



SAMPLE TEACHING AND LEARNING OUTLINE

**INDONESIAN: SECOND LANGUAGE
YEAR 9 (YEARS 7–10 SEQUENCE)**

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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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their teaching and learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the learning area syllabus.

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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 9, learning is characterised by consolidation and progression. The subject builds on the skills and knowledge developed in Year 8, 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 Year 7 to Year 10 syllabuses at <https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/languages/indonesian-7-10>.

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 9 (Years 7–10 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 interactions with others orally and in writing to discuss and compare events of significance in the lives of young people, including holidays, special events and travel, for example, <i>Tahun ini untuk ulang tahun saya ...; Anda pergi ke mana pada liburan bulan Januari? Saya sering mengunjungi nenek di Busselton karena saya sayang nenek saya.; 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.; Apa yang akan kamu lakukan pada hari Lebaran tahun ini?</i></p> <p>Engage in individual and collaborative tasks, such as exchanging information, making arrangements or obtaining goods or services, for example, when travelling or in an Indonesian-speaking country, arranging an outing, purchasing souvenirs or using transport</p> <p>Develop classroom language to contribute to structured discussions and reflect on learning experiences by making suggestions, asking questions for clarification and expressing agreement or disagreement, for example, <i>Saya rasa ...; Apa maksud Ibu?; Mengapa kamu pikir begitu?</i></p> <p>Identify information and ideas from a range of texts related to aspects of their personal and social worlds, state opinions, compare views and present information in different formats to inform or interest others</p> <p>Convey information, ideas and opinions</p>	<p>Understand and use the features of the Indonesian sound system, including pronunciation of compound words, such as <i>kerajinan tangan</i> and polysyllabic words, such as <i>membersihkan</i></p> <p>Generate language for a range of purposes in spoken and written texts, by extending understanding and use of context-related vocabulary and elements of the Indonesian grammatical system, including:</p> <ul style="list-style-type: none"> identifying people by pronouns or titles, for example, <i>aku, kamu, beliau, Kepala Sekolah, si</i> (diminutive), names and nicknames describing the qualities of people using adjectives of character, for example, <i>bertanggung-jawab; murah hati</i> describing the qualities of people using the prefix <i>pe-</i> to describe enduring attributes of behaviour or character, such as <i>pemalu, pendiam, pemaarah</i> and <i>pemalas</i> describing people, places and things using noun-adjective phrases, for example, <i>Hotel bagus.</i> comparing things using the comparatives <i>kurang, tidak begitu, agak, lebih, paling, ter-</i> and <i>se-</i> seeking information using interrogatives and question forms, for example, <i>mengapa, bagaimana, yang mana, untuk apa/siapa</i> and <i>dengan apa/siapa</i> requesting that others do something for own benefit, such as <i>minta, harap, mohon</i> and <i>tolong</i>; for others' benefit, such as <i>silakan</i> excusing and apologising, for example, <i>Permisi dulu.; Minta maaf.; Maafkan saya.</i> giving advice, for example, <i>Nasehat saya ...; Sebaiknya ...; Seharusnya ...; and</i> 	<p>Students maintain interactions with peers and known adults orally and in writing to discuss and compare events of significance in the lives of young people, including holidays and travel.</p> <p>Assumed prior learning Prior to this focus, students need knowledge of vocabulary and grammatical elements associated with the content of the Indonesian: Second Language Year 8 (Years 7–10 sequence) syllabus.