna be an evil.  
13391 Milica: Hey? {FB-clarification request educator}  
13392 H.: Wanna be an evil.  
13393 Milica: You wanna be an evil?  
13394 H.: Yeah.  
13395 Milica: Well, if you believe in evil then you'd have to believe in good, too, right.  
13396 H.: I wanna go to hell.  
13397 Milica: Well, if God is real, why would you go to hell?

13398 H.: I don't think ... heaven and hell, so ...

13399 Milica: Do you believe in anything?

13400 H.: Nah. ... I just believe in me.

13401 Milica: All right. Well, if someone was writing you a prayer, what would you want them to

13402 ask you? If you could give them anything? {Educator-initiated vocab elicitation Eng}

13403 H.: Nothing. I don't / T.: Stupid!

13404 Milica: But if you wanted to help them, but you don't know what they want ... Oh my God,

13405 don't do that. Please! H. / H.: Why? / Milica: Because, ah!

13406 H.: What? How about you do that in your own time? Stop fumbling ... So, dear God be with

13407 us every day.

13408 H.: Well...

13409 Milica: What else do we want from God? {Educator-initiated vocab elicitation Eng}

13410 [10 seconds pause]

13411 H.: What's the time?

13412 Milica: It's nearly over just one more. / H.: [sighs] / Milica: We got like five minutes left.

13413 H.: Ten minutes.

13414 Milica: Well, I said that we're going to go outside cause you said you wanna see my car. I said

13415 we'll go. / H.: Yeah. ... Okay, ahm... / T.: [sings] Turn around!

13416 Milica: So just finish this one off and we'll go. / H.: I don't know, I don't know what!

13417 Milica: So you guys read prayers and stuff / H.: No, we don't do that! ... Be with us every

13418 day.

13419 Milica: And?

13420 H.: And what else?

13421 Milica: Well what did you, people, people ask for God's like, love, guidance, protection. / H.:

13422 Yeah! Yes.

13423 Milica: You can't say all of those things. Think of, think of one that / H.: Just write all of

13424 them.

13425 Milica: Nah, nah, nah. / H.: Why not? / Milica: Cause I said it. That's **my** prayer then!

13426 H.: Okay, give us love.

13427 Milica: We already, we've already got love. {Educator-initiated metalinguistic Eng}

13428 H.: Okay, give us guidance in the future. {Student uptake}

13429 Milica: Be with us every day and give us, beautiful, guidance in the {Reinforcement

13430 educator}

13431 H.: Not beautiful. I hate the word 'beautiful'.

13432 Milica: Gorgeous.

13433 H.: Not 'gorgeous' either.

13434 Milica: Amazing.

13435 H.: Nah.

13436 Milica: God be with us every day and give us guidance in the future. {Educator scribing}

13437 H.: And protect us. ...

13438 Milica: That's awesome! And protect us. Amen? {Reinforcement educator}

13439 H.: Amen.

13440 Milica: Amen.

13441 H.: [mumbles]

13442 Milica: What? {FB-clarification request educator}

13443 H.: Nothing.

13444 Milica: Do you need a write, um, 'Lord hear our prayer' on to these?

13445 H.: Yes!

13446 Milica: All right, write them in and then we'll go.

13447 H.: I can't.

13448 Milica: What do you mean?

13449 H.: I'm not allowed to touch that ipad.

13450 Milica: Why?

13451 H.: Cause it's choking me.  
13452 Milica: Alright. I'm gonna write 'Lord, hear our prayer.'  
13453 T.: [incomprehensible utterance]  
13454 Milica: You're gonna copy paste, all right?  
13455 H.: What?  
13456 Milica: So copy. Here, paste in these bottom ones. Did you get that? ... So it's double tap /  
13457 [video plays] / Milica: There you go.  
13458 [video plays]  
13459 Milica: So, do return, so it goes to a new line.  
13460 H.: Yep.  
13461 [video plays]  
13462 Milica: Awesome! {Reinforcement educator} ... And then in between that 'help us make new  
13463 friends', ya!  
13464 [video plays]  
13465 H.: There?  
13466 Milica: Ya. And make the 'Lord hear our prayer' a new line.  
13467 H.: Where? Here?  
13468 Milica: So if you click / H.: Alright, alright. ... No.  
13469 Milica: Before. Oh yeah. ... Yeah. Awesome. {Reinforcement educator}  
13470 [video plays] / H.: I'm done. / [video plays] / H.: That's about it.  
13471 Milica: [quietly] All right, dear God, hear our prayer. Awesome! There you go! Good job. ...  
13472 All right. We're gonna finish off {Reinforcement educator} / H.: We finish off now?  
13473 Milica: Hey?  
13474 H: Turn my ipad off.  
13475 Milica: Turn my ipad off?  
13476 H.: Yes! Oh my god, you go 70%. Good job.  
13477 H.: 70?  
13478 Milica: Yeah.  
13479 H.: Oh look! [incomprehensible utterance] And I'm out of here!  
13480 Milica: All right, do you wanna come with us?  
13481 H.: Nah!  
13482 Milica: What? No, you gotta stay till the lesson's over. ... No, don't be distracting others.  
13483 Please come back!  
13484 [7 seconds pause] [H. shouting in the hallway]  
13485 Milica: All right, T. I wanna finish off with today. Tomorrow we're gonna do a science  
13486 experiment. We're gonna write up, do a write up and then on Thursday we'll actually do it. So  
13487 I'm going to bring like coke and mentos. Okay?  
13488 [video plays]  
13489 T.: Come see this, Miss?  
13490 Milica: Hey? ... Come and see it?  
13491 [T. finishes watching the video and leaves]

## APPENDIX 40: Eleventh session

Place	Date	Time	Duration	Number of people	Status of participants	Languages
Small meeting room in the boarding house, Adelaide	21st of Nov. 2019	7 p.m.	56:44 min	4	1 tutor, Milica 2 students, H. and T., 1 boarding house parent, 1 other tutor	English, Aboriginal English

- 13492 Milica: No homework again?  
 13493 H.: No.  
 13494 Milica: Alright!  
 13495 H.: I just gave off two assignments.  
 13496 Milica: Hey? {FB-clarification request educator}  
 13497 H.: I just, I just gave up two assignments.  
 13498 Milica: Gave up two times? {FB-clarification request educator}  
 13499 H.: No, I just gave two assignments to Mr A.  
 13500 Milica: Oh, awesome! {Reinforcement educator}  
 13501 H.: Yeah.  
 13502 Milica: What were they about?  
 13503 H.: Um, one was about / Milica: Don't throw things at people.  
 13504 H.: One was for ... ah, like soldiers.  
 13505 Milica: Mhm.  
 13506 H.: Like we had to choose a soldier ... that's from South Australia.  
 13507 Milica: Oh yeah.  
 13508 H.: And ... we have to write a small essay, like 100, 200 words.  
 13509 Milica: Oh, that's awesome. Who did you choose?  
 13510 H.: Ahh [5 seconds pause] I don't know, someone. He's, he's ... There's a teacher at school.  
 13511 She's at the library.  
 13512 Milica: Mmhm.  
 13513 H.: That's that, ahm, library woman's great-great-grandfather.  
 13514 Milica: Wow, that's pretty interesting.  
 13515 H.: Yeah. Then we went with her and we had a talk.  
 13516 Milica: You heard a news story about him?  
 13517 H.: Yeah. ... And gave me some information about him.  
 13518 Milica: That's pretty good, maybe even better than some of the stuff you might find  
 13519 [incomprehensible utterance]  
 13520 [unrelated conversation with another tutor - 23 seconds]  
 13521 Milica: Where is T.? He's not in?  
 13522 H.: He's in the shower.  
 13523 Milica: Oh well, he always showers at the start of the lesson, doesn't he? ... What kind of  
 13524 soldier was he?  
 13525 H.: There was really only one. {Student uptake}  
 13526 [unrelated conversation with another tutor - 26 seconds]  
 13527 Milica: Did you do the religion presentation?  
 13528 H.: Yeah, I've done that today.  
 13529 Milica: How did you go?  
 13530 [unrelated conversation with another tutor - 16 seconds]  
 13531 Milica: Did you get a grade for that religion thing or was it like not summative? ... Did you  
 13532 get a grade for the religion?

13533 H.: Nah.

13534 Milica: Did everyone like your prayer?

13535 H.: Mmh?

13536 Milica: Did everyone like you prayer?

13537 H.: Yeah.

13538 Milica: I bet.

13539 Tutor: What was your prayer about, H.?

13540 H.: Love and relationship.

13541 Milica: And friendship, yeah.

13542 Tutor: That's good.

13543 Milica: Straight from the heart.

13544 Tutor: That's great, H.!

13545 [unrelated conversation with another tutor - 33 seconds]

13546 Milica: So what's the other assignment you got to do?

13547 [8 seconds pause]

13548 Milica: Do you want more help with that or you just wanna do my work?

13549 H.: No, we'll do [incomprehensible utterance]

13550 Milica: Your work or my work, sorry, I didn't hear you.

13551 H.: Your work.

13552 Milica: My work, okay. ... [points to the air conditioning] Are you sure you want that on the whole time cause it's freezing. / H.: Yeah. We'll keep them on the whole time.

13554 Milica: [laughs] Okay, so do you wanna just shut that door, please.

13555 [13 seconds pause while H. goes to shut the door]

13556 Milica: All right, so, here you go.

13557 [6 seconds pause]

13558 M.: H., here. When T. comes, I'll explain, but have you, um, done much work on like past and present tense?

13559 [3 seconds pause]

13561 H.: Sorry?

13562 Milica: Have you done much work on past and present tense and future? {Educator-initiated metalinguistic Eng}

13563 H.: Nah.

13565 Milica: So if we say like, um, look, like you're gonna have to hop off your phone for the lesson. {Disciplining}

13567 H.: Why? [looks at his phone]

13568 Milica: Well, so we can, so I can have your full attention. ... Thanks, um, oh, do you have your ipad by the way. {Disciplining}

13570 H.: Yeah.

13571 Milica: Obviously, didn't even see it. Yeah, so, um, you got past, present and future tense is basically when something is happening. ... Is that your phone?

13572 H.: Nah.

13574 Milica: I can literally see that you're on your phone. Why don't you put it up here? {Disciplining}

13576 H.: Yeah, I'll put'em.

13577 Milica: Why don't you put your hand up here? [points to desk surface] On the table.

13578 H.: No, I just got ...

13579 Milica: Don't you wanna do that painting you were doing last lesson?

13580 T.: Nah.

13581 Milica: So I, past, present, future tense when you're doing something, when something happened, right? So, you say ... I'm going to school. It's happening now. So it's present tense. It's happening in the present. Right? So I went to school. What's that? {Educator-initiated metalinguistic Eng}

13584 [4 seconds pause]

13586 H.: Ah ... that's past.

13587 Milica: Yeah, good job. Past tense. {Reinforcement educator}

13588 H.: Ah, yeah, I get what you mean.

13589 Milica: And then, I'm going to go to school. {Educator-initiated metalinguistic Eng}

13590 H: It's present.

13591 Milica: The future. Cause you're gonna do it in the future, yeah? {FB-explicit correction educator}

13592

13593 H.: Ah yeah.

13594 Milica: So we'll do, um, a little bit of work with that, um, so maybe you can come up with

13595 some sentences. We can do some writing or just in talking whatever you want, but just so we

13596 can really sort of establish the concept of past, present and future tense.

13597 H.: Mhm.

13598 Milica: And then you can sort of convey that through your writing as well. All right?

13599 H.: Yep.

13600 Milica: And then, I'm thinking later, we'll, we can go through that you wrote about the

13601 Chinese, um, gold miners, and see, um, maybe proofread it and see what we could have ...

13602 done a little bit better with the grammar. {Educator-initiated metalinguistic Eng}

13603 H.: Oh, no, we'll leave that one.

13604 Milica: We'll leave that one?

13605 H.: Yeah.

13606 Milica: Why?

13607 H.: We don't need to do it again.

13608 Milica: No, no we're not rewriting it. We're just gonna read through it and see what could we

13609 have changed. / H.: Nah, I don't wanna read it!

13610 Milica: You don't wanna read it?

13611 H.: No.

13612 Milica: Alright, fine, but it is really good. {Reinforcement educator} Well, we'll make up

13613 some sentences then. All right? So ... if we do the sentence, for example, 'I'm reading'.

13614 What's, what's that? {Educator-initiated metalinguistic Eng}

13615 H.: Ah, that's ... present. {Student uptake}

13616 Milica: Mhm. Yep, 'I'm going to read'. {Reinforcement educator} {Educator-initiated

13617 metalinguistic Eng}

13618 H.: That's future.

13619 Milica: Yeah. 'I read'. {Reinforcement educator} {Educator-initiated metalinguistic Eng}

13620 [4 seconds pause]

13621 H.: Future, no!

13622 Milica: I read. {Educator-initiated metalinguistic Eng}

13623 H.: Present, or past.

13624 Milica: Past. Yeah. So maybe just write down a little note. So past ... happened before ...

13625 Write this down in your book. {Educator scribing}

13626 [7 seconds pause]

13627 Milica: Present, happening now. {Educator scribing}

13628 [7 seconds pause]

13629 Milica: And then future going to happen. {Educator scribing}

13630 [13 seconds pause]

13631 Milica: Do you want a copy of what I wrote?

13632 H.: Nah.

13633 Milica: Okay.

13634 [10 seconds pause]

13635 Milica: Hey, I reckon that's my pen on the floor.

13636 H.: Hm?

13637 Milica: I think that's my pen on the floor.

13638 H.: Yeah.

13639 Milica: Over here, the blue one.  
13640 H.: Yeah, that's from me last time.  
13641 Milica: Ah ... is it the pen you took from me and said that you'd give back.  
13642 H.: No.  
13643 Milica: [laughs] Oh, T. is taking a while, isn't he?  
13644 H.: He stays like an hour in the shower.  
13645 Milica: Okay, well, that's a whole lesson.  
13646 H.: Yeah.  
13647 Milica: Oh well, some sheets here that I actually want to look at. Look at some past, present  
13648 and future tense.  
13649 [20 seconds pause] [H. hums]  
13650 Milica: Hey? What, um, what battery percentage are you on?  
13651 H.: 97.  
13652 Milica: 97? ... That's good. [looks at H.'s notes on the tenses] Good job. {Reinforcement  
13653 educator}  
13654 Milica: Do you wanna find an history article to read? [coughs] This one's good, it's in here,  
13655 it's a good book.  
13656 [8 seconds pause]  
13657 Milica: Do you wanna read through this or do you want another one? {Educator-initiated  
13658 decoding Eng}  
13659 H.: Huh?  
13660 Milica: Do you want a read of this one or do you want me to find another one?  
13661 H.: I'll have another one.  
13662 Milica: Okay. Right. [9 seconds pause] Milica: At least I don't have to really turn the pages  
13663 here, it's kinda the point of doing it.  
13664 H.: [incomprehensible utterance]  
13665 Milica: I mean we thought it might. It's just windy. [6 seconds pause] You're having a look?  
13666 H.: Hm?  
13667 [19 seconds pause]  
13668 Milica: Anything sort of sticking out ? ... / H.: Can't find, um.  
13669 Milica: [turn towards T. who just walked into the room] Hello! How're you going?  
13670 T.: [incomprehensible utterance]  
13671 H.: Anything with the weather?  
13672 Milica: The weather? Alright. What um? I don't know if you're going to find much past  
13673 present future tense.  
13674 H.: Maybe past, too.  
13675 Milica: T., do you wanna come sit over ... maybe there, so you guys are like / T.: Yeah.  
13676 Milica: Is that all right? ... Did you have a good day? ... Got any homework?  
13677 T.: Yes.  
13678 Milica: Actually? ... Art? ... What about you do a quick activity with us and then you can go  
13679 on with your art after.  
13680 T.: Nah, finish today. Give it up tomorrow.  
13681 Milica: Oh, you finished your art?  
13682 T.: No, it's gonna be finish today. Then it's put up tomorrow.  
13683 Milica: Can I see? ... [T. shows Milica the artwork] Ah, that's heaps good! {Reinforcement  
13684 educator}  
13685 H.: [mockingly] Oh wow!  
13686 Milica: That is really good, isn't it? {Reinforcement educator}  
13687 H.: Yeah.  
13688 Milica: I love it. ... What team is this?  
13689 T.: Mine.  
13690 Milica: Mhm. ... That's cool.  
13691 H.: Nah, puzzle.

13692 Milica: What is it? Sorry?  
13693 H.: Nothing, I'm doing puzzle.  
13694 Milica: You're doing a puzzle. {FB-recast educator}  
13695 H.: Yep.  
13696 Milica: Sudoku?  
13697 H.: Very easy! ... What's this game?  
13698 Milica: Sudoku. Come, I'll show you.  
13699 H.: Sudoku.  
13700 Milica: Yeah. ... Here let me show you first. It's a really fun game.  
13701 H.: No, I don't want to.  
13702 Milica: You don't have to play it. So basically, see, you got this is your box, right? You got  
13703 the three six, you know what I mean? So you got, um, nine boxes and in those nine boxes,  
13704 there's nine squares, so in every, ah, row in every column and in every square there has to be  
13705 one of each number and it can't repeat itself. {Educator sharing cultural knowledge}  
13706 H.: Mhm.  
13707 Milica: So here, there's a three. Here there's a three, so we need a three somewhere along here.  
13708 ... So it can't obviously go anywhere here, it can't go in there because it's already a three in  
13709 the box.  
13710 H.: Put it here.  
13711 Milica: But which one?  
13712 H.: Over here.  
13713 Milica: Why, why this one?  
13714 [4 seconds pause]  
13715 H.: Cause we found the little thing.  
13716 Milica: Yeah, but why not this one?  
13717 H.: Cause there's a three there.  
13718 Milica: Yeah, exactly. So put the three there. ... And then let's go. ... You can find it like,  
13719 maybe we'll start with one. {Reinforcement educator}  
13720 H.: Mhm. / Milica: You know, so we, um, so we need a one here rocks. We don't have one.  
13721 So wait, wait for the other one.  
13722 Milica: Don't, write it down yet, because it has to be the only option. Do you know what I  
13723 mean? /H.: Yeah, is it not? One. Right there. Here. {Educator sharing cultural knowledge}  
13724 Milica: So you go, which one here?  
13725 H.: No.  
13726 Milica: Can't do it there.  
13727 H.: No.  
13728 Milica: What about here?  
13729 H.: But what about over there?  
13730 Milica: But what about here?  
13731 H.: Well, I don't know.  
13732 Milica: So exactly. / H.: It's too dumb. / Milica: [laughs] No, so when you're only, when  
13733 you've got more than one option, you just go to the next number.  
13734 H.: Yeah.  
13735 Milica: Right? So now we do number two.  
13736 H.: I wanna do a different one.  
13737 Milica: Crossword?  
13738 H.: Yes.  
13739 Milica: I like crosswords as well.  
13740 H.: This'll be good for the plane. ... Just sit there and play.  
13741 Milica: When are you going on the plane?  
13742 H.: Ah, not next week, the week after.  
13743 Milica: Ah for, um, you're going home?  
13744 H.: Yep. We leave on the Wednesday morning, so.



13745 Milica: Are you excited? Wait, what date is that, the fourth?  
13746 H.: Fourth yes.  
13747 Milica: Ah ya. Okay. Well, then our last lesson will probably be on the / H.: Tuesday. /  
13748 Milica: Tuesday, yeah.  
13749 H.: Yep. We'll be out of here!  
13750 Milica: I know, right.  
13751 H.: [incomprehensible utterance]  
13752 Milica: I don't know if I'll be back next year, hey. Depends ... probably not, though.  
13753 H.: Where you gonna go?  
13754 Milica: Good question. Unless you guys specifically request me and they call me, but you  
13755 know ... so, you wanna do the crossword? Or you wanna do some past, present / H.: I don't  
13756 know. No, the crossword!  
13757 Milica: Alright, we'll do it together.  
13758 H.: For an hour.  
13759 Milica: For an hour?  
13760 H.: Yep.  
13761 Milica: We'll do a whole crossword. Well, let's do it together.  
13762 H.: No, I'll do it myself.  
13763 Milica: I want to tell you any answers.  
13764 [14 seconds pause]  
13765 H.: Is this one it, here?  
13766 Milica: Yes. So, across there's these ones and diagonally ... where's that one?  
13767 H.: Sold. Write this down here? ... Or down there?  
13768 Milica: What is that one down three?  
13769 H.: Hm? Three down.  
13770 Milica: Up here.  
13771 H.: Must be there.  
13772 Milica: That's there, too.  
13773 H.: Three.  
13774 Milica: Three?  
13775 H.: Oh yeah.  
13776 Milica: Forward three.  
13777 H.: Mhm. ... Okay, look at that.  
13778 Milica: Mhm. But it can't be 'sold' cause it's more than three.  
13779 H.: Ah! What the hell!  
13780 Milica: So, what, what if you put 'sold' / H.: Mhm.  
13781 Milica: So you can do [6 seconds pause] 'sold' um ... ha, that's there. [6 seconds pause] How  
13782 about you put it here? ... Thank you!  
13783 H.: Yeah. I'm gonna wash my hand.  
13784 Milica: No, come on, you gotta, you wanna do the crossword. ... Still not going to be easy.  
13785 H.: Why don't we just do it anyway. That's too dumb. Um, following the rule.  
13786 Milica: What?  
13787 H.: Following the rule of the game, see?  
13788 Milica: What I mean. Then you're not gonna get the right answers. Because, when you go to  
13789 do, for example, one across, diagram, look at that here.  
13790 H.: So then this here? [drums on the table with his fingers]  
13791 Milica: I don't wanna do that. [4 seconds pause] It's actually, they're very hard with the  
13792 words, so ... wait, I'll / H.: Okay. [incomprehensible utterance]  
13793 Milica: What about this? This one where the word's in the jungle, that one first?  
13794 H.: Look, the rules to follow, there're out of... is that the? / Milica: Wait, do you wanna, do  
13795 you wanna do this one or that one?  
13796 H.: This one first.  
13797 Milica: Alright.

13798 H.: Jungle. That's 'extra'.

13799 Milica: Is it?

13800 H.: Yep.

13801 Milica: How do spell 'extra'? {Educator-initiated metalinguistic Eng}

13802 H.: E-X-T-R-A

13803 Milica: No. {FB-metalinguistic educator}

13804 H.: No, that's not 'extra'.

13805 [6 seconds pause]

13806 Milica: Do you want me to go through that one?

13807 H.: Here?

13808 Milica: Starts with E, but it's not 'extra'. {FB-metalinguistic educator}

13809 H.: E ... extract? No.

13810 Milica: Close. {FB-metalinguistic educator}

13811 H.: It's with / Milica: X, is right, E-X. {FB-metalinguistic educator}

13812 H.: E-X... extree, no ... what? E-X?

13813 Milica: So, shall I give you the next letter?

13814 H.: Yeah.

13815 Milica: E-X-E. {FB-metalinguistic educator}

13816 H.: Exact, exact.

13817 Milica: It's close, it kinda sounds in a lot sort of ways ... So we've got the X-E and then you

13818 got R-T so what d'you reckon? {FB-metalinguistic educator}

13819 H.: E-X, extreme.

13820 Milica: Just write it here, write some options and then you can see which one. [points to a

13821 blank spot on the paper] See if it sounds right. {FB-metalinguistic educator}

13822 H.: E?

13823 Milica: Yeah, do it here. [points to a blank spot on the paper]

13824 H.: X-E

13825 Milica: Could be...

13826 H.: E-X ... R-E. Extreme, extreme?

13827 Milica: So, well, you got, um, E-X-E and then what are your ? {FB-metalinguistic educator} /

13828 H.: Ah, T-R-E.

13829 Milica: You only got two Es. {FB-metalinguistic educator}

13830 H.: R! So, E-X-E / Milica: Yeah. {Reinforcement educator}

13831 H.: T-R-E. No. T-R. ... Or no?

13832 Milica: No, no, no. {FB-metalinguistic educator}

13833 H.: No.

13834 Milica: T-R. It's not that one. {FB-metalinguistic educator}

13835 H.: R-T.

13836 Milica: R-T, yeah. {FB-metalinguistic educator}

13837 H.: Ah.

13838 Milica: What word is that? {Educator-initiated decoding Eng}

13839 H.: E-X-E-R-T. ... What? {Student decode Eng}

13840 Milica: Exert. {FB-explicit correction educator}

13841 H.: Exert. / Milica: It means to like, project.

13842 H.: No, I've never heard that word before.

13843 Milica: 'Exert power' or you'd like to try to exert power you sort of use power . {FB-

13844 metalinguistic educator}

13845 H.: You're the / Milica: Yep, here, so E ... X-E-R-T.

13846 [5 seconds pause]

13847 Milica: Yeah, that's alright. {Reinforcement educator} /H.: Here. / Milica: What's that one? /

13848 H.: No, I know. ...

13849 Milica: You wanna spell 'phone'? No need for O here. {Educator-initiated metalinguistic

13850 Eng}

13851 H.: Yeah.

13852 Milica: One more first letter? {Educator-initiated metalinguistic Eng}

13853 H.: Yeah.

13854 Milica: F

13855 [4 seconds pause]

13856 H.: Folks. {Student uptake}

13857 Milica: Good job! ... Look at you go! {Reinforcement educator}

13858 [4 seconds pause]

13859 H.: What's the next one? {Student-initiated metalinguistic Eng}

13860 [5 seconds pause]

13861 H.: Next up?

13862 [20 seconds pause]

13863 Milica: I'm gonna write the letters here in one line. ... What is it? A-N-S {Educator scribing}

13864 H.: A-N-S-C-U-E

13865 Milica: Hm.

13866 [20 seconds pause] [H. hums and taps his fingers on the table]

13867 Milica: I don't know, hey. [coughs] Sometimes they like come to you straight away and

13868 another time you got to look at it. Your music? [music plays]

13869 T.: Yeah.

13870 Milica: Is that Red Hot Chilli Peppers?

13871 T.: No.

13872 Milica: Then turn it off. [laughs]

13873 [6 seconds pause] [music plays]

13874 H.: Who's this? ... Where are we now?

13875 Milica: Okay.

13876 H.: [incomprehensible utterance]

13877 Milica: Oh yeah. ... At least it's not Tylor Swift.

13878 H.: Tylor is good. [incomprehensible utterance]

13879 Milica: Not that good.

13880 H: Are we done? / [T. drums with a pen]

13881 Milica: M-R ...but I don't think that's gonna work.

13882 H.: Scared.

13883 Milica: Yeah. / H.: See where that goes. M-A-S-C-H

13884 Milica: M-A-S / H.: I'll be right back.

13885 Milica: Mascot, nah, that's not the word.

13886 [music continues to play]

13887 H.: Up to them. Schem, schema.

13888 Milica: Schema is not the word.

13889 H.: Schema.

13890 Milica: Schema. Hey, where did he go?

13891 H.: He gone to / Milica: Abscan. / H.: [sings along to his music]

13892 Milica: What about / [H. drums with a pen - 7 seconds]

13893 Milica: Is this a word? {Educator-initiated metalinguistic Eng}

13894 H.: Oh this is ... Batchelorette. [sings along to his music]

13895 Milica: All right, back to the word game.

13896 H.: No [incomprehensible utterance]

13897 Milica: What do you mean was it over?

13898 H.: Hm?

13899 Milica: Do you wanna do a small crossword?

13900 H.: [sings along to his music]

13901 Milica: Oh, I know this one!

13902 H.: [sings along to his music] Austin Billy. Billy Jim Barnes.

13903 Milica: Let's do one of these!

13904 H.: What is it?  
13905 Milica: Just pen to paper.  
13906 [5 seconds pause]  
13907 H.: Where're you from?  
13908 Milica: Where? {FB-clarification request educator}  
13909 H.: I know where you're from.  
13910 Milica: What? The country?  
13911 H.: The direction or which country.  
13912 Milica: You know which country?  
13913 H.: Yeah, I know a secret all the way. ... [continues singing along to the music] Not Australia.  
13914 Anyway ... down here somewhere. [points to a spot on google maps on his ipad] There  
13915 somewhere ... like north.  
13916 Milica: Yeah, do you want me to show you?  
13917 H.: Yeah, just give me the ... you're on this continent. Right?  
13918 Milica: Yeah.  
13919 H.: Yeah?  
13920 Milica: Yeah.  
13921 H.: Are you near a river? Or like lakes?  
13922 Milica: Ah...I'm not, we don't have a coast, but we're close to a country that has a coast. / H.:  
13923 Which side is the coast?  
13924 Milica: Ah, let me see...  
13925 H.: No, way down.  
13926 Milica: Go down. / [music plays]  
13927 [incomprehensible utterance]  
13928 H.: Is it?  
13929 Milica: Yeah.  
13930 H.: How do you select? Here?  
13931 Milica: I'll show you, nah, nah, nah. ... Go back more.  
13932 H.: Serbia!  
13933 Milica: Yeah. [laughs]  
13934 H.: That's the one.  
13935 Milica: Where's Serbia?  
13936 H.: That'll be... [incomprehensible utterance]  
13937 Milica: Yeah.  
13938 H.: Yeah, Serbia. / [music plays] / Milica: There you go. / [music plays]  
13939 Milica: Here, this is where I'm born. I'll zoom in and out. ... So down here.  
13940 [8 seconds pause as music plays]  
13941 H.: So you're born overseas?  
13942 Milica: Yeah.  
13943 [19 seconds pause]  
13944 H.: What's it called?  
13945 Milica: [Serbian place name]  
13946 H.: What?  
13947 Milica: [Serbian place name]  
13948 H.: Hard.  
13949 Milica: Yeah. ... It never comes up when I look it up on maps. / H.: Is it over here? / Milica:  
13950 Yeah.  
13951 [12 seconds pause]  
13952 H.: I'm making a mess. [tears paper into bits] ... I can promise. You wanna be ready in  
13953 Charity. [tears more paper into bits] ... Can I put music on?  
13954 Milica: Mhm.  
13955 H.: This one here, this is Giga Watts. ... Hey Miss, what happened?  
13956 Milica: I'm gonna do a search if I can find it.

13957 [6 seconds pause]  
13958 Milica: Here, see!  
13959 H.: Do you reckon, here?  
13960 Milica: Oh my God, please don't make a mess.  
13961 H.: But I'm pulling out paper. ... Yeah, one?  
13962 Milica: So that's where I'm born.  
13963 H.: What? ... What it's called?  
13964 Milica: [Serbian place name]  
13965 H.: What?  
13966 Milica: Can you say it?  
13967 H.: Nope.  
13968 Milica: All right, go have a lie down, T.! Come over here, we're looking at Google Maps.  
13969 T.: Why?  
13970 Milica: Why not?  
13971 T.: I'm doin' work.  
13972 Milica: Where's your work?  
13973 T.: Right here.  
13974 Milica: Ah.  
13975 H.: [sings along to music]  
13976 Milica: How're ya goin' with it?  
13977 T.: Good.  
13978 Milica: All right, show me where you're born.  
13979 T.: I'm done.  
13980 Milica: What's that big one called? That's um, the really, really loud? / H.: Someone's  
13981 phone's ringing. / Milica: Starting with an S.  
13982 T.: Snare.  
13983 Milica: Symbol?  
13984 T.: Um.  
13985 Milica: Do you know the one?  
13986 T.: That one?  
13987 Milica: I think, yeah. It's usually like on top and it's like a plate and you hit it at the end. /  
13988 [music plays] [laughter]  
13989 H.: That one.  
13990 Milica: Yeah, that's the one. Yeah, yeah, hehe. Well, you know I don't play drums, so I don't  
13991 know right?  
13992 H.: Someone's phone's ringing.  
13993 Milica: Ah? / H.: Phones ring'n, [incomprehensible utterance] gonna find it. [music plays]  
13994 Milica: It's been ringing out.  
13995 [H. and T. sing along to the music]  
13996 Milica: Are you born in Daily River?  
13997 H.: Nah, Darwin.  
13998 Milica: Oh, really.  
13999 T.: I'm born in Adelaide.  
14000 Milica: Are you born in Adelaide?  
14001 T.: Nah, I'm born in Darwin.  
14002 Milica: Ah you had me there. You had me going.  
14003 H.: [points to a place on google maps] Okay, this is where I was born.  
14004 [music plays - 6 seconds pause]  
14005 Milica: Far from me, ah?  
14006 [music plays]  
14007 H.: What the hell [incomprehensible utterance]  
14008 [8 seconds pause] [music plays]  
14009 H.: Nah, that's not, I don't know.

