**ILTLP CLASSROOM-BASED INVESTIGATION REPORT**

<table>
<thead>
<tr>
<th>TEACHER'S NAME</th>
<th>SCHOOL -SIDE</th>
<th>LANGUAGE</th>
<th>YEAR LEVEL</th>
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<tbody>
<tr>
<td>Una Leed</td>
<td>PO Box 455</td>
<td>Indonesian</td>
<td>Year 6/7</td>
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**CONTEXT**

This unit of work has been written for two groups of students learning in a distance mode via different technologies. One is an academically able Year 6/7 class of students from Lancelin Primary School. Lancelin is a small rural school, an hour and a half north of Perth on the coast. Fishing is the main industry. There is a significant amount of transience among families due to fishing seasons and availability of work. The students have been learning bahasa Indonesia for 1 _ years via Video Conference with SIDE. They receive two half hour lessons per week. The racial mix at this school is not particularly diverse. No students have an immediate Asian cultural background and all are native speakers of English. The school has been very positive about learning a second language. The principal is supportive and the supervisors are keen to assist students in their learning. The students are generally self-motivated and the learning area is well organised with support materials such as charts and posters on display.

The second ‘group’ is an isolated student living on a station east of Esperance, approximately 10 hours south east of Perth. He cannot attend school due to illness and receives twice weekly Indonesian lessons via an Online Classroom called Centra in a small group situation. The lessons are conducted using VOIP (voice over internet protocol) which allows for excellent clarity but some delay of sound.

**AREA OF INVESTIGATION**

The question I set was, **“What's in a name?”** This is a familiar phrase to all of us, containing a huge depth of meaning. The answer could be, “anything, nothing or somewhere in between”. Our names signify who we are, set us apart from others, make us feel part of a group and often give information about our origins, our family or our history. The concept I wanted to work with the children on involved families, tradition and the movement of communities from place to place.

I got the idea for my investigation from a custom in Bali for naming children. The way in which the Balinese children are named interested me and has never failed to capture the interest of students. This concept was covered in less than a page of the introductory workbooks I use and consumed probably less than five minutes of lesson time, and yet it is such an interesting starter for discussion, conversations, further questions and the opportunity to connect with other cultures as well as reflect on our own.

I chose this area to investigate because I wanted to develop a set of questions around the topic which would:

- Assess the preconceptions students’ bring to language learning
- Develop the students’ awareness of language and culture
- Develop students’ skills in making intercultural connections
- Engage students in lively discussion which investigates ‘Interculturality’

I also chose it because I feel it has the scope to become a valuable unit of work for students. In my workplace, the materials we produce for beginning learners at present, lack a strong intercultural focus. We cover the basic introductions, greetings and language related to where you live and where you come from. We introduce students to some number and colour words, names for classroom items and basic classroom instructions. We use Indonesian children’s names in tasks, include photos of Indonesian children. All of this is very useful for giving children a basis from which to build their skills and abilities in language learning. What it is missing is the opportunity to explore cultural concepts in greater depth and to reflect on what cultural knowledge and experience the student’s bring to their learning. I predict the
revised unit of work will be far more engaging for students and valuable in promoting tolerance and understanding of each other and other cultures.

The broad planning was done at first. I brainstormed my ideas for the unit of work. I took this to my colleagues to share, ask them for feedback and develop the ideas more fully with them. I investigated a broader range of possible resources and spent time on the net sourcing useful information and websites about Balinese naming customs. This is what my brainstorm looked like:

**Key Questions for discussion:**
- Why do people have names?
- Where does my name come from?
- What does my name mean?
- Why was my name chosen? (its meaning, its sound, its popularity, its fame, family reasons, cultural reasons)
- What part did tradition play in my name choice? (my family always names first born Michael/Mary etc)
- Why do some people have more names? (religious reasons, hyphenated names, cultural reasons)
- Why do some children have different names from their mums and dads?
- What about nicknames – does every culture have them? How are they made?
- What information can we find by looking at someone’s name? What does it tell us about where they come from, where they have been, where they are now.
- How do I find out about names of kids in Indonesia or other places in the world?

**Key Resources:**
- Folktales from Bali – ‘The Missing Pig’
- ‘Sadri Returns to Bali’
- Birth/death columns in newspaper – Perth, Bali
- Popular male and female magazines
- Eg Hai, Gadis, Video, Posters, DVD, PPT
- Websites
  - [http://www.yamp.com/kupukupu/profiles.htm](http://www.yamp.com/kupukupu/profiles.htm)
  - [http://www.babynamenetwork.com/baby_names/origins/Indonesian_baby_names.cfm](http://www.babynamenetwork.com/baby_names/origins/Indonesian_baby_names.cfm)
  - [http://www.pickbabynames.com/_country/Indonesian.html](http://www.pickbabynames.com/_country/Indonesian.html)

**Assessment?**
- Feedback from students on completion of original introductory unit of work.
- Feedback from students at end of new unit.
- What do you know now about…that you didn’t before?
- What can you do/talk about now that you couldn’t before?