</p> <p>Teaching Teach, and reinforce with students, vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> consolidating linguistic elements related to interests and activities covered in the Year 8 syllabus; for example, <i>Saya bermain gitar dengan teman-teman saya setiap Sabtu sore.</i> describing the personality and character of people they meet on holidays; for example, <i>Mia adalah orang yang manis dan baik hati.; Riski adalah teman baru saya yang pemalu.</i> asking and giving information about people, places and things visited when on holiday; for example, <i>Apakah ada banyak hotel bagus di Bali?; Di Bali ada banyak hotel bagus dengan kolam renang, gym dan restoran.; Berapa lama terbang dari Perth ke Denpasar?; Jam berapa kita akan bertemu di restoran nanti malam?; Di mana pasar tradisional yang tidak jauh dari Hotel Borobudur?</i> asking and giving information about a holiday experience; for example, <i>Anda pergi ke mana pada liburan sekolah kemarin?; Bagaimana fasilitas di hotel/losmen kamu?; Kami pergi ke Bali selama dua minggu.; Fasilitas di hotel kami modern dan lengkap.; Kita akan makan di restoran yang mana nanti malam?</i> describing what they do while on holiday; for example, <i>Minggu depan kita akan pergi ke Bali untuk Taman Kuliner – Ubud Food Festival.; Tadi malam kita makan di restoran Cintami di Sanur.; Sekarang saya mau membeli buah-buahan di pasar tradisional.</i> talking about how often people go on holidays and where they travel to; for example, <i>Keluarga saya sering kali libur ke luar negeri.; Saya belum pernah berlibur di Sydney tetapi saya sering berlibur ke Indonesia.</i> responding to and giving opinions about people they have met and places they have been to; for example, <i>Dari semua tempat yang kamu kunjungi tempat apa yang paling berkesan?; Menurut pendapat saya kunjungan saya ke Candi Borobudur yang paling berkesan.</i> excusing oneself to take leave and apologising; for example, <i>Permisi dulu Bu, saya harus jemput adik saya dari pelabuhan udara.; Pelayan di hotel kita minta maaf karena kamarnya masih kotor.; Maafkan kami Pak, kami akan segera membereskan kamarnya.; Oleh karena tamu terlambat berangkat, kamar kita belum dibereskan.</i> making polite requests for the benefit of others and themselves; for example, <i>Boleh saya minta tolong Bu, tunjukkan saya arah ke Jalan Raya?; Silakan masuk Pak, makanan di restoran ini enak sekali.; Harap Bapak tunggu sebentar saya akan Panggilkan taksi.; Mohon tidak merokok di dalam kamar.</i> talking about and making comparisons about holidays and travel; for example, <i>Dari semua buah-buahan saya makan selama liburan di Bali, saya paling suka mangga.; Saya lebih suka berbelanja di toko daripada di pasar.; Gunung Agung adalah gunung tertinggi di Bali.; Maaf, saya tidak begitu lancar berbahasa Indonesia.; Makanan Indonesia agak terlalu pedas untuk saya.; Pantai di Sanur tidak seramai pantai di Kuta.</i> giving advice to family and friends about places to see and things to do when on holiday; for example, <i>Sebaiknya kita pergi ke Mandala Suci Wenara Wana sebelum jam dua.; Beristirahatlah dulu sebelum pergi</i> 	<p>Audiovisual texts Resourceful Indonesian – Indonesia Bagus Series <i>Seratus Hari Keliling</i> Indonesia Teaser https://www.resourcefulindonesian.com/jalan-jalan-sekeliling-indonesia.html</p> <p>Resourceful Indonesian – Bargaining at the fruit market https://www.resourcefulindonesian.com/shop-till-you-drop.html</p> <p><i>Berapa Harganya?</i> https://ils.edu.au/teacherspace/resources/cebank/list</p> <p>unesco World Heritage Convention/NHK – Borobudur Temple Compounds https://whc.unesco.org/en/list/592/video/</p> <p>unesco World Heritage Convention/NHK – Prambanan Temple Compounds https://whc.unesco.org/en/list/642/video/</p> <p>Websites Resourceful Indonesian https://www.resourcefulindonesian.com/</p> <p>Wira Water Sport Bali – 20 Tempat Wisata untuk dikunjungi Bali untuk yang belum pernah liburan ke Bali. Includes information about places to visit, costs and opening times https://www.water-sport-bali.com/20-tempat-wisata-untuk-dikunjungi-bali</p>

