



## SAMPLE TEACHING AND LEARNING OUTLINE

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INDONESIAN: SECOND LANGUAGE

YEAR 8 (PRE-PRIMARY–YEAR 10 SEQUENCE)

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## **Acknowledgement of Country**

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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This sample teaching and learning outline provides one possible approach through which the Indonesian: Second Language syllabus within the Western Australian Curriculum: Languages can be taught. Consistent with the rationale of the Languages curriculum, this outline supports students' ability to communicate proficiently in a language other than English, with essential communication skills in that language, an intercultural capability, and an understanding of the role of language and culture in human communication.

**Time allocation on which the outline is based**

Two hours of teaching per week, over one year

**Prior knowledge**

The sample teaching and learning outline is based on the understanding that in Year 8, learning is characterised by consolidation and progression. The subject builds on the skills and knowledge developed in Year 7, and the understanding required of students to communicate in Indonesian, focusing on extending their oral and written communication skills and their understandings of Indonesian language and culture. Students increasingly work independently to analyse, reflect on, and monitor their language learning and intercultural experiences; however, they still require guidance through modelling, scaffolding, and monitoring. More information related to this curriculum can be found in the Indonesian: Second Language Pre-primary to Year 10 syllabuses <https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/languages/indonesian-p-10>

This sample teaching and learning outline provides a range of suggested learning activities and assessment tasks, aligned to the curriculum, through which students can apply their acquisition of knowledge, understanding and skills to the focus. The focus provides a broad context through which the content is taught. The outline suggests:

- teaching vocabulary and grammatical elements that show the breadth and depth of language and align with the curriculum
- text types relevant to the learning activities and assessments
- language learning and communication strategies relevant to the focus
- learning activities and assessments from which teachers may choose, according to their class's interests and abilities
- resources suitable to the focus.

It is not expected that teachers administer all learning activities and assessments. It is at the teacher's discretion which of the suggestions are suitable for formative and/or summative assessments. It is also at the teacher's discretion to use other activities and assessments.

Indonesian: Second Language Year 8 (Pre-primary – Year 10 sequence) Sample teaching and learning outline