**Cultural basis**
- Balinese Naming Protocol
  - Caste system
  - Order of birth
  - Male female prefixes
- Compare to Javanese naming protocol see: lots
- Australian and other countries
  - [http://www.yamp.com/kupukupu/profiles.htm](http://www.yamp.com/kupukupu/profiles.htm)
  - [http://www.babynamenetwork.com/baby_names/origins/Indonesian_baby_names.cfm](http://www.babynamenetwork.com/baby_names/origins/Indonesian_baby_names.cfm)
  - [http://www.pickbabynames.com/_country/Indonesian.html](http://www.pickbabynames.com/_country/Indonesian.html)

**Target language to develop:**
- Halo, kenalkan, nama saya… Siapa nama kamu? Nama saya…. Nama lengkap saya….nama panggilan saya…
- Family names – Ibu, Bapak, adik laki-laki. Nama saya berarti…. Artinya…
- Berasal dari mana?, Saya berasal dari…. Tinggal di mana? Saya tinggal di…
- Siapa di keluargamu? Di Keluarga saya ada…
- Saya orang Australia, Italia, Irlandia…
- Saya berbahasa …
- Mengapa?, Kapan? Siapa?

I then wrote a more detailed plan for my unit of work outlining a suggested timeframe, designed a range
of learning activities based on key intercultural focus questions and incorporating a variety of teaching and learning strategies. I used only the first few lessons as the basis for my investigation.

**Unit of Work – Term 4, 2007**

*Please see attached document called program of work.*

**CLASSROOM PRACTICE**

In early Term 4 I began to teach from my program of work. I deliver my lessons to these students via Video Conferencing and Centra Online Classroom twice weekly. In Video Conferencing I am able to see the students, but not their facial expressions. My view of the students is quite blurry and I only know who they are by where they sit in a group. The students need to sit in a semi-circle facing the TV to see me clearly. Natural interactions and my understanding and awareness of student reactions between us can be hampered/restricted by this mode of delivery. I am able to show them computer screens eg Power points and photos, materials via a document camera and short video excerpts. In Centra, I cannot see my students but can hear them. There is the facility to use Webcam but most of my students do not have this. We share the same whiteboard, and can view websites, Power Points, photos and prepared work together. We can write on worksheets or the same whiteboard and see what each other is doing. I sent 4 worksheets, extra note paper and some stimulus posters to the school site.

See attached for Worksheets1, 2, 3 and 4 which I posted to my Video Conferencing students in preparation for this unit of work. In Centra, I uploaded the worksheets into the lesson as required.

I liaised with the school principal so that the students would be able to ‘toggle’ between computers with Net access and the Video Conferencing lesson I was conducting, where needed. We had never done this before but I wanted the students to be able to find answers to questions we poised during actual class time where possible.

I discussed the **Project** with the students and talked about my understanding of Intercultural Language Learning – one student commented that he really liked learning about the **culture** because it’s more interesting and this started a barrage of questions: *Can we see video of the stick fighting? Are komodo really dragons? Can we do some cooking and learn about the food Indonesians eat?* I was amazed that the usually reserved class we talking over each other to ask questions about Indonesian culture and all the things they wanted to find out about.

I primed the students by telling them that our lessons may seem different from usual. I said that we would probably be speaking more English for a while as some things were difficult to explain in Indonesian, but that I wanted them to continue to use all the Indonesian they know to ask questions, follow instructions and construct their answers. We brainstormed some questions and answer starters we thought might come in handy and displayed them on a poster in the classroom.

I told the students that I wanted to hear their thoughts on topics that arose. I told them I would listen carefully to their ideas, as they should do to each other when working in pairs. I let them know I would write down their ideas but I also wanted them to write anything down that they did not get a chance to say or ask. I asked them to consider all questions carefully and write answers that really reflected their feelings and understandings. The students seemed motivated, took the tasks seriously, always offered suggestions and appeared to be more willing to take risks in front of their peers by discussing more personal issues eg why their Mum had chosen their name, how they felt about having an unusual or very common name and so on.

When conducting the lessons, I used a variety of resources and teaching strategies as outlined in my program.

The lessons I delivered felt very different from the lessons I usually give:

I was a lot more focused on the cultural content rather than the language.

I was constantly reflecting on how the students might compare what they learn about with their own lives.