14010 [4 seconds pause] [music plays]  
14011 Milica: Turn off the music.  
14012 H.: Huh?  
14013 Milica: The music.  
14014 T.: Stopping, stopping. / H.: Oh!  
14015 Milica: Are you guys cold?  
14016 H.: I, I'm fine.  
14017 Milica: Are you cold?  
14018 T.: Nup.  
14019 Milica: [shudders] Uummh, okay.  
14020 H.: You got everything long, we got short.  
14021 Milica: Yeah, I know, that's how I don't understand how youse aren't cold.  
14022 T.: Then turn it off. [points to the air conditioning] /H: Nah!  
14023 Milica: I can't H. won't let me [laughs] ... you know who runs the show here, yeah?  
14024 H.: I'm the boss here.  
14025 Milica: Yeah, that's right.  
14026 H.: What's you bet for tomorrow?  
14027 Milica: Who? Mine? [laughs]  
14028 H.: We're gonna raise a hundred thousand dollars you know.  
14029 Milica: How?  
14030 H.: If you sleep on the floor.  
14031 Milica: Why, what are you after?  
14032 H.: You know what's a good idea? If you wanna ... become a millionaire, if, if you wanna  
14033 have money ... you know what you do?  
14034 Milica: What?  
14035 H.: You go on the streets of Adelaide ... rip your shirt up ... and make yourself dirty, and then  
14036 you ... get a little bucket or something and put it front of you.  
14037 Milica: And just sit and wait?  
14038 H.: Umhm and don't sit next to another person. That's like a homeless mentor. And then /  
14039 Milica: Don't you reckon they'll tell you to leave because you're going to take money that  
14040 they can get?  
14041 H.: And then, that's what happens, that's what happened, there. [points to a place on google  
14042 maps]  
14043 Milica: Oh, that looks so cool!  
14044 [hissing]  
14045 [incomprehensible utterance]  
14046 H.: That one there, Darwin, and on that one [incomprehensible utterance]  
14047 Milica: Oh! ... Can you do like street view?  
14048 H.: Yeah, no, not here, not here.  
14049 Milica: Oh, not now, okay.  
14050 H.: There's a river right here, oh, not on that one.  
14051 Milica: Oh, wait can I see?  
14052 H.: What's 'nonna'?  
14053 Milica: What's what?  
14054 H.: Nonna.  
14055 Milica: Nonna?  
14056 H.: Grandma.  
14057 Milica: Grandma, yeah.  
14058 H.: Mhm.  
14059 Milica: Oh that's the airport, that's so close to you.  
14060 H.: Yep.  
14061 Milica: So where do you guys live?  
14062 H.: I live.... Go back to the right ... and I'm right...

14063 Milica: Like in this area here?  
14064 H.: Yep, there.  
14065 Milica: That's so cool, that's your house?  
14066 T.: Yeah, wait, can I see, Miss? [incomprehensible utterance]  
14067 H.: [turns to T.] Where is your house? One of those ones? [turns to Milica] Come here, chuck  
14068 it here!  
14069 T.: No!  
14070 Milica: I'm not chucking it, nah, you come here. / H.: It's my house! / Milica: I'm not gonna  
14071 chuck an ipad. [laughs]  
14072 T.: And me, them mango trees!  
14073 Milica: Which trees?  
14074 H.: Ah, for Goodness sake! You don't think that's everyone on my friend list ... well, I ...  
14075 that's the same group. Nah.  
14076 T.: That's the swimming pool.  
14077 Milica: So can you swim in the river? {Educator request cultural knowledge}  
14078 H.: Nope.  
14079 Milica: What would happen? {Educator request cultural knowledge}  
14080 H.: You get eaten by a crocodile if you muck around too much. {Student sharing cultural  
14081 knowledge}  
14082 Milica: Like Cahill's Crossing?  
14083 H.: Yep, it's like Cahills crossing. {Student sharing cultural knowledge}  
14084 Milica: Mhm.  
14085 T.: That's it right there.  
14086 Milica: That's your house?  
14087 T.: Yeah.  
14088 Milica: That's cool.  
14089 T.: And then I walk from here to / Milica: So you guys live close / T.: Yeah. I walk from there  
14090 ... right down like this, through there / Milica: [laughs] / T.: And from there I go to my nana's  
14091 place, where he stayed. / Milica: Isn't that cute? / T.: And from there I go home, sleep, next  
14092 morning get up and go back here, up and down, up and down and then.  
14093 Milica: Oh so you go to your nana's house, that's where H. lives? / T.: Yeah.  
14094 Milica: Oh, you guys related?  
14095 T.: Yep. And then I go here. / Milica: Oh you are related, I didn't know that! / T.: And then I  
14096 walk around this here ... come back down ... shortcut.  
14097 Milica: So where's the school you went to before? / H.: [laughs] Shortcut...  
14098 T.: Right here ... see there?  
14099 Milica: Ah! Okay, so everything's pretty close. / T.: Yeah.  
14100 Milica: Is that the whole town?  
14101 T.: Yep.  
14102 Milica: There's no more?  
14103 T.: No, more over here.  
14104 Milica: Oh, down there?  
14105 T.: No ... I show you. ... What you're doin', Miss?  
14106 Milica: To move with one finger and then move in and out with two. {Educator sharing  
14107 cultural knowledge}  
14108 T.: See!  
14109 Milica: No, cause you're doing with two fingers. / T.: It's your fault!  
14110 Milica: [laughs] My fault?  
14111 H.: No, you bloody muppet [incomprehensible utterance]  
14112 T.: There, that's it.  
14113 Milica: Ah!  
14114 T.: Now that's it, my uncle stay right back over...  
14115 Milica: Nice. Well, this is, I was just showing H., this is where I'm from.

14116 T.: No you're not.

14117 Milica: Yeah, this is where I'm born / T.: [incomprehensible utterance] / Milica: Look how far

14118 we are going, T., look, going all the way to the other side ... right here. {Educator sharing

14119 cultural knowledge}

14120 T.: Do it again, do it again.

14121 Milica: Nah, I can't do it again, wait / T.: Yeah you can do it, look, I show you / Milica: Let's

14122 go back to Australia. ... So from here, wait where are we now? We're down here in Adelaide,

14123 right? So ... what's ... if we go to where I'm born, ready, look, all the way across the world,

14124 down here, so that's where I'm born. / T.: True? / Milica: In this little bit here. [points to a spot

14125 on the map on google maps]

14126 H.: [laughs]

14127 T.: That's like, be here, but where did you born? Where's the place?

14128 Milica: Where's the place? {FB-clarification request educator}

14129 T.: Yeah. {Topic continuation student}

14130 Milica: So that's the, um, actual place [paper rustling] um, let's not. ... Um, ... where is the ...

14131 is it here? ... or not? / [video plays on H.'s ipad] / Milica: I'm not sure where the hospital is,

14132 let's try and find it.

14133 T.: That's so cool, the thing, ha?

14134 H.: No, no, this. [incomprehensible utterance] / [laughter] / [music plays]

14135 Milica: This is the exact, um, place.

14136 H.: Brubrubrubra!

14137 T.: You mean there? Wait, show me that thing there.

14138 Milica: This is the exact place I was born ... the exact place suburb sort of thing. And then the

14139 hospital ... so we lived, um / T.: This is in Australia or nah?

14140 Milica: No, this is in Europe. / [music plays] {Educator sharing cultural knowledge}

14141 H.: [incomprehensible utterance] what Alex? ... Yeah, that's T.'s bed, you know, charity for

14142 him, he's a bit lost.

14143 Milica: Alright, see here.

14144 H.: I'll show you one video.

14145 T.: That's in the fridge, innit?

14146 Milica: Are you guys gonna have supper? So anyway. So you're gonna pick it off.

14147 T.: Me?

14148 Milica: Whoever threw it!

14149 T.: H.!

14150 Milica: H.'s gonna pick it up. / [music plays]

14151 Milica: Alright, so this is where I'm born. / H.: [incomprehensible utterance] / Milica: Do you

14152 wanna see, H.?

14153 H.: Nah, I don't need to see.

14154 Milica: Sure?

14155 T.: Where country? Thing or wha'? {Student request cultural knowledge}

14156 Milica: Serbia, have a look, here we zoom out.

14157 T.: Serbia here is. / Milica: See. / T.: Serbia.

14158 H.: Someone look at this.

14159 Milica: Serbia, here.

14160 T.: Is that Alice Springs?

14161 Milica: There. Alice Springs? ... / [whistling] / Look how far it is from, from Australia.

14162 H.: Ah, yaw.

14163 Milica: All the way to here. {Educator sharing cultural knowledge}

14164 T.: No, it's down here.

14165 H.: [incomprehensible utterance]

14166 Milica: Me, I am, hey? [laughs]

14167 H.: How long does it take for you to get there? {Student request cultural knowledge}

14168 Milica: 20 hours. {Educator sharing cultural knowledge}



14169 T.: Miss!

14170 Milica: Yeah.

14171 T.: I'll show you, maybe on the thing.

14172 H.: Let me show you something.

14173 T.: That's Adelaide.

14174 Milica: So how long does it take you guys to get back to Daly River, two hours?

14175 H.: Mhm.

14176 Milica: Yeah so, 20 hours of traveling gets me back to Serbia.

14177 T.: Where's Adelaide?

14178 Milica: Adelaide's down here.

14179 H.: Miss, don't freak out, Miss, okay?

14180 Milica: Okay.

14181 [laughter]

14182 Milica: H., seriously! / H.: Listen!

14183 Milica: I do not wanna hear it, please!

14184 T.: Nah, it's like, different thing ...

14185 H.: That's a different video, look, watch! It's a dog pulling a pig and it scream.

14186 Milica: Okay, why don't you listen to it in your **own time**? / H.: [laughs] {Disciplining}

14187 Milica: So this is where, um / H.: So, that's where I fly from Adelaide, by myself. Fly, fly, fly

14188 / T.: [shrieks] Ready?

14189 H.: Fly .... go to Alice. By ... myself. / [video plays] / H.: And it's getting dark, dark. / [video plays]

14190

14191 H.: And I go to Darwin. / [video plays]

14192 Milica: Ah, yeah.

14193 H.: Yeah. I got there, like ten / Milica: Ah, look, Tiwi Islands! / H.: Like ten something.

14194 Milica: Are the Tiwi Islands cool? {Educator request cultural knowledge}

14195 H.: Yeah. That's P.'s.

14196 Milica: Can you please, stop, H.! That's so inappropriate! {Disciplining}

14197 H.: No! This is a video.

14198 Milica: We said, you would get off your phone. {Disciplining}

14199 T.: It was easier.

14200 Milica: I think it's time to do some work now. {Disciplining}

14201 H.: Alright.

14202 Milica: You are going to have to put your phone away, or we're going to have to get someone

14203 to take it if you can't stop {Disciplining} / T.: Take his phone, yeah, please take his phone!

14204 H.: Dude, you stink! No, I have got that green toe, I'm tired, I need to go to sleep.

14205 T.: Miss, I'm reading this.

14206 Milica: Yeah, have a read.

14207 T.: I like reading.

14208 Milica: Alright, H., do you want to keep doing the work again or do you want to do the past

14209 present future tense?

14210 H.: Nah, nah, I'll read.

14211 Milica: You wanna read, all right read to me.

14212 H.: I like reading. [incomprehensible utterance] My blanket.

14213 Milica: Hey?

14214 H.: That's my blanket.

14215 Milica: Oh, thanks for the iPad.

14216 H.: Turn it off.

14217 Milica: Nup.

14218 H.: Yeah!

14219 Milica: Nah.

14220 H.: Nah / T.: Have you backed up the ipad?

14221 Milica: I reckon I'll use it.

14222 H.: That's the school property.  
14223 Milica: Yeah, so it's not your property! [laughs]  
14224 T.: [laughs] ... ahhhh!  
14225 Milica: Oh my God, wow!  
14226 H.: Look what I got!  
14227 Milica: Wow.  
14228 [laughter]  
14229 H.: You can't go through my stuff!  
14230 Milica: I can't **believe** your photos, oh [laughs]...wow!  
14231 T.: Show me!  
14232 Milica: I don't even want. I don't want you to know that I've seen it. I can't believe you've  
14233 taken a selfie like this.  
14234 [laughter]  
14235 H.: Nah. How do you know it's me?  
14236 Milica: I know your password.  
14237 H.: 55522.  
14238 [laughter]  
14239 H.: Nah, you don't know my password, don't lock it!  
14240 Milica: I'm gonna lock it.  
14241 H.: Naah, I've locked it so many times, it's going to get locked for an hour.  
14242 Milica: [laughs] Just joking.... alright.  
14243 H.: I'll fricken kill you!  
14244 T.: Miss!  
14245 Milica: **Hey!** No need for the death threats / T.: Miss!  
14246 H.: It's only T. I will kill.  
14247 Milica: No, nobody.  
14248 H.: Miss... Miss, as you can see / Milica: As I can see / H.: You watch, for a couple minutes  
14249 ... what's that window?  
14250 Milica: Yeah. ... What's in the window?  
14251 H.: Watch it, you just watch what happened? How many, like....like is without you watch, the  
14252 could watch it really slowly for a long time, don't move guys. Dead set, dead set. Ready, set,  
14253 go, watch...keep watching, **no, you can't look away!**  
14254 Milica: [laughs] Oh what? / T.: [incomprehensible utterance] / H.: Shush shush / Milica: What  
14255 did you say T.? Alright I'm watching, what are you gonna do? Are you play a trick on me?  
14256 Are you trying to get stuff out of my bag?  
14257 [laughter]  
14258 H.: Getta, I need some more paper, please! ... I know what we can do, we can make a body ...  
14259 out of newspaper.  
14260 Milica: Alright.  
14261 H.: We'll make something out of newspaper [laughs]  
14262 Milica: Why are we tearing up newspaper?  
14263 H.: Yeah, no.  
14264 [laughter]  
14265 H.: [incomprehensible utterance]  
14266 Milica: Well, I thought sharing was caring.  
14267 [laughter]  
14268 [overlapping speech - incomprehensible]  
14269 Milica: Ah, you wanna do that? ... There you go!  
14270 [laughter]  
14271 H.: [squeels]  
14272 Milica: Shhh, be quiet!  
14273 [paper rustling]

14274 Milica: So have you guys learned about, um, mummification, T. ? Have you gone through  
14275 mummification? {Educator-initiated vocab elicitation Eng}  
14276 T.: Mum?  
14277 Milica: Yeah, so like in ancient Egypt. / H.: Yeah, I know, they used to wrap you up.  
14278 {Disciplining}  
14279 Milica: Yeah, they used to wrap people up and ah / H.: What you call it, mumma? / Milica:  
14280 Ha? / H.: What you call it? {Student-initiated metalinguistic Eng} / Milica: Yeah, mummies.  
14281 H.: Mummies, that's ... [turns towards T. and shrieks] Don't!  
14282 Milica: T., they would wrap people up in bandages when they died and they would preserve  
14283 them. Right? {Educator sharing cultural knowledge}  
14284 T.: Yep.  
14285 H.: We had that, um, back home, when we got evacuated with the flood, they had this ...  
14286 person wrapped up... they showed us the thing... body, the wrapped up body. I was pretty  
14287 scared. {Student sharing cultural knowledge}  
14288 Milica: Was it weird?  
14289 H.: Yes, a bit. Coming from the dead man, Jesus no, died through this.... died first day, on the  
14290 third day rose again.  
14291 T.: Ah! Go sleep. [scuffles]  
14292 Milica: Come on stop, stop, T., T., come on, alright / H.: What the f\*! / T.: Ah, my ankle. /  
14293 Milica: H., you almost hit me in the face. All right. Let's sit down now, we've had our fun.  
14294 [background noise] {Disciplining}  
14295 Boarding house parent: Fellas at this stage you won't be going to the gym at eight o'clock.  
14296 T.: Me? [points to H.] Him, just you! / Boarding house parent: No. / H.: Nooow, we just did  
14297 something, it's an activity for us.  
14298 Milica: We've had our fun now, we're going to get down to our, um, past, present and future  
14299 tense alright...  
14300 [overlapping speech - incomprehensible]  
14301 Milica: Alright, come on, T.!  
14302 [unrelated conversation with boarding house parent - 18 seconds]  
14303 Milica: Alright let's go, get your pen.  
14304 H.: R., Sir, pencils? ... First time and the first, first, first, first / Milica: Where's your pen? /  
14305 H.: First, first, first / Milica: Where you throw it? / H.: First first, first.  
14306 Milica: Alright, / H.: There you go / T.: Open up to / H.: First time.  
14307 [overlapping speech - incomprehensible]  
14308 Milica: What happened before, future. {Educator-initiated metalinguistic Eng}  
14309 H.: How do you do an A, do....do running writing? {Student-initiated metalinguistic Eng}  
14310 Milica: Like cursive? {FB-metalinguistic educator}  
14311 H.: Running writing. ... How do you do that?  
14312 Milica: How you mean, an A? {FB-clarification request educator}  
14313 T.: No, I'll show you.  
14314 H.: Nah, an A is like this [sound of writing]  
14315 T.: An A is like that.  
14316 Milica: Yeah. {Reinforcement educator}  
14317 [laughter]  
14318 H: Write my name, H., in running writing.  
14319 Milica: Oh, where you don't take your pen off the page?  
14320 H.: No.  
14321 Milica: Is that what it is?  
14322 H.: **Running writing**, is like this, look, like that.  
14323 T.: Something like that. [sound of writing]  
14324 H.: No, you're wrong.  
14325 Milica: Me?  
14326 T.: T. see.

14327 H.: You know how you do running writing cheating? You do this, write your first name /  
14328 Milica: Yeah, there is T. / H.: Like that and then you just connect them [laughter]  
14329 Milica: Well, that's not fair. That's not all in one word / T.: That's easy T. mate! / H.: Oi, yo!  
14330 [incomprehensible utterance] [spells out T.'s name letter by letter]  
14331 T.: Miss, that for action or for fun?  
14332 Milica: That's a what?  
14333 T.: Action no.  
14334 H.: What's fun, sis? Give me that, T.!!  
14335 Milica: No. / H.: No, let me guess.  
14336 Milica: What phone is it?  
14337 H.: Hey.  
14338 Milica: All right. How about this?  
14339 H.: Hangman, hangman, hangman!  
14340 Milica: Oh, I was just about to say. Alright, um...  
14341 T.: Ah, this one!  
14342 H.: Get that ready for us.  
14343 Milica: ready! ... Hey, I'm not sure you know the rules [laughs] Alright.  
14344 H: you think, I don't know this game mate  
14345 Milica: Alright. One letter per person, take turns. You can go first.  
14346 H.: I know this! Let me count them up.  
14347 Milica: I'll write out how much. / H: How much? / T.: Ah, nah, numbers! ... H.: Six, seven,  
14348 eight, nine ...wait, lemme think. ... Nah, nah. Ah ... / T.: [incomprehensible utterance]  
14349 Milica: Alright. ... Did you say something in another language? {FB-clarification request  
14350 educator]  
14351 T.: Mh?  
14352 H: Shush, wait!  
14353 T.: I said [name of the school]  
14354 H.: He said [name of the school], yes it is?  
14355 Milica: Nope.  
14356 H.: Yes, it is.... wait, wait.  
14357 Milica: You are meant to guess by letters.  
14358 [spells out the name of the school]  
14359 Milica: No, it's not R. ... honestly.  
14360 H.: Uh!  
14361 T.: Your name, Milica!  
14362 Milica: No. You're meant to guess the letters.  
14363 H.: Yeah, I know I know.  
14364 Milica: So, first letter? ...  
14365 H.: M  
14366 Milica: Er, no M.  
14367 H.: Well, every word has got have an A of course.  
14368 Milica: Yep, A is a letter.  
14369 H.: Mhm. ...  
14370 T.: What are you doing? You cheating?  
14371 H.: N. Put an N, put an N!  
14372 Milica: No, he gets, he chooses.  
14373 T.: U  
14374 Milica: U... no U.  
14375 [laughter]  
14376 H.: N. See, I told you, they're the vowel.  
14377 Milica: N is not a vowel. {FB-metalinguistic educator} / H.: No, no, not / Milica: But it's  
14378 common.  
14379 H.: I-O-U-Q

14380 Milica: Yep.  
14381 T.: I  
14382 Milica: No.  
14383 H.: Yeah, I mean, decline. [laughter]  
14384 Milica: [laughter]  
14385 H.: Um, R ... yes. ... Write approve [incomprehensible utterance] yes darling, when there is  
14386 nothing. Okay, next, go, go, go!  
14387 T.: Um, E  
14388 Milica: Mhm, hmm.  
14389 H.: I approve, yes! ... Lemme think. Ummm...[pen tapping] guess the letter first... H.  
14390 Milica: Nope.  
14391 H: I knew that / T.: Just guessing  
14392 T.: Um, B / no B / B [laughter]  
14393 H.: Oh, I think I got this.  
14394 Milica: Reckon you got the word?  
14395 H.: Something paper, um.  
14396 T.: No. Paper. No. Paper!  
14397 Milica: [incomprehensible utterance] N ... E / T.: An N.  
14398 H.: So it's gonna be, I'm just saying this, so don't write it down S-T, news paper, nah.  
14399 Milica: Nah. / T.: Oh, no, no, no / [laughter]  
14400 H.: I said no.  
14401 Milica: Try and guess the letter.  
14402 T.: What?  
14403 Milica: You want to guess the word or?  
14404 H.: What you looking at?  
14405 T: I dunno ... Ah, hang on hang on, I dunno the word.  
14406 Milica: Try and think of, paper is the word, listen, paper is the word so this / H.:  
14407 [incomprehensible utterance] / Milica: Guys, I'm trying to help you in the game. Paper is the  
14408 word so whatever is before it is like the prefix so what are some words that can go before  
14409 {Educator-initiated metalinguistic Eng} / H.: We go with the letters, don't talk about / Milica:  
14410 Or types of paper or words with paper in it? {Educator-initiated metalinguistic Eng}  
14411 H.: Ummmm, not newspaper, uuhhh.  
14412 Milica: Not newspaper, no. But what else?  
14413 H.: What else, tell me!  
14414 Milica: [laughs] You can just guess a letter if you want.  
14415 H.: No hang on, I'm just trying to think, I know what it is, ummm, used an R already, ummm.  
14416 Milica: Here are the letters that have been said.  
14417 [8 seconds pause - pen tapping]  
14418 H.: I'll go with ... can we get a B?  
14419 Milica: You wanna do B?  
14420 H.: Nah, that wrong, yep, yeah and I'm wrong.  
14421 [giggling]  
14422 Milica: Letter? I give you a hint, they are both different.  
14423 [pen tapping]  
14424 T.: X, decline, no X!  
14425 H.: No! X is not the game dude / T.: Shut up, dude! Ya bloody dude! / H.: Don't call me dude,  
14426 okay?  
14427 Milica: They are letters and they are different.  
14428 H.: Ah... They are letters.  
14429 Milica: Yep.  
14430 H.: O?  
14431 Milica: No more vowels.  
14432 H.: Oh no! Ooo!

14433 Milica: Three, three letters. ... They're not vowels and they are two different letters. {FB-  
 14434 metalinguistic educator}  
 14435 H.: H, O, ... L.  
 14436 Milica: Sorry.  
 14437 T.: L, L, L, L.  
 14438 [7 seconds pause]  
 14439 Milica: Not the letter.  
 14440 H.: I dunno.  
 14441 Milica: Another letter.  
 14442 T.: Ah, Q. / H.: Why Q! / T.: Decline.  
 14443 Milica: Declined. / H.: No! / Milica: Your card has been declined.  
 14444 H.: You need to put two legs, and eye, eye and nose and mouth.  
 14445 Milica: Nah, nah, there is face, he has got a bag on his head.  
 14446 H.: Um, da! D!  
 14447 Milica: T? {FB-clarification request educator}  
 14448 H.: D. / T.: T! T, T!  
 14449 Milica: None, hm.  
 14450 H.: Yoooh.  
 14451 T.: Go with D.  
 14452 Milica: Neither.  
 14453 T.: D, D, hands off! / H.: [laughs] / T.: Hey!  
 14454 H.: I said what the!  
 14455 Milica: Yeah, but I heard the ffff. [laughs]/ H.: I, no / Milica: [laughs] / H.: What the fff!  
 14456 Milica: Alright, anyway, letter?  
 14457 H.: W ... S ... S  
 14458 Milica: Okay.  
 14459 T.: Oh, no. / H.: We're dead.  
 14460 Milica: Right. Okay I give you one last / H.: I said S / T.: I said S / Milica: Alright fine, stop!  
 14461 No, that's not where the S goes. / H.: Yippie! / Milica: This is where the letter S goes. ...  
 14462 What is this letter here?  
 14463 H.: Um.  
 14464 T.: Who knows. / H.: Um ...  
 14465 Milica: What is the opposite of old? / T.: Choose. / H.: Old? / Milica: If something is **not** old,  
 14466 it's?  
 14467 T.: News.  
 14468 H.: Newspaper!  
 14469 Milica: Yeah, good job. {Reinforcement educator}  
 14470 [laughter]  
 14471 H.: Oh yeah! / T.: Yeah!  
 14472 Milica: We have been reading it this whole time.  
 14473 T.: Hey, we better / H.: My turn, my turn!  
 14474 Milica: Your turn, yeah, yeah.  
 14475 H.: My turn? ...  
 14476 Milica: No swear words, no slang words. {Disciplining}  
 14477 [laughter]  
 14478 H.: Rahmatullah!  
 14479 Milica: What? What did you say?  
 14480 [laughter]  
 14481 H.: Shhhh!  
 14482 Milica: Don't shhh me!  
 14483 [incomprehensible utterance]  
 14484 H.: Ah what? Namallah!  
 14485 [5 seconds pause]

14486 H.: Let me pick up with this rubbish man. / Milica: Thank you. / H.: This really bad, taking  
14487 rubbish off a nigger boy / Milica: Don't worry, it's / H.: Alright here, four letters, alright.  
14488 Milica: Very insightful... four letters, I hope we are taking turns here, H.!  
14489 H: Yep, all taking turns, yep.  
14490 Milica: May I go first?  
14491 H.: Ya, you go first.  
14492 Milica: Ah, E.  
14493 [laughter]  
14494 Milica: Ah, there is an E, hehe. / H.: Ohyo! / Milica: Haha.  
14495 T.: F  
14496 H.: No... decline. [incomprehensible utterance]  
14497 Milica: How about an A?  
14498 H.: A ... that be a decline, too. ... The winner takes a prize. You know surprise, I'll put em on  
14499 the table for ya. Nah, I'll show you later.  
14500 Milica: What? / T.: Chocolate. / Milica: Did you steal the chocolate out of my bag? [laughs]  
14501 You get them anyway.  
14502 H.: Yep. / T.: I just put some money there so you can buy some more.  
14503 Milica: [laughs]  
14504 T.: That was already there.  
14505 Milica: I don't care, you can put it in the bin. Thanks, man.  
14506 [laughter]  
14507 Milica: Hey! {Disciplining}  
14508 [overlapping speech - incomprehensible]  
14509 T.: Hey, I never had my turn / Milica: It's your turn / T.: Ah, put an S.  
14510 Milica: No S, no.  
14511 H.: Num, hm. U been cheating, ay?  
14512 T.: He's cheating, nah, look!  
14513 Milica: Hmhm, no S. / T.: You put a G and a A. / Milica: How about an N? / [laughter] / T.:  
14514 He's cheating... show us the paper... N [laughter] / Milica: It's not my turn, it's your turn!  
14515 T.: Yours.  
14516 Milica: Nah, I said N, it's your turn.  
14517 T.: Errrrr [incomprehensible utterance] / H.: Shut up! / T.: No, no, no! / H.: F\*\*!  
14518 Milica: Stop swearing, seriously. {Disciplining}  
14519 H.: You said O. / Milica: Stop! {Disciplining}  
14520 [overlapping speech - incomprehensible]  
14521 Milica: Yeah, you have a turn. [incomprehensible utterance]  
14522 T.: E ... S! ... Oh, B, B, B.  
14523 H.: B.  
14524 T.: No, T, T, T.  
14525 [laughter]  
14526 T.: T, T.  
14527 H.: T?  
14528 [laughter]  
14529 Milica: Okay, um, O.  
14530 H.: He just choose O, bloody hell! / Milica: No, he didn't. / T.: Yeah, he put O down.  
14531 Milica: Oh, I didn't see, oh well, then I got another one. / H.: No.  
14532 T.: W / H.: W / T.: W / Milica: Well, I didn't see the O there, it's not fair / T.: U, U, U!  
14533 Milica: No it's my turn! / T.: U, U!  
14534 [laughter]  
14535 H.: High five me, high five me, well done, mate!  
14536 [laughter] / [incomprehensible utterance] / Milica: Is it the name of a river?  
14537 H.: No.  
14538 Milica: Oh.

14539 H.: It's not Daly River.  
14540 Milica: I thought Nile.  
14541 H.: That's a hint / T.: Awwwh! / Milica: [laughs]  
14542 H.: I'll tell ya when you get one more letter.  
14543 [laughter] [incomprehensible utterance]  
14544 T.: I... I!  
14545 H.: No.  
14546 Milica: Well then, what then? Haha.  
14547 H: Yes! [clapping] Yes!  
14548 Milica: Well, C?  
14549 T.: Nice, nice!  
14550 H.: You're lying!  
14551 Milica: [laughs]  
14552 H.: You're not nice ...  
14553 Milica: Ah...I'm not nice?  
14554 H.: No, you're not.  
14555 Milica: I'm not, wow!  
14556 H.: When you said mile, not Nile.  
14557 Milica: Nile...  
14558 H.: Ahm.  
14559 T.: Mmh.... Mmmmm, R.  
14560 H.: Mmhm.  
14561 T.: I said the I. Your turn now.  
14562 H.: Don't get it wrong okay. ... Go!  
14563 Milica: Well, I'm thinking.  
14564 T.: Come one, a little bit. You said T. / Milica: We already said T, okay, hmmm, well there is  
14565 no other word that it could be, L, yeah, is it L? Yeah, Nile / T.: L, you said L.  
14566 H.: No. Declined, declined.  
14567 Milica: Yeah, we got one, one leg. / H.: One leg! / Milica: We better get this, my God!  
14568 [5 seconds pause]  
14569 T.: N-I-K-E... Nike, K! / Milica: Oh yes!  
14570 H.: Oooh, yes!  
14571 Milica: Good job. {Reinforcement educator} I didn't get that.  
14572 H.: Oh, what an idiot!  
14573 T.: You declined on C.  
14574 H.: Yeah, I... hm, onto the next page. / Milica: Oh careful, you don't fall. Seriously, please.  
14575 You are going to fall! / H.: Miss, I'm [incomprehensible utterance] / Milica: I'm responsible  
14576 for your safety. {Disciplining}  
14577 T.: Huh?  
14578 H.: What? I was just about to write that word down. / T. What? / H.: Um, hang on.  
14579 [5 seconds pause as they pick up some rubbish from the floor]  
14580 Milica: Thank you, good man... My ears are freezing from this aircon.  
14581 H.: T., T., T.!!  
14582 Milica: You are not cold?  
14583 H.: No.  
14584 [6 seconds pause]  
14585 T.: Hey! Miss, Miss, what? / Milica: What? / [incomprehensible utterance] / Milica: Oh my  
14586 God!  
14587 T.: Nah, this one, Miss!  
14588 Milica: Okay, you wanna go first?  
14589 T.: I sprained my ankle today.  
14590 Milica: You sprained your ankle?  
14591 T.: Uh, no yesterday.