Focus – <i>Liburan</i> (Holidays)			
Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Initiate and maintain spoken and written interactions with peers and known adults, using both rehearsed and spontaneous language to discuss and share ideas, views, opinions and experiences of special holidays and travel, for example, <i>Anda pergi ke mana pada liburan bulan Januari? Saya sering mengunjungi nenek di Busselton karena saya sayang nenek saya; Kalau mengunjungi candi di Bali, jangan sama sekali memakai rok pendek; Selama saya di Bali saya selalu makan makanan Indonesia; Saya membeli tiga helai kain ikat Lombok di Mataram; Bagaimana Anda merayakan Malam Tahun Baru? Kami berpesta dengan keluarga dan teman. Kami menonton kembang api pada pukul dua belas</i></p> <p>Engage in tasks that involve planning of experiences and activities such as preparing for a real or virtual event, cooking a meal to entertain visitors, planning a trip, excursion or community festival, considering options, negotiating arrangements, solving problems and participating in transactions that include purchasing foods, goods and services, for example, <i>Bagaimana kalau kita mengadakan festival makanan khas?; Kita akan menjual apa yang...?; Siapa akan menyiapkan...?; Aktivitas apa?;</i></p>	<p>Correctly apply stress in polysyllabic words and use intonation in complex sentences, for example, <i>Walaupun saya tidak suka berenang, tetapi saya senang bermain di pantai; Saya lebih suka bermain bulu tangkis daripada bermain tenis yang membosankan</i></p> <p>Continue to extend knowledge of context-related vocabulary and additional elements of grammar, including:</p> <ul style="list-style-type: none"> <li>indicating negation, for example, <i>jangan, tidak sama sekali, bukan</i></li> <li>indicating quantity using <i>juta</i></li> <li>using classifiers, for example, <i>buah, helai, potong, ikat</i></li> <li>referring to past and future using time indicators, for example, <i>tadi pagi, nanti malam, sebelum, sesudah, kemudian, lalu</i> and referring to length of time, for example, <i>selama, makan waktu...</i></li> <li>seeking information using a range of questions, for example, <i>Bagaimana?; Di mana?; Apakah?; Kapan?; Mengapa?;</i></li> </ul>	<p>Students access and exchange information about special holidays and travel in Australia and Indonesia. They explore popular festivals, places to visit, sightseeing and describe different events and related activities and experiences. They engage in transactions, such as buying tickets or food items.</p> <p><b>Assumed prior learning</b></p> <p>Prior to this focus, students need knowledge of vocabulary and grammatical elements associated with the content of the Indonesian: Second Language Year 7 (Pre-primary – Year 10 sequence) syllabus.</p> <p><b>Teaching</b></p> <p>Teach and reinforce with students’ vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> <li>talking about and sharing information about special holidays; for example, <i>Keluarga saya selalu merayakan Hari Natal di rumah.</i></li> <li>discussing places and attractions to see when on holiday in Australia and Indonesia; for example, <i>pantai, gunung, gua, museum, kebun raya, taman hiburan.</i></li> <li>discussing places to visit locally, within Western Australia and Australia and comparing with places they have or would like to visit in Indonesia; for example, <i>Pantai di Kuta lebih ramai daripada pantai di Perth.</i></li> <li>discussing and comparing activities and experiences; for example, <i>Naik balon udara sangat menggairahkan dibandingkan dengan naik pesawat.</i></li> <li>purchasing souvenirs when on holiday or shopping at a market; for example, <i>Ibu saya membeli tiga cenderamata di Perth.; Ani membeli tiga buah manga di pasar buah.</i></li> <li>making plans for a day trip or a short holiday; for example, when and where to meet, arrival and departure times, what to see, do and bring, opening and closing times; for example, <i>Berapa lama kita pergi ke festival Swan Valley?; Kamu akan pergi ke festival dengan siapa?; Sudah pernah ke Swan Valley Festival atau belum?; Kapan kita pergi ke pasar malam?;</i></li> <li>discussing options about what to see, eat and/or drink at an experience; for example, <i>Bagaimana kalau kita pergi ke kebun binatang besok?; Kita mau makan siang di mana?; Di restaurant itu ada banyak macam makanan dan minuman.</i></li> <li>accepting and declining invitations; for example, <i>Maaf, saya tidak bisa ikut nanti malam.; Saya senang ikut ke pesta besok malam.</i></li> <li>responding in the negative to questions and statements; for example, <i>Jangan beli makanan dari pedagang kaki lima.</i></li> <li>talking about past and future holidays and travel using time indicators; for example, <i>Sebelum pergi ke Margaret River saya akan membeli baju renang.; Nanti malam kita akan makan di pasar malam.; Tadi pagi kami ke pasar dan membeli buah-buahan.</i></li> <li>discussing how long the trip or holiday will take; for example, <i>Kita akan pergi ke Broome selama dua minggu.; Perjalanan dari Perth ke Bunbury makan waktu dua jam.</i></li> <li>describing how frequently something is done; for example, <i>Keluarga saya jarang pergi ke pasar malam.</i></li> </ul>	<p><b>Audiovisual texts</b></p> <p>Resourceful Indonesian – Classifiers <i>dalam Bahasa Indonesia</i>  <a href="https://www.resourcefulindonesian.com/lets-watch-a-grammar-video.html">https://www.resourcefulindonesian.com/lets-watch-a-grammar-video.html</a></p> <p>Resourceful Indonesian – A selection of audiovisual texts in Indonesian and English about places to visit in Indonesia  <a href="https://www.resourcefulindonesian.com/jalan-jalan-sekeliling-indonesia.html">https://www.resourcefulindonesian.com/jalan-jalan-sekeliling-indonesia.html</a></p> <p><b>Websites</b></p> <p>GridKids – <i>Fakta menarik macam-macam alat transportasi darat – mulai dari mobil hingga becak</i>  <a href="https://www.youtube.com/watch?v=VAsn-kqoYYQ">https://www.youtube.com/watch?v=VAsn-kqoYYQ</a></p> <p>Martin Johnson - Off Grid Living – Jogja Bay Waterpark Things to do in Indonesia  <a href="https://www.youtube.com/watch?v=RApQYxay_1w">https://www.youtube.com/watch?v=RApQYxay_1w</a></p> <p>Martin Johnson – Off Grid Living – Sunrise from Mount Bromo Things to do in Indonesia  <a href="https://www.youtube.com/watch?v=rl_G0ZoHC3c">https://www.youtube.com/watch?v=rl_G0ZoHC3c</a></p> <p>SBS – Australia Explained: Understanding life Down Under  <a href="https://www.sbs.com.au/language/indonesian/id/podcast/australia-explained-in-indonesian">https://www.sbs.com.au/language/indonesian/id/podcast/australia-explained-in-indonesian</a></p> <p>Resourceful Indonesian – This website provides links to many Indonesian resources  <a href="https://www.resourcefulindonesian.com">https://www.resourcefulindonesian.com</a></p> <p>Quizlet – Indonesian adverbs  <a href="https://quizlet.com/au/381659647/indonesian-adverbs-flash-cards">https://quizlet.com/au/381659647/indonesian-adverbs-flash-cards</a></p> <p>Quizlet – Indonesian conjunctions  <a href="https://quizlet.com/au/591826681/indonesian-conjunctions-flash-cards">https://quizlet.com/au/591826681/indonesian-conjunctions-flash-cards</a></p> <p>Wordwall – Community Bahasa Indonesia  <a href="https://wordwall.net/en-id/community/bahasa-indonesia">https://wordwall.net/en-id/community/bahasa-indonesia</a></p> <p><b>Assessments</b></p> <p>Accessible on the School Curriculum and Standards Authority website  <i>Ayo-tur ke Perth</i> (A tour of Perth)  <a href="https://k10outline.scsa.wa.edu.au/_data/assets/pdf_file/0006/505446/Assessment-Task-Indonesian-Second-Language-Year-8-Ayo-tur-ke-Perth!.PDF">https://k10outline.scsa.wa.edu.au/_data/assets/pdf_file/0006/505446/Assessment-Task-Indonesian-Second-Language-Year-8-Ayo-tur-ke-Perth!.PDF</a>)</p>