I felt I was making connections with the students and finding out things about their lives that were interesting to me and the rest of the class. It felt much more like a sharing experience rather than me being the font of all knowledge. I was surprised at some of the information the students already had.

I was asking a lot more open-ended questions. Previously, I had asked predominantly well-rehearsed questions in target language with set, rehearsed answers and only sporadic reference in English to cultural or intercultural points. I would say that my questioning techniques during my investigations were
the most changed aspect of my teaching.
As I had a limited time in which to complete the project I felt somewhat pressured to keep lessons at a
fast pace and complete as many of the activities as I could. I know that this is not the best way to ensure
students embed their learning and at times I would rather have pursued one aspect than push on to
finish what I had planned to do.
I didn’t do all the activities that I had programmed. Some of them did not seem so relevant as we
progressed through the activities. Some of the ideas were discussed or used incidentally during lessons.

DATA OR INFORMATION GATHERED
I collected a range of data. I wrote down what the students said. I captured images of their work on
computers. I collected written samples of work. I listened to pair work and group work and noted down
responses and ideas. I collected brainstorming sheets. I attempted to record video of the lesson. The
quality of this was quite poor due to internet connection.

Lesson 1
Who do you think these people are?
Responses: Maybe a business cos he’s got a laptop or briefcase and he’s wearing a suit. A white guy
and an orange guy. The Indonesian guy’s really short.

Why are they greeting each other?
Responses: ‘they’re meeting for business’, ‘just arrived at the airport’.

How are they greeting each other? What do you notice?
Responses: They shake hands, they are smiling. They say Mr. They are being formal. They are wearing
fancy clothes. They are introducing with a full name. The Indonesian guy doesn’t say Mr. but the white
guy does. The Indo guys name is longer.
In discussion, the students mentioned the physical characteristics as well as the language being used by
the characters to work out what was going on. We talked about I standing for male/Mr. and being a
formal part of someone’s name.

How would you greet someone you met from another country? From Indonesia? Why?
We role played meeting someone formally and informally – in Australia and in Indonesia. Class gave a
critique – is it ‘sopan’ (polite)? Have they used physical greeting eg shaking hands softly? Have they
used polite form of address eg Anda/Kamu (formal and informal You)
Chn completed written speech bubbles which were collected and posted to me.

Lesson 2
The students were really interested in the Balinese Naming System (see attached worksheet for
explanation) and the fact that the Balinese don’t generally use a surname. The students didn’t like the
idea of Balinese naming. They preferred having their own name – different from anyone else. Target
Language use: Nama saya…. Nama lengkap saya…. Saya suka nama saya karena…

What do you think of the Balinese naming system? How might you feel if you were named that
way? What would your name be if you were born in Bali?
“To me, it would feel that I wasn’t ‘included’ in that family.
“I would be named the same as millions of other people. Plus it would be so confusing. People wouldn’t
know I am part of that family”
“You would feel weird and you would feel excluded”
“If I had no surname i would feel lonely but I’d feel more free!”
“If you got lost you could only say your first name and people don’t know where you come from”.
“My nama Bali would be Made Citra Murni. Made because I am 3rd in my family. Citra because it
means ‘image’ and Murni because it means ‘pure’ and my real name Bianca also means Pure!”
They wrote down their ideas and feelings and then shared them with class.

**What should parents consider when they choose names? In Indonesia? Australia?**

The students worked in small groups to brainstorm answers to this question. We shared ideas after this and had a very interesting discussion on what students thought was an ‘Australian’ name! (see Amy’s quote).

When I received their written work via post, I was surprised at the depth of thought and effort made.

*It needs to be easy to pronounce. The initials don’t clash. Not many people have the name. If the child would like the name. How the name would suit the child. A good name that the child wouldn’t get teased for.*

*It needs to sound boyish if it’s a boy, girlish if it’s a girl. It should be an interesting name.*

*It needs to be different from other people in the family so you don’t get confused.*

*It needs to suit the gender. It should be something ‘Australian’. It’s good if it is a family name. You should think about where the name comes from. Be careful so it doesn’t represent something embarrassing.*

Very little target language was used in this lesson! It was difficult to get a discussion going as I couldn’t see expressions on the students’ faces.

The students seemed more animated during discussion in English. They were keen to write and share opinions. They worked well with partners and in a group and really loved finding out about the meanings of their names.

**Lesson 3**

We looked at some [famous people](see attached worksheet) from around the world’s names.

**Why do you think their parents chose these names?**

‘because of tradition and family names. I don’t think they always thought about the meanings.’

**What do you notice about these children’s names?**

‘they are long and complicated. They all have meanings. If you are royal you should think about meanings because everyone will be looking at your name.’