14592 Milica: Seriously?  
14593 T.: Yes.  
14594 H.: Ouhh, whyyy?  
14595 Milica: How did you do that?  
14596 H.: Okay, I'm giving up.  
14597 Milica: Nah, we are playing.  
14598 H.: No, no, no!  
14599 [overlapping speech - incomprehensible]  
14600 H.: Seriously? / T.: Go!  
14601 Milica: Go, say a letter!  
14602 H.: What the ramallah! / T.: Goanna!  
14603 H.: Nah, not.  
14604 Milica: Me?  
14605 H.: Nah, nah, nah, nah, nah!  
14606 T.: I won't tell you!  
14607 H.: K...  
14608 T.: Hm?  
14609 H.: K  
14610 T.: All right. Not really.  
14611 H.: K, you said, said K!  
14612 T.: Wait!  
14613 Milica: How many letters, two, four, six eight?  
14614 H.: Eight. Hehehe... he, hehe, ouch!  
14615 Milica: Um, E... no Es?  
14616 T.: Heh?  
14617 Milica: The letter L?  
14618 H.: C  
14619 [laughter]  
14620 T.: Let the, mmmhhh, let the!  
14621 H.: Hey guys, fair, fair game [laughter]  
14622 T.: Milica?  
14623 [laughter]  
14624 Milica: It's not my name.  
14625 T.: Nuh.  
14626 H.: No.  
14627 Milica: Okay, um ...  
14628 H.: It my shot / Milica: No, you said E / Milica: You said C! / H.: You said C / T.: Your turn.  
14629 I never call it! / Milica: A  
14630 T.: Yes  
14631 Milica: We work in a team.  
14632 H.: Damn!  
14633 T.: If you win it, you get it. You lose!  
14634 H.: Um, what eeyed it?  
14635 T.: Doesn't wanna ...  
14636 [6 seconds pause]  
14637 H.: [clapping] That's it! / [laughter] T.: Yes, yes / H.: No!  
14638 [laughter]  
14639 Milica: Alright, good job, good job! {Reinforcement educator}  
14640 [laughter]  
14641 T.: See, I did it, K-A-E  
14642 Milica: One more minute.  
14643 H.: Too bad. No, we gotta go now.  
14644 Milica: Just one last one.

14645 H.: No, just ... We gotta go on, um, ... gym.  
14646 Milica: Alright.  
14647 H.: I gotta get chocolate!  
14648 Milica: One each, I'll be back on Monday alright. / H.: See you, Miss, have a nice day! /  
14649 Milica: Ouch, I'm gonna be here four times next week, okay, four times, lucky you. Monday  
14650 we'll plan our week out, okay?  
14651 H.: What week out?  
14652 Milica: Next Monday we'll plan the week, coming a couple of times. Yeah, Monday,  
14653 Tuesday, Wednesday, Thursday.  
14654 H.: Yeah.  
14655 T.: Bye!

## APPENDIX 41: Twelfth session

Place	Date	Time	Duration	Number of people	Status of participants	Languages
Small meeting room in the boarding house, Adelaide	26th of Nov. 2019	7 p.m.	57:16 min	3	1 tutor, Milica 2 students, H. and T.	English, Aboriginal English

- 14656 Milica: If you don't know how to play, how can you say it's boring?
- 14657 T.: I dunno.
- 14658 Milica: Why don't I show you and then you decide what you want to do. It's up to you.
- 14659 H.: Okay, show me.
- 14660 Milica: Yep. So the word game. You get letters and you put them on this little stand... so you
- 14661 know these might be your letters, right? Hello. How are ya. How are you gonna play Scrabble
- 14662 from there? Nice haircut
- 14663 H.: I didn't get a haircut.
- 14664 Milica: Oh, my bad.
- 14665 T.: It's from last time, Miss.
- 14666 Milica: I must be tripping. So look, T., we use the letters to make words, so what can we
- 14667 make here?
- 14668 T.: I dunno.
- 14669 Milica: Is that a word, though?
- 14670 T.: Yes.
- 14671 Milica: Yeah? What's it mean?
- 14672 H.: Tom.
- 14673 Milica: It's a name.
- 14674 H.: Tom! Tom!
- 14675 Milica: Okay. So let's say we do the word tom, for example, let's pretend it's a word. Put it
- 14676 down here on the board and you get points. So one plus one?
- 14677 T.: I dunno, two.
- 14678 Milica: Two, yeah. Plus three.
- 14679 T.: Four.
- 14680 Milica: Five.
- 14681 T.: Six.
- 14682 Milica: Five. So you get five points.
- 14683 T.: Eight, nine, ten. Done.
- 14684 Milica: Good job, but you get five points. Two plus three is five. So then I go right. So let's
- 14685 say these are my letters I got here. Let's say I'm going to do this word. What word did I do?
- 14686 This one down here.
- 14687 T.: See.
- 14688 Milica: Seen. So S-E-E-N. So one two three plus three. I got six points.
- 14689 T.: Eight points, I won.
- 14690 Milica: Oh you wanna play?
- 14691 T.: Nah.
- 14692 Milica: You don't wanna play?
- 14693 T.: Nah.
- 14694 Milica: What about you H., you wanna come play Scrabble? Come I'll show you.
- 14695 T.: Nah, I wanna finish my art.
- 14696 Milica: Yeah, go for it. Do you wanna do your art in here or do you wanna / T.: Yeah.
- 14697 H.: I need to learn how to make beer.

14698 Milica: How to make beer?  
14699 H.: Yeah.  
14700 Milica: Do you wanna play Scrabble?  
14701 H.: Nah. I wanna learn to make beer.  
14702 Milica: Well, do you wanna learn together, we'll write some notes on it?  
14703 H.: Hang on.  
14704 Milica: What's beer made from?  
14705 H.: Beer is made from, no idea, that's why I wanna learn.  
14706 Milica: I think it's wheat.  
14707 Milica: Where's your iPad, H.?  
14708 H.: Where's your pen? It's broken. Where's your pen gone?  
14709 Milica: That's a good question, do you know where it's gone?  
14710 T.: H. got it.  
14711 Milica: Yeah? It's alright I got plenty of pens.  
14712 T.: See you in the mornin' rising suns.  
14713 Milica: Can I see?  
14714 T.: No.  
14715 Milica: Okay.  
14716 T.: Show you later.  
14717 Milica: Okay. H., do you wanna come sit here?  
14718 H.: Nah, I'll sit here.  
14719 Milica: Yeah, what are we, how are we gonna play together if you're / H.: We're not gonna  
14720 play the game!  
14721 Milica: Yeah, come play!  
14722 H.: Let's learn how to make beer!  
14723 Milica: Come here and we'll learn together. Come, sit next to me.  
14724 H.: I got it on my phone, you can't look through my phone.  
14725 Milica: Well, you shouldn't even have your phone during study.  
14726 T.: Miss, let's play connect four.  
14727 Milica: Hey?  
14728 T.: Let's play connect four.  
14729 Milica: Connect four?  
14730 T.: Yeah.  
14731 Milica: Do you have it?  
14732 T.: Do you have it?  
14733 Milica: No, I don't I just have Scrabble and Monopoly.  
14734 T.: Did you buy them?  
14735 Milica: Yeah.  
14736 H.: Let's play Monopoly!  
14737 Milica: Nah, I didn't bring it.  
14738 H.: Well, I'm not gonna do study.  
14739 Milica: There's Monopoly here. Go get it.  
14740 H.: Where is it?  
14741 Milica: You got the money there, you got the board game somewhere.  
14742 H.: Nah, they're broken. Let's do card game. Gambling.  
14743 Milica: Yeah, we can't do that.  
14744 H.: Why not?  
14745 Milica: I can't gamble with you guys.  
14746 H.: It's fake!  
14747 Milica: Nah, I think we should do Scrabble, I think that will be fun. Think about how much  
14748 fun Hangman was last week.  
14749 H.: Let's do the Hangman.  
14750 Milica: Alright, come on.

14751 H.: Come on! You go first.  
14752 Milica: Well, you have to be here so you can see what's on the paper.  
14753 T.: I'm doing art here.  
14754 Milica: Well, get H. to come over.  
14755 T.: Come on!  
14756 Milica: How are you gonna see what the letters are?  
14757 T.: Hey, hey, hey. Hey, hey, hey.  
14758 Milica: Alright, how about me and you play then?  
14759 H.: Yeah.  
14760 Milica: H., I don't think you're allowed to be on your phone the whole entire lesson.  
14761 {Disciplining}  
14762 H.: SHUT UP!  
14763 Milica: You can do that after, but now let's do something a little bit productive, so why don't  
14764 you come sit here and we'll play this game for a bit and then we'll have a little break and you  
14765 can watch your video. And then we'll reconvene and we can do Scrabble after. Do you wanna  
14766 do that? So you still get phone time in the lesson but let's / T.: Miss. Find the bird.  
14767 Milica: Bird?  
14768 T.: Yeah, you can find it.  
14769 Milica: Can't find a bird, what do you mean?  
14770 T.: You can't find the bird somewhere in that room. You have to find the bird.  
14771 Milica: My ears? I got two.  
14772 T.: No. Not there.  
14773 H.: No, Miss, I can't do this.  
14774 Milica: Do what?  
14775 T.: It's right there, Miss.  
14776 Milica: Where?  
14777 H.: Where's the bird?  
14778 T.: Up there. Here. Right there!  
14779 Milica: Where?!!  
14780 T.: Right here.  
14781 Milica: Oh, yeah I see it.  
14782 T.: Yeah.  
14783 Milica: Yeah, I see it. It's right there.  
14784 H.: You do not see it, Miss, you liar.  
14785 Milica: That's cause it's not there. Now come on, let's play Hangman. Do you wanna do a  
14786 word first?  
14787 T.: Nah, you do it first.  
14788 Milica: Okay. Should we have a theme for the words?  
14789 T.: Nope.  
14790 Milica: Like food?  
14791 T.: Nope.  
14792 Milica: C'mon H., we're waiting for you.  
14793 H.: Wait!  
14794 Milica: C'mon, pop your phone away and come sit on this chair.  
14795 T.: C'mon!  
14796 Milica: I'm waiting for H.  
14797 T.: Nah, leave him.  
14798 Milica: Nah, he's gotta come. Come to the table.  
14799 H.: Just hang on, hang on. Give me another 30 seconds. When it hits 7:10. You two can start  
14800 off without me.  
14801 Milica: Nah, nah, you gotta be in it to win it.  
14802 T.: Last name?  
14803 H.: C. [spells surname]

14804 T.: No, that's not my name. My name is Milica and your name's T.  
14805 Milica: That's me.  
14806 T.: That's no good this pen. Here's your pen.  
14807 Milica: Doesn't work? Here you go.  
14808 H.: Okay start playing, start playing.  
14809 Milica: Sit over here so you can see / H.: Nah, I don't wanna sit there I sit here. What's this?  
14810 Milica: It's for Scrabble. Do you wanna play Scrabble?  
14811 H.: No, I wanna play Hangman.  
14812 Milica: Okay.  
14813 H.: Here, put the money in, be a good boy.  
14814 Milica: Good on ya.  
14815 H.: Start writing.  
14816 T.: Go up, you retard.  
14817 H.: Gone?! Let me have a look.  
14818 T.: Alright, what's the name of this thing?  
14819 Milica: Alright, choose your letter first.  
14820 H.: A.  
14821 T.: Decline. Choose another.  
14822 Milica: E.  
14823 H.: Miss, he's cheating.  
14824 T.: E?  
14825 Milica: E, yeah.  
14826 T.: Decline.  
14827 H.: He's cheating.  
14828 Milica: What do you mean, he's cheating?  
14829 H.: He just said he was cheating. He's gonna cheat on us.  
14830 Milica: When did he say that?  
14831 H.: Just then he said cheating. He said I'm gonna cheat on you.  
14832 T.: Don't believe him.  
14833 H.: Nah, I'm not playing, he's cheating.  
14834 T.: Ugh.  
14835 H.: Play, you two play without me. Just play without me, what you think, I'm the boss?  
14836 Milica: Um, you're gonna fall off that chair...  
14837 H.: Then I'll lay on the couch like a hero.  
14838 T.: Hurry up, H.!  
14839 H.: Play! I don't need to ... okay, I'll go H. Bloody hell. I know what you're gonna do, you're doing my name. H.  
14840 T.: No!  
14841 H.: I'd say.  
14842 Milica: O.  
14843 T.: You're right, you're right, you're right, you're right.  
14844 H.: [spells surname]. C. Nah, put it down hurry up it's [surname]. No. You loser, told ya.  
14845 Milica: Let's go, H.  
14846 H.: Okay my turn. The word I want. This is the word I want here.  
14847 T.: Look at him, Miss!  
14848 H.: Okay, mmm.  
14849 Milica: Here do it here so we can have it / T.: Miss, ready?  
14850 Milica: What happened? Oh, did your back crack? Yeah, that happens to me, too.  
14851 H.: Mmm what's a word?  
14852 T.: Mhmm.  
14853 H.: Nah, I'm not putting her name!  
14854 Milica: Nah, it's gotta be a word, no more names.  
14855 H.: I'm not cheating, not gonna be like you little d\*\*\*head.

14857 Milica: Cheating doesn't make it fun.  
14858 T.: Ahh, Miss there's...  
14859 H.: Cheating is cheating, not fun enough. Umm...  
14860 T.: C'mon.  
14861 H.: Hang on, hang on.  
14862 Milica: Alright, while you're doing that, think of what your next word is going to be, okay?  
14863 H.: Start.  
14864 Milica: How many letters is that? Seven?  
14865 H.: Seven.  
14866 Milica: Um, do you wanna go first?  
14867 T.: You go first.  
14868 Milica: Um A.  
14869 H.: Nuh.  
14870 Milica: Do you have another pen maybe?  
14871 H.: Nuh.  
14872 Milica: I'll see if I've got one in here.  
14873 H.: That's alright. I'll make this thing work.  
14874 Milica: Hey?  
14875 T.: What you said, Miss? R.  
14876 H.: No.  
14877 Milica: Can you see?  
14878 H.: C'mon, your turn, Miss.  
14879 Milica: Yeah, I'm thinking um, N.  
14880 H.: Yep.  
14881 T.: E!  
14882 H.: Nope. Wait, wait.  
14883 T.: You're cheating!  
14884 H.: Wait. [5 seconds pause]. Wait. Yeah seven word, is that seven. One two. Seven. What?!  
14885 T.: Eight.  
14886 H.: Wait is that eight? Wait, one two three... Six seven.  
14887 T.: Are you blind?!  
14888 H.: No wait I'm thinking! You got O aye?  
14889 Milica: Mhm.  
14890 H.: Wait. Wait. Seven words, yeah. No there's six! Cross out this one.  
14891 T.: O.  
14892 H.: Nah, you already got O. Yeah O.  
14893 Milica: Alright so six letters.  
14894 H.: Yeah.  
14895 T.: *Osto*.  
14896 Milica: What?  
14897 H.: Nah, go.  
14898 T.: S.  
14899 H.: Decline.  
14900 Milica: Umm T.  
14901 H.: Nuh uh. What else?  
14902 T.: U.  
14903 H.: Nuh uh. Decline.  
14904 T.: F\*\*k.  
14905 Milica: Language. Mmm L? {Disciplining}  
14906 H.: Nuh uh. Decline.  
14907 Milica: We got three chances.  
14908 T.: Q.  
14909 H.: Nuh uh.

14910 Milica: Q?!

14911 H.: Q's gonna be in here? Nope.

14912 T.: B.

14913 Milica: It's my turn.

14914 T.: Well, hurry up then!

14915 Milica: D.

14916 H.: Go!

14917 Milica: Let me see.

14918 H.: You can't see!

14919 Milica: What do you mean, I can't see?!

14920 H.: T., your turn.

14921 T.: Let's see the thing.

14922 H.: You got two chances left.

14923 Milica: We have to be able to see the letters.

14924 T.: B.

14925 H.: Nah, you already got B so no B.

14926 T.: B!

14927 H.: What is it - N O.

14928 Milica: W. Just one W?

14929 H.: Two.

14930 Milica: Window! We did it.

14931 T.: Window!

14932 Milica: My turn.

14933 H.: Cheater.

14934 Milica: Be humble in defeat.

14935 T.: Imma play. I'm gonna, I'm gonna play.

14936 Milica: I'm gonna do a word from in here.

14937 H.: No! That's cheating. We don't even know the words.

14938 Milica: Hey, you can use the book.

14939 T.: No.

14940 H.: We wouldn't know what word it is.

14941 Milica: Alright fine, strictly English then. Let me think...

14942 H.: What happens if you break, break anything, like if you break your chest?

14943 Milica: Break your chest?

14944 H.: Yeah if I break my chest?

14945 Milica: You got, depends what bone in your chest you break but I dunno umm you mean like your collarbone?

14946 H.: Nah, not that.

14947 Milica: What bone?

14948 H.: Look, ooh my neck! Nah my / T.: Look!

14950 Milica: Alright ready? Go. Wanna go first T.? Is that your foot?!

14951 T.: Yeah, haha.

14952 Milica: Sorry!

14953 T.: B.

14954 Milica: Declined.

14955 T.: Decline. A.

14956 Milica: Declined.

14957 H.: You can't say declined, that's our word not yours.

14958 Milica: I don't care. Declined.

14959 T.: I said F!

14960 Milica: Oh, no F either, and there's no S so there ... you get two.

14961 H.: T. Approved.

14962 Milica: Declined. Go T.



14963 T.: Uh, M. Decline!  
14964 Milica: Declined.  
14965 T.: H.  
14966 H.: No, it's my turn. E. Approve.  
14967 Milica: Approved.  
14968 T.: A.  
14969 Milica: Already said that.  
14970 H.: Nah nah. What happened if you broke this part of your chest?  
14971 Milica: I don't know!  
14972 H.: What's this here then? That's a bone!  
14973 Milica: I guess...  
14974 H.: That's bone!  
14975 Milica: I don't know if it is. I guess you'd have to, I dunno it would affect your lungs.  
14976 H.: What part? Is this bone here?  
14977 Milica: I don't know, I don't know the human anatomy.  
14978 T.: You punched him good.  
14979 Milica: Did you punch someone?  
14980 H.: Yeah he's in hospital.  
14981 T.: Head kicked him.  
14982 H.: Chest injury.  
14983 Milica: I don't think that means it's broken. A fracture means it's broken.  
14984 H.: Nah, not fracture / Milica: Yeah, fracture means broken.  
14985 H.: Yeah.  
14986 Milica: What are you, the Hulk? How hard did you hit this person?  
14987 H.: Hm? Yeah, really hard.  
14988 Milica: Ha!  
14989 T.: He's just joking, Miss! Ha!  
14990 Milica: Alright, let's go.  
14991 T.: Nah, you cheating.  
14992 Milica: I'm not cheating.  
14993 T.: Cheating. Look. Too much you put.  
14994 Milica: Nah, I even gave you an extra letter, look, one two this three four five.  
14995 H.: Oh, what the hell, this thing is tricking me.  
14996 T.: Um [4 seconds pause]. D.  
14997 Milica: Mhm.  
14998 T.: Ha, approve!  
14999 Milica: Approved! Look, we've got a new letter have a look. Waiting on you.  
15000 T.: Hey cuz.  
15001 H.: Okay, D.  
15002 Milica: Already got that.  
15003 H.: Hm?  
15004 Milica: Already got D.  
15005 H.: Mhmm.  
15006 T.: Hey cuz.  
15007 Milica: Nah.  
15008 H.: Can you just shut up first. Ah I go in. We got B, A, A, F, S, T, M. U. Decline.  
15009 Milica: Declined.  
15010 H.: I'll just give it anything, I don't care if we lose.  
15011 Milica: That's a bad attitude.  
15012 H.: I don't care. Go on T start talkin' you stupid stunt.  
15013 T.: L.  
15014 Milica: L? There you go, got an L.  
15015 T.: Adelaide!

15016 Milica: Nope.  
15017 H.: It's gotta be... if there was a D it'd be right there. Where did you get the word from?  
15018 Milica: Thought of it.  
15019 H.: Give us a hint.  
15020 T.: No.  
15021 Milica: I'll let you ask me one yes or no question. You can ask me one question about the  
15022 word that ends, answer has to be either yes or no.  
15023 H.: Hmm.  
15024 T.: Umm. Mmm. [singing]  
15025 H.: Hahaha. Wait can I...  
15026 Milica: C'mon do you have a question or do you wanna guess a letter? Do you have a  
15027 question or do you wanna guess a letter?  
15028 H.: Um, I just guess a letter.  
15029 Milica: Alright go.  
15030 H.: B.  
15031 T.: Nah, we got B.  
15032 Milica: Yeah, we got B.  
15033 H.: I. Decline.  
15034 T.: Approve.  
15035 H.: Wait. Someone something *dial*. Ohhh.  
15036 T.: Crocodile.  
15037 Milica: Good job.  
15038 T.: [singing] *Ay maca-lena maca-lena maca-lena*. Nah I didn't wanna think. H.  
15039 H.: I'll do, I'll do, I'll do, I'll do.  
15040 Milica: Alright.  
15041 H.: Okay.  
15042 T.: [singing] *Ay maca-lena maca-lena maca-lena*.  
15043 Milica: Is that Macarena?  
15044 T.: Hey Miss, you know Tyga?  
15045 Milica: Tyga? Yeah. Does he sing Macarena?  
15046 H.: Okay go.  
15047 T.: [singing] *Ay maca-lena maca-lena maca-lena*.  
15048 Milica: That's... six letters. Do you wanna go first?  
15049 H.: Wait.  
15050 T.: You go first. Ladies goes first.  
15051 H.: Six letters. Ladies first.  
15052 Milica: What a gentleman you are. Let's go, E.  
15053 H.: Hold on, hold on, hold on. Nah declined.  
15054 T.: [singing] *Ay maca-lena maca-lena maca-lena*.  
15055 Milica: Your turn. Stop.  
15056 H.: Hey dopey!  
15057 T.: N.  
15058 H.: End your life. Approved, yes. My brother.  
15059 T.: Miss, stop copying.  
15060 Milica: Umm, A.  
15061 T.: [singing] *Ay maca-lena maca-lena maca-lena, put the track... maca-lena*.  
15062 Milica: Your turn.  
15063 T.: Huh?  
15064 Milica: Your turn. Look at the words. You have to let us look!  
15065 H.: I'll show him, bloody hell! Here you go you dumb idiot.  
15066 Milica: Stop. That's mean.  
15067 H.: That's enough. Five seconds. You get five seconds to have a look at the word and that's  
15068 about it. Go!

15069 T.: Umm / H.: Choose or you decline.  
15070 T.: B.  
15071 H.: No.  
15072 Milica: S.  
15073 T.: Banana.  
15074 H.: Go!  
15075 T.: H.  
15076 H.: Nope.  
15077 Milica: Uhh, T.  
15078 H.: Nuh-uh.  
15079 Milica: What is this word?  
15080 H.: You just gotta guess.  
15081 Milica: Obviously.  
15082 H.: Came outta the space of words. Okay go.  
15083 T.: Me?  
15084 H.: Mhmm.  
15085 T.: Um, is it S?  
15086 H.: Nuh.  
15087 T.: Okay, S.  
15088 H.: Oh yes, we did say S.  
15089 Milica: There's no S.  
15090 T.: Hmm.  
15091 H.: Come on, ya stupid idiot.  
15092 T.: U. I mean R.  
15093 H.: Yep, decline. Five seconds, one two three four five. Hurry up.  
15094 T.: You're cheating.  
15095 Milica: Yeah, you're cheating if you don't let us see.  
15096 H.: Haha, it's not cheating! It's part of the game!  
15097 Milica: No it's not!  
15098 H.: Yes, it is! You get five seconds.  
15099 Milica: No!  
15100 H.: You don't know.  
15101 Milica: I think we should vote on those rules. I vote against your rule.  
15102 H.: You have to vote for with me with the rules otherwise you get outta here.  
15103 Milica: I'm gonna lose cause of your rule.  
15104 H.: There you go, have a look properly, there you go.  
15105 T.: [singing] *Ay maca-lena maca-lena maca-lena-lena.*  
15106 Milica: L?  
15107 H.: Uhh you lose. Yeah I got it right nope.  
15108 Milica: Go T.  
15109 H.: Go T.! Go T., go T.! Go.  
15110 T.: Y.  
15111 H.: Mmm that's not a bloody...  
15112 T.: [singing] *Ay maca-lena maca-lena maca-lena.*  
15113 H.: Hurry up.  
15114 T.: R again.  
15115 H.: No.  
15116 T.: Nah, what the / H.: You already got an R!  
15117 T.: D.  
15118 H.: Put it in, put it in.  
15119 Milica: It's Darwin.  
15120 H.: o\Okay Darwin.  
15121 T.: [singing] *Ay maca-lena maca-lena maca-lena.*

15122 Milica: Thank you.  
15123 H.: I'm gonna break that pen one day.  
15124 Milica: Bit mean.  
15125 H.: Had enough of that pen.  
15126 Milica: I'd like if you didn't but whatever Trevor.  
15127 H.: What?  
15128 Milica: I said whatever Trevor.  
15129 H.: My name's not Trevor okay, dude!  
15130 Milica: It's just a saying. "Whatever H." doesn't rhyme so...  
15131 H.: Dude!  
15132 Milica: Yeah, dude. Alright, what word shall I do?  
15133 H.: C'mon bro!  
15134 Milica: Do you wanna do a word, T.?  
15135 T.: No.  
15136 Milica: Do you wanna give me a word?  
15137 T.: No.  
15138 Milica: Okay. Hmm.  
15139 T.: Oi look here.  
15140 H.: There's this dog, his name's T.  
15141 Milica: Alright.  
15142 T.: [singing] *Ay maca-lena maca-lena maca-lena.*  
15143 Milica: Alright, go, H.  
15144 H.: H.  
15145 Milica: Declined.  
15146 H.: M.  
15147 T.: [singing] *Ay maca-lena maca-lena maca-lena.*  
15148 H.: Shut up! I'm trying to guess. Not funny, I'll kill you. Okay. E.  
15149 Milica: Nope.  
15150 H.: E! Oh, okay. Go. How can you get that declined?  
15151 T.: I need it approved. B!  
15152 H.: Declined! Go you loser. You're a sore loser.  
15153 T.: C.  
15154 B: V.  
15155 T.: Ahh declined.  
15156 H.: Go. GO! I'll hit you this time man.  
15157 T.: Gotta put a letter.  
15158 H.: Hurry up or else I'll deck you.  
15159 Milica: Chop chop.  
15160 T.: [singing] *Ay maca-lena maca-lena maca-lena.*  
15161 H.: Your name.  
15162 Milica: What's the last letter?  
15163 H.: E. No we got an E. That's not how you spell Milica.  
15164 Milica: Yeah Milica. So in Serbian this is pronounced tz. Milica.  
15165 H.: R.  
15166 Milica: R? No.  
15167 H.: No, no, no stop!  
15168 Milica: Declined. Hahaha.  
15169 H.: Hahaha. Umm what's the last letter? Milica?  
15170 T.: A!  
15171 Milica: A.  
15172 H.: Ah loser. Hang on. This is gonna be a big one.  
15173 Milica: Do you wanna go first?  
15174 T.: R.

15175 H.: No R.  
15176 T.: You cheating.  
15177 Milica: Declined.  
15178 Milica: E.  
15179 H.: No E. Decline!  
15180 Milica: A.  
15181 T.: O.  
15182 H.: Decline.  
15183 Milica: I.  
15184 H.: Decline.  
15185 T.: She, she, she's cheating.  
15186 H.: She is! Now go, hurry up I haven't got time. Only got / T.: A.  
15187 H.: Two minutes left.  
15188 Milica: What time is it?  
15189 T.: V.  
15190 H.: 7:50.  
15191 Milica: 7:50?  
15192 H.: Mhmm.  
15193 Milica: No it's not.  
15194 H.: Yes it is.  
15195 Milica: Let's see.  
15196 H.: 7:30.  
15197 T.: Miss, can I have a test drive of your car.  
15198 H.: 7:30!  
15199 T.: I'm boring.  
15200 H.: Okay, look there. 7:30.  
15201 T.: R, I mean not R. E.  
15202 Milica: Already got that. Pay attention, stop making paper planes.  
15203 H.: I'll kill you.  
15204 T.: Z. Z.  
15205 Milica: Do you want us to win or not? Um, N.  
15206 T.: Excuse me, I already won one game so errr.  
15207 Milica: I won like three, I got Darwin and what was the other one you did?  
15208 T.: Ring.  
15209 Milica: Mmm. Oh we got an M.  
15210 H.: HURRY UP!  
15211 Milica: Stop, ow, my ear!  
15212 H.: I don't care I got a [incomprehensible utterance]  
15213 Milica: Clearly you do not care.  
15214 H.: [gargle sound]  
15215 Milica: [gargle sound]  
15216 H.: Come on you roof.  
15217 T.: YOU!  
15218 Milica: Stop guys.  
15219 H.: HURRY UP!  
15220 Milica: G.  
15221 H.: Wait, yes.  
15222 T.: Ooh you got it right. *Unga*.  
15223 H.: Nah haha. Your turn.  
15224 T.: *Lunga, Nunga Nunga*.  
15225 H.: Wait! Z. We didn't put Z down.  
15226 Milica: One, two, three, four, five. Yeah you did. One, two, three, four, five.  
15227 H.: Oh, yeah, yeah!

15228 T.: [singing] *Ay maca-lena maca-lena maca-lena.*  
15229 Milica: We need all the chances we can get. C'mon.  
15230 T.: A B C D E F. H, H.  
15231 H.: Mhmm.  
15232 Milica: Hey.  
15233 H.: Go.  
15234 H.: What? Oh no. Hurry up!  
15235 Milica: Um, T.  
15236 H.: No.  
15237 T.: Y.  
15238 H.: No. Wait. No, no way.  
15239 T.: Hey my name there, T. U.  
15240 H.: One more.  
15241 Milica: L.  
15242 T.: Z, S.  
15243 Milica: It's my turn. L.  
15244 T.: Shush!  
15245 Milica: L.  
15246 T.: S. S.  
15247 H.: No, can't do this.  
15248 Milica: What is it?  
15249 H.: It's Samsung.  
15250 Milica: Samsung, okay! As if we didn't say S. It was my turn though.  
15251 T.: My turn.  
15252 Milica: No it's done now, we lost. Can I make this?  
15253 T.: Miss... Mhmm.  
15254 H.: Yep. okay my turn again now go. Umm.  
15255 T.: You know how to make plane?  
15256 Milica: Yes I do.  
15257 H.: We don't have time to be making paper planes.  
15258 Milica: Oh my God our aircraft has been destroyed.  
15259 H.: We gotta do some work.  
15260 T.: [singing] *Ay maca-lena maca-lena maca-lena.*  
15261 Milica: Should we play Scrabble?  
15262 H.: No. Can I choose a colour?  
15263 T.: Miss, give me some bubblegum. Now. Okay, okay you wanna be like that, Miss.  
15264 H.: Can I choose a colour?  
15265 Milica: A colour?  
15266 H.: Yeah.  
15267 Milica: For the word?  
15268 H.: Yeah.  
15269 T.: Miss I'll come and study when I'm ready but you gotta give me lolly.  
15270 Milica: I brought lollies.  
15271 T.: No, you don't.  
15272 Milica: Yeah, I did, I'll give them to you at the end.  
15273 T.: I'm not coming now you wanna be like that.  
15274 H.: T, you!  
15275 Milica: Wait there is an R? Red.  
15276 H.: No there isn't. Cuz what colour there?  
15277 Milica: Blue without an E. {FB-metalinguistic educator}  
15278 T.: Miss, shush!  
15279 H.: Go, choose a word.  
15280 T.: What colour?