Focus –*Liburan* (Holidays)

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p><i>Kami harus membeli bahan apa?; Berapa harganya seporsi rendang?; Saya mau membeli sekilo daging</i></p> <p>Access, summarise and share key ideas and information from a range of texts related to aspects of their personal and social worlds and present them in different formats for the intended audience</p> <p>Organise and present information and ideas to raise awareness of and inform others about texts related to aspects of their personal and social worlds, using descriptive and expressive language to compare perspectives and experiences</p> <p>Respond to a range of imaginative texts, analysing ideas, themes, values and techniques used to engage and entertain audiences and make connections with personal experiences and other imaginative texts in their own language and culture</p> <p>Create and present a range of simple texts that involve imagined contexts and characters such as raps, poems, picture books or cartoons, selecting appropriate language, rhythms and images to enrich the visual or listening experience</p> <p>Translate and interpret texts, including those that use language with colloquial or cultural association and consider why there might be differences in</p>	<p><i>Sudah pernah?; Dari mana?; Berapa lama?; Dengan siapa?; Naik apa?; Pernahkah siapa?</i></p> <ul style="list-style-type: none"> <li>describing frequency using adverbs, for example, <i>jarang, setiap, pernah, selalu</i></li> <li>creating cohesion using conjunctions, for example, <i>walaupun, karena, supaya</i></li> <li>accepting or declining invitations, for example, <i>mau ikut, maaf, sayang</i></li> <li>comparing and contrasting, for example, <i>paling, ter-, dibandingkan dengan...</i></li> <li>expressing opinions, for example, <i>dari pihak saya...</i></li> <li>expressing emotions, for example, <i>-wah, sayang, asyik, hebat, siip, seru</i></li> </ul> <p>Continue to build a metalanguage to describe grammatical concepts and to organise learning resources</p> <p>Apply the structures and conventions associated with a range of text types and identify key features and functions of the different genres</p> <p>Understand that Indonesian, like other</p>	<ul style="list-style-type: none"> <li>purchasing tickets on transportation; for example, <i>Pada bulan Desember harga tiket ke Sydney satu juta lebih.</i></li> <li>giving information about a place or an experience; for example, <i>Suasana di di warung itu menyenangkan walaupun ramai sekali. Di sana kita jangan berbicara terlalu keras supaya tidak mengganggu orang lain.</i></li> <li>expressing your opinion about a place visited or about a holiday experience; for example, <i>Ari lebih suka pergi ke Rottnest dari pada ke Lancelin.; Rottnest sangat menarik karena ada banyak aktivitas di sana seperti naik sepeda, berenang atau memancing.</i></li> <li>expressing feelings about their experiences; for example, <i>Sayang dia tidak bisa pergi ke Rottnest.; Wah, berselancar di sana benar-benar mengasyikkan, ombaknya hebat, seru sekali.</i></li> </ul> <p>Discuss with students:</p> <ul style="list-style-type: none"> <li>the significance of and customs associated with Australian and Indonesian holidays</li> <li>how cultural values are reflected in significant social events and special holidays; for example, activities, types of food eaten, clothes worn.</li> </ul> <p><b>Text types:</b> For the learning activities and assessments selected, expose students to, and teach as required, the textual conventions of the following: an account, brochure, calendar, conversation, descriptions, discussion, email, interview, invitation, itinerary, list, messages, poster, presentation, role-play, speech.</p> <p><b>Language learning and communication strategies</b></p> <p>Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> <li>identifying patterns and features</li> <li>paraphrasing and simplifying linguistic elements to create new text</li> <li>reinforcing dictionary skills.</li> </ul> <p><b>Learning activities and assessments</b></p> <p>In teaching the content, choose from the following and instruct/require students to:</p> <ul style="list-style-type: none"> <li>talk about and make a list of words and phrases related to holidays and travel</li> <li>survey local holiday attractions and discuss reasons why some are more popular than others</li> <li>listen to conversations about visiting holiday attractions and respond to questions in English</li> <li>write an invitation/email to a friend to invite them to a festival or special holiday</li> <li>discuss options about taking different types of transport</li> <li>discuss the types of food eaten at festivals and special holidays</li> <li>perform a role-play inviting a friend to a festival or special holiday</li> <li>read or listen to texts related to a festival or a special holiday</li> <li>write an email to a friend about a festival, special holiday, or travel experience</li> <li>write and respond to spoken or written invitations or messages</li> <li>read, listen to, and write short texts related to a festival or a special holiday</li> <li>engage with activities and games, in applications such as Wordwall and Quizlet to practice vocabulary and grammatical elements related to festivals and special holidays</li> <li>view and read descriptions of festivals and special holidays and complete related cloze, matching, true/false and or short answer activities</li> </ul>	