‘I think they thought about history and how lucky the name will be’

**Do you think the meaning of a name is important? Why/why not?**

**What did you parents consider when they named you?** Worked in pairs – brainstormed ideas.

Responses: ‘it has to sound right’

‘it was my uncle’s name and Mum likes my uncle’

‘my name’s Bianca and it means Pure – Mum liked that’

‘I don’t know what my name means but I’m gonna find out’

‘My Mum said my name means Mighty Warrior’ Students all laughed at this (not unkindly)

**What does my name mean? Where does it come from? Does everyone’s name have a meaning?**

I set students a task to research meaning of own full name. Why was it chosen? What does each part mean? They needed to talk to parents and use Web for this activity (responses not included as they identify students, but included reasons such as family surname, favourite names, names chosen for specific meanings, names of other family members).

This was a really interesting discussion. Lots of students went home ready to ask their parents this question. We used a little target language eg *Mengapa? Why?* So the discussion went, *Siapa nama Anda? Nama saya…? Mengapa Ibu dan Bapak Anda suka nama ini?* *Karena…*

Some students attempted to use bahasa Indonesia but most needed to explain in English. They could,
however, understand the questions in Indonesian.
I wrote down what the students said and collected their written opinions on the topic.
I set them the task of researching their whole family's names and the meanings.
We used Indonesian to do this eg
Nama saya… Artinya… (It means.)…
Nama Ibu saya …Artinya…
Nama Bapak saya…Artinya…
Nama adik saya…. Artinya
Students were very enthusiastic about this task. They were not daunted by doing it in Target Language and I was very happy with the quality of their work.

Lesson 4
I wanted the students to put together all the intercultural and language knowledge they had gained and use Target Language to produce a piece of work that was informative and interested to themselves and the class.

With my Video Conferencing class, I asked the students to make a two sided mobile. On one side they were to glue/draw a picture of themselves and their family. On the other side they were to write about themselves and their family names – the meanings and origins. I gave them a sample of a Balinese child’s photo and writing so that they could model theirs and adapt the sentence structures to their own story. During the next two weeks this class had many interruptions and cancelled lessons so their work is still not complete. When lessons are cancelled with Video Conference classes in a remote teaching situation it is not possible to reschedule them due to timetable issues. The students are motivated to do the work but being Year 7’s in term 4, they have many other school commitments.

With my Centra class, I asked the students to make a Power Point presentation based on the same idea/provided the ‘story’ for the Balinese child and the students wrote their own story. This was a very successful exercise. The students enjoyed reading about Made and his family. With all the discussion and practise during the last four weeks, writing the language needed for their PPT was easy for the students. They understood that both Balinese and Australia have a different but quite defined naming system. They were able to make comparisons and find connections.

They could use the target language required eg
Nama saya – My name is
Nama lengkap saya – My full name is
Nama panggilan saya – My nickname/ the name I am called is
Nama saya berarti – My name means

and add something extra eg Saya suka – I like

Sample ‘Cameron’ PPT attached.

FINDINGS
I think I have already addressed a lot of this section in the previous one – that is where I wrote student comments, questions, observations etc.

I discovered that the students have a lot more to say when they are not restricted to just using the target language in class, but that using the target language can still be an integral part of the lesson structure. Students remember facts and understand concepts better with discussion and full exploration of ideas brought up. The concept of families, tradition and movement of communities from place to place was a rich one to explore. Every family has its own story and traditions can be very strong in different cultures. The students were able to talk about and reflect on their own origins and how that relates to who they are today, including their name. The fact that they not only talked to classmates and their teacher, but also their parents and grandparents added to their experience. They were able to gain an
understanding of how a person’s name tells a story. I believe the majority of students’ written work and participation shows that they found the exploration of this concept both interesting and motivating – which is what I had hoped. I also believe that the target language they learnt and practised in their final activity is embedded in their knowledge now because of the way in which the lessons were prepared and presented and the focus on the intercultural aspect.

I have found that beginning the planning for a unit of work with a concept that explores Intercultural understandings and basing the program of work on a series of carefully planned and open ended questions, can work very successfully in a language classroom. Not only does it encourage students to think and share, but also to reflect and compare, to find connections and to notice differences. The involvement of the whole class was notably different from previous lessons. Students who are normally reticent were sharing and participating on a regular basis. It must be noted however that a lot of this extra participation was in English rather than the target language.