15281 H.: Any colour, I can't tell you.  
 15282 T.: Say the red.  
 15283 Milica: I said red.  
 15284 H.: That's the only one got three letters! You gotta figure it out.  
 15285 T.: [singing] *Jingle red Jingle red*. Nah I think I'll go with...-  
 15286 H.: I haven't got time for muckin' around here.  
 15287 T.: Red. R.  
 15288 H.: You just got R so put another R.  
 15289 Milica: No, don't put another R. Oh my God.  
 15290 T.: D, D, D.  
 15291 Milica: No it's my turn. E.  
 15292 H.: Nuh-uh.  
 15293 T.: See Miss? Milisa.  
 15294 H.: Nah, we're not leavin' it there like that.  
 15295 Milica: Hey c'mon, that's so unfair... wow! Wow.  
 15296 H.: You sayin' wow?  
 15297 T.: Hey, what's that Miss?  
 15298 Milica: Yeah, I see it.  
 15299 T.: Wow!  
 15300 Milica: Is that the word?  
 15301 H.: Huh?  
 15302 Milica: Is the word wow?  
 15303 H.: Nah, it's not! C'mon.  
 15304 T.: Umm U. Umm you, you me.  
 15305 H.: Not U, Y-O-U not U. Yep, go.  
 15306 Milica: Wait is it a colour?  
 15307 H.: Maybe not a colour.  
 15308 Milica: Oh well, clearly it's not. Umm A.  
 15309 T.: T. T. Three word.  
 15310 H.: It's T. Nah loser. What you said? A?  
 15311 Milica: A.  
 15312 T.: Miss, he's cheatin' on me.  
 15313 Milica: I really don't want H. to keep pointing. The what?  
 15314 T.: [incomprehensible utterance]  
 15315 Milica: The what?  
 15316 T.: Nothin'.  
 15317 Milica: I didn't hear you.  
 15318 T.: I said nothing. I said he's cheating.  
 15319 H.: You said T.?  
 15320 Milica: Yeah.  
 15321 T.: [singing] *Ay maca-lena maca-lena maca-lena*.  
 15322 Milica: P. L.  
 15323 H.: No.  
 15324 T.: What's that read?  
 15325 Milica: It's a three letter word, finishes with ET so we just need the first letter. Here, have a  
 15326 look. {Educator-initiated metalinguistic Eng}  
 15327 H.: Just first letter.  
 15328 Milica: Here.  
 15329 H.: Have a read through.  
 15330 T.: U.  
 15331 H.: No.  
 15332 Milica: No it's not gonna be a vowel. Umm V.  
 15333 H.: Nuh-uh.

15334 Milica: G.  
15335 H.: Huh?  
15336 Milica: G.  
15337 H.: Nope. No G.  
15338 T.: H.  
15339 H.: And H. No you lose. Again.  
15340 Milica: What is it?  
15341 H.: It's N. Net.  
15342 Milica: Could've sworn I said N.  
15343 H.: Yeah but you could've sworn you said F, U, N.  
15344 T.: You said f\*\*\*ing colour.  
15345 Milica: Yeah you said it was a colour. Don't swear, also.  
15346 H.: Yeah next time you say that I'll kill you. okay my turn again, looks like I'm the champion.  
15347 Woo hoo!  
15348 Milica: Looks like you are.  
15349 H.: I never cheat, see, I'm too good. You two just too dumb.  
15350 Milica: You two... did you hear that, he called us dumb!  
15351 H.: Yep.  
15352 T.: Let's bash him!  
15353 Milica: Uh no! We just have to, we have to beat him now, we have to get. No, we said we're  
15354 not using the book.  
15355 H.: Yes we are.  
15356 Milica: Well, it has to be an English word, remember?  
15357 H.: Yes it's gotta be English. I got it here. Unless you do somebody's name. Umm.  
15358 T.: [singing] *Ay maca-lena maca-lena maca-lena.*  
15359 H.: We'll use old Jimmy number two. Old number. What about uhhh...  
15360 T.: Argh!  
15361 Milica: Oh my God, you scared me.  
15362 T.: Ah f\*\*k!  
15363 Milica: Stop swearing.  
15364 H.: [on the phone] Hello? I'm at study, call back at 8:30. Okay bye, bye, bye. Okay, let's go.  
15365 T.: [singing] *Ay maca-lena maca-lena maca-lena.*  
15366 H.: Hang on, hang on, hang on. This one is a really long one. Let's see if you can find it first,  
15367 keep going.  
15368 Milica: Is it this?  
15369 H.: No, it's got ten words.  
15370 Milica: Letters.  
15371 H.: Letters, I mean.  
15372 Milica: Is it in one of the languages?  
15373 H.: Nah, it's not in language it's in English.  
15374 Milica: Okay.  
15375 H.: Ha, you won't get this.  
15376 Milica: A.  
15377 H.: You're wrong, in every letter. Nah, hang on.  
15378 Milica: Do you need the book to see how to spell it?  
15379 H.: Yeah, I need the book to spell it.  
15380 T.: A.  
15381 H.: Eight.  
15382 T.: You said ten.  
15383 Milica: He needs the book.  
15384 H.: Eight.  
15385 Milica: Yeah you said ten letters.  
15386 T.: Mine said Aboriginal, aye? Aye darlin'?



15387 Milica: Is it right?  
15388 H.: No, no, no, no, no.  
15389 Milica: Yeah, it is!  
15390 H.: Nah, it's got ten! I need the book to spell it first. You got A. A is right.  
15391 Milica: Ooh careful, that is not my bookay.  
15392 H.: Does it look like I care? Nope.  
15393 Milica: Well, let's be respectful of other people's  
15394 H.: That's my book! I made that book!  
15395 Milica: Do you guys like that book?  
15396 T.: No.  
15397 Milica: Do you think it's cool?  
15398 T.: No.  
15399 Milica: Not at all?  
15400 T.: No.  
15401 Milica: I thought it was pretty cool.  
15402 T.: Of course.  
15403 Milica: Cause it's- it's got languages from around / H.: Hey! Hurry up!  
15404 Milica: Do you mind? Cause it's got languages from / H.: Hurry up!  
15405 Milica: IT'S GOT LANGUAGES from around your area in it.  
15406 H.: I'm trying to work, can you please shush.  
15407 Milica: Oh my God!  
15408 H.: Hey dopey, I'll hit you in a minute.  
15409 Milica: Stop. {Disciplining}  
15410 T.: Oh, you're scary mate.  
15411 Milica: Your turn for a letter, T.  
15412 T.: It's your turn, auntie.  
15413 Milica: No, it's your turn.  
15414 H.: Auntie Milica! Haha!  
15415 Milica: Hmm.  
15416 H.: Everybody.  
15417 Milica: Amazing.  
15418 H.: Have a look, have a look, take your time.  
15419 T.: [mocking H.]  
15420 Milica: It's got an A there ... oh, is that another A?  
15421 H.: No! It's not a A.  
15422 T.: Gimme your book.  
15423 H.: Someone messaged me. Tell them I'll call them later.  
15424 Milica: Is the first letter A?  
15425 H.: That's not an A! You wrote that!  
15426 Milica: Oh, okay. Let's see if we can find it.  
15427 H.: Seriously... I need a haircut again so I'm gonna tell them to pick me up on Tuesday arvo  
15428 to take me to that bloody place so I can get a haircut.  
15429 T.: Auntie can take you.  
15430 H.: Yeah, c'mon.  
15431 Milica: Me take you?  
15432 H.: Yeah, can you take me to get a haircut?  
15433 Milica: No worries...  
15434 T.: No worries, see auntie then.  
15435 H.: Just take me and I'll pay for it and drop me there and I'll come back with the bus.  
15436 Milica: I don't think I'm allowed to...  
15437 T.: Yes you are.  
15438 H.: You're allowed to, Miss. Only if you want. [reads from the book] The Institute Press.  
15439 Hey, see this here, where'd you get this from?

15440 Milica: I just found it in the book, ay.  
15441 H.: Where'd you get the book from?  
15442 Milica: Someone gave it to me.  
15443 H.: From whereabouts?  
15444 Milica: I dunno. It's by um, this publishing company called Bachelor Press and they make  
15445 books like this. I think it's / H.: That's the institute in Darwin.  
15446 Milica: Wait, we need to guess a letter.  
15447 H.: Can I have the book?  
15448 T.: What for?  
15449 H.: I need to look at the word again and I'll leave it on the page and you all can figure it out.  
15450 I'll give you all an easy hint since you're too dumb to figure it out.  
15451 Milica: Thanks for the compliment, I'll definitely take you for a haircut now.  
15452 H.: Too easy.  
15453 Milica: Vegetation.  
15454 H.: Nah.  
15455 Milica: It so is.  
15456 H.: No it's not. Nah it's ten word. It's on the page T. is looking right at it.  
15457 Milica: Don't get out of the page.  
15458 T.: [singing] *Ay maca-lena maca-lena maca-lena.*  
15459 Milica: Let me see. We got E.  
15460 T.: E, R, M, E, N A, R, T, I. Hahaha. You're cheating! Peppimenarti. Peppimenarti  
15461 H.: It's Peppimenarti, Miss.  
15462 T.: It's Peppimenarti, Miss.  
15463 H.: It's Peppimenarti, Miss.  
15464 Milica: Oh.  
15465 H.: You know where that is?  
15466 Milica: No, show me.  
15467 H.: P-E-P-P-  
15468 T.: That's Peppimenarti, see? {Student sharing cultural knowledge}  
15469 Milica: Oh, okay!  
15470 T.: It's not far from / Milica: Peppimenarti.  
15471 T.: We played 'em in the grand final. We lost by them.  
15472 Milica: Thanks!  
15473 H.: No worries! Mate!  
15474 T.: Nah, we lost by them. Palumpa Power.  
15475 H.: Yeah, Palumpa got magic power.  
15476 Milica: Where are you from? Is it here?  
15477 H.: [banging on table]  
15478 Milica: Yep, thanks H.  
15479 H.: No worries, no worries.  
15480 Milica: Careful! Oh my God, stop! I will not take you to get a haircut 100% now.  
15481 H.: Nah, will you take me?  
15482 Milica: No.  
15483 H.: On Tuesday?  
15484 Milica: Mmmm no.  
15485 H.: On Tuesday?  
15486 Milica: No, I'm busy. You got school on Tuesday!  
15487 H.: After school, when you come.  
15488 Milica: No I'm ... I can only teach you here, I can't take you anywhere.  
15489 T.: [singing] *Ay maca-lena maca-lena maca-lena.*  
15490 H.: I'm not coming to lessons anymore. This is the last lesson.  
15491 Milica: Alright. Oh my God, you got the page out!  
15492 H.: Miss, can you bring some boxing gloves next time?

15493 Milica: I'll bring my boxing gloves.  
15494 H.: Hey, you think you're a boxer? Back to ya country! Let's play some game.  
15495 T.: Go.  
15496 H.: You will never get the word there.  
15497 T.: I go.  
15498 H.: The word is right there, you been playing that game at the start.  
15499 T.: What game?  
15500 Milica: What game? Scrabble?  
15501 H.: That's the word.  
15502 Milica: You wanna play Scrabble?  
15503 H.: Yeah, let's play Scrabble.  
15504 Milica: You want to?  
15505 T.: Nah, it's boring I don't wanna play.  
15506 H.: Miss, did you bring any chocolate? Nope.  
15507 Milica: Nope. I brought lollies.  
15508 T.: Yessss!  
15509 H.: Lollies? What kind?  
15510 Milica: Show you later.  
15511 T.: Miss, Miss. Give me your finger, this is a good tattoo. Give me finger.  
15512 Milica: Get out of my bag!  
15513 H.: [mocking] get out of my bag! Ma'am I'm gonna need you stay right there and be calm,  
15514 please. What does ma'am mean?  
15515 Milica: Is that a pic of me?  
15516 T.: Nah, it's tattoo.  
15517 Milica: Thanks.  
15518 H.: I'm just gonna relax on the couch for a moment because someone's tryna message me so  
15519 I'll be back in a minute.  
15520 Milica: Okay, what if you tell them you're busy and we play this game? [7 seconds pause]  
15521 Can't believe you broke my book, T.  
15522 T.: Nah, you know it's easy to slip, Miss! Look, look how easy it is, look.  
15523 Milica: Nah, I know. No, don't do it again! I know, I know I believe you.  
15524 T.: See?! I'm, I'm / Milica: See, yeah, see you proved your point. Thanks, man.  
15525 T.: See, Miss.  
15526 Milica: It's cool.  
15527 T.: I buy you a new one.  
15528 Milica: Thanks.  
15529 T.: You reckon I can buy you a new one?  
15530 Milica: Yeah, I'm gonna have to go Darwin and get a new one.  
15531 H.: See how much work I've done already? 385 words.  
15532 Milica: What are you writing about?  
15533 T.: [singing] *Ay maca-lena maca-lena maca-lena.*  
15534 H.: That's not how you draw, you dumb.  
15535 Milica: Alright...  
15536 T.: Miss let me find some other pages.  
15537 Milica: Same... which one's better?  
15538 T.: Mine.  
15539 Milica: I agree.  
15540 H.: That way.  
15541 Milica: Wow. Alright let's do / T.: Music.  
15542 Milica: No music. You wanna do Hangman or Scrabble?  
15543 T.: Yeah.  
15544 Milica: Which one?  
15545 T.: Hangman.

15546 Milica: Okay.  
15547 H.: Decline!  
15548 Milica: I'm gonna do um ...  
15549 H.: You want music? What music you want? I'll put on some calm music, or some gangster /  
15550 Milica: We want Red Hot Chili Peppers or nothing.  
15551 T.: [singing] *Ay maca-lena maca-lena maca-lena.*  
15552 Milica: C'mon, T.!  
15553 T.: Tyga. Play that, Tyga.  
15554 Milica: Go.  
15555 T.: T.  
15556 Milica: Declined.  
15557 T.: Nah, you cheating.  
15558 Milica: I'm not cheating.  
15559 T.: Umm A.  
15560 Milica: Hahaha.  
15561 T.: Umm...  
15562 H.: Listen...  
15563 [Tyga song plays]  
15564 Milica: Oh this is an actual Tyga song? Is it new?  
15565 T.: Yes.  
15566 Milica: That's why I don't know it. Not that I know that many Tyga songs but...  
15567 T.: This is gonna be in the bookay.  
15568 Milica: Nah it's not in the bookay.  
15569 T.: Give me a clue what is it.  
15570 Milica: It's something you can do.  
15571 T.: In what?  
15572 Milica: Umm it's a way to express an emotion.  
15573 T.: Lolly?  
15574 Milica: No. Want me to give you the first letter?  
15575 T.: Yeah. C.  
15576 Milica: C? Nah.  
15577 T.: Umm.  
15578 Milica: What's that?  
15579 T.: Smiley face.  
15580 Milica: It's not smiling, what is it?  
15581 T.: Sad.  
15582 Milica: Nah, what do you do, if I'm doing this?  
15583 T.: Smiling.  
15584 Milica: Your turn.  
15585 T.: Let go that thing they naming.  
15586 H.: [singing] *the road you travel on, one day you're here the next you're gone...*  
15587 T.: I can do that. I heard that!  
15588 Milica: Oh you took it out when the chorus was about to be. Did you do a word? C'mon.  
15589 T.: Hang on.  
15590 H.: [singing] *don't hesitate to break down the...gate, life is a highway I wanna ride it all night*  
15591 *long...*  
15592 T.: Nah you-  
15593 H.: Shut up!  
15594 Milica: A.  
15595 T.: A?  
15596 Milica: A.  
15597 T.: No A.  
15598 Milica: E. Declined. Want this pen? It works better.

15599 T.: Nah.  
15600 Milica: Umm I. O.  
15601 H.: Miss, you know what it is? I showed you what it is aye?  
15602 Milica: T.?  
15603 T.: No!  
15604 Milica: Umm...  
15605 H.: Shut up.  
15606 Milica: That's not nice.  
15607 H.: I'm saying shush to everybody, you know what? Cause I'm the boss.  
15608 T.: Miss, guess what? We're going dinner Saturday.  
15609 Milica: With who?  
15610 T.: Mr A. and that man that come here.  
15611 Milica: Cool, can I come?  
15612 H.: A and M.  
15613 Milica: I'm gonna come, too.  
15614 H.: You have to have money though.  
15615 Milica: Oh.  
15616 H.: Unfortunately losers go away.  
15617 Milica: Wow.  
15618 T.: Give me your phone.  
15619 Milica: No.  
15620 T.: I show you something  
15621 Milica: Why? What time is it by the way?  
15622 T.: You did one two three four five, and I did one two three four five.  
15623 Milica: Crazy... Alright, guess letters.  
15624 T.: Hm...  
15625 H.: What's the time?  
15626 Milica: Time is...  
15627 H.: Eight o'clock.  
15628 T.: See ya!  
15629 Milica: No, it's not eight o'clock. Oh it's nearly eight o'clock.  
15630 T.: Uhh...  
15631 H.: Five minutes to eight. Can you just stop calling ME!  
15632 T.: Put the first number, Miss.  
15633 Milica: First number or first letter?  
15634 T.: Letter.  
15635 H.: [singing, incomprehensible utterance]  
15636 Milica: Thanks, H. for that gorgeous melody.  
15637 T.: A.  
15638 Milica: [writes] {Educator scribing}  
15639 T.: E.  
15640 Milica: [writes] {Educator scribing}  
15641 T.: R.  
15642 H.: Just go away. What did you say to me, Miss?  
15643 Milica: I said thanks for that gorgeous melody. When you were singing to us. Serenading us.  
15644 T.: Melody.  
15645 H.: I'd like you to shush right now, and you.  
15646 Milica: Haha! Can we do requests?  
15647 H.: What song you want? Tell me what song.  
15648 Milica: Umm, AC/DC TNT.  
15649 H.: Nope we don't allow AC/DC TNT. HEY.  
15650 Milica: Oh my God- it's "oi" not "hey."  
15651 T.: Ay ay ay.

15652 Milica: Alright do life is a highway then.  
15653 H.: You know who you look like?  
15654 Milica: Who?  
15655 H.: You know that um, where's the show, what's it called?  
15656 Milica: Which one?  
15657 H.: The fisherman lady, fisherman?  
15658 Milica: Dunno.  
15659 H.: Ah, let's get the good one here... like her. See that girl there?  
15660 Milica: No? Come here.  
15661 H.: That's a prankster, that girl right there.  
15662 Milica: Oh, you reckon?  
15663 H.: The-there. See look, look.  
15664 Milica: Her?  
15665 T.: You look like her?  
15666 Milica: Maybe it's just the hair [laughs].  
15667 T.: Anyway... do a letter, Miss.  
15668 H.: WHAT SONG?  
15669 Milica: I said 'life is a highway'.  
15670 H.: No, that song is too boring.  
15671 Milica: Ummm...  
15672 T.: C'mon!  
15673 Milica: I'm tryna think of a song. Dani California.  
15674 H.: Sure. Put it on?  
15675 Milica: Yeah? Guess.  
15676 T.: Dance Monkey.  
15677 Milica: Hey?  
15678 T.: Dance Monkey.  
15679 H.: Dance Monkey, no way.  
15680 Milica: Nah. What letter?  
15681 T.: Pain.  
15682 Milica: Nah.  
15683 H.: Listen, listen. [YouTube video plays] Hahaha.  
15684 Milica: Alright, guess letter.  
15685 H.: You wanna know something, Miss?  
15686 Milica: Yeah.  
15687 H.: I live on the right side of town.  
15688 T.: Miss, give me the other one, give me the other name.  
15689 H.: What song? Red Hot Chili Peppers?  
15690 Milica: Think about what um, what sound that makes. Makes this sound.  
15691 T.: Puff.  
15692 Milica: So it starts with a /f/, starts with P-H but the sound is F.  
15693 T.: Poof.  
15694 Milica: /f/, ends with got two letters here.  
15695 T.: Poof.  
15696 Milica: Nah.  
15697 H.: [singing] *macarena, macarena*.  
15698 T.: Poof.  
15699 Milica: This is a vowel, this is not a vowel.  
15700 T.: P, H.  
15701 H.: You teachin' him some little thing.  
15702 Milica: Now what's the word?  
15703 T.: P, no, not physical.  
15704 Milica: Nope.

15705 T.: Phone!  
15706 Milica: Mhmm.  
15707 H.: YAY!  
15708 Milica: Good job! {Reinforcement educator}  
15709 H.: F\*\*kin'...!  
15710 T.: Lolly?! Lolly?!  
15711 Milica: Yeah...  
15712 T.: Lolly, lolly!  
15713 Milica: Hey, give it back!  
15714 H.: You swearing?!  
15715 Milica: I didn't swear, give it to me!  
15716 T.: [singing] *hey maca-lena, maca-lena.*  
15717 Milica: Please, I don't have insurance...  
15718 T.: Ah, what's this Miss?  
15719 Milica: Stop.  
15720 T.: HEEEEEEY. Milica. My lolly?  
15721 Milica: Thank you.

## APPENDIX 42: Thirteenth session

Place	Date	Time	Duration	Number of people	Status of participants	Languages
Small meeting room in the boarding house, Adelaide	27th of Nov. 2019	7 p.m.	1:01:27 hrs	4	1 tutor, Milica 2 students, H. and T., another tutor	English, Aboriginal English

- 15722 Milica: How you going?  
 15723 H.: What is this book about?  
 15724 Milica: Have you played a game called Scattergories?  
 15725 H.: Yep.  
 15726 Milica: I reckon we should play that tonight.  
 15727 H.: How about history? Due tomorrow.  
 15728 Milica: Ooh, we'll do that then.  
 15729 H.: Haven't even started.  
 15730 Milica: What do you have to do for history?  
 15731 H.: Huh?  
 15732 Milica: What do you have to do for it?  
 15733 H.: Uhh I don't know. I got two phone, Miss.  
 15734 Milica: Hey? It's on your phone?  
 15735 H.: I got two phone.  
 15736 Milica: Nice, do you have your iPad?  
 15737 H.: Yep.  
 15738 Milica: Do you want to show me your contact sheet?  
 15739 H.: Yes, I will in a moment.  
 15740 Milica: Okay. [6 second pause] How was school?  
 15741 H.: Bad.  
 15742 Milica: Bad, why? What lessons did you have today?  
 15743 H.: Um, lessons.  
 15744 Milica: Nice.  
 15745 H.: Had bad lessons.  
 15746 Milica: Did you have history?  
 15747 H.: Mhm.  
 15748 Milica: Don't like it? Is this about the Chinese miners again? The assignment?  
 15749 H.: No, it's about a soldier, you gotta choose a soldier.  
 15750 Milica: Oh yeah, you were telling me, I remember. You just need to write like a short essay, is that right?  
 15751 H.: Hm?  
 15752 Milica: You just need to write a short essay?  
 15753 H.: Yes.  
 15754 Milica: Do you want to maybe grab your stuff now and then I'm hoping we can finish up a little earlier tonight.  
 15755 [4 seconds pause]  
 15756 Milica: What do you reckon? If we start earlier we could finish earlier.  
 15757 H.: Alright.  
 15758 Milica: Yeah, well I mean not heaps early because we still have to do the / H.: We'll leave at  
 15759 7:55.  
 15760 Milica: Yeah, alright.



15763 [unrelated conversation - 1:47 minutes]  
15764 Milica: Come over here. [3 second pause] Come sit here. Do you wanna sit here?  
15765 H.: Nah, I'm going to sit here.  
15766 Milica: How am I going to see what you're doing?  
15767 H.: I'll just get up and / Milica: Where's T.?  
15768 H.: He's gone to the toilet.  
15769 Milica: Okay.  
15770 H.: Hang on. Contact sheet, oh no I want that.  
15771 Milica: Okay. No just move the iPad so I can see.  
15772 H.: No hang on. There you go. Score for that.  
15773 Milica: Cool.  
15774 H.: I'll be back.  
15775 Milica: Alright.  
15776 Milica: Where have you been?  
15777 H.: I had to just go do something with Mr. E.  
15778 Milica: Okay, where's T.?  
15779 H.: He's having a shower.  
15780 Milica: Does he know we start at seven?  
15781 H.: Nah.  
15782 Milica: Clearly.  
15783 H.: Nah, nah.  
15784 Milica: Okay, so.  
15785 H.: Mhm.  
15786 Milica: Okay so, did you write this?  
15787 H.: No.  
15788 Milica: So, what um, why did you give me this?  
15789 H.: Hm?  
15790 Milica: Why did you show me this? Do you have to write something about the Anzacs?  
15791 H.: Yeah, cause that's the contact sheet right there.  
15792 Milica: Okay, but it doesn't say what you have to do.  
15793 H.: Oh. I think it's on the board, I don't know, maybe.  
15794 Milica: Do you have to write about your chosen person?  
15795 H.: Yep.  
15796 Milica: And that's an, one of the Anzac soldiers?  
15797 H.: Mhm.  
15798 Milica: Okay. Do you want me to make you a template like how we did last time?  
15799 H.: Yeah.  
15800 Milica: How many words does it have to be?  
15801 H.: 200 or 100.  
15802 Milica: Okay, that's pretty good.  
15803 H.: Maximum is two.  
15804 Milica: So maybe we'll do a little bit, who is the person you chose?  
15805 H.: Haven't chosen anyone yet.  
15806 Milica: Oh, would you want to find someone while I write up a little template?  
15807 H.: Mhm.  
15808 Milica: You found someone?  
15809 H.: Yep.  
15810 Milica: Douglas Christian?  
15811 H.: Mhm.  
15812 Milica: Alright, do you want to do some googling?  
15813 H.: Okay.  
15814 Milica: [turns towards T. who just walked in] Hi.  
15815 T.: Hi.

15816 Milica: How are ya? Got some homework to do, some art?  
15817 T.: Yeah.  
15818 Milica: Okay. Did you find anything, H.?  
15819 H.: Mm, yep.  
15820 Milica: Do you wanna maybe look on YouTube? We can watch a video.  
15821 H.: Douglas Christian. [4 seconds pause] Oh I think it's on the... [5 seconds pause] Douglas  
15822 Christian. [13 seconds pause] Okay here we go, search. [10 seconds pause] Douglas Christian.  
15823 [4 seconds pause] There's no information.  
15824 Milica: Do you want me to help you have a look?  
15825 H.: That's the app you gotta search for.  
15826 Milica: Okay. [24 seconds pause] Do you want to choose another one? It might have more  
15827 information.  
15828 H.: Alright.  
15829 Milica: What about ... Oh, look what's with these page numbers, where's this? What book is  
15830 this from?  
15831 H.: Hm?  
15832 Milica: What book is this from?  
15833 H.: Um, Mister Arfty's got the book in his class.  
15834 Milica: Oh, you don't have. Oh.  
15835 H.: Nah, I don't have the book.  
15836 Milica: You have to use that website that he said?  
15837 H.: Yep, that's where I got it from there.  
15838 Milica: Yep. Um, do you want to choose another one?  
15839 H.: Hm?  
15840 Milica: Do you want to choose another one?  
15841 H.: Yeah.  
15842 Milica: Come choose. The quicker we get it done, the quicker you can leave.  
15843 H.: Um.  
15844 Milica: 200 words, you'll do that quickly.  
15845 H.: Donald August, Augustus. {Student decode Eng}  
15846 Milica: Uh.  
15847 H.: One, 10.45, up the top.  
15848 Milica: Oh yeah, Donald Augustus. That's okay. I'm not going to do your work if you're  
15849 going to sit there and watch videos. Alright, got to hop off your phone and let's get this done.  
15850 It's not a lot, 100 words. It's few sentences.  
15851 H.: Hm?  
15852 Milica: 10 sentences.  
15853 H.: That's a lot.  
15854 Milica: Yeah, but I'm going to help you with it. Do you want to put a photo of him in  
15855 there? H.: Yeah, is it even in there? Is that him?  
15856 Milica: Yeah.  
15857 H.: Donald, what's his name? Donald. Donald Augustus. {Student decode Eng}  
15858 Milica: Dowling, yeah. {FB-explicit correction educator}  
15859 H.: What?  
15860 Milica: Donald Augustus Dowling. {FB-explicit correction educator}  
15861 H.: Dawnling? {Student decode Eng}  
15862 Milica: Dowling. {FB-explicit correction educator}  
15863 H.: Dowling. {Student decode Eng}  
15864 Milica: Mm. Alright, let's do some sentences. [1 minute 8 seconds pause] So, I found another  
15865 virtual War Memorial Australia website, where's it got more information about him, so it'll be  
15866 easier for you to write it all up.  
15867 H.: Mhm.

15868 Milica: Okay, so let's have a read through. Give me some sentences and write it in and you  
15869 can type them up.

15870 H.: Mhm.

15871 Milica: Okay? So, when you're ready. {Educator scribing}

15872 H.: Now.

15873 Milica: Come. So, I was thinking here in your, well, it's not even the first part but the whole  
15874 part um in your little essay you can um, you'll say his name, his date of birth, um, do you  
15875 want to shut that door? Thank you. Thank you so much. Cool, okay so. Write in his name, his  
15876 date of birth. {Educator-initiated metalinguistic Eng}

15877 H.: Mhm.

15878 Milica: Where he's from, uh, what exactly is he known for? So, what did he actually do in the  
15879 army? When did he die, how did he die? Uh, maybe an interesting fact about him or  
15880 something that sort of you know sets him apart, why is he so famous compared to the other  
15881 people who aren't? Right. And then um say something about the Anzac spirit, what is the  
15882 Anzac spirit? And then talk about how did he show the Anzac spirit. So, what did he do that  
15883 made him such a hero? {Educator-initiated vocab elicitation Eng}

15884 H.: He was in the war. {Student uptake}

15885 Milica: Yeah, so what he fought for.

15886 H.: For me.

15887 Milica: Yeah, exactly, you can say that he showed bravery, courage, all that stuff. {Educator-  
15888 initiated vocab elicitation Eng} So we'll go and do sentences, find here, his name, date of  
15889 birth, where's he from, doesn't have to be all one sentence it can be two or three or more, and  
15890 tell me what you want to write. {Educator-initiated metalinguistic Eng} {Educator scribing}

15891 H.: Mhm.

15892 Milica: So, have a look. Because it's right there.

15893 H.: So, just choose one out of here or / Milica: So, you can say something like, um, here  
15894 Douglas Christian was born on uh the 7th of July 1895.

15895 H.: That's Donald.

15896 Milica: Oh sorry, um yeah, I was giving you the wrong one. Um, Donald. Donald, yep. So,  
15897 Donald Augustus Dowling was born on the 7th of July 1895, in then you can say in ... where  
15898 is it? Forena, am I reading that right?

15899 H.: Forena, South Australia.

15900 Milica: Yep, how do you wanna say that in a sentence? I mean it's pretty like there's not that  
15901 many different ways to say it but {Educator-initiated metalinguistic Eng} / H.: So, Donald  
15902 Augustus Dowling was born on ... when?