**Focus –*Liburan* (Holidays)**

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>interpretation and how language reflects elements of culture</p> <p>Participate in intercultural interactions with members of the Indonesian-speaking community to discuss cultural practices, demonstrating awareness of the importance of shared understanding and reflecting on adjustments made as a result of reactions and responses</p> <p>Consider how their own biography influences their identity and communication and shapes their own intercultural experiences</p>	<p>languages, is constantly expanding to include new words and expressions in response to changing environments due to globalisation, technology, language shifts and exchange and intercultural experience</p> <p>Reflect on different aspects of the cultural dimension of learning and using Indonesian and consider how this might be interpreted and responded to by members of the community</p>	<ul style="list-style-type: none"> <li>• develop and participate in quizzes about festivals and special holidays</li> <li>• use cue cards as a stimulus to conduct conversations and find out information from others about festivals and special holidays</li> <li>• ask and provide information about festivals and special holidays</li> <li>• discuss opinions and personal preferences related to festivals and special holidays</li> <li>• plan a day trip to visit a local tourist attraction or a community festival</li> <li>• role-play making a purchase; for example, purchasing tickets on transportation, buying a ticket for an event, gifts at a souvenir shop or food from a restaurant/shop or market</li> <li>• plan questions and conduct an interview with a partner based on a special holiday</li> <li>• develop an oral presentation for a class. The presentation could be a simple story with text and accompanying images using an application</li> <li>• complete a formal summative assessment using the following task:             <ul style="list-style-type: none"> <li>▪ <i>Ayo-tur ke Perth</i> (A tour of Perth)                 <ul style="list-style-type: none"> <li>○ Part A - students demonstrate their skills in comprehending an itinerary for a tour around Perth and provide responses to questions</li> <li>○ Part B - students demonstrate their skills in speaking Indonesian by presenting to a group of visiting Indonesian students, information on three places that are near where they live, or activities that are special to them.</li> </ul> </li> </ul> </li> </ul>	