INTERPRETING THE INFORMATION

I suppose you could say that, through being involved in this project, I have rediscovered ‘interesting discussions’ in my language classroom. Being a generalist primary teacher of many years experience, I certainly know optimal learning takes place when students are focused and interested – and that this usually happens when they have a story to tell about themselves which connects with what we are doing in class. The problem is that I seem to have lost that part of my teaching since becoming a language teacher. I have been very focused on developing the students’ speaking, listening, reading and writing skills in the target language ie What they can say, and have lost sight of what really interests them – usually things related to themselves and the culture of the country we are studying. Based on my findings, in future I will endeavour to begin all units of work with a valid concept and a carefully planned range of questions. I will build the target language for students around the intercultural concept. I will also involve the students in the decision making when it comes to choosing what they would like to learn.

I expected the students to be interested and motivated by my planned lessons but was still nervous about presenting them and getting the students involved, as the lessons used quite a different approach. My attempts to video were not successful due to poor clarity of sound and difficulty recording at a distance. I didn’t expect but was delighted by the high quality of written responses that I received from almost all students and also their ability to remember and use the target language consistently in class afterwards.

I was able to collect most data I wanted except for the final project work from my main Video Conferencing class due to problems already mentioned. I think it is important for the students not only to make the intercultural journey but to have something to show for it at the end. My Centra student was extremely pleased with the Power Point he designed and I was able to use this work with other students to stimulate discussion and as a reading comprehension tool.

I asked the students to reflect on their experiences of my program, “What’s in a Name?” Some of their oral responses follow:

“I know the president of Indonesia’s name now.” “I think my PPT is really cool – my Mum couldn’t read any of it!”

“It was cool finding out what everyone’s name means” “I like having a family name. It means we are all together and belong”

“I didn’t know that you had to shake someone’s hand gently in Indonesia. My dad always shakes hands really hard”

“When I go to Bali, I am going to check out everyone’s name to see if they are born first or not.”

“The famous people’s names were interesting especially Tom Cruise’s cos his baby’s name means pointy nose.” “I’m going to be really careful when I choose names so they don’t mean something stupid.”

“I could write lots about my family in Indonesian”.

Most of the students were able to reflect on their own family customs and traditions for naming children. Most also showed an understanding that different cultures have different systems and that there may be certain rules, but also room for personal choice when naming. The students showed a strong preference
for their own naming customs where they share a family name but have an individual name which ‘sets them apart’ and ‘makes them special’. They were able to understand and relate the sorts of issues which might need to be considered when giving names – in their own families, their own community and also in other countries and cultures. They were able to discuss, show a basic understanding of and give opinions on the Balinese naming system.

EVALUATION and REFLECTION

I am moderately pleased with the course of and results from my investigation and feel that my students and I have benefited from the experience. At times, I felt that the physical distance between my students and I made it hard to keep my focus on the progress of investigation. When more than a week went by between lessons, as happened due to unforeseen lesson cancellations, it was difficult to pick up the thread of the conversation from the week before. I would like to have had extended periods of time with the same group of students rather than _ hour sessions. I think that students learning in a distance mode can also find it hard to open up on a personal level especially when speaking to someone via a television! This is probably the reason the most valuable or interesting data I received was in written form, where students had time to discuss issues with classmates and write notes. In saying this, however, I still believe that I have become more aware of students’ lives, backgrounds and feelings about various issues than I was prior to the investigation. Teaching from an Intercultural perspective has allowed for a much more human connection than before.

I enjoyed the planning for the investigation, the brainstorming, the writing of the program and preparation of materials. I found the teaching and writing up of the investigation somewhat stressful. I suppose everyone wants to conduct an investigation which is very meaningful and useful and not all investigations will necessarily be that – I worried that my investigation would not be a worthwhile exercise. I found it hard not to try to predict what the students would do or say before they had the chance to do or say anything. I found it difficult to gather the oral evidence and felt I probably missed some of the valuable or interesting responses. I really enjoyed posing open-ended questions and was delighted by some unexpected comments and discussions! I have learned to listen more carefully and allow students the time to think and reflect.

Although I was concerned that students would make less progress in language acquisition during my investigation, I was pleased that we continued to use basic classroom instructional and well-rehearsed day to day language. Students’ were given the opportunity to display skills in reading and writing during the lessons. They showed some confidence using the new language structures and were able to write simple sentences based on models given. They were able to ask and answer some questions with support. Most of the language they used, however, had been introduced previously but the difference was that it was now being used in a new context.

I believe using this language in an Intercultural context will ensure the students actually have a quality recall of what they have learnt.

I am happy that I have developed some useful classroom resources which can be shared with other teachers. Not all were perfect and some definitely needed to be more open-ended but whilst using them with students, I saw ways to improve them. I know when planning for lessons and making resources in the future, I will endeavour to look at what I want to achieve through different eyes i.e. with an Intercultural focus or starting point. I expect this to continue to be a challenging but rewarding stance.