15903 Milica: It says it there. {Educator-initiated decoding Eng}

15904 H.: Born July the 7th 1895 in Forena South Australia and died... he died in Queensland...  
15905 Brisbane. That's the one, Brisbane. {Student decode Eng}

15906 Milica: He died in {Educator-initiated vocab elicitation Eng} / H.: Queensland.

15907 Milica: Do you want to put the city first or the state? {Educator-initiated metalinguistic Eng}

15908 H.: Uh, city.

15909 Milica: So, he died in Brisbane. {Educator scribing}

15910 H.: Mhm.

15911 Milica: Brisbane, Queensland. Now find it in there, what exactly is he known for?

15912 H.: Mhm.

15913 Milica: So, what was his, uh, rank or title in the army? {Educator-initiated vocab elicitation  
15914 Eng}

15915 H.: I don't know.

15916 Milica: When did he, um, join the army for example. {Educator-initiated decoding Eng}

15917 H.: Mmm, enlisted 14th of September 1914. {Student decode Eng}

15918 Milica: Yeah, so in a sentence. {Educator-initiated metalinguistic Eng}

15919 H.: He was a captain, so he started he joined the war. {Student decode Eng}

15920 Milica: He joined the war or the army? {FB-clarification request educator}

15921 H.: The army on 14th of September 1914 and then he was a captain and then his last unit was  
15922 27th inventory trip.

15923 Milica: He joined the army on 14th of September, what year sorry? 19 ... {Educator scribing}  
15924 H.: 1914.

15925 Milica: 1914? {FB-clarification request educator}  
15926 H.: Mhm.

15927 Milica: And what was the rest of the sentence? {Educator-initiated metalinguistic Eng}  
15928 H.: Uh, he became a captain, he wanted to be captain.

15929 Milica: And he became a captain. {Educator scribing}  
15930 H.: Mhm.

15931 Milica: When? {Educator-initiated decoding Eng}  
15932 H.: It doesn't say when.

15933 Milica: If you scroll down, it will say. {Educator-initiated decoding Eng}  
15934 H.: 1914. {Student decode Eng}

15935 Milica: No. {FB-metalinguistic educator}  
15936 H.: Mhm.

15937 Milica: Come on, you said you would get off your phone. {Disciplining}  
15938 H.: I am.

15939 Milica: Uh, where does it say? Come on have a look through here, you'll see where it says,  
15940 uh, he became captain. {Educator-initiated decoding Eng}  
15941 H.: It doesn't say.

15942 Milica: It says he was promoted Lance Corporal in 1916. {Educator-initiated decoding Eng}  
15943 H.: Done. That's him. Lance Corporal. {Student decode Eng}

15944 Milica: Was he made captain or corporal? {Educator-initiated decoding Eng}  
15945 H.: Corporal. {Student decode Eng}

15946 Milica: Okay, how are you going to change that sentence? {Educator-initiated metalinguistic  
15947 Eng}  
15948 H.: Where it says captain back up here. There. {Student decode Eng}

15949 Milica: Mmh, I know that was his last rank though.  
15950 H.: I don't know.

15951 [3 seconds pause]

15952 Milica: Let's have a read. Just scan it and see where it says captain anywhere here.  
15953 {Educator-initiated decoding Eng}

15954 H.: Lance Corporal, he was a Lance Corporal. {Student decode Eng}

15955 Milica: Do you know what that is? I don't. {Educator-initiated vocab elicitation Eng}  
15956 H.: Nope. Need to do some research.

15957 Milica: [31 seconds pause] Alright, let's keep going. Get off your phone please. Thank you.  
15958 So, what exactly is he known for? So, he joined the army on the 14th of September 1914. He  
15959 became captain.

15960 H.: Mhm.

15961 Milica: Cool. Um, what um, what was my next one? When did he die and how did he die? Oh,  
15962 sorry before that in here it talks about an injury that he had, in this bit here. {Educator-  
15963 initiated decoding Eng}

15964 H.: Mhm.

15965 Milica: Have a read through and we'll ... I think you should mention that in there because  
15966 that's pretty significant in the bottom bit of that paragraph. {Educator-initiated decoding Eng}

15967 H.: Which one? This one?

15968 Milica: Yeah, down around here somewhere, I think. {Educator-initiated decoding Eng}  
15969 H.: So, which, what are uh, talking about?

15970 Milica: Down in this bottom bit here he says something about his um he had an injury in the  
15971 war, he was wounded. {Educator-initiated decoding Eng}

15972 H.: Oh yeah. He was wounded in, on September 1917 in Belgium and Ruin transferred what  
15973 yeah transferred to the London General Hospital with a gunshot wound to the neck after two

15974 months, two months care in November he returned to France and later served as a *bre, bri,*  
15975 *briga-brigade* brigade gas officer. {Student decode Eng}  
15976 Milica: Mhm. Brigade.  
15977 H.: With a seventh I don't know inf {Student decode Eng partial} / Milica: Let's see.  
15978 H.: That's not a word. {Student-initiated metalinguistic Eng}  
15979 Milica: Through the infantry, oh the infantry after {Educator-initiated decoding Eng} / H.:  
15980 Just don't worry about it.  
15981 Milica: Seventh infantry. I'm not sure what those mean, it's like army slang. {Educator-  
15982 initiated metalinguistic Eng}  
15983 H.: He went to Australia in September 1918 with his appointment terminated for MD on the  
15984 22nd January 1919 he was issued with a 1914 issue star the British war medal and the victory  
15985 medal. That's all. {Student decode Eng}  
15986 Milica: Tell me about his, when he got wounded. {Educator-initiated decoding Eng}  
15987 H.: Uh.  
15988 Milica: In your own words. {Educator-initiated vocab elicitation Eng}  
15989 H.: So, he was shot in the neck and then wounded and then he was taken to the third London  
15990 hospital.  
15991 Milica: He was shot in the neck and then wounded. {Educator scribing}  
15992 H.: And then taken to the London hospital and then he became as a British, yep, yep, British  
15993 and then, um, he got transferred back to / Milica: Hang on a new sentence, so he was taken, he  
15994 was shot in the neck and wounded and then taken to the third London hospital. {Educator-  
15995 initiated metalinguistic Eng} {Educator scribing}  
15996 H.: Mhm.  
15997 Milica: Then new sentence because it's getting long, and then what happened? {Educator-  
15998 initiated vocab elicitation Eng}  
15999 H.: Then he went back to Australia, came back to Australia, right here, in South Australia.  
16000 Milica: Then he came back to South Australia. {Educator scribing}  
16001 H.: Mhm.  
16002 Milica: Yep, and what, um, when did he die and how did he die? That's the next bit here.  
16003 {Educator-initiated decoding Eng}  
16004 H.: He got shot. {Student decode Eng}  
16005 Milica: No, he didn't. {FB-metalinguistic educator}  
16006 H.: No, he was diagnosed with trauma. {Student decode Eng}  
16007 Milica: No, he wasn't. {FB-metalinguistic educator}  
16008 H.: Yes, he was! Look.  
16009 Milica: Where? Show me where it says that in the text. {FB-metalinguistic educator}  
16010 [5 seconds pause]  
16011 H.: I'm tired.  
16012 Milica: I know. I am, too. But we haven't got long to go and if we get this done now you just  
16013 need to type it up. Okay? C'mon let's have a read. Here. {Educator-initiated decoding Eng}  
16014 H.: He died in Queensland. But he didn't die in South Australia. {Student decode Eng}  
16015 Milica: Yeah, so when did he die? And how old was he? {Educator-initiated decoding Eng}  
16016 H.: When did he die. Nah. {Student decode Eng partial}  
16017 Milica: Last sentence. Very last one. {Educator-initiated decoding Eng}  
16018 H.: He, um [16 seconds pause] I don't know how he died.  
16019 Milica: That's okay if it doesn't say it, then it doesn't say.  
16020 H.: It doesn't say.  
16021 Milica: That's fine. But, um, what do you know about his death that you can tell me?  
16022 {Educator-initiated decoding Eng}  
16023 H.: How do I know? I don't know.  
16024 Milica: Doesn't it say in there? {Educator-initiated decoding Eng}  
16025 H.: Nope.  
16026 Milica: You sure?

16027 H.: Yeah.

16028 Milica: Where did I say it said it?

16029 H.: Last sentence.

16030 Milica: Mhm. What's the last sentence of the text say? {Educator-initiated decoding Eng}

16031 H.: He died, in, of age 83. {Student decode Eng}

16032 Milica: Yep. {Reinforcement educator}

16033 H.: He died on 8th March 1979.

16034 Milica: Yeah, so in your own words. {Educator-initiated metalinguistic Eng}

16035 H.: So, Douglas –

16036 Milica: Donald. {FB-explicit correction educator}

16037 H.: Donald Augustus Augustus, died of the age of 23, 83 and ...

16038 Milica: His name is Donald Augustus Downey. {FB-explicit correction educator}

16039 H.: Whatever.

16040 Milica: He died at {Educator scribing} / H.: The age of 83 on the 8th of March 1979 in  
16041 Queensland. {Student decode Eng}

16042 Milica: What year? 1979? {FB-clarification request educator}

16043 H.: 1970. No 97. No 1979. {Student decode Eng}

16044 Milica: In where? {FB-clarification request educator}

16045 H.: In Queensland In Burbon town no, no. Townsville. {Student decode Eng}

16046 Milica: We've got a sentence about his death on the top. We'll take that out [14 seconds  
16047 pause] You need about 30 something words so I'm thinking {Educator-initiated  
16048 metalinguistic Eng} / H.: Mhm.

16049 Milica: You write something about what's the Anzac spirit and how did he show the Anzac  
16050 spirit then. That'll be everything you really need. {Educator-initiated metalinguistic Eng}

16051 H.: Mhm.

16052 Milica: So, paraphrasing when I ask what's the Anzac spirit. {Educator-initiated  
16053 metalinguistic Eng}

16054 H.: I don't know what's the Anzac Spirit.

16055 Milica: Yeah, it says in the, that, um, contact sheet. {Educator-initiated decoding Eng}

16056 H.: So the Anzac spirit is ... {Student uptake}

16057 Milica: Mhm. {Reinforcement educator}

16058 H.: No idea. Um, no. The Anzac spirit, here. What is it? / Milica: Think it's below that.  
16059 {Educator-initiated decoding Eng}

16060 [6 seconds pause]

16061 H.: I don't know.

16062 Milica: Do you want me to show you?

16063 [5 seconds pause]

16064 Milica: Come here. I'll read it to you. The aspect of the legend has been criticised but there is  
16065 general consensus, which means agreement, on what is regarded as the Anzac spirit.  
16066 {Educator-initiated metalinguistic Eng}

16067 H.: Mhm.

16068 Milica: Anzac, come over here. Anzac came to stand for the positive qualities for which  
16069 Australians have seen their forces show and more these qualities are accepted to include  
16070 endurance, courage, ingenuity, good humour and mateship. So, what would you say the  
16071 Anzac spirit is? {Educator-initiated metalinguistic Eng}

16072 H.: Hold on.

16073 Milica: Have a read of that what I just read to you. Come on you're nearly done, you've  
16074 literally written it all, you just need to type it up after this. {Educator-initiated decoding Eng}

16075 {Educator-initiated metalinguistic Eng}

16076 H.: Let's type it.

16077 Milica: You want ... Well, we haven't finished writing it.

16078 H.: So, where are we up to?

16079 Milica: Here.

16080 H.: The aspect what, the aspect of the legend have been criticised there is general concerns  
16081 {Student decode Eng} / Milica: Consensus, which means agreement. {Educator-initiated  
16082 metalinguistic Eng}  
16083 H.: Consensus on what is writ, what is regarded as the Anzac spirit. {Student decode Eng}  
16084 Milica: Mhm. {Reinforcement educator}  
16085 H.: Anzac came to stand for the positive qualities, yeah, qualities. {Student decode Eng}  
16086 Milica: Mhm.  
16087 H.: Which Australians, Australian have seen their forces shown, yeah, forces shown in the  
16088 war, these qualities are generally accepted into including endurance, courage {Student decode  
16089 Eng} / Milica: Ingenuity. {FB-explicit correction educator}  
16090 H.: Ingenuity. {Student decode Eng}  
16091 Milica: Which means creativity and sort of intelligence. {Educator-initiated metalinguistic  
16092 Eng}  
16093 H.: Good humour and mateship. Done. {Student decode Eng}  
16094 Milica: Yeah, so in your own words, the Anzac spirit is? {Educator-initiated metalinguistic  
16095 Eng}  
16096 H.: The Anzac spirit is, no, that's too much. {Student decode Eng partial}  
16097 Milica: You can do it in multiple sentences. {Educator-initiated metalinguistic Eng}  
16098 H.: The Anzac spirit is about mateship, uh, good sense of humour. Mmm.  
16099 Milica: What else?  
16100 H.: Umm.  
16101 [5 seconds pause]  
16102 H.: I don't know.  
16103 Milica: What does it say in there? {Educator-initiated decoding Eng}  
16104 [9 seconds pause]  
16105 H.: Hm.  
16106 [15 seconds pause]  
16107 H.: It's about um, the Anzac spirit is about a legend, legends that fought for the war. {Student  
16108 decode Eng partial}  
16109 Milica: So, the Anzac spirit is about mateship, good sense of humour. {Educator scribing}  
16110 H.: And legends that fought to, for the war for our country. {Student decode Eng partial}  
16111 Milica: And legends that fought and legends that fought, what'd you say sorry? {FB-  
16112 clarification request educator}  
16113 H.: Hm.  
16114 Milica: Legends that fought. {Educator scribing}  
16115 H.: For their country like Australia.  
16116 Milica: For our country Australia. {Educator scribing} {FB-recast educator}  
16117 H.: Hm.  
16118 Milica: Let's connect that back to Donald, how do you think he showed the Anzac spirit? And  
16119 that's completely up to you. How do you wanna? {Educator-initiated metalinguistic Eng} /  
16120 H.: I don't know.  
16121 Milica: So, if we think about some of the qualities, the endurance, courage, ingenuity, good  
16122 humour and mateship. So, if you fought in the war, obviously he's courageous and brave, he  
16123 got wounded, so he had endurance. {Educator-initiated metalinguistic Eng}  
16124 H.: Mhm.  
16125 Milica: So how would you wanna put that in a sentence to show he had the Anzac spirit?  
16126 {Educator-initiated metalinguistic Eng}  
16127 [4 seconds pause]  
16128 H.: I don't know.  
16129 Milica: Have a think.  
16130 [10 seconds pause]  
16131 Milica: We can start the sentence like Donald Augustus Dowling showed the Anzac spirit  
16132 {Educator-initiated metalinguistic Eng} / H.: Mhm.

16133 Milica: Because ... {Educator-initiated metalinguistic Eng}

16134 H.: Because, uh...

16135 [4 seconds pause]

16136 Milica: What do soldiers need to be if they're fighting in a war? {Educator-initiated vocab  
16137 elicitation Eng}

16138 H.: Brave. {Student uptake}

16139 Milica: Yeah?

16140 H.: Uh, and that's about it. I don't know.

16141 Milica: Okay, so in a sentence. {Educator-initiated metalinguistic Eng}

16142 H.: So, you have to be brave to fight in a war like Donald Augustus. {Student uptake}

16143 Milica: You have to be brave to fight in the war. {Educator scribing}

16144 H.: No, no, you don't have to have to read it. ... Um.

16145 Milica: Do you want to start again? {Educator-initiated metalinguistic Eng}

16146 H.: I don't know.

16147 Milica: So, if you wanna connect the Anzac spirit to Donald we could start a sentence with his  
16148 name. {Educator-initiated vocab elicitation Eng}

16149 H.: Mhm.

16150 Milica: So maybe start it with that and see if that flows it a bit better for you. {Educator-  
16151 initiated metalinguistic Eng}

16152 [4 seconds pause]

16153 Milica: I know you're tired, but this could be our last sentence. Because I think you're at 100  
16154 words. You know what I mean? {Educator-initiated metalinguistic Eng}

16155 H.: Yep.

16156 Milica: So, if we sort of finish it up with this and connect back to the Anzac spirit, I think  
16157 you'll be alright. {Educator-initiated metalinguistic Eng}

16158 H.: Mhm.

16159 Milica: So just hang in there.

16160 [6 seconds pause]

16161 H.: Yep.

16162 Milica: So, if we go 'Donald Augustus Dowling showed the Anzac spirit'. {Educator-initiated  
16163 metalinguistic Eng}

16164 H.: That he was brave. {Student uptake}

16165 Milica: Yeah. {Reinforcement educator}

16166 H.: To fight in the war and he didn't know what was coming up ahead. None of, none of the  
16167 men didn't know that they were going to get shot. {Student uptake}

16168 Milica: Mhm.

16169 H.: And they were marked down with machine guns from the uh, um. {Student uptake}

16170 Milica: Sorry, it's Donald A. Dowling showed the Anzac spirit. {Educator scribing}

16171 H.: Mhm.

16172 Milica: By {Educator scribing} / H.: Being brave. {Student uptake}

16173 Milica: Yep. What'd you say about fighting in the war? {FB-clarification request educator}

16174 H.: They didn't know they were going to get shot. {Student uptake}

16175 Milica: By being brave and fighting in the war. {Educator scribing}

16176 H.: Mhm.

16177 Milica: T., what are you doing?

16178 T.: Nothing.

16179 Milica: Shouldn't you be doing your art?

16180 T.: Yeah.

16181 [4 seconds pause]

16182 Milica: So, Donald A Dowling showed the Anzac spirit by being brave and fighting in the  
16183 war. {Educator scribing}

16184 H.: Mhm.

16185 Milica: Do you wanna keep going?



16186 H.: Hm?  
16187 Milica: You wanna keep going with the sentence? {Educator-initiated metalinguistic Eng}  
16188 H.: No.  
16189 Milica: Finish it. Alright just type that up, do you want me to read it to you while you type?  
16190 {Educator-initiated metalinguistic Eng}  
16191 H.: Yeah.  
16192 [7 seconds pause]  
16193 Milica: T., have you finished your art?  
16194 T.: Yes.  
16195 Milica: Can I see?  
16196 T.: Okay.  
16197 Milica: Ready?  
16198 H.: Yep.  
16199 Milica: So, Donald Augustus Dowling. {Educator-initiated metalinguistic Eng}  
16200 H.: Yep.  
16201 Milica: Was born July the 7th.  
16202 H.: Yep.  
16203 Milica: 1895 in Forena.  
16204 H.: Yep. South Australia?  
16205 Milica: Comma, South Australia. Full stop. {Educator-initiated metalinguistic Eng} T., you  
16206 going to do some work? Now. Because we are going to finish up early.  
16207 T.: I am.  
16208 H.: Yeah?  
16209 Milica: Yeah. He joined the army on. {Educator-initiated metalinguistic Eng} Okay, cool.  
16210 What do you have to do for that?  
16211 T.: My religion.  
16212 Milica: Do you want help with it?  
16213 T.: Nah.  
16214 Milica: Sorry, what did you write? He joined the army. {Educator-initiated metalinguistic  
16215 Eng}  
16216 H.: Yep.  
16217 Milica: On 14th of September. 1914.  
16218 H.: Mhm.  
16219 Milica: And he became a captain.  
16220 H.: Mhm.  
16221 Milica: Full stop. He was shot in the neck. {Educator-initiated metalinguistic Eng}  
16222 H.: Mhm.  
16223 Milica: And wounded and then taken. You don't have to write it word for word, you can  
16224 change it up a bit if you want. {Educator-initiated metalinguistic Eng}  
16225 H.: Nah.  
16226 Milica: I mean these are your words anyway. And then taken to the third London hospital.  
16227 {Educator-initiated metalinguistic Eng}  
16228 H.: Mhm.  
16229 Milica: Full stop. {Educator-initiated metalinguistic Eng}  
16230 H.: Mhm.  
16231 Milica: Then he came back to South Australia. Full stop. {Educator-initiated metalinguistic  
16232 Eng}  
16233 H.: Mhm.  
16234 Milica: So, Donald Augustus Downling died at the age of 83. {Educator-initiated  
16235 metalinguistic Eng}  
16236 H.: Died in / Milica: At the age of 83. {Educator-initiated metalinguistic Eng}  
16237 H.: Mhm.

16238 Milica: On the eighth of March. 1979 in Queensland, full stop. {Educator-initiated  
16239 metalinguistic Eng}  
16240 H.: Mhm.  
16241 Milica: The Anzac spirit is about mateship, comma. {Educator-initiated metalinguistic Eng}  
16242 [7 seconds pause]. Need help?  
16243 H.: Mm. How do you spell {Student-initiated metalinguistic Eng} / Milica: Spell what sorry?  
16244 H.: Nah, no problem. Spirit. {Student uptake}  
16245 Milica: Spirit, oh. Got it? The Anzac Spirit is about mateship comma, good sense of humour  
16246 comma. {Educator-initiated metalinguistic Eng}  
16247 H.: Mhm.  
16248 Milica: And legends that fought for our country. Comma, Australia. {Educator-initiated  
16249 metalinguistic Eng}  
16250 H.: Mhm.  
16251 Milica: Donald Augustus Dowling showed the Anzac spirit. {Educator-initiated  
16252 metalinguistic Eng}  
16253 H.: Mhm.  
16254 Milica: By being brave and fighting in the war. {Educator-initiated metalinguistic Eng}  
16255 H.: Mhm.  
16256 Milica: Cool, you're done. How many words is that? {Reinforcement educator}  
16257 H.: 94.  
16258 Milica: 94, maybe you can say something else about um, him being having endurance when  
16259 he got shot. {Educator-initiated vocab elicitation Eng}  
16260 H.: Mhm.  
16261 Milica: So how would you write that? {Educator-initiated vocab elicitation Eng}  
16262 H.: I don't know.  
16263 Milica: That he um, showed other sort of qualities of the Anzac spirit. {Educator-initiated  
16264 metalinguistic Eng}  
16265 H.: Mhm.  
16266 Milica: Like courage and endurance because he got shot. So do you want to do that by  
16267 yourself? {Educator-initiated metalinguistic Eng}  
16268 H.: Yeah.  
16269 Milica: Huh?  
16270 H.: Yeah, I'll do that tonight.  
16271 Milica: Yeah, just do it now because we still got time in the lesson.  
16272 T.: I'm done!  
16273 H.: Mmm.  
16274 Milica: Just do that and you can go.  
16275 H.: What are we talking about again?  
16276 Milica: So, what you saw in the contact sheet it said the qualities of Anzac spirit are uh  
16277 courage and endurance, mate ships, good sense of humour.  
16278 H.: Mhm.  
16279 Milica: So maybe you can talk about how was he courageous and how did he show  
16280 endurance. Actually no, you said that he's brave by fighting in the war but uh you can say  
16281 something about how he showed endurance. {Educator-initiated metalinguistic Eng}  
16282 H.: Mhm.  
16283 T.: I'm done.  
16284 Milica: Come, let me see.  
16285 T.: Can't see.  
16286 Milica: I can't see. Well.  
16287 H.: I'm done.  
16288 Milica: How will I know if you're done?  
16289 H.: I already showed you.  
16290 Milica: Do you know what endurance means, H.? {Educator-initiated vocab elicitation Eng}

16291 H.: No.

16292 Milica: It means when you sort of put up with something like if you're enduring the pain of  
16293 putting up with it and trying to sort of um walk through with it. {FB-explicit correction  
16294 educator}

16295 T.: See ya.

16296 Milica: Can I at least see what you did?

16297 T.: Why?

16298 Milica: So, I can see if I need to change anything, edit it, help you out. No? [4 seconds pause]  
16299 We're going to finish early tonight anyway so you might as well stay. [7 seconds pause] Nice  
16300 drawing.

16301 T.: Huh?

16302 Milica: Nice drawing.

16303 H.: You gotta put up with the pain, endurance. {Student uptake}

16304 Milica: Endurance is when you have to put with anything, if you're enduring something like  
16305 you enduring our study lessons. Enduring school. Does that make sense? {Educator-initiated  
16306 metalinguistic Eng}

16307 H.: Mhm.

16308 Milica: So, he was enduring the pain, he was enduring the war. {Educator-initiated  
16309 metalinguistic Eng}

16310 T.: Easter eggs around, Miss.

16311 Milica: Easter?

16312 T.: Look.

16313 Milica: Where?

16314 H.: Right there.

16315 Milica: Oh yeah, I see it. I think that's an M&M.

16316 H.: No.

16317 Milica: I reckon it is. Have a suss.

16318 H.: 100 words.

16319 Milica: What was your sentence? {Educator-initiated decoding Eng}

16320 H.: Donald Augustus Dowling had to endure the war.

16321 Milica: Had to.

16322 H.: And show others courage and bravery.

16323 Milica: That's awesome, good job. {Reinforcement educator}

16324 H.: That's not enough.

16325 Milica: What do you mean?

16326 H.: Look how small that looks.

16327 Milica: Cause you zoomed out so much. If it says it's 100 words then you're fine.

16328 H.: He said 300 to 200 words.

16329 Milica: Oh 2 to 300, why'd you tell me 100?

16330 H.: Because he said for me to do 100.

16331 Milica: Oh well, there you go. Well, why don't you do more and surprise him?

16332 H.: Nah. Don't need to. Don't need to surprise him.

16333 T.: Done!

16334 H.: He never / Milica: He never what?

16335 H.: Hm?

16336 Milica: That's good, where is that? Can I see? {Reinforcement educator}

16337 T.: Hank city.

16338 Milica: Where?

16339 T.: Hank city.

16340 Milica: Where's that?

16341 T.: Yeah.

16342 Milica: Oh, Chinese river.

16343 T.: Mhm.

16344 Milica: That's cool.

16345 T.: That's enough of that. 7:50pm.

16346 Milica: Alright, yeah, that's cool. You guys did well tonight, I wanted us to play a game but /

16347 T.: What game?

16348 Milica: Scattergories.

16349 T.: What's that?

16350 Milica: It's a game.

16351 T.: What game?

16352 Milica: So basically, you have categories like this, we can make up categories.

16353 T.: Your name is Millie.

16354 Milica: Millie, yeah.

16355 T.: Isn't your name Milica?

16356 Milica: It is Milica, but Millie is easier to say than Milica. But you can call me Milica. I like it

16357 better because it's my proper name, you know. So Scattergories you have like, um, on top of

16358 the page you'll have like colour, car, person, place, movie, whatever right. Then you have

16359 these lines with the letter marking T, right so you got two minutes to come up with a colour

16360 starting with T, a car starting with T a Toyota, a person T, a place T uh, T T Thailand. Movie,

16361 um I don't know something or a tv show or a song, you know an animal with T um

16362 Tyrannosaurus rex do you know what I mean? Then you might have the letter M, you have

16363 to come up with a colour for M so like mauve, car a Mercedes do you know what I mean?

16364 Then it's um, like, it gets you thinking about what starts with certain letters. [3 seconds pause]

16365 {Educator sharing cultural knowledge} Oh, I know that um, group.

16366 T.: What?

16367 Milica: That, uh, group haha.

16368 T.: Why is that?

16369 Milica: I've just heard of them. I don't know any songs.

16370 T.: Have you seen the thing?

16371 Milica: I thought it was that Westside Connection for a second.

16372 T.: Nope.

16373 Milica: No not Westside Connection, what's that? Uh, Cyprus Hill..

16374 T.: Nope.

16375 Milica: You're cool to go if you want.

16376 T.: Nah, I won't go.

16377 Milica: Do you wanna play Scattergories?

16378 T.: What's that?

16379 Milica: D'you want one, H.? H.? Do you guys wanna play Scattergories or Hangman?

16380 T.: Yeah.

16381 Milica: Hangman?

16382 T.: Yeah.

16383 Milica: Let's do it. Come play hangman with us H.

16384 H.: Nah, I want to watch this.

16385 Milica: Oh, that's cool. Alright. I got a word for you.

16386 T.: Um, hey, can I see.

16387 Milica: Yeah, come over here.

16388 T.: Nah, I'm relax. [5 seconds pause] Give me a clue.

16389 Milica: Um, there's a few in this room.

16390 T.: [13 seconds pause] What few?

16391 Milica: Few of the thing. So, it's a noun. {Educator-initiated metalinguistic Eng}

16392 T.: Yeah.

16393 Milica: Which means it's a thing, it's not something that you do, it's not um a describing

16394 word it's an item, an object. {Educator-initiated metalinguistic Eng}

16395 T.: I have it. I have it.

16396 Milica: L?

16397 T.: Yeah.  
16398 Milica: Declined.  
16399 T.: Umm. [12 seconds pause]  
16400 Milica: C'mon, next letter.  
16401 T.: D.  
16402 Milica: D for declined. Next letter. ... Next letter.  
16403 T.: F.  
16404 Milica: Nope.  
16405 T.: K?  
16406 Milica: Nope.  
16407 T.: [6 seconds pause]. E. V. [3 seconds pause]. O, N. [4 seconds pause]. R.  
16408 Milica: Yep. This here is a vowel. And these two are not vowels, they're consonants and they  
16409 make a sound together. {Educator-initiated metalinguistic Eng}  
16410 T.: Laugh.  
16411 Milica: Hm?  
16412 T.: Laugh.  
16413 Milica: Nah. [4 seconds pause]. Remember laughing is a verb because it's something that you  
16414 do but this word is a noun so it's an object. {Educator-initiated metalinguistic Eng}  
16415 T.: [9 seconds pause]. I don't know.  
16416 Milica: Want a clue?  
16417 T.: Yeah.  
16418 Milica: Alright, this letter here is an I. [14 seconds pause]. So, what are you using right now?  
16419 T.: Couch.  
16420 Milica: Is it a couch? That's uh, a.  
16421 T.: Chair.  
16422 Milica: So, what letters?  
16423 T.: C.  
16424 Milica: And?  
16425 T.: [5 seconds pause] H.  
16426 Milica: Good job. Do you want to do a word? {Reinforcement educator}  
16427 T.: Nope.  
16428 Milica: Do you want me to do another word?  
16429 T.: Yeah.  
16430 Milica: Okay. [3 seconds pause]. Alright go.  
16431 T.: E. [13 seconds pause] Give me a clue, Miss.  
16432 Milica: Mmm. I reckon you'll like this word.  
16433 T.: What?  
16434 Milica: I think you'll like the word.  
16435 [unrelated conversation with another tutor]  
16436 Milica: Guess a letter.  
16437 T.: [spells name letter by letter]  
16438 Milica: Omg you got it! Good job, do you want to do a word? {Reinforcement educator}  
16439 T.: No.  
16440 Milica: Fine.  
16441 T.: Keep goin'. Get off your phone.  
16442 Milica: I'm checking the time! Alright. {Disciplining}  
16443 T.: Just be checking Instagram or Snapchat.  
16444 Milica: I'm not.  
16445 T.: Yes. Heads!  
16446 Milica: Jesus. Alright go. It's not a name, it's an object in the room again.  
16447 T.: Couch.  
16448 Milica: No, guess the letters.  
16449 T.: C.

16450 Milica: Nope.

16451 T.: [11 seconds pause] Mmm. [16 seconds pause]. S.

16452 Milica: [4 seconds pause] Nope.

16453 T.: Miss, you cheating. It's too much.

16454 Milica: Nah, it's not. [incomprehensible utterance]

16455 T.: [4 seconds pause] Umm. [14 seconds pause] Ummm. Give me a clue, Miss.

16456 Milica: We use it every single lesson.

16457 T.: [4 seconds pause] iPads.

16458 Milica: [3 seconds pause] Look how many letters it's got. One, two, three, four, five, this

16459 letter here and this one last, these are vowels. So they'll be like A, E, I, O, U. [3 seconds

16460 pause] You going? {Educator-initiated metalinguistic Eng}

16461 H.: Yes.

16462 Milica: Bye!

16463 T.: Umm. [3 seconds pause.] Uh, study.

16464 Milica: Nah. Look this has to be A, E, I, O or U, same with this one, look at this one it's a

16465 vowel. Do you know the difference between a vowel and constant? {Educator-initiated

16466 metalinguistic Eng}

16467 T.: Yes.

16468 Milica: Yeah? Okay. [6 seconds pause] Want me to give you a clue?

16469 T.: Give me the fifth letter, Miss.

16470 Milica: It's not T.

16471 T.: T.

16472 Milica: No, it's not, haha.

16473 T.: Give me a clue. One, two, three, four, five.

16474 Milica: It's not T. What do we use every single lesson?

16475 T.: [9 seconds pause] I don't know.

16476 Milica: What do you use at school, at dinner time? It has two vowels. [3 seconds pause] Put

16477 stuff on it.