Overall, I felt there was a strong engagement with the concept and program of work. The students were able to reflect on their own lives and to compare with another culture. They actively participated in all lessons and were able to gain some insight into their own culture as well as the Indonesian culture. They had less a sense of right and wrong, and more a sense of different and interesting.
Key Questions:
- Why do people have names?
- Where does my name come from?
- What does my name mean?
- Why was my name chosen? (its meaning, its sound, its popularity, its fame, family reasons, cultural reasons)
- What part did tradition play in my name choice? (my family always names first born Michael/Mary etc)
- Why do some people have more names? (religious reasons, hyphenated names, cultural reasons)
- Why do some children have different names from their mums and dads?
- What about nicknames – does every culture have them? How are they made?
- What information can we find by looking at someone's name? What does it tell us about where they come from, where they have been, where they are now.
- How do I find out about names of kids in Indonesia or other places in the world?

Balinese Naming Protocol
- Caste system
- Order of birth
- Male female prefixes

Compare to:
Javanese naming protocol see: [lots of good websites.doc](http://www.yamp.com/kupukupu/profles.htm)
Australian and other countries
http://www.infoplease.com/spot/babynames1.html
http://www.babynamenetwork.com/baby_names/origins/Indonesian_baby_names.cfm
http://en.wikipedia.org/wiki/Indonesian_names
http://www.behindthename.com/nmc/ins.php
http://www.pickbabynames.com/_country/Indonesia.html

Key Resources:
- Folktales from Bali – ‘The Missing Pig’
- ‘Sadri Returns to Bali’
- Birth/death columns in newspaper - Perth, Bali
- Popular male and female magazines
  Eg Hai, Gadis
- Video
- Posters
- DVD
- PPT

Some Ideas for Tasks: Check Learning Stratg’s VRR
- Web quests –
  - find the 10 most popular names in Aust, Indonesia, Britain and one other country.
  - find the meaning of your name and of those in your immediate family

VRR/Writing -
- Make a family tree for yourself and compare to one for Indonesian child
- Form completion – look at examples from magazines – complete/construct your own
- LRS – Listen to Indonesian people introducing themselves – locate key words and information.

Assessment?
Feedback from students on completion of original introductory unit of work.
Feedback from students at end of new unit.
What do you know now about...that you didn’t before?
What can you do/talk about now that you couldn’t before?
### Unit of Work