16478 T.: T.

16479 Milica: Yeah, it starts with T.

16480 T.: Chocolate.

16481 Milica: Chocolate, haha.

16482 T.: I don't know, Miss.

16483 Milica: What's the book on right now?

16484 T.: Huh?

16485 Milica: What's the book on?

16486 T.: Table.

16487 Milica: Yeah, spell it. {Educator-initiated metalinguistic Eng}

16488 T.: T-A-B-L-E

16489 Milica: It's not A.

16490 T.: I said E, Miss.

16491 Milica: Yeah, I heard you, wrong. Are we playing again?

16492 T.: Eight.

16493 Milica: Huh? O'clock, hey I'm just offering. I'll see you tomorrow anyway okay.

16494 T.: I don't know, Miss.

16495 Milica: You're not going to come for a fun game of Hangman?

16496 T.: Hey?

16497 Milica: You're not going to come for another fun game of Hangman?

16498 T.: I'll see.

16499 Milica: Well, hopefully you come cause we only have tomorrow and Tuesday and then I

16500 probably won't see you again. Because I don't know if I'll come back next year. Probably not,

16501 you know.

16502 T.: Mhm.

16503 Milica: So, it'll be goodbye forever.  
16504 T.: Alright then.  
16505 Milica: Nice football, where's that from?  
16506 T.: Uh ... Got it.

## APPENDIX 43: Fourteenth session

Place	Date	Time	Duration	Number of people	Status of participants	Languages
Small meeting room in the boarding house, Adelaide	28th of Nov. 2019	7 p.m.	50:51 min	3	1 tutor, Milica 2 students, H. and T., 1 other tutor	English, Aboriginal English

- 16507 Milica: And then next week's gonna be our last lesson *forevs*.
- 16508 T.: Hm?
- 16509 Milica: I said last lesson forever next week... So when do you guys leave? The Wednesday?
- 16510 T.: Mhm morning.
- 16511 Milica: Okay.
- 16512 T.: Six.
- 16513 Milica: Six AM? Oh my God. Where's H.?
- 16514 T.: Sick.
- 16515 Milica: He's sick? I just saw him running a muck. I reckon he's just fine. Now...
- 16516 [unrelated conversation with another tutor - 6 seconds]
- 16517 Milica: How was dinner?
- 16518 T.: It was good.
- 16519 Milica: Where'd you go?
- 16520 T.: Hey?
- 16521 Milica: Where did you go?
- 16522 H.: Um, McDonald's.
- 16523 Milica: Did you really?
- 16524 H.: Yep.
- 16525 Milica: You didn't think to get me chicken nuggets and sweet and sour sauce?
- 16526 T.: You didn't tell 'em to so...
- 16527 Milica: Well, I didn't know you were goin' to maccas! Alright, come here. Do you have your iPad?
- 16528 T.: Flat.
- 16529 Milica: Flat?
- 16530 T.: Yep.
- 16531 Milica: Isn't that convenient...
- 16532 T.: Hm?
- 16533 Milica: Isn't that convenient?
- 16534 T.: Yes.
- 16535 Milica: What have you got in that little book?
- 16536 T.: Found it right there.
- 16537 Milica: Hey?
- 16538 T.: Found it right there.
- 16539 Milica: Let's have a look... "There's a you in volunteering..." {FB-explicit correction educator}
- 16540 T.: All the boys comin' from the McDonald's!
- 16541 Milica: Here, read the caption. {Educator-initiated decoding Eng}
- 16542 T.: I dunno.
- 16543 Milica: Keep... {Educator-initiated decoding Eng}
- 16544 T.: Keep... something something. {Student decode Eng partial}
- 16545 Milica: Earth... {Educator-initiated decoding Eng}
- 16546 T.: Cleaner. {Student decode Eng}



16549 Milica: Cleaner, good job. What about... this one? {Reinforcement educator} {Educator-  
16550 initiated decoding Eng}  
16551 T.: I... {Student decode Eng partial}  
16552 Milica: Yeah. {Reinforcement educator}  
16553 T.: No, you. Nah, I'll help you, I'll help you out. {Student decode Eng}  
16554 Milica: Do you like the picture?  
16555 T.: Nah.  
16556 Milica: I like your pictures better... Alright, this one. {Educator-initiated decoding Eng}  
16557 T.: Miss, I'm not coming back next year.  
16558 Milica: You're not coming?! Why?  
16559 T.: I'm going school in Melbourne.  
16560 Milica: Melbourne? Mm, what school?  
16561 T.: [school name].  
16562 Milica: Oh yeah? Is that a boarding school as well?  
16563 T.: Yeah.  
16564 Milica: Did you, why do you wanna go there?  
16565 T.: I dunno, see my other brother.  
16566 H.: T!  
16567 Milica: Well... some energy you got.  
16568 H.: Yep, from all the [incomprehensible utterance].  
16569 Milica: How was dinner?  
16570 H.: I didn't go dinner.  
16571 Milica: Didn't? Did you go dinner, T?  
16572 T.: I just told you!  
16573 Milica: Oh yeah, you did. Just testing you. You passed.  
16574 T.: We was driving behind you, Miss.  
16575 Milica: Huh?  
16576 T.: We were following you, behind you.  
16577 Milica: No, you weren't...  
16578 H.: Yes.  
16579 T.: Yes, we was!  
16580 Milica: Really?  
16581 H.: Behind you.  
16582 Milica: What car?  
16583 H.: Black ... you were in your car.  
16584 Milica: Yeah. Were you behind me?!  
16585 H.: Yeah, along the ...  
16586 Milica: Huh... isn't that funny. [incomprehensible utterance] Not literally funny just, like, an  
16587 observation.  
16588 T.: This house in here.  
16589 Milica: Did you hand up your history?  
16590 H.: Yeah.  
16591 Milica: Did you get any feedback?  
16592 H.: Nah, not till today ... tomorrow. Tomorrow.  
16593 Milica: Cool. I'll be back on... maybe I'll come Monday, give you guys Tuesday to pack and  
16594 stuff.  
16595 H.: Yes.  
16596 Milica: Yeah? I'll talk to the peeps out there. Is that nice?  
16597 H.: Peeps?  
16598 Milica: Yeah, the people. Um, please...  
16599 H.: We're playing Hangman for the whole lesson.  
16600 T.: Miss! Is that a spider?  
16601 H.: Ooh s\*\*t! That's a big spider aye?!

16602 Milica: Huge.  
16603 H.: Let's play Hangman.  
16604 Milica: I'm not scared of spiders.  
16605 T.: Hangman.  
16606 H.: Okay, give me a pen.  
16607 Milica: You gotta come sit here so we can see, though.  
16608 H.: Yeah. I'll just write the thing out ...  
16609 Milica: Come sit over here. You can move that chair.  
16610 T.: Hurry up!  
16611 H.: Okay ... Three words.  
16612 Milica: Three words or three letters?  
16613 H.: Three letters.  
16614 T.: Red.  
16615 H.: This pen is dead.  
16616 Milica: Okay, wait let me get you one.  
16617 H.: There.  
16618 Milica: Oi, thanks!  
16619 H.: That was too hard.  
16620 Milica: That was rude.  
16621 H.: T. said it was hard. Not my old one!  
16622 T.: It is!  
16623 H.: Don't worry! [whistles] Okay, go.  
16624 Milica: Alright well we can't see the ... let me do this. We don't need that.  
16625 T.: Hey, hey, hey!  
16626 Milica: Hi! Alright, go first.  
16627 H.: Hurry up.  
16628 Milica: E.  
16629 T.: Red. R.  
16630 Milica: A.  
16631 T.: U.  
16632 Milica: I don't think there's a U.  
16633 Milica: N.  
16634 H.: Go.  
16635 T.: I.  
16636 Milica: Don't think there's any more vowels. Uh, G.  
16637 H.: That's a big man.  
16638 T.: I say S.  
16639 H.: Nuh-uh.  
16640 Milica: T.  
16641 H.: Nuh-uh.  
16642 Milica: Well what is this word?  
16643 H.: It's an easy word.  
16644 Milica: For you, cause you know it.  
16645 H.: Obviously. Look it's three words, three letters.  
16646 T.: W  
16647 H.: Nuh-uh. You're out, that's it.  
16648 Milica: Nah, we got one more.  
16649 H.: You gonna lose.  
16650 Milica: L  
16651 H.: Nuh.  
16652 Milica: Hah, what is it?  
16653 H.: Cam.  
16654 Milica: Cam.

16655 H.: Short for camera or Cameron.  
16656 Milica: Good one. Alright... Nah, we're taking it in turns.  
16657 H.: No way in the world we're not doing that.  
16658 Milica: You want a black pen?  
16659 T.: For goodness sake.  
16660 Milica: I reckon we should have a theme of the words. Do animals.  
16661 H.: No, I have one.  
16662 Milica: What's the theme? You can choose the theme. Keep it a bit more focused... What's  
16663 the theme, H.?  
16664 H.: Go, I'm writing.  
16665 Milica: What's the, like, category of words though?  
16666 H.: No just go.  
16667 Milica: Alright, go T.  
16668 H.: No one's gonna get this, trust me.  
16669 Milica: E.  
16670 H.: Nuh. First word wrong, Bing.  
16671 Milica: Letter.  
16672 T.: T.  
16673 H.: T, nope.  
16674 Milica: A.  
16675 H.: Hang on... yep.  
16676 T.: I got A.  
16677 H.: You said T.  
16678 T.: I know. R.  
16679 H.: Nuh.  
16680 Milica: N.  
16681 H.: N. Nuh.  
16682 Milica: Are you sure? That face was like...  
16683 H.: Nah, I seen it. I just have a look at the word. Haven't got all day.  
16684 T.: C.  
16685 H.: Nuh. No one- you can't get this. Yep, done.  
16686 Milica: Who is it?  
16687 H.: Go your turn.  
16688 Milica: Umm... N?  
16689 H.: N.  
16690 Milica: N.  
16691 H.: We've got N. Oh no we didn't, there's no N.  
16692 Milica: Oh no, I think I said N but you didn't write it down.  
16693 H.: Oh!  
16694 Milica: Cause we got one two three four five... one, two, three, four, five. Yeah, okay. S.  
16695 H.: Nope. Go.  
16696 T.: I.  
16697 H.: Nuh. Pardon me.  
16698 Milica: L.  
16699 H.: Thank you.  
16700 T.: Thank you.  
16701 Milica: Ooh, we got an L.  
16702 H.: I think it is an L, yes. Let me show what I got. It's not on there.  
16703 Milica: Okay, your turn.  
16704 T.: P.  
16705 H.: HA! You lose, I won!  
16706 Milica: Um...  
16707 [H and T banging on table]

16708 Milica: O.  
16709 H.: Umm...  
16710 Milica: So, see here it needs to be a vowel so it can only be U... or Y.  
16711 T.: Y!  
16712 H.: No that's two A. Two A.  
16713 Milica: Oh well... how.  
16714 T.: Did you said E? E?  
16715 H.: No E. Nah got it here. One letter left. What's the thing ... what, what, what now? No I  
16716 can't tell you that's cheating.  
16717 T.: Follow me, follow me, follow me.  
16718 H.: Find me. Finding you.  
16719 Milica: Call what?  
16720 H.: Something *Merenti*...  
16721 Milica: Powell?  
16722 H.: Something *Merenti*.  
16723 T.: Miss, look over there.  
16724 H.: I can't tell you even if you look over there. Something *Merenti*.  
16725 T.: *Ellie, Pelly*.  
16726 Milica: M? Yeah?  
16727 H.: Palma Merenti. That's the Palma.  
16728 Milica: What's Palma Merenti?  
16729 H.: It's uh ... it's a school thing. Like it's a word for school ...  
16730 Milica: Ohh! Yeah, and I was looking at that last night and wondering what Palma Merenti  
16731 means. That's a good one, that's a good one! Alright, my turn.  
16732 H.: No one can get me.  
16733 Milica: I gotcha!  
16734 H.: Nah, but I told you.  
16735 Milica: No you didn't! I was gonna say K then I was gonna say M so...  
16736 H.: Miss stop lying.  
16737 Milica: I thought it was polka, like polkadot. I thought where did you find that?  
16738 H.: Haha weirdo.  
16739 Milica: Alright, I'm gonna do... we're gonna do a tough one for you now.  
16740 T.: No!  
16741 Milica: Mhmm.  
16742 H.: Okay, do a tough one I'll still get there... somewhere along the highway.  
16743 Milica: Haha, yeah.  
16744 H.: You know what I wanna be when I grow up?  
16745 Milica: What?  
16746 H.: I'm gonna be... / T.: Joker.  
16747 H.: No I wanna be Batman.  
16748 Milica: Nice.  
16749 H.: Nah, you know what I'm gonna be? I'm gonna be a serial killer.  
16750 Milica: Okay! How about you don't be that.  
16751 H.: For animals but.  
16752 Milica: Think that's just called a umm butcher.  
16753 H.: Well not a butcher, it's what you call a pest controller.  
16754 Milica: Oh yeah.  
16755 H.: Pest controller. When you got pest, pest animals.  
16756 T.: I got diabetes!  
16757 Milica: Alright.  
16758 H.: Don't talk about diabetes. Okay, GO!  
16759 T.: *Murrinya*.  
16760 Milica: Alright go. Five letters.

16761 H.: Me first. T.  
16762 Milica: Declined.  
16763 H.: A. Approve.  
16764 Milica: Nuh-uh.  
16765 H.: Yeah go.  
16766 T.: M.  
16767 Milica: No.  
16768 H.: U.  
16769 Milica: Nuh. Love this game.  
16770 T.: Hangman.  
16771 H.: Umm E.  
16772 Milica: Nuh.  
16773 H.: What the hell?  
16774 T.: L.  
16775 Milica: Hm?  
16776 T.: L.  
16777 Milica: L? Nuh.  
16778 T.: You cheating.  
16779 H.: Can I have a look?  
16780 Milica: Yeah.  
16781 H.: Lift it up.  
16782 T.: Mickey Mouse.  
16783 Milica: No, do you like my watch though?  
16784 T.: No.  
16785 Milica: Oh... wow!  
16786 T.: [mocking] wow!  
16787 H.: That's your name, Milica?  
16788 Milica: Nah, my name's six letters. It's not my name, it's an actual thing.  
16789 H.: What thing?  
16790 Milica: It's an object, an item. It's a noun.  
16791 H.: What does it do?  
16792 Milica: I'm not telling you.  
16793 H.: Is it a big machine or a small machine?  
16794 Milica: I never said it was a machine.  
16795 H.: Oh well what is it then?  
16796 Milica: I'm not telling you.  
16797 H.: Is it big or small?  
16798 Milica: Compared to what?  
16799 H.: Hm?  
16800 Milica: Compared to what? I mean you're big compared to an ant but you're big compared to the moon.  
16801 T.: I'm telling, you're cheating.  
16802 H.: I dunno.  
16803 Milica: So choose something and ask me if it's big or small compared to the item.  
16804 H.: Okay ... compared to me.  
16805 Milica: It's pretty small.  
16806 H.: Compared to an ants?  
16807 Milica: Big.  
16808 H.: So it's in the middle.  
16809 T.: So... Chair. Middle.  
16810 Milica: Nah, nah, guess the letters you still got four more.  
16811 T.: S. S.  
16812 Milica: S? Nuh.

16814 T.: You're cheating!  
16815 Milica: I'm not cheating hahaha.  
16816 T.: Um, wait Miss.  
16817 Milica: Think about what letters are left, what could they be.  
16818 H.: Is this a K?  
16819 Milica: Nah you didn't say K. Do you wanna say K?  
16820 H.: Yep. I called that.  
16821 Milica: You got a K.  
16822 H.: I know what it is.  
16823 Milica: What?  
16824 H.: Brick.  
16825 Milica: Yeah! Hahaha.  
16826 H.: Cause I had a look up here and I counted it B-R-I-C-K.  
16827 T.: Brick.  
16828 Milica: Good job. {Reinforcement educator}  
16829 H.: I knew it.  
16830 T.: Ehh! Brick!  
16831 H.: I had a look. I was lookin' here and I said no not that and I had a look not wall, what's the  
16832 other word... and then I said brick and then I counted it P-R- B-R-I-C-K and I got brick.  
16833 Milica: There ya go! Hangman champion over here.  
16834 T.: Pardon me.  
16835 Milica: You're pardoned.  
16836 T.: Thank you.  
16837 H.: Go.  
16838 Milica: Four, hmm. O.  
16839 T.: Four.  
16840 H.: No.  
16841 T.: Tea time!  
16842 H.: What you say? O? No.  
16843 T.: T.  
16844 H.: No.  
16845 T.: Tys.  
16846 H.: Go.  
16847 Milica: A.  
16848 H.: Nuh.  
16849 Milica: Go T.  
16850 T.: P.  
16851 H.: Nuh. You gonna lose you don't know what this is.  
16852 Milica: Of course I don't know. I. Oh there's an I look. Your turn.  
16853 T.: Umm E.  
16854 H.: Oops oops, no E. Declined.  
16855 Milica: There is an E. Umm T.  
16856 H.: You said T.  
16857 Milica: Oh. Umm S.  
16858 H.: Nope. Lose me. Go. This pen can't stop still.  
16859 Milica: If only there was some way you could stop throwing it.  
16860 T.: R.  
16861 H.: Uhh... Hahaha.  
16862 Milica: Alright, this is what we've got.  
16863 T.: R-E-A.  
16864 H.: No.  
16865 T.: N.  
16866 H.: No. Did you say N?

16867 Milica: We already said N didn't we? Oh no we didn't sorry. Umm... Uh, D. I thought it was  
16868 gonna be like Dire Straits.  
16869 H.: Nah, not Dire Straits.  
16870 Milica: Alright, think about what words can go, so start, wire fire dire... fire, hire.  
16871 H.: You just said the word.  
16872 Milica: Liar?  
16873 H.: Nah, I'm only joking! Hahaha!  
16874 Milica: Well you could just change it till we lose.  
16875 T.: F, F!  
16876 H.: No F.  
16877 Milica: H! Hire.  
16878 H.: No H either. One more. Okay, I'll give youse a clue. Wait no that's gonna give it away.  
16879 Milica: Go on, give us a clue.  
16880 H.: Actually yes. Nah it might give it away cause it's pretty close to it.  
16881 T.: We'll see?  
16882 H.: Pretty close.  
16883 Milica: Wire?  
16884 H.: Yeah.  
16885 Milica: Yes! Thank you. Alright.  
16886 H.: Take a look.  
16887 Milica: Now, I'm gonna give you guys a hard one.  
16888 H.: Nah you have to give us an easy one.  
16889 Milica: Alright why would I do that?  
16890 H.: If we lose we not coming back. Nah, you have to give us an easy one.  
16891 Milica: Alright fine. Hmmm...  
16892 T.: Woooo!  
16893 H.: What's the time? I gotta leave at 7:30.  
16894 Milica: 7:30? Why?  
16895 H.: Cause I gotta uh, meeting. With Mr E.  
16896 Milica: Alright, it's 7:30 now.  
16897 H.: Nah, I'm only joking. I got footy training at 7:30, I come back 9:30.  
16898 Milica: Alright, um, let's go... let's go.  
16899 T.: R.  
16900 Milica: R? Nope.  
16901 T.: You take me... pardon me again.  
16902 H.: Go ay.  
16903 Milica: Your turn.  
16904 T.: What you say?  
16905 Milica: Your turn.  
16906 T.: N.  
16907 Milica: N?  
16908 T.: Yeah.  
16909 Milica: Nope.  
16910 T.: Ay cuz.  
16911 Milica: Nope, cuz.  
16912 H.: Umm... I. No not that one.  
16913 Milica: Which one?  
16914 H.: This one. Eye.  
16915 Milica: Oh guessing it? Nah.  
16916 H.: Oh well, I call it... go. Three letter word here.  
16917 Milica: It's not there it's not written anywhere. This is one of my famous Hangman words  
16918 nobody ever guesses.  
16919 T.: Cheat.

16920 Milica: No it's not, T.  
16921 H.: When you finish you can tell us.  
16922 Milica: I mean if you guess it you guess it. If not, it's just gonna stay a secret.  
16923 H.: Think of a thing with three letters. Wait.  
16924 T.: Come on!  
16925 H.: Done. I'm I'm not saying it's fox. No. Spud. No.  
16926 Milica: That's four letters.  
16927 H.: Nah.  
16928 Milica: Do you want me to give you a clue?  
16929 H.: Yeah.  
16930 Milica: It's used umm, it's used in uh, work environments, offices. So it's not an animal, it's  
16931 not food.  
16932 H.: So it's something that people use.  
16933 Milica: Yeah.  
16934 H.: Well, I said pen.  
16935 Milica: It's not pen.  
16936 H.: Umm... pin.  
16937 Milica: Nuh.  
16938 H.: Hang on, hang on. Let me have two more guesses of the word and then I'll give you the  
16939 letters.  
16940 Milica: Ok.  
16941 T.: Fin. Fin. Fin.  
16942 Milica: No... but you're on the right track. Like, you can see the track from where you're  
16943 standing.  
16944 T.: Take.  
16945 Milica: That's four letters.  
16946 T.: Oh.  
16947 H.: What goes with ink? Pen. Pink. Umm. Ink, what else? Does it rhyme with ink?  
16948 Milica: No. I'm thinking of the actual item. Actual ink.  
16949 H.: Hm?  
16950 Milica: Thinking of actual items that go with it and it's not about the rhyming with the word  
16951 or anything.  
16952 H.: So it's not a pen?  
16953 Milica: Nah.  
16954 H.: That's the only one that goes with ink.  
16955 Milica: Not necessarily.  
16956 H.: Well what else?  
16957 Milica: What other types of um, tools and machines use ink?  
16958 H.: Tattoos.  
16959 Milica: Mmm no.  
16960 H.: Tattoo machine.  
16961 Milica: Thinking of an office environment. Or a school.  
16962 H.: Do you have it in here?  
16963 Milica: Umm no. You would have it at the school though.  
16964 H.: What about in the office?  
16965 Milica: Yeah.  
16966 H.: I said pen.  
16967 Milica: You said pen.  
16968 T.: I said pen.  
16969 Milica: You both said pen and it's not pen. Why don't you get some more letters?  
16970 H.: Ok. How much more we got?  
16971 Milica: You got... six.  
16972 H.: Ok I'll go with U.



16973 Milica: Nuh.  
16974 T.: H.  
16975 Milica: Nuh.  
16976 T.: Cheating. You're cheating!  
16977 Milica: I'm not cheating.  
16978 H.: We said S.  
16979 Milica: There's no S.  
16980 H.: V.  
16981 Milica: There's no V. I won't even bother.  
16982 T.: S.  
16983 Milica: I said there's no S. I won't count that for you.  
16984 T.: Give the first letter, Miss, what's the first letter?  
16985 H.: Give us the middle one.  
16986 Milica: You want middle or first?  
16987 H.: Middle. Cause first is gonna be too easy.  
16988 T.: K. K.  
16989 Milica: Nope. There's no P.  
16990 H.: A. No. What? What? I don't even know. Okay, give us the first one now, haha.  
16991 Milica: Haha. Why don't I give you a clue about both letters? They're different and they're  
16992 uncommon.  
16993 T.: No!  
16994 Milica: Yeah, that's the clue.  
16995 H.: Hm. I dunno, Miss, it's hard. Think, hm. Not pen, not can, nope.  
16996 T.: Hey, hey, hey, hey!  
16997 Milica: I need a new hair tie actually.  
16998 H.: That's what happen when you muck around too much.  
16999 Milica: Coming from you!  
17000 T.: B!  
17001 H.: Do we have it in the office?  
17002 Milica: Well, look I haven't been in the office but I assume you would have it in the office  
17003 cause it's common in all offices.  
17004 H.: In office area?  
17005 Milica: Yeah.  
17006 H.: Is it used everyday?  
17007 Milica: Probably.  
17008 H.: What do you mean probably?  
17009 Milica: I mean I dunno cause I don't work in an office, I work here with you guys.  
17010 H.: But you've worked in an office once before.  
17011 Milica: Nah.  
17012 H.: You're a bloody scientist.  
17013 Milica: A scientist?  
17014 H.: No, not scientist, what do you call those umm... tutor.  
17015 Milica: It's an older thing that's getting a bit outdated now so it's not used as frequently but  
17016 it's still used a lot.  
17017 H.: What do you mean umm, I dunno.  
17018 Milica: You want another letter?  
17019 H.: Yeah.  
17020 Milica: First or last?  
17021 H.: Uhh, what do you want first or last?  
17022 Milica: First or last?  
17023 H.: Hey first or last letter?  
17024 T.: First.  
17025 Milica: You sure?

17026 T.: Yep.  
17027 H.: Won.  
17028 Milica: Nope.  
17029 H.: Ah f\*\*k! Is that an E or an F?  
17030 Milica: That's an F. So you got four letters. Remember I said it's uncommon.  
17031 H.: Hmm no... what's an uncommon lu-le-letter? Z is uncommon.  
17032 Milica: Z is uncommon.  
17033 H.: But it's not that.  
17034 Milica: Nope. Well what's *faz*? It's gotta be a word.  
17035 H.: Umm... F-A-Y? No.  
17036 Milica: No.  
17037 H.: So what's the last couple of letters in the alphabetical order mate?  
17038 T.: You have to sing ABC again.  
17039 H.: V. *Fav*? Umm W.  
17040 Milica: What word would that make?  
17041 H.: Uhhh... Not few.  
17042 Milica: Faw. Is that a word? Faw. F-A-W.  
17043 H.: Number four, no that's F-O-U-R.  
17044 Milica: Mhmm. C'mon T., have a guess.  
17045 T.: Alright, I'll have a word.  
17046 H.: I gotta go office. I'll be back in 40 minute.  
17047 Milica: Nah nah nah-  
17048 H.: It's a really hard one, this one.  
17049 Milica: D'you want me to tell you?  
17050 H.: Yeah.  
17051 Milica: Yeah?  
17052 H.: No, no, no!  
17053 Milica: Why don't I tell T.?  
17054 H.: Okay, then tell T. but not me. Go.  
17055 Milica: Alright. Don't say it, T.!  
17056 T.: FAX!  
17057 H.: Ah, shouldn't have said it, I was gonna guess it.  
17058 Milica: Cause you were saying the W, Y, Z, it was a matter of time till you said X. You know  
17059 when you said fox, I was like did he just say fax?!  
17060 T.: Three in.  
17061 Milica: Alright.  
17062 H.: Red. I. Is that what does it say?  
17063 Milica: E.  
17064 T.: Is it E?  
17065 H.: What are you doing? I didn't say...  
17066 T.: You said R I.  
17067 H.: No I didn't I said I. You dumb, you don't know what you're doing. You can't even spell,  
17068 that's why. That's why you chose an easy one.  
17069 Milica: Hey! Hey! Hey mine was three letters and was it easy?  
17070 H.: So what?  
17071 Milica: Haha. Alright let's go, letter. We can start guessing the word when we have more  
17072 letters.  
17073 H.: N! N!  
17074 T.: Nope.  
17075 H.: You fool.  
17076 Milica: S.  
17077 T.: S?  
17078 H.: See you can't even get it, geez mate.

17079 Milica: Stop being mean. {Disciplining}  
17080 H.: S, umm. P.  
17081 T.: No.  
17082 H.: Hey.  
17083 Milica: Stop it's my turn...  
17084 H.: Only one.  
17085 T.: Go.  
17086 Milica: T.  
17087 H.: Y.  
17088 T.: Y?  
17089 H.: Mhmm. Not [nickname]? Not [nickname]? That's not word, that's not three.  
17090 T.: You said Y?  
17091 H.: Yes I did say Y.  
17092 Milica: It's not Y.  
17093 H.: Now he's cheating, he just swapped that up thinkin' of another word. This is not a word  
17094 Miss, trust me, this is not a word. This is not nothing, this is nothing. He's just gonna make  
17095 this up.  
17096 Milica: Umm, O.  
17097 T.: O? Hang on.  
17098 H.: Have we said A?  
17099 Milica: Uhh nah we haven't had A.  
17100 T.: Yes.  
17101 Milica: No we haven't.  
17102 T.: Mhmm.  
17103 H.: No. Umm hang on. What could go with T something S?  
17104 Milica: *Trs*? Oh we said R. Umm... TMS, like trademarks.  
17105 T.: No.  
17106 Milica: *TXS* like Texas.  
17107 H.: No, it's only three.  
17108 Milica: Yeah but the abbreviated.  
17109 H.: Yeah, but you can't do that.  
17110 Milica: That's right, you can't.  
17111 H.: Uhh.  
17112 Milica: Well we haven't got all the vowels. We haven't got U.  
17113 H.: T.  
17114 T.: What did you say before?  
17115 H.: [nickname]? You cheating, see? You said it wasn't [nickname]  
17116 Milica: You said it wasn't Y.  
17117 H.: See what I mean?  
17118 T.: It is.  
17119 H.: My turn. Let me do a really hard one for you all. Um, oh, this might be easy. Okay I'm  
17120 gonna choose. One. One letter.  
17121 Milica: One letter?  
17122 H.: Yep.  
17123 Milica: A.  
17124 H.: Nuh.  
17125 Milica: I.  
17126 H.: Nuh.  
17127 Milica: U.  
17128 H.: Nuh.  
17129 Milica: Y.  
17130 H.: Nuh.  
17131 Milica: B.

17132 H.: Nuh.  
17133 Milica: C.  
17134 H.: Nuh.  
17135 Milica: D.  
17136 H.: Nuh.  
17137 Milica: E, F, G, H / H.: Nuh.  
17138 Milica: I, J K, L / H.: Nuh.  
17139 Milica: M, N, O, P, Q / H.: Nuh.  
17140 Milica: R, S, T, U, V, W, X, Y, Z. A. Haha then what?!  
17141 H.: Nah I'm joking with you, obviously. Alright got it.  
17142 T.: What you saying is that noise?  
17143 Milica: One two three four five six.  
17144 H.: Two four six.  
17145 Milica: Six.  
17146 T.: You go first.  
17147 Milica: You go first.  
17148 T.: Ladies goes first.  
17149 Milica: What a gentleman.  
17150 H.: What a gentleman.  
17151 Milica: E.  
17152 T.: What a ladies ... there you are mate.  
17153 H.: No, no E.  
17154 Milica: Alright, your turn.  
17155 H.: That's gonna be a big man / Milica: A big what?  
17156 H.: A big man hangin' off that.  
17157 Milica: Haha.  
17158 H.: A little man.  
17159 Milica: T., your turn.  
17160 H.: Hey! [whistles] Five, four, three, two, one... get the f\*\*k outta here.  
17161 T.: Hey, you know [incomprehensible utterance].  
17162 Milica: Okay, guess a letter.  
17163 T.: I SAID A!  
17164 H.: No A.  
17165 T.: Here you go, Miss, go home.  
17166 Milica: Can you fix that at the top, looks like a H. Thank you so much.  
17167 H.: GO!  
17168 Milica: You two stop it.  
17169 H.: Go, I haven't got all day, all night, wasting time.  
17170 Milica: T.  
17171 H.: T.  
17172 Milica: T for T.  
17173 H.: Uhh, look at the word and nope... no T.  
17174 Milica: Go T.  
17175 T.: V.  
17176 H.: No V.  
17177 Milica: N.  
17178 H.: Yep, N.  
17179 T.: Cuz.  
17180 H.: No Ns.  
17181 Milica: L.  
17182 H.: No L.  
17183 T.: E.  
17184 Milica: I already said E, there's no E.