<table>
<thead>
<tr>
<th>Week</th>
<th>Intercultural Questions</th>
<th>Language</th>
<th>Learning Activities</th>
<th>Resources</th>
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<tbody>
<tr>
<td>1</td>
<td>Why do people have names? &lt;br&gt;How are our names put together? (ie given name and family name) &lt;br&gt;How do people introduce themselves in Indonesia/Australia? &lt;br&gt;What is polite/not polite? &lt;br&gt;How would you greet/introduce yourself to a child/adult in Australia? In Indonesia? Why?</td>
<td>Siapa nama kamu? &lt;br&gt;Siapa nama Anda? &lt;br&gt;Kenalkan, nama saya… &lt;br&gt;Selamat siang &lt;br&gt;Halo &lt;br&gt;Hai</td>
<td>Cartoon: Aussie meets Indonesian and introduces self. &lt;br&gt;How do you know where these people come from? What are the clues? How do people in other cultures greet? Shake hands? Bow? Wave? &lt;br&gt;Oral Activity: Getting to know you! &lt;br&gt;Meet 5 people in the class. Ask them, ‘Siapa namamu?’ They introduce themselves formally with ‘Kenalkan, nama saya…full name’. &lt;br&gt;Written Activity: Siapa mana kamu? &lt;br&gt;<a href="http://www.education.vic.gov.au/languagesonline/Indonesian/section04/pdfs/print2.pdf">http://www.education.vic.gov.au/languagesonline/Indonesian/section04/pdfs/print2.pdf</a></td>
<td>cartoons – Pak Bundhowi; &lt;br&gt;photo of John Howard and Susilo Bambang Yudhono; &lt;br&gt;computers / website</td>
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<td>2</td>
<td>How do people in Bali name their children? &lt;br&gt;Why do you think they do this? &lt;br&gt;How do you think the Balinese kids feel about it? &lt;br&gt;What names do you think we would use in Australia if we had this system? &lt;br&gt;Why would you choose those names?</td>
<td>Nama Bali saya… &lt;br&gt;Siapa nama Bapak kamu? &lt;br&gt;Nama Bapak saya… &lt;br&gt;Siapa nama Ibu kamu? &lt;br&gt;Siapa nama kakak kamu/ siapa nama adik kamu?</td>
<td>Listen to folktale: The Missing Pig. &lt;br&gt;Discussion: Introduce Balinese naming system. What would your name be if you were born in Bali? &lt;br&gt;Pair Work: Students ask their partner questions about their family. Find out all the names and record. &lt;br&gt;With a partner, decide on four names you could use in Australia if you had the Balinese system. Give reasons for your choices. What would be the problems? Any benefits?</td>
<td>Folktales of Bali</td>
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<td>3</td>
<td><strong>Where does my name come from?</strong>&lt;br&gt;<strong>What does my name mean?</strong>&lt;br&gt;<strong>Does everyone's name have a meaning?</strong>&lt;br&gt;<strong>Why do you think this is so?</strong></td>
<td><strong>Web search:</strong> Chn find meaning of their name.&lt;br&gt;Teach useful classroom language, 'What does it mean?' 'It means…’&lt;br&gt;Share results on large class poster.</td>
<td>computers websites</td>
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<td>4</td>
<td><strong>Why was my name chosen? (its meaning, its sound, its popularity, its fame, family reasons, cultural reasons)</strong>&lt;br&gt;What part did tradition play in my name choice?&lt;br&gt;What about nicknames – does every culture have them? How are they made / chosen?&lt;br&gt;Do you have one? How/when did you get it?</td>
<td><strong>Survey:</strong> Chn design survey and take it home to find out about their name and extended family names. Use Indonesian family words on survey.&lt;br&gt;eg ____________________________ Ibu Bapak&lt;br&gt;Nama lengkap …&lt;br&gt;Nama panggilan…&lt;br&gt;Artinya…&lt;br&gt;Mengapa?</td>
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<td>5</td>
<td><strong>Why do some people have more names? (religious reasons, hyphenated names, cultural reasons)</strong>&lt;br&gt;Why do some children have different names from their mums and dads?&lt;br&gt;Why is your family named the way they are?</td>
<td><strong><a href="http://www.pickbabynames.com/_country/Indonesian.html">http://www.pickbabynames.com/_country/Indonesian.html</a></strong>&lt;br&gt;Balinese have a male / female prefix, a name to say birth order and a given name. What would be your complete Balinese name? Choose a given name from the website with a meaning that suits you. Put it with your prefix and birth order name.&lt;br&gt;<strong>Writing:</strong> Chn to make a two sided mobile. On one side, their complete name in Australian, on the other, their Balinese name. Display with other students names.</td>
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<td>6</td>
<td><strong>What information can we find by looking at someone’s name?</strong>&lt;br&gt;What does it tell us about where they come from? Where they have been? Where they are now?</td>
<td><strong>Berasal dari mana?</strong>&lt;br&gt;Saya berasal dari….&lt;br&gt;Tinggal di mana?</td>
<td><strong>VRR Video</strong> – interview with Indonesian person talking about self and family.</td>
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<td>7</td>
<td><strong>How do I find out about names of kids in Indonesia or other places in the world?</strong></td>
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<td>Saya tinggal di…</td>
<td>Saya tinggal di…</td>
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<td>Saya berbahasa…</td>
<td>Saya berbahasa…</td>
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<td>Saya orang…</td>
<td>Saya orang…</td>
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<td></td>
<td>Siapa dia?</td>
<td>Siapa dia?</td>
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</table>
| 8 | **What are the most common names?**  
**How can you tell where a name comes from?**  
**Can you tell where someone is from when you see their name?** | **What are the most common names?**  
**How can you tell where a name comes from?**  
**Can you tell where someone is from when you see their name?** |
|   | Apa nama favorit laki-laki saya? | Apa nama favorit laki-laki saya? |
|   | Apa nama favorit perempuan di Indonesia? | Apa nama favorit perempuan di Indonesia? |
|   | Di Australia? Di negara yang lain? | Di Australia? Di negara yang lain? |
|   | Research: | Research: |
|   | Chn choose a country to find the 10 most popular girls or boys names. Make large poster showing diversity and commonality.  
Discuss name endings – easy/hard to pronounce, long, short names. Letters we use/never use.  
Which names do you like? Dislike? Why? | Chn choose a country to find the 10 most popular girls or boys names. Make large poster showing diversity and commonality.  
Discuss name endings – easy/hard to pronounce, long, short names. Letters we use/never use.  
Which names do you like? Dislike? Why? |
| 9 | **What makes a name famous? Who do you know that’s famous? Who do you know with a famous name?** | **What makes a name famous? Who do you know that’s famous? Who do you know with a famous name?** |
|   | Siapa ini? | Siapa ini? |
|   | Siapa itu? | Siapa itu? |
|   | Bagaimana dia? | Bagaimana dia? |
|   | VRR | VRR |
|   | Match descriptions of famous people to their pictures. | Match descriptions of famous people to their pictures. |
|   | Stimulus/worksheets follow. | Stimulus/worksheets follow. |
Nama-nama Bali

Most Balinese use four first names for their children.