17185 T.: R.  
17186 H.: No R.  
17187 Milica: Uh, O.  
17188 H.: Hang on, hang on, R. Uhh O, nope.  
17189 T.: Ride it, ride it.  
17190 Milica: No, only do one.  
17191 H.: Oh, we'll skip the next one. You go.  
17192 Milica: Guess.  
17193 H.: Some people have it in their house.  
17194 T.: O.  
17195 H.: Nope, we just said O.  
17196 T.: W.  
17197 H.: Nope.  
17198 Milica: Just write W so we know. Um, N.  
17199 H.: M? Nuh. One more. Let me give ya a clue.  
17200 Milica: Yeah.  
17201 H.: It keeps you cold in summer / T.: Uh heater!  
17202 H.: Not heater.  
17203 Milica: Aircon.  
17204 H.: Aircondition yeah but what's the name some brand.  
17205 Milica: Umm...  
17206 H.: You get one more word. One more.  
17207 T.: Sheets.  
17208 H.: One more letter.  
17209 Milica: What's a brand of airconditioner? Oh, what's that brand called? I can't remember.  
17210 H.: It's not in here but, it's not in this.  
17211 Milica: I know, I know, I reckon I got it at home.  
17212 H.: What? Not Mitsubishi, no.  
17213 Milica: Nah, not Mitsubishi. Nah, I forgot it, what is it?  
17214 H.: Daikin.  
17215 Milica: Oh, I wasn't even thinking of that one. I haven't even heard of that one.  
17216 H.: You shouldn't have chose B. My turn again, losers.  
17217 Milica: Yeah we're losers. Ok go.  
17218 H.: I got three.  
17219 T.: What you doing?  
17220 Milica: I wanna see your drawing.  
17221 H.: Go. Go.  
17222 Milica: Where is it?  
17223 T.: Ladies start first again.  
17224 Milica: Ooh, it's only three letters.  
17225 H.: Well, I'm tryna, you know not we not the time you know.  
17226 Milica: Where's your drawing, T.? I really like it.  
17227 H.: Can you just hurry up and leave the drawing or I'll rip it to bits?  
17228 Milica: Hey, no need for that we got all the time in the world. Umm E.  
17229 H.: Nope, no E but good start.  
17230 T.: That's my drawing.  
17231 Milica: Love it, stunning.  
17232 H.: Stunning mate and put it up in the camera. In the Parliament House.  
17233 Milica: I love it. Is that footprints? Tracks?  
17234 H.: If you don't hurry up-  
17235 Milica: It's T.'s turn. Go T.!  
17236 T.: Don't blame me, your turn!  
17237 Milica: No, I said E.

17238 T.: Oh. V. I mean T.  
17239 H.: No, T. Yep.  
17240 Milica: M, for Millie.  
17241 H.: No M.  
17242 Milica: No I didn't say M, I was asking T. a question... Hahaha. Umm, no M or no N? Hmm,  
17243 A.  
17244 H.: Nuh.  
17245 Milica: Go T.!!  
17246 T.: Umm...  
17247 H.: You got the N if you gotta go / T.: S.  
17248 Milica: N.  
17249 H.: Joking!  
17250 Milica: Haha I knew it!  
17251 H.: Go.  
17252 Milica: Nah that doesn't count you can't say that.  
17253 T.: E.  
17254 H.: You don't wanna get this anybody.  
17255 Milica: O.  
17256 H.: Yes. Oh, what the hell? Hang on, hang on... No, no, no, no O.  
17257 Milica: No, no, no more.  
17258 H.: Nah.  
17259 Milica: Nah, nah, nah, nah, c'mon.  
17260 H.: There is a T.  
17261 Milica: Oh there is a T.  
17262 H.: Yes.  
17263 Milica: And an O?  
17264 H.: No O.  
17265 Milica: Did you just change the word?  
17266 H.: Hm?  
17267 Milica: Did you just change the word?  
17268 H.: No!  
17269 Milica: Okay!  
17270 H.: That was P.  
17271 T.: Where?  
17272 Milica: Did we say A? So E, A, S, M, P, N. U?  
17273 T.: First S P A.  
17274 H.: S P A.  
17275 T.: You don't know S P A. L N.  
17276 H.: I'll write a word off cause it didn't say D. It didn't even say N.  
17277 Milica: I said N.  
17278 H.: I meant T.  
17279 Milica: Oh ok. Go T.  
17280 T.: V.  
17281 Milica: Umm, Y.  
17282 T.: Go.  
17283 Milica: So there's no A, E, I or U.  
17284 H.: Nuh-uh.  
17285 Milica: I?  
17286 H.: Nuh.  
17287 Milica: Give us a clue.  
17288 T.: A.  
17289 H.: I can't give ya a clue.  
17290 T.: A. A!

17291 H.: Cause it'll be too close and easy.  
17292 T.: A.  
17293 H.: Nuh, already said A. One more.  
17294 T.: T.  
17295 H.: Nuh-uh.  
17296 Milica: Hmm.  
17297 H.: You just looked at the word?  
17298 T.: How many word? Five?  
17299 H.: Mhmm.  
17300 T.: Five?  
17301 H.: Mhmm.  
17302 T.: I, N, D-  
17303 Milica: No, it's only three letters. It's only three letters.  
17304 H.: Did you say E? No?  
17305 Milica: I said E! Is there an E? Oh my God!  
17306 H.: Nah, there's no E.  
17307 T.: Make Miss sick, ay.  
17308 H.: When a girl say like 'oh my God' wanna give em a good knock on the head.  
17309 Milica: Umm, okay. I don't know. I give up. Do you give up, T.?  
17310 T.: Yeah.  
17311 H.: There was a I.  
17312 T.: Give us the word.  
17313 Milica: That's it, you're not having anymore turns because you don't know what umm, you  
17314 keep messing us around with the letters.  
17315 H.: No, you said I.  
17316 Milica: I said T.  
17317 H.: Well, there's double T what the hell?! It's mat. You didn't say A, you woulda got.  
17318 Milica: I said A!  
17319 H.: Oh sorry!  
17320 Milica: Oh my God!  
17321 H.: Okay, now what's the last word?  
17322 Milica: Where does it say mat?  
17323 H.: Huh?  
17324 Milica: Where does it say mat? Oh, I just looked at the word, technically this is carpet.  
17325 H.: Yeah this is carpet but I just thought of the word.  
17326 Milica: Okay fine.  
17327 H.: Duh!  
17328 Milica: Okay, my turn.  
17329 H.: No! You didn't get the last word. What's this?  
17330 Milica: Oh, I got a papercut, ouch.  
17331 H.: What's this? Mat?  
17332 Milica: Mat.  
17333 H.: Nuh.  
17334 Milica: Hat. Cat.  
17335 H.: Nuh.  
17336 Milica: Dat. Sat.  
17337 H.: Say everything, whatever.  
17338 Milica: Gat, hat-  
17339 H.: It's Z. *Zat*.  
17340 Milica: What is *zat*?  
17341 H.: *Zat* is like zap, another word for zap.  
17342 Milica: I have never heard of that word in my life.  
17343 H.: Yeah, cause you don't know what it is.

17344 Milica: Alright.  
17345 H.: What's the time?  
17346 Milica: We'll do one last word and then youse can go cause it's ten to. Unless you wanna stay  
17347 and play.  
17348 H.: What's the time?  
17349 Milica: Ten to eight.  
17350 H.: Oh. So it's it's 7:50? 7:50?  
17351 Milica: Yeah 7:5...3.  
17352 H.: Oh, you loser. Give us a long one.  
17353 Milica: I will. Tryna think of a long word I know. Alright... Alright here you go it's one two  
17354 three four five six seven eight nine ten eleven twelve thirteen letters. Go.  
17355 H.: Wait.  
17356 Milica: It's not *supercalifragilistic*... Just guess the letters and then guess the word when you  
17357 have more letters. You gonna start an airline?  
17358 T.: Yep.  
17359 H.: How much words?  
17360 Milica: Thirteen letters. {FB-recast educator}  
17361 H.: Boarding house.  
17362 Milica: Nuh. Hahaha.  
17363 H.: Cause that's thirteen letters.  
17364 Milica: Oh, that's a good one. Nah, it's not that.  
17365 T.: R.  
17366 Milica: Sorry, what was that? R?  
17367 T.: R.  
17368 H.: [School name]  
17369 Milica: Nuh.  
17370 H.: Oh don't call me retard, I'll / Milica: Stop! Stop both of you. C'mon. {Disciplining}  
17371 H.: It's a ... what does it mean?  
17372 Milica: I can't tell you what it means, it'll give it away.  
17373 H.: Do we use it? Do we say it?  
17374 Milica: Uh, it's an adjective.  
17375 H.: Well, what does it mean?  
17376 Milica: It's an adjective.  
17377 H.: How will I know what it means?  
17378 Milica: What's an adjective? Remember, says it in the books.  
17379 H.: Hold on I'll kill you, it says it in the book. Let me get my book, my book.  
17380 Milica: Yeah, you all wrote the same thing.  
17381 H.: Do you think it has it in the book?  
17382 Milica: No, the word's not in the book. I don't think we've ever written the word, like used  
17383 the word... So what's an adjective? {Educator-initiated metalinguistic Eng}  
17384 H.: Adjective is like a non...not a thing, not a noun.  
17385 Milica: Not a noun, yeah.  
17386 H.: It's a thing.  
17387 Milica: Nah, nah, a noun is a thing, remember? {Educator-initiated metalinguistic Eng}  
17388 H.: An adjective is uhh... something.  
17389 T.: [incomprehensible utterance].  
17390 Milica: Yeah?  
17391 H.: All good to me. Ready? Miss, wanna see [incomprehensible utterance]?  
17392 T.: In your bag.  
17393 Milica: No, I don't wanna see.  
17394 T.: Go, go.  
17395 Milica: On my head?!  
17396 H.: Yeah, just ready, set, go.



17397 Milica: How rude... I'm not giving you any more clues on the words.  
17398 H.: You can't get that / T.: E.  
17399 Milica: So, see here, what's an adjective? {Educator-initiated metalinguistic Eng}  
17400 H.: Describing words, medium, describing words {Student uptake} / Milica: Yep, so have a  
17401 look at the adjectives, verb, noun.  
17402 T.: S.  
17403 Milica: Oh, it's H.'s turn for a letter.  
17404 T.: Hey say S!  
17405 H.: No I'll say A. Say I.  
17406 Milica: Nah nah you say what letter you wanna say.  
17407 T.: Is it Mickey Mouse?  
17408 Milica: It's not Mickey Mouse.  
17409 T.: S.  
17410 H.: T. Decline.  
17411 Milica: T?  
17412 T.: Miss, I haven't declined yet.  
17413 Milica: You got 'em all right so far.  
17414 H.: Resto-restorative.  
17415 Milica: That's a good one, but no.  
17416 H.: Restoration.  
17417 T.: Got a word?  
17418 H.: But no. Uhh O?  
17419 Milica: O? Oh sorry I thought you were saying like 'oh' as in you were gonna say the word.  
17420 T.: No!  
17421 H.: No, we gonna when T. gets it wrong, ready?  
17422 Milica: T, your turn. Stop, H please. H, stop!  
17423 T.: Gonna get my helmet in a minute.  
17424 Milica: Your what?  
17425 T.: Nothing.  
17426 H.: You know what he's gonna get? His helmet. C'mon hurry up! We haven't got all night.  
17427 [singing, incomprehensible utterance]  
17428 T.: Umm... P.  
17429 H.: He hasn't got a letter wrong!  
17430 T.: Yes!  
17431 H.: Oh something... not aspiration?  
17432 Milica: Nope, haha. Close.  
17433 H.: A-S-P... uhh *asbi-asp-abbri...*  
17434 Milica: Guess some more letters.  
17435 H.: Uh, E.  
17436 Milica: [decline sound]  
17437 H.: Oh no! Got the first one wrong.  
17438 T.: Umm... Nice diggin' up.  
17439 H.: You're gettin' sacked, go home.  
17440 Milica: Hey please these are my last two pens.  
17441 H.: I'll chuck 'em in your bag. Ready?  
17442 Milica: Thanks.  
17443 T.: Our goal!  
17444 H.: Miss, Miss! T.  
17445 Milica: We already got T. Good job. We already got T, c'mon.  
17446 H.: It was in goal.  
17447 T.: Umm... H. Declined.  
17448 Milica: Your winning streak is over, boys.  
17449 T.: It was right there when it declined, but no.

17450 H.: You said E, yes. I, yes. Ooh...  
17451 T.: I said that before!  
17452 Milica: No you didn't.  
17453 H.: Ok what is this? Spree-spiri-spreen.  
17454 Milica: What's this letter here?  
17455 T.: Spoon. Spoon.  
17456 Milica: Yep this one and this one are the same. These are different.  
17457 H.: I-N-N- Inspiration.  
17458 Milica: Nuh. Nah it is but what's the end? What's the whole word?  
17459 H.: Inspirations? S?  
17460 Milica: Nuh. Can't be cause that's A. What's another way?  
17461 H.: What's this, an N?  
17462 Milica: Yeah.  
17463 H.: So put an N.  
17464 Milica: Alright!  
17465 H.: Put an N.  
17466 Milica: Alright.  
17467 H.: What can it be? That's, that's inspiration. Inspiration.  
17468 Milica: And then what's that last one?  
17469 H.: At. T.  
17470 Milica: Nope.  
17471 H.: No T.  
17472 Milica: Nah, we already got T.  
17473 H.: Oh, that's gotta be a hard one.  
17474 T.: C.  
17475 Milica: Nuh.  
17476 T.: Yes!  
17477 H.: We got an E. Inspirations. Inspiration / Milica: It's not S. We've already got an S, see?  
17478 H.: Oh.  
17479 Milica: Have a look, T. If someone is inspiring you, they are inspiration...?  
17480 H.: Nul! L!  
17481 Milica: Good job! {Reinforcement educator}  
17482 H.: Boom!  
17483 Milica: Oh my God! Alright, I'll see you guys on Monday, or Tuesday. Do you wanna keep  
17484 playing?  
17485 T.: Yeah.  
17486 Milica: Alright. Hey, don't. No, no, no, you're not having any more paper.  
17487 T.: Oh, Miss. Miss, why?  
17488 Milica: Because I pay for this book. Right.  
17489 T.: That's right.  
17490 Milica: That's alright.  
17491 T.: That's alright.  
17492 Milica: Alrighty... have a good weekend and I will see you next week.  
17493 T.: Yep.

## APPENDIX 44: Fifteenth session

(Materials used see article on Aboriginal English by Ian Malcolm, 2013 in References)

Place	Date	Time	Duration	Number of people	Status of participants	Languages
Sports ground near the boarding house; Small meeting room in the boarding house, Adelaide	2nd of Dec. 2019	7.15 p.m.	10:36 min	3	1 tutor, Milica 2 students, H. and T.	English, Aboriginal English

- 17494 [noise of wind blowing]
- 17495 Milica: We'll have a chat over there. Okay, so ... How're you going? [laughs] So what I
- 17496 wanted to know, you can sit here if you want or you can sit there. Anyway, come on, T., we'll
- 17497 be quick. I been waiting, I been waiting an hour for you guys to come round. Anyway, um, I
- 17498 just wanted to know, did you, um, did you like our lessons?
- 17499 T.: Ya.
- 17500 Milica: What was some, ah, if you weren't doing our lessons, what, what would you have
- 17501 been doing? Like do you have to, you still have to go to tutoring? To go study? Do you know
- 17502 what I mean?
- 17503 T.: Yep.
- 17504 Milica: Okay. Do you do you think it helped you?
- 17505 T.: Yeah.
- 17506 Milica: Yeah? What did you, um, what, what did you like about it and what didn't you like?
- 17507 You can say whatever you think, no right or wrong.
- 17508 T.: It was alright.
- 17509 Milica: It was alright, yeah, what was alright about it? ... [shouting from the sports ground]
- 17510 Sometimes we have some good banter.
- 17511 T.: Yeah.
- 17512 Milica: Yeah? What, um, if, let's say in theory, I was gonna come and be a tutor again next
- 17513 year, what would you want me to do differently?
- 17514 T.: Do the same thing.
- 17515 Milica: Do the same thing?
- 17516 T.: Yeah.
- 17517 Milica: Okay. All right. ...Are you coming back here next year? You're going to Melbourne?
- 17518 T.: Yeah.
- 17519 Milica: Are you excited?
- 17520 T.: Nah, I'm coming back here next year.
- 17521 Milica: Oh, you are coming back here.
- 17522 T.: Yeah.
- 17523 Milica: Ah, H.'s going to Melbourne.
- 17524 T.: Nah.
- 17525 Milica: I thought you said youse're going to Melbourne.
- 17526 T.: Nah, ... just joking.
- 17527 Milica: Oh, I believe everything you say. [laughs]
- 17528 [shouting from the sports ground]
- 17529 Milica: So you're all packed up ready to go home.
- 17530 H.: Yes.
- 17531 T.: Yep.
- 17532 Milica: That's good. Tomorrow?

17533 T.: No.

17534 Milica: School tomorrow? Oh no.

17535 [shouting from the sports ground]

17536 Milica: There it goes. No littering. Big point for that. [shouting from the sports ground]

17537 I brought you guys chocolate if you want it.

17538 T.: What kind of chocolate?

17539 Milica: Kit kat. ... Was that worth the walk up or not?

17540 T.: Yeah.

17541 Milica: [laughs]

17542 T.: Where is it?

17543 Milica: It's in my bag.

17544 T.: I'll open them.

17545 Milica: You want me to get it?

17546 T.: Yeah.

17547 Milica: All right. We'll go. Let's go. Oh, H.!

17548 T.: Come out!

17549 Milica: Let's go through the gate. I'm not squeezing through this.

17550 H.: You can jump through!

17551 Milica: [laughs] Ah, nah, I'm good. ... Let's go, let's just go for a quick, I was just getting T.

17552 to give me some feedback on our lesson. So obviously you guys wanna keep playing, I don't

17553 want to stop you from playing the game so / H.: Make, Miss, come and talk to him here.

17554 Milica: Yeah. I right, let's start, let's, let's go for a walk I want to give you guys your last

17555 chocolate bar from me and then you.

17556 H.: You're not gonna be here?

17557 Milica: No, I won't come / [overlapping speech - incomprehensible]

17558 H.: Well, I'll just get my / Milica: Okay.

17559 [16 seconds pause]

17560 Milica: You're coming? ... All right. ... [laughs] Sorry. I thought that ball'd hit me.

17561 [4 seconds pause]

17562 Milica: Come on, is that open?

17563 H.: Get them, go on. Smash that.

17564 Milica: I don't know if I can fit through that.

17565 H.: You go on, you know the way.

17566 Milica: Oh / H.: You can fit.

17567 Milica: Of course I can. Watch me. [rustling] Oh! ... There you go.

17568 [clapping from the sports ground] [H. tries make Milica trip over] [H. laughs]

17569 Milica: Nah, you go. I don't trust you now! Right! Go on!

17570 H.: Ladies first!

17571 Milica: No way! Oooh!

17572 H.: If you fail, I'll grab you.

17573 [Milica laughs]

17574 H.: I can hold your hand!

17575 Milica: No! [laughs] Yeah, thanks for all your help.

17576 [rustling]

17577 Milica: Ou! Whatever this is...unnecessary, T.!

17578 [Milica and the students walk to a classroom]

17579 [bell rings]

17580 Milica: Come here, H.!

17581 [Milica and the students continue walking]

17582 Milica: I've been here.

17583 [Milica and the students continue walking]

17584 Milica: I need to use the bin, but I'll do that later.

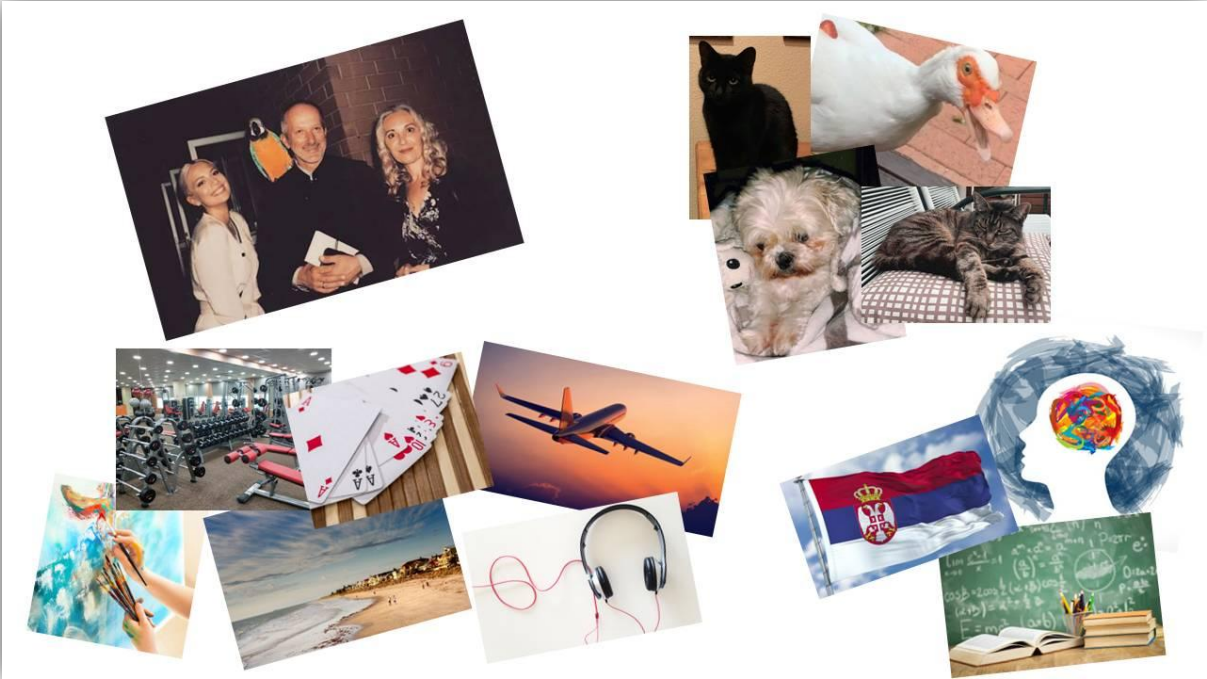
17585 H.: It's in here!

17586 [Another student shouts in the hallway]  
17587 H.: Go, catch!  
17588 [Milica and the students continue walking]  
17589 [Another student shouts in the hallway]  
17590 Milica: [incomprehensible utterance] Alright, ... cool. / H.: We're studying here now?  
17591 Milica: It's not study. It's, um, we're just having a chat about, um, about the lessons / H.: Can  
17592 I have a pen? / Milica: About what we've done ... you can have a pen, you know what I  
17593 mean? So I was just saying to T. like how did you guys find it, working together and helping  
17594 you with work and homework and all that? What did you think of it? Honestly?  
17595 H.: Oh good, like ... I don't know, yeah. [scribbles on paper]  
17596 Milica: Was there something you like, wish that we did that we didn't do?  
17597 H.: Nah.  
17598 Milica: So we did everything you wanted? Like you're happy with, with how I helped you  
17599 with homework and stuff? Do you think you're like content writing essays now? / H.: Yeah.  
17600 Milica: More confident? Why? Why do you think so? Or you're just saying yes to make me  
17601 feel good? [laughs]  
17602 H.: No, cause we got the, um, how do you say that thing that you ... paraphrasing.  
17603 Milica: Paraphrasing. Yes.  
17604 H.: Yeah, that's, yeah.  
17605 Milica: And you take your notes, you plan it and then you write instead of just trying to write  
17606 it all at once. Yeah? Cool. Now I was looking at some stuff as well. I found an article. You  
17607 guys said you speak like, um, pidgin English. Yeah?  
17608 H.: Mhm.  
17609 Milica: Like Aboriginal English?  
17610 H.: Yep.  
17611 Milica: Different to like the ... the standard English. ... So, um, I was looking at all these  
17612 examples of how stuff is said, you want to come around here? ... It was said like nice country,  
17613 it's a nice country. So alla boy, so all the boys.  
17614 H.: Mh.  
17615 Milica: How do you say it? {Educator-initiated metalinguistic HL}  
17616 H.: All the boy. {Student teaching vocab HL}  
17617 Milica: Yeah.  
17618 [H. sighs]  
17619 Milica: I thought that was pretty cool. I thought I'd show you because that's what, that's  
17620 literally how you talk, you know what I mean?  
17621 [paper rustling]  
17622 Milica: And I / T.: Hey, Miss, how did you get that?  
17623 Milica: How did I get that? My friend, she's also a teacher. She used to work in Darwin.  
17624 H.: Mhm.  
17625 Milica: Yeah. Her name's Christiane. So she showed me this article. And I was, I thought it  
17626 was cool, cause we're working together.  
17627 H.: Mhm.  
17628 Milica: And then, you know, doing this sort of research to see how we can be better teachers  
17629 ... so maybe if we speak, um, a, a version of you know, Aboriginal English that's more  
17630 understandable for you guys it will, um, it would help you as well, like you never know.  
17631 H.: Mhm.  
17632 Milica: Good English. Does not make sense? So that's why I thought this would be cool, I  
17633 wanted to show you. And um / H.: Are you coming tomorrow?  
17634 Milica: Um, no, E. [the director of Boarding] said for me to just come in tonight. I can come  
17635 in tomorrow if you want. ... Do you want me to?  
17636 H.: Yeah.  
17637 Milica: Yeah?  
17638 H.: Just for the half.

17639 Milica: Just for half an hour. Yeah, I'll come in tomorrow. Well, what do you need help with  
17640 tomorrow?  
17641 H.: Oh, nothing pretty much.  
17642 Milica: You just want to hang out with me. Sure.  
17643 H.: [incomprehensible utterance]  
17644 Milica: Huh? {FB-clarification request educator}  
17645 H.: Amen.  
17646 Milica: Amen? [laughs] Yeah. alright, I'll come. Do you want me to bring Scrabble?  
17647 H.: Huh?  
17648 Milica: Do you want me to bring Scrabble tomorrow?  
17649 H.: Yeah, more question.  
17650 Milica: I got Scrabble in the car. We can play it now if you want.  
17651 H.: No, that's almost bedtime there.  
17652 Milica: Bedtime 8.20?  
17653 H.: Yeah.  
17654 [Milica laughs]  
17655 H.: 8.30.  
17656 Milica: All right. ... Yeah, nah, I'll come, I'll come past tomorrow. Do you think 7 or 7.30?  
17657 H.: 7 ... 7.30, 7.30.  
17658 Milica: 7.30.  
17659 H.: Yeah.  
17660 Milica: You know this, 7, what do you reckon?  
17661 H.: Huh?  
17662 Milica: 7's better.  
17663 H.: Ya.  
17664 Milica: Or 7.30?  
17665 H.: Oh, no, come 7, 7. Be here 7.30.  
17666 Milica: Yeah. Done, alright.  
17667 H.: Mhm.  
17668 Milica: Um ... Maybe we can do some more of this stuff tomorrow then [points to the printed  
17669 out article by Ian Malcolm]. Just like, half an hour. Look at some things in Aboriginal English  
17670 but I think it'd be cool like, if you guys told me more about how you talk. Where're you  
17671 going?  
17672 [laughter]  
17673 Milica: I thought it'd be cool if you guys told me more about like how you speak, how you  
17674 say certain sentences and things.  
17675 H.: Yeah, we'll talk, yeah, yeah.  
17676 Milica: And then if I ever, if I ever move to like Daly River, I'll be able to talk to everyone.  
17677 See what I mean?  
17678 T.: Yep.  
17679 H.: Yeah.  
17680 Milica: Yeah, exactly. So who knows! There's a girl I know working at Coober Pedy right  
17681 now, so maybe I'll go up there. / H.: Yeah. ... Coober Pedy?  
17682 Milica: Yeah.  
17683 H.: That's not far, t's just down here.  
17684 Milica: It's like eight hours.  
17685 H.: Yeah.  
17686 Milica: That's heaps far! [laughs]  
17687 H.: No, it's not!  
17688 Milica: Not as far as Daly River, but / H.: It's on the South Australian border.  
17689 [paper rustling]  
17690 Milica: What are you doing, you're kinda baggin' it?  
17691 H.: How do you turn this on?

17692 Milica: You gotta hold it down there. Hang on ... hang on, hang on there, wait ... There, like  
17693 that. [incomprehensible utterance] Okay making making resume and it's on the phone.  
17694 H.: What do you think?  
17695 Milica: Okay guys, this is [incomprehensible utterance]  
17696 H.: Miss, can I check my e-mail, please?  
17697 Milica: Check what?  
17698 H.: My e-mail.  
17699 Milica: Your e-mail?  
17700 H.: Just joking!  
17701 Milica: So if you haven't got a phone by now. [laughs]  
17702 H.: Then what?  
17703 Milica: Well what?  
17704 H.: Then what?  
17705 Milica: Then what?  
17706 H.: What?  
17707 Milica: What were **you** saying?  
17708 H.: Okay, that's enough now.  
17709 Milica: That's it. / H.: Yeah.  
17710 Milica: All right. I'll tell E. [the director of Boarding] that I'll come in tomorrow. / H.: Mhm. /  
17711 Milica: If he's cool with that, but just in case he's not and this is the last time we see each  
17712 other / H.: Mhm. / Milica: Good luck for the future, guys! Hopefully we come across each  
17713 other again. But, um, you've been great and I hope you've ... learned stuff. I hope you thought  
17714 that these lessons and sessions were useful for you.  
17715 H.: Mhm.  
17716 Milica: I think you're great. So [laughs] Alright. ... You can go now. I'm going to give you a  
17717 Kit kat.  
17718 H.: Kit kat chocolate, same kind.  
17719 Milica: Same kind, yeah.  
17720 H.: Ah! [sighs]  
17721 Milica: Wow, you don't have to take it if you don't want it.  
17722 H.: I'll take it. [rustling noise]  
17723 Milica: [laughs] You're welcome.  
17724 H.: Uh?  
17725 Milica: I said you're welcome brosky! [laughs]


# APPENDIX 45: Milicia's slide show – About Me






**APPENDIX 46: Flashcards used for tutoring**

Noun	Not Noun



Echidna



Kookaburra



Kangaroo



Koala



Dingo



Emu



Gum Tree



Bottlebrush



Golden Wattle



Rock



River



Desert



Sun



Moon



Sky



Football



Hat



Shoes



Red



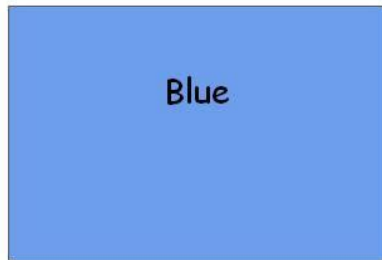
Orange



Yellow



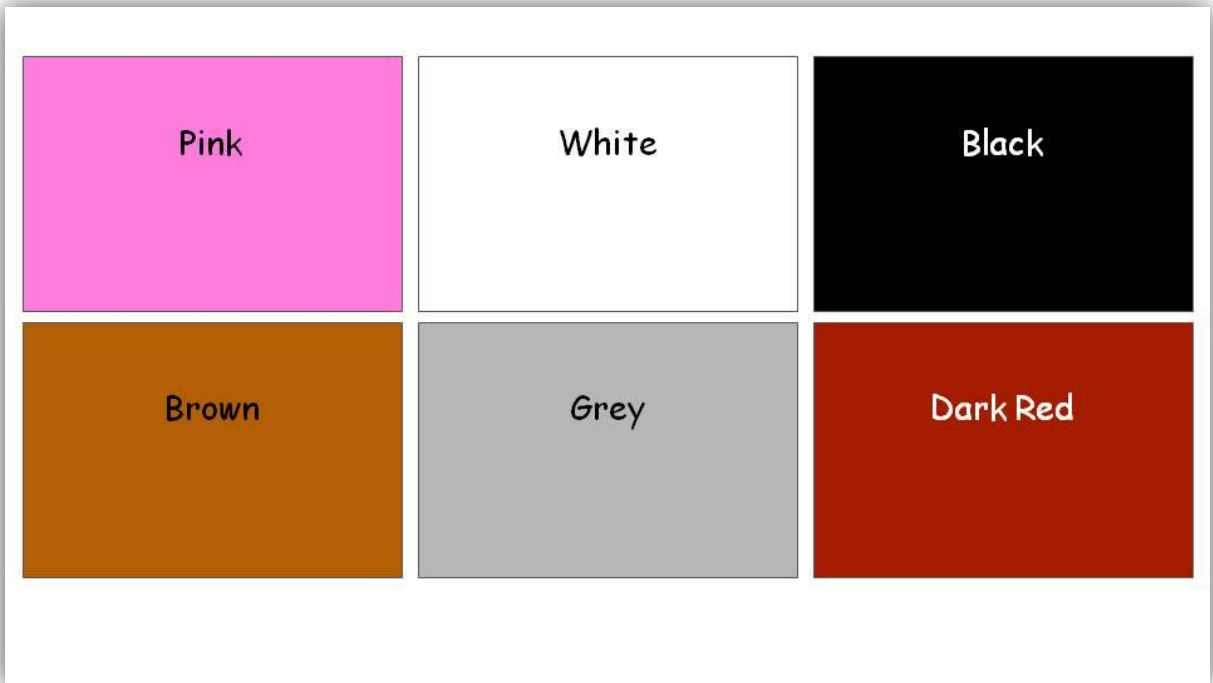
Green



Blue



Purple





Run  
Running  
Ran



Cook  
Cooking  
Cooked



Fish  
Fishing  
Fished



Dance  
Dancing  
Danced



Sing  
Singing  
Sang



Eat  
Eating  
Ate



Sleep  
Sleeping  
Slept



Write  
Writing  
Wrote



Listen  
Listening  
Listened



Drive  
Driving  
Drove



Paint  
Painting  
Painted



Drink  
Drinking  
Drank









Big	Bigger	Huge
Small	Smaller	Tiny

Beautiful	Nice	Good
Ugly	Terrible	Bad

Fast

Quick

Quickest

Slow

Slowest

Tired

Happy

Excited

Clean

Dirty

Colourful

Boring

Upset	Sad	Angry
Skinny	Fat	Tall

Short	Adventurous	Low
Flat	High	Deep

Many	None	Proud
_____	_____	_____

# APPENDIX 47: History Assignment

Making a Nation

Year 9, Term 4, 2019

## Context

Having explored, discussed and researched the respective experiences of both the European Colonists and Chinese Migrants upon their arrival to Australia, construct a paper containing three body paragraphs comparing the two cultures. Students are to use sources to support their conclusions. **Words: 600-800**

**Task:** *In what ways were the immigration experiences of the Chinese Migrants, similar and different to the European Settlers?*

## To consider in your comparison:

Introduction:

- Context – Time and Place(s).
- What were the respective groups trying to achieve in Australia?
- Intolerance regarding culture
- Outline arguments/Mention sources

Body Paragraphs:

- Controversy over costs for licenses
- The White Australia Policy
- The Eureka Stockade + The Bakery Hill Oath
- Living conditions in China
- Rising Chinese immigration
- Violent Attacks EG: Buckland river and Lambing Flat
- Propaganda

## Assessment Conditions

- Individual task in relation to taught and independently researched concepts
- Common / Summative Assessment
- Class work / Supervised – to be submitted written in your script book
- Assessed using attached rubric (*ACARA Achievement Standards*)

Focus  Literacy  Numeracy  ICT

Assessment Strand  Knowledge  Skills  Application

Verification & Supervision		Date Received	Student Signature	Teacher Signature
Monitoring Date:	Tuesday 28 October			
Verification Date:				
Due Date:	Monday 4 November			

## Declaration of authorship:

I \_\_\_\_\_ (name in full), declare that all work is my own  
I have made every effort to authenticate reference material and have not plagiarized from other students.