The first child is called Wayan.
The second child is called Made.
The third child is called Nyoman.
The fourth child is called Ketut.
The fifth, sixth, seventh and eight will be Wayan, Made, Nyoman and Ketut again!

What would your name be if you were born in Bali? ______________

How would you feel about having the same name as a brother or sister? ___________________________________________

Names are very important to the Balinese people. It’s believed that the name you give a child can affect a child’s life. Often the name has a special meaning. In Bali, after a baby is 12 days old, a special naming-giving ceremony is held. Parents think about the child’s sex, caste, birth order and also about how they would like the child to be. Females have Ni at the front of their name. Males have I.
**Pilihlah Nama Kamu**

Imagine you live in Bali. What would your name be? Are you a priest? Choose your *nama* from the *Brahmana*. Are you a ruler or warrior? Choose your *nama* from the *Ksatrya*. Perhaps you are an official or in business? Choose your *nama* from the *Waisya*. Are you a farmer or work with your hands? Choose your *nama* from the *Sudra*.

<table>
<thead>
<tr>
<th>Caste</th>
<th>Male</th>
<th>Female</th>
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</thead>
<tbody>
<tr>
<td><em>Brahmana</em></td>
<td>Ida Bagus or Bagus</td>
<td>Ida Ayu or Dayu</td>
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<tr>
<td><em>Ksatrya</em></td>
<td>Cokorda Agung Anak Agung Dewa</td>
<td>Cokorda Agung Anak Agung Dewi</td>
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<td></td>
<td>I Gusti Ngurah</td>
<td>I Gusti</td>
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<tr>
<td><em>Waisya</em></td>
<td>Gusti Dewa</td>
<td>Gusti Desak</td>
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<td><em>Sudra</em></td>
<td>(I) Wayan/Gede /Putu (I) Made/Nengah/Kadek (I) Nyoman/Komang (I) Ketut</td>
<td>(Ni) Wayan/Luh /Putu (Ni) Made/Nengah/Kadek (Ni) Nyoman/Komang (Ni) Ketut</td>
</tr>
</tbody>
</table>

**Nama Australia saya** __________________________

**Nama Bali saya** __________________________

Now go to the Website [http://www.pickbabynames.com/_country/Indonesian.html](http://www.pickbabynames.com/_country/Indonesian.html)

Choose a given name with a meaning you think suits you. Add it on the end, to finish off your Balinese name.

**Nama Bali lengkap saya** __________________________

Do you have an Australian nickname? Write it below.

**Nama panggilan Australia saya** __________________________

What about a Balinese nickname? Make one you like.
Nama panggilan Bali saya ______________

**Pax Thien Jolie**

March 16th, 2007

Angelina Jolie has adopted a new son, Vietnam native Pax Thien Jolie (the child, formerly known as Pham Quang Sang). Pax will be four years old in November. His name combines the Latin word for ‘peace’ and the Vietnamese word for ‘sky’. Pax Thien means Peaceful Sky.

**Picture of Yang Teramat Mulia Pengiran Muda Abdul Muntaqim.**

March 31st, 2007

The picture of the first son of Crown Prince Billah Bolkiah and Princess Sarah Pengiran Salleh of Brunei Darussalam was released this week. The baby, who was born on March 17, received the complete title: Yang Teramat Mulia Pengiran Muda Abdul Muntaqim.

**Isabella Henrietta Ingrid Margrethe**

July 02, 2007 12:00am

PRINCESS "mini Mary" finally has a name – Isabella Henrietta Ingrid Margrethe – but the Danish public aren't convinced it befits a potential Queen. Second name Henrietta was the name of Princess Mary's late mother; Ingrid the name of Frederik's favourite grand-mother; and Margrethe is the current Queen. Bookmakers took most bets on the names Margrethe, Ingrid, Henrietta, Louisa and Dagmar.

**Suri Cruise**

Jul 10th 2006

Language experts are amazed TOM CRUISE and KATIE HOLMES have named their baby daughter SURI Cruise. Suri has two meanings - one is a person from Syria and the other "go away" when addressed to a female. Suri can also be translated into a Hindi boy's name, and it also means "pointy nose" in some Indian dialects and "pickpocket" in Japanese.

What do you notice about these children’s names? Do you think the meaning of a name is important? Why/why not?

________________________________________________________

________________________________________________________

________________________________________________________

How important is the meaning of these children’s names? Apa artinya nama kamu? Apa artinya nama di keluarga kamu?

________________________________________________________

________________________________________________________

________________________________________________________