Sign: \_\_\_\_\_

Date: \_\_\_\_\_

## APPENDIX 48: Paraphrasing activity

**What do you like doing in your spare time?**

- In my spare time I like...

**What would you change your name to?**

- I would change my name to...

**What's something that really annoys you?**

- Something that really annoys me is...

**What's your annoying habit?**

**Who is your inspiration?**

**Do you speak any other languages?**

**Where would you like to visit?**

**Who is the messiest person you know?**

**What's the most interesting thing you've read or seen this week?**

**What would you like remembered about you?**

**The zombie apocalypse is coming, who are 3 people you want on your team?**

- The three people I would want on my team in a zombie apocalypse are...

**What is your most used emoji?**

- My most used emoji is...

**If you were famous, what would you be famous for?**

- If I was famous, I would be famous for...

**What was your least favorite food as a child?**

- My least favourite food as a child was...

**If you had to eat one meal everyday for the rest of your life what would it be?**

- If I had to eat one meal everyday for the rest of my life it would be...

**If aliens landed on earth tomorrow and offered to take you home with them, would you go?**

- If aliens landed on earth tomorrow and offered to take me home with them, I...

**If you could only keep three apps on your phone, what would they be?**

**What is your absolute dream job?**

**What sport would you compete in if you were in the Olympics?**

**If you had a time machine, would you go back to the past or into the future?**

**If you could be any animal in the world, which animal would you be?**

**Would you rather give up air conditioning or your phone?**

**Introduction**

**Main Idea 1**

**Main Idea 2**

**Main Idea 3**

**Conclusion**



## **APPENDIX 49: Feedback for H.'s history assignment (e-mail from the history teacher)**

Dear Millie,

Thanks for the message and I hope you're enjoying a break from studies.

I've attached the task sheet for H.'s assignment on Immigration titled 'Making a Nation'.

He received a 'C' grade for his written work – this is above average for him academically and he was quite pleased with the outcome. I haven't kept his feedback however, from memory, I commented on the good length of the assignment response and his good recollection of what was covered in class. He didn't necessarily cover all areas however I was delighted that he managed to write a significant amount and, verbally, he was able to discuss his thoughts in small groups and the larger class discussion.

Hope that makes sense and will be okay for your purposes.

All the best for the year ahead and if we can assist you again in any way, please don't hesitate to ask.

Best wishes for the year ahead.

Kind regards,

G.

## **APPENDIX 50: E-mail communication between Milica and Christiane**

### **E-mail from the 3rd of December 2019**

Hi Christiane,

I went in last night but the boys didn't want to come for study. Instead, they asked me to come watch them play cricket and I ended up meeting P. I managed to get a 10 min recording of some feedback.

Interestingly, the boys asked me to come back in tonight for half an hour "just to hang out" which I found really sweet so I will be going in tonight as well and recording. I've also found out they will be coming back to Rostrevor next year apparently so that's good! Just wanted to update you.

Kind regards,  
Millie

### **E-mail from the 13th of November 2019**

Hi Christiane,

Just wanted to give you an update on how everything is going.. On Monday, the boys refused to come out of their rooms for tutoring and, as you can see from G.'s email below, things haven't been going very well for them. However, last night actually went really well. Initially, they were both pretty unenthusiastic about the lesson but we quickly turned things around and had a good session learning about paraphrasing. Also, H. got a B+ for his essay - yay! Next week I will be teaching them how to use Microsoft Word's dictation tool to turn speech into text, which I think will help them a lot when producing written work and keeps their learning very much culturally inclusive.

Also, on an unrelated note, I was wondering whether I could put you as a reference for a job I'm applying for, or even get a letter of recommendation? It won't affect what I am currently doing as I don't think the job would begin until January anyway, but even so, my evenings would still be kept free as it's a 9-5 position. Let me know if that's ok!

Kind Regards,  
Millie

## **E-mail from the 11th of September 2019**

Hi Christiane,

Just letting you know I have a meeting with G. on Thursday at 4:30 pm. Is there anything specific you would like me to address with him? I was going to give him an outline of the project, what I hope to achieve with the students, and ask him questions about the students and their learning methods.

Kind Regards,

Millie Miočinović

## APPENDIX 51: Online resources

<https://www.youtube.com/watch?v=WXiJpJpJduo>

<https://www.youtube.com/watch?v=biuYA54nb7Y>

<https://www.youtube.com/watch?v=ImGNlk7IOpU>

<https://www.youtube.com/watch?v=8ojzUCDR6lg>

<https://www.youtube.com/watch?v=Q5It2RhQNTQ>

<https://www.news.com.au/travel/australian-holidays/northern-territory/tourists-find-themselves-surrounded-by-30-saltwater-crocs-in-outback/news-story/fb5ec58d61d2684844a58672c16aea94>

<https://www.kidsnews.com.au/civics/uluru-climb-dismantling-to-begin-within-days-despite-continued-opposition-to-ban/news-story/e7ffbdd455b425109abd807333d41bd>

<https://www.kidsnews.com.au/sport/mark-knight-recalls-the-joy-of-footy-swap-cards-and-school-and-how-it-mirrors-afl-trade-week/news-story/a4be14b680772ef47a297b95493e18ff>

<https://www.kidsnews.com.au/humanities/weary-firefighters-doing-battle-across-nsw-and-qld-hailed-as-heroes/news-story/659c373f8a67256153873ffcca754600>

<https://www.google.com/maps>

# APPENDIX 52: Milica's post-lesson notes

## Week 1

### 1. session, Monday 14 October

- introduced to H. and T. [In line with the rest of the thesis, the students' names have been initialised to ensure anonymity]
- told they are moody and unhappy to be back at school
- no homework
- not very talkative
- H. started watching a TV show halfway through the lesson so not very engaged although he chimed in a lot
- T. was more engaged than H.
- established interests as being fishing, hunting, football
- they perked up when I mentioned Daly river and started showing me photos and explaining parts of the town etc.
- I think another 2-3 lessons of just talking and getting to know each other are vital to build rapport and relationship to ensure learning can occur... if I start the unit tomorrow, they won't be focused or engaged so by the time it gets to writing the song (the end of the unit) they won't really know what they are doing?
- I didn't get to incorporate their language much although I really tried – need to brainstorm ways I can do this better because nearly all the words I asked about are the same in English

### 2. session, Tuesday 15 October

- boys were much more talkative tonight
- looked at the book more
- they know about the MP language but don't speak it, although it's more west
- looked at nouns and verbs, writing
- didn't have any homework
- I think I will need to play games with them and make learning really engaging and fun

integrate language – revitalisation approach

## Week 2

### 3. session, Tuesday 22 October

- engaged socially but pretty off task
- not that interested in creating a song anymore so we are going to change to smaller activities e.g. science experiments, budgeting exercises and incorporate literacy into all of it
- communication with boys is improving as I delved into *what* they actually want to learn about
- they are more relaxed in the way they communicate with me but I should enforce a bit more discipline to ensure they don't get too relaxed

### 4. session, Thursday 24 October

- plan a holiday task
- engaged for the first half hour
- needed some encouragement and scaffolding but otherwise were interested in the task

- H. tries to get tasks 'over and done with' and would rather play game on his phone
- T. is engaged but seems to give up quickly if he doesn't understand something; is also embarrassed to sometimes ask for help
- G. [Director for Wellbeing for Indigenous students] remarked it was surprising to see T. doing work when he walked in
- as soon as G. mentioned that H. had an essay to write he went into complete 'off task' mode and would NOT get off his phone no matter how hard I tried
- they don't charge their ipads so it's hard to do work when they have low battery

### **Week 3**

#### **5. session, Tuesday 29 October**

- T. worked on his geography powerpoint; worked well and was allowed to work by himself on the couch while I gave extra attention to H.
- eventually T. went off task and was air dropping memes to other students so from now on he will be working at the table with me
- H. worked well
- came to a compromise re: his essay: he will tell me the content and I'll write the notes out for him
- This allowed me to combine yarning/orality into his learning
- we watched a video about the Chinese gold miners during the gold rush and how they were treated by the Europeans, stopping the video every so often to go over what information we had just gotten
- scaffolded this learning to him and aimed to create a safe, comfortable learning environment where he felt at ease to discuss his knowledge on the topic: i did this by encouraging him to have a go and consistently reminding him it's okay if you don't know and it's okay if you even get something wrong – these tutoring lessons are where we make mistakes and learn so then you know what to write in your essay
- i wrote his sentences word for word and will show G.

### **Week 4**

#### **6. session, Tuesday 5 November**

- H. began working on planning out his essay
- was engaged and worked well
- Even asked to keep the notebook so he could continue working on it now that he feels he's getting the concept of writing

#### **7. session, Thursday 7 November**

- going to do some paraphrasing activities with H. next week to help him write more efficiently
- his comprehension is more evident as he talks about the points more and puts them into his own words
- he finished his essay which is great
- T. worked on his art project but I will be wanting to do more literacy stuff with him next week

### **Week 5**

### **- Monday 11 November**

- didn't have a lesson tonight as the boys didn't feel like coming
- I suspect they had a bad day or something? They refused to come out of their room for 20 mins while one of the other teachers tried to convince them but to no avail. He said sorry but they just won't come.
- thought maybe it was because they didn't want to work with me but he reassured me they actually enjoy working with me but just not in the mood tonight
- I went to say goodbye to them and they still refused to come out of their dorms
- T. came out and said he's going to do his work but doesn't need any help
- before I left I asked T. is he sure he doesn't want help and he said he's sure so I left

### **8. session, Tuesday 12 November**

- did a paraphrasing activity tonight
- at first both (esp. H.) were really unenthusiastic and disengaged but after a few minutes began to get into it more
- in the process of understanding paraphrasing and will clarify again on Thursday
- told T. about Word dictation (speech-to-text) and will try to use with them next week
- H. got a B+ for his essay!

### **9. session, Thursday 14 November**

- found four articles and got the boys to choose one each to read
- asked questions and tried to have a discussion
- H. clearly has good comprehension but didn't really enjoy the activity that much and seemed to want it 'over and done with'
- T. isn't comfortable reading especially around H. who is much more proficient
- H. said he wants to learn more about Uluru and T. about saltwater crocs so we will do more research type stuff next week

Talk with Christiane:

Incorporate...

grammar, plurals, names of places  
bachelor press by bachelor institute  
daly river languages dictionary

### **Week 6**

#### **10. session, Monday 18 November**

- totally off task tonight
- disengaged, both of them
- they were in good spirits but just mucking around and couldn't stay on task when we did work together or individually
- eventually got H. to do his Religion work and came up with a prayer with some help
- T. watched videos about the saltwater crocs and Cahill's Crossing but didn't respond that well to discussion but I think this is because he is embarrassed with H. there
- H. is very discouraging and calls him dumb etc so I don't think T. wants to 'risk' making a mistake and tends to just say "i don't know" more often than not

- not sure how I could fix this as our lessons are always together... if I could have a one-on-one with them each, it would be so much better for both of them

### **11. session, Thursday 21 November**

- talked about home and found our birth places on Google Earth
- in terms of literacy, they were disengaged
- H. started out okay but as soon as T. came in, he was off task
- T. went straight to his art work and didn't really want to participate in the task I had started
- H. started playing word games so I went with it thinking it would be a fun way to do literacy
- it was good but he quickly got bored because it was too hard and not as interesting as he may have assumed
- from there it was just behaviour management
- finished off by playing 'hangman', at least somewhat connected to literacy
- they are both really excited to go home so their work ethic is progressively getting worse

### **Week 7**

### **12. session, Tuesday 26 November**

- played hangman for a lot of the lesson
- at the end, explored letter sounds with T.
- pretty casual lesson as their motivation is decreasing towards the end of the term because they're going home soon

### **13. session, Wednesday 27 November**

- worked on an assignment with H.
- researching about a soldier and writing up a short summary (100-200w)
- H. said the research had to be off the site the teacher gave them but it didn't have any information so we looked a different site
- T. worked on his art homework which worked out well so H. could have my full attention
- we used the same guiding question and template style to write up the summary which I think helped H. a lot as he knew what to write
- H. improved his sentence formation as he learned about the information and by the end of the lesson, he could put some of it into his own words
- made a point to help him create closing sentences to wrap up his text well

### **14. session, Thursday 28 November**

- they really love playing hangman
- If I had more time with them, I would have been able to incorporate that game really well into their literacy learning for word structures and sounds
- H. likes to be challenged and didn't want T. to tell him the answer because he wanted to guess it himself βthis is interesting as it shows he has motivation to learn when the content is within the 'zone of proximal development' – that is, it's not TOO easy or TOO hard but just the right amount of challenge. T., on the other hand, isn't as motivated so it's harder to get him into it
- does not help that H. is belittling to T. a lot of the time because he knows his literacy is more advanced than T.'s



## **Week 8**

### **15. session, Monday 2 December**

- had a quick chat with both of the boys about the lesson content, how I went as a teacher etc
- I initially planned a study lesson but the staff told me they wouldn't come because they were playing cricket so I watched them play cricket and pulled them aside at the end of the game
- H. said he learned about paraphrasing which I was really pleased with because it showed he retained some of the concepts I taught him
- they asked me to come back tomorrow just to hang out βshows we have built rapport and they enjoy my company which is really nice

### **16. session, Tuesday 3 December**

- I didn't record anything today
- played table tennis with T. then a bit of hangman
- Just 'bantered' with him and hung out – didn't do any sort of constructive study work
- H. played cricket and I went to say goodbye to him at the end

### **Final Thoughts**

I realise now it took me the entire term to build this rapport with them. If I had another term to work together, I think we could have achieved a lot of learning goals, but unfortunately the timing didn't allow for that. H.'s work improved significantly, considering he completed three assignments, whereas I think T. began to build the foundation of literacy learning for himself. Ideally, I would have preferred to work 30 mins with each of them individually, one-on-one. This would have been especially helpful for T. who tended to not try as hard because he knew H. would put him down when he got something wrong. H., on the other hand, is dominant and likes to be in control of the lesson – having T. there would often push him to 'show off' and get distracted. Overall I think the term went well, however there is certainly room for improvement in terms of behaviour management, but this is highly dependant on rapport building and getting to know the students.

## APPENDIX 53: Original unit plans

<b>Intended Learning Outcomes</b>	<ul style="list-style-type: none"> <li>- Learning through hip hop and music</li> <li>- Students create a hip hop song using English and their native language</li> <li>- Song theme: <b>identity/culture</b></li> </ul>	<b>Literacy</b> <ul style="list-style-type: none"> <li>- Nouns, adjectives, verbs</li> <li>- Students will be able to differentiate between nouns, verbs, adjectives and use them to enhance texts</li> </ul>
<b>Time</b>	Approx 30 mins lesson	
<b>Resources/ Materials</b>	<ul style="list-style-type: none"> <li>- Flashcards with pictures of animals, colours, landscape/nature</li> <li>- Examples of Aboriginal hip hop music – reading lyrics and interpreting/analysing</li> <li>- Whiteboard markers/permanent markers</li> <li>- Notebooks and pens to record student progress</li> <li>- (Notebook for myself: I will be recording my own learning progress)</li> <li>- <a href="https://livingarchive.cdu.edu.au">https://livingarchive.cdu.edu.au</a> - LAAL: Living Archives of Aboriginal Languages (website)</li> <li>- <a href="http://ausil.org/Dictionary/Tiwi/categories/main.htm">http://ausil.org/Dictionary/Tiwi/categories/main.htm</a> □ initial platform with available dictionaries</li> </ul>	
Lesson 1 (Level 0)	<p><b>Introduction: Get to know each other</b></p> <ul style="list-style-type: none"> <li>- Culture, languages, interests</li> <li>- Begin including native languages straight away: “how do I introduce myself in your language?” □ Write down</li> </ul> <p><b>Pre-assessment: What do students know?</b></p> <ul style="list-style-type: none"> <li>- Have a look at their work, ask what they are struggling with, what areas do they know, what do they not understand.</li> </ul> <p><b>Short activity</b></p> <ul style="list-style-type: none"> <li>- Tell students intended learning goal of these lessons (to create a hip hop song/rap together about their identity)</li> <li>- Listen to some Aboriginal hip hop music and ask students what they like/dislike</li> </ul>	

<p>Lesson 2 (Level 1)</p>	<p><b>Nouns</b> Words identifying people, places, things</p> <p><u>Main Activity</u> Use flashcards to show pictures of nouns e.g. animals, items, clothing etc</p> <p>Write down examples of nouns with students, then ask them to think of a few nouns of their own. Have a list of 'nouns' and 'not nouns.' Ask students to place flashcards onto correct area on the list, that is whether the words are nouns or not nouns e.g. "running" is this a noun? No – place on 'not nouns' list</p> <p><u>Language</u> Ask students how we would say these in their language and write down on the card in allocated space (or on the back)</p>
<p>Lesson 3 (Level 1)</p>	<p><b>Verbs</b> Doing words explaining actions</p> <p><u>Main Activity</u> Explain verbs and begin writing a list that students copy. Have them write down verbs based on their interests e.g. fishing, cooking, hunting, running</p> <p><u>Language</u> How do we say these in the students' language? What is the difference between <b>verbs</b> and <b>nouns</b>? How can we connect them? E.g. a cat (noun) is running (verb)</p> <p><u>Extension Activity:</u> Connect nouns and verbs e.g. "Can we say the boy is going fishing? The girl is walking to school? What are the nouns and what are the verbs? Can you think of some?"</p>
<p>Lesson 4 (Level 1)</p>	<p><b>Adjectives</b> Describing words used to enhance texts and create an image of what something looks like</p> <p><u>Main Activity</u> Show students a picture of an Australian landscape or Aboriginal art and ask them to describe using adjective cards</p> <p>Cards will have basic adjectives e.g. "big" "small" and basic colours, with "dark" and "light" so students can put them together e.g. "dark" "brown" "big" to describe a tree trunk</p> <p><u>Language</u> Throughout activity ask them to say the colours and other adjectives in their language and write these down on blank card</p> <p><a href="https://www.qagoma.qld.gov.au/__data/assets/image/0003/163452/web-template-e_irene-entata.jpg">https://www.qagoma.qld.gov.au/__data/assets/image/0003/163452/web-template-e_irene-entata.jpg</a></p>

<p>Lesson 5 (Level 1)</p>	<p><b>Recap on Nouns, Verbs, Adjectives</b> Explore how these work together by verbalising sentences and having students identify the nouns, verbs, and adjectives</p> <p><u>Main Activity</u> Read through text and identify nouns, verbs, and adjectives - Texts: Lyrics of Aboriginal hip hop songs</p> <p><u>Language</u> Consistently include their language in this e.g. “how would we say this in xyz” or “is this word in xyz or another language?”</p>
<p>Lesson 6 (Level 2)</p>	<p><b>Identity</b> This lesson forms the basis for what students will write in their song</p> <p><u>Main Activity</u> Create mind map exploring student identity - Focus points: culture, language, name, family, place, hobbies, subjects, sport</p> <p><u>Language</u> Create own mind map, too, and ask students for help identifying some words in their language e.g. “How do I say ‘dog’ because I have a pet dog?”</p>
<p>Lesson 7 (Level 2)</p>	<p><b>Song Writing</b> Students begin working on their song and writing their lyrics</p> <p><u>Main Activity</u> Begin writing their song using below template (can be changed):</p> <ul style="list-style-type: none"> <li>- Verse 1: 6-8 lines</li> <li>- Chorus: 3-5 lines</li> </ul>
<p>Lesson 8 (Level 2)</p>	<p>Bring in a list of words student can use for inspiration if they are struggling:</p> <ul style="list-style-type: none"> <li>- Nouns: self, animals, plants, places, people</li> <li>- Verbs: hobbies, sports, speaking languages</li> <li>- Adjectives: emotions, appearance, culture, art</li> </ul> <p><u>Language</u> Students are encouraged to incorporate words from their own language into the song</p> <ul style="list-style-type: none"> <li>- Idea: they could write one line in their language and use the next line in the verse to translate</li> </ul>

# APPENDIX 54: Consent form templates

## Consent form template for the exploratory study: Authorisation - students' legal guardian's consent

I,.....give you, Christiane CHARON, permission to use the recordings of your tutoring sessions with the selected students for your PhD dissertation at La Sorbonne Nouvelle, Paris 3, France and related conference presentations, provided that the students are anonymised.

Darwin, ..... /..... /2016

.....  
Signature

## Authorisation - teacher interviews

I, ....., give you, Christiane CHARON, permission to use the recording of this interview for your PhD dissertation and related conference/colloque presentations.

Darwin, /08/2016

.....  
Signature

## Consent form templates for the follow-up study: Authorisation - students' legal guardian's consent

I,.....give you, Christiane CHARON, permission to use the recordings of Milica MIOCINOVIC's tutoring sessions with the selected students for your PhD dissertation at La Sorbonne Nouvelle, Paris 3, France and related conference presentations, provided that the students are anonymised.

Adelaide, ..... /..... /2019

.....  
Signature

# List of Appendices

APPENDIX 1: Iwaidja animal names .....	484
APPENDIX 2: My home environment in Iwaidja .....	485
APPENDIX 3: Iwaidja elements word list .....	486
APPENDIX 4: Maung people and kinship word list .....	489
APPENDIX 5: My family in Maung .....	498
APPENDIX 6: Maung fish and sea life word list .....	499
APPENDIX 7: Iwaidja animals word list .....	505
APPENDIX 8: Text in Yolŋu matha from Elcho Island.....	508
APPENDIX 9: Spelling worksheet for Yolŋu matha.....	509
APPENDIX 10: “This is Me” text from Yirrkala .....	510
APPENDIX 11: Swamp animals text from Yirrkala .....	512
APPENDIX 12: Text in Kunwinjku .....	530
APPENDIX 13: First Iwaidja session – Describing my home environment .....	539
APPENDIX 14: Family vocabulary in Maung .....	547
APPENDIX 15: Bible study homework and short Iwaidja quiz.....	551
APPENDIX 16: Second Iwaidja session – Describing the environment .....	558
APPENDIX 17: Third Iwaidja session – Animal names .....	559
APPENDIX 18: Final Iwaidja check – Animal vocabulary. ....	567
APPENDIX 19: First Yolŋu matha reading tandem session .....	573
APPENDIX 20: Second Yolŋu matha reading tandem session – Writing and spelling .....	587
APPENDIX 21: Third Yolŋu matha session – Text selection .....	591
APPENDIX 22: Yolŋu matha reading tandem – Exploring the LAAL website .....	592
APPENDIX 23: Final Yolŋu matha reading tandem session.....	599
APPENDIX 24: First Kunwinjku reading tandem session .....	605
APPENDIX 25: Kunwinjku reading tandem short follow-up .....	609
APPENDIX 26: Interview with Bryan .....	610
APPENDIX 27: Interview with Janet.....	615
APPENDIX 28: Interview with Victoria .....	617
APPENDIX 29: Interview with Teresa .....	619
APPENDIX 30: First session.....	622
APPENDIX 31: Second session .....	637
APPENDIX 32: Third session .....	661
APPENDIX 33: Fourth session .....	691
APPENDIX 34: Fifth session .....	716

APPENDIX 35: Sixth session .....	732
APPENDIX 36: Seventh session .....	748
APPENDIX 37: Eighth session .....	763
APPENDIX 38: Ninth session.....	784
APPENDIX 39: Tenth session.....	799
APPENDIX 40: Eleventh session.....	822
APPENDIX 41: Twelfth session .....	845
APPENDIX 42: Thirteenth session .....	866
APPENDIX 43: Fourteenth session.....	882
APPENDIX 44: Fifteenth session.....	901
APPENDIX 45: Milicia’s slide show – About Me .....	906
APPENDIX 46: Flashcards used for tutoring .....	907
APPENDIX 47: History Assignment .....	920
APPENDIX 48: Paraphrasing activity.....	921
APPENDIX 49: Feedback for H.'s history assignment .....	923
APPENDIX 50: E-mail communication between Milica and Christiane .....	924
APPENDIX 51: Online resources.....	926
APPENDIX 52: Milica’s post-lesson notes.....	927
APPENDIX 53: Original unit plans.....	932
APPENDIX 54: Consent form templates .....	935

# **Le Tandem élève-éducateur avec des élèves indigènes dans les internats urbains en Australie - Deux études de cas en pédagogie du translinguaging**

## **Résumé**

### **Mots clés : élèves indigènes, Australie, tandem, tutorat, translinguaging**

Cette recherche vise à étudier et rendre-compte du potentiel de l'apprentissage en tandem entre des élèves indigènes<sup>1</sup> et des éducateurs non-indigènes. Depuis 2016, l'intégration des langues indigènes est devenue une exigence officielle pour toute l'Australie. Grâce à un modèle de tandem créé spécifiquement dans lequel les élèves enseignent leurs langues à leurs éducateurs non-indigènes, je propose une manière d'avancer vers l'égalité des langues dans des internats urbains australiens.

Les bases théoriques de ce modèle tandem rassemblent la pédagogie ELF, la théorie du translinguaging telle que élaborée par García et Li Wei (2014) et García et Kleyn (2016), la pédagogie critique et l'éducation en « heritage languages ».

Afin de répondre à la question de recherche « dans quelle mesure des élèves indigènes et des éducateurs non-indigènes peuvent-ils bénéficier de l'apprentissage en tandem dans un internat urbain ? », j'ai choisi la recherche-action. J'ai d'abord testé le modèle de tandem pour lequel j'ai choisi le nom de « student-educator tandem » (SET) avec quatre élèves âgés de 11 et 13 ans internes dans une école de Darwin en 2016. Les langues des élèves sont le Kunwinjku, le Maung, l'Iwaidja et le Gupapuyŋu. Cette étude exploratoire a fait émerger une gamme de stratégies d'enseignement et de feedback.

Une étude de suivi dans un internat à Adélaïde a été mise en place en 2019 par une tutrice indépendante. Les deux élèves (de 14 et 15 ans) participant à cette étude ne parlent aucune langue indigène ancestrale, mais se définissent comme parlant l'anglais dit « Aboriginal English ». Au lieu d'un apprentissage linguistique, c'est la construction effective d'une relation interpersonnelle et le développement de compétences interculturelles qui se sont révélés comme étant les principaux bénéfices du modèle de « student-educator tandem » dans ce contexte.

---

## **Student-Educator Tandem with Indigenous Students in Urban Australian Boarding Schools - Two case studies in translinguaging pedagogy**

### **Abstract**

#### **Key words: Indigenous students, Australia, tandem, tutoring, translinguaging**

This research explores the potential of tandem learning between Indigenous students and non-Indigenous educators. Since 2016, the integration of Indigenous languages into all school curricula has become an official requirement for all Australian states and territories. In a specifically devised tandem model in which the students teach their home languages to their non-Indigenous educators, I propose a practical way of moving toward language equality in urban Australian boarding schools.

In its theoretical underpinnings, this tandem model brings together English as a Lingua Franca pedagogy, translinguaging theory as elaborated by García and Li Wei (2014) and García and Kleyn (2016), critical pedagogies and heritage language education.

To answer the research question: "To what extent Indigenous students and their non-Indigenous educators can benefit from tandem learning in an urban Australian boarding school?", I have chosen an action research approach. I first trialled the tandem model which I have chosen to call "student-educator tandem" (SET), with four students between the age of 11 and 13 in a boarding school in Darwin in 2016. The students' home languages were Kunwinjku, Maung, Iwaidja and Gupapuyŋu. During this exploratory study, a variety of teaching and feedback strategies have emerged.

A follow-up study at a boarding school in Adelaide was conducted in 2019 by an independent tutor. The two students (aged 14 and 15) participating in this study did not speak any ancestral Indigenous languages, but identified as speakers of Aboriginal English. Instead of language learning, effective interpersonal rapport building and intercultural competencies development emerged as the main benefits of the student-educator tandem model in this context.

---

<sup>1</sup> J'ai choisi le terme « indigène » dans ma traduction du résumé malgré les connotations négatives en français afin de rester fidèle au terme « Indigenous » en anglais. « Indigenous » est le terme de référence utilisé de manière inclusive dans le contexte australien pour les personnes aborigènes et celles qui sont d'origine des Torres Strait Islands (Burridge et al., 2012, p. 7).