Focus – Liburan (Holidays)

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>on texts related to aspects of their personal and social worlds, using different modes of presentation that take account of context, purpose and audience</p> <p>Translate and interpret texts from Indonesian to English and vice versa, identifying how cultural concepts are embedded in language and explaining differences in meaning</p> <p>Engage with Indonesian speakers and texts, reflecting on how interaction involves culture as well as language and being aware of audience and context</p> <p>Reflect on the experience of learning and using Indonesian and how it might add further dimension to own identity</p>	<p><i>Jangan ...</i>, and with suffix <i>-lah</i>, for example, <i>Beristirahatlah.</i>; <i>Tunggulah.</i></p> <ul style="list-style-type: none"> locating events in time, for example, days, dates and months, such as <i>Hari Ulang Tahun, hari Natal, Idul Fitri</i> and <i>bulan puasa</i> giving an opinion, for example, <i>Saya berpendapat bahwa ...; Saya percaya...</i> beginning to use frequency markers to refer to events and time, for example, <i>sering kali, sekali-sekali, belum pernah, hampir tidak pernah</i>, and using time indicators, for example, <i>tadi malam, nanti, nanti sore, sekarang, minggu depan, waktu liburan yang lalu</i> describing state of actions, for example, <i>sudah, belum, pernah, sedang</i> <p>Continue to build metalanguage to talk about vocabulary and grammar concepts</p> <p>Apply understanding of the interrelationship between text structures and language features to different types of texts, including simple narrative, informative and persuasive texts</p> <p>Explore the ways in which language and culture are used to establish relationships, indicate social values and enhance intercultural exchange</p>	<p><i>nanti malam.</i>; <i>Tunggulah sebentar saya belum selesai beli oleh-oleh untuk teman-teman.</i>; <i>Seharusnya kita kembali ke hotel sebelum hujan.</i>; <i>Kalau ke Jogjakarta kamu harus mengunjungi Candi Borobudur karena candi itu adalah candi agama Buda yang paling istimewa di seluruh Indonesia.</i></p> <p>Discuss with students:</p> <ul style="list-style-type: none"> the importance of being respectful and considerate of local customs and traditions; for example, wearing a sarong when entering a Hindu temple, taking off shoes when entering a mosque or visiting Indonesians at home the importance of using the appropriate form of address for older people that pointing with the index finger is considered impolite. Use the thumb instead when indicating direction. <p>Text types</p> <p>For the learning activities and assessments selected, expose students to, and teach as required, the textual conventions of the following: blog post, brochure, description, discussion, journal entry, interview, itinerary, poster, presentation, role play, survey.</p> <p>Language learning and communication strategies</p> <p>Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> using headings, visual clues, known words and cognates to predict the content of a text using repair strategies to sustain verbal communication reinforcing dictionary skills. <p>Learning activities and assessments</p> <p>In teaching the content, choose from the following and instruct/require students to:</p> <ul style="list-style-type: none"> practise and consolidate vocabulary, sentence and grammatical structures by completing a range of activities; for example, matching activities and translating games, using applications, such as Quizlet and <i>Rasa Bahasa</i> engage with activities and games in applications, such as Wordwall, to practise vocabulary and grammatical elements related to holidays and travel discuss significant events that they have experienced while on holidays and travelling in Western Australia. Ask them to write a journal entry about one of their holidays describing what happened, where they went, who they went with, what they did and why it was special. Ask students to share the information in their journal entry with the class. Invite students to ask questions and share their opinions about their holiday experiences view <i>Balai Bahasa dan Budaya Indonesia</i> and complete the worksheet individually. Discuss responses to questions. Have students select one of the places in the clip to go to for a holiday and give reasons why they would choose this destination view the episode <i>Seratus Hari Keliling Indonesia Teaser</i> from the <i>Indonesia Bagus</i> series and make notes complete the <i>100 Hari Keliling Indonesia</i> worksheet and discuss responses. Ask students to list the means of transport shown and discuss which ones they would or would not use and why explore holiday destinations in Indonesia, then prepare a three-day itinerary for one part of their stay in Indonesia based on a particular city, province or island in Indonesia interview an Indonesian speaker; for example, a language assistant and/or exchange student to ask what holiday destinations and activities in Indonesia are popular with Indonesians and use the information to produce a travel brochure/poster or infographic. Have students compare the information in their travel 	<p>Online resources</p> <p>Balai Bahasa dan Budaya Indonesia Queensland – Unit: Environment – The Indonesian Landscape (under Year 9–10 Band) http://balaibahasadanbudayaindonesia.com/content/landscape.html</p> <p>This activity sheet reinforces Indonesian Landscape vocabulary http://balaibahasadanbudayaindonesia.com/content/PDFs/The_Indonesian_Landscape_Activity_01.pdf</p> <p>Quizlet – Liburan Language study sets that include vocabulary flashcards to practise language about holidays https://quizlet.com/id/560485163/liburan-flash-cards/</p> <p><i>Rasa Bahasa</i> A website to support students to develop and practise their Indonesian languages skills. The resource includes flashcards with audio to model pronunciation https://rasabahasa.edu.au/acc/index.html</p> <p>Wordwall – 2.1 Yoyakarta https://wordwall.net/resource/27293258</p> <p>Scootle – Travels in Indonesia: souvenir shop https://www.scootle.edu.au/ec/viewing/L1889/index.html</p> <p>Assessments</p> <p>Accessible on the School Curriculum and Standards Authority website</p> <p><i>Liburan favorit saya</i> (My favourite holiday)</p>

Focus – *Liburan* (Holidays)

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
		<p>brochure/poster or infographic with others in the class</p> <ul style="list-style-type: none"> • choose one of the holiday activities in the travel brochure and with their partner make arrangements to visit the place and participate in the activities. Discuss how they will get there, the day, time, cost, what to wear and what they will need to take • view and read descriptions about bargaining in a traditional market and complete related cloze, matching, true/false and short answer activities • take a virtual tour through a souvenir shop and select gifts for family and friends. Use the tour to write a list of things to consider when shopping in Indonesia. Discuss their list with a partner. Ask each student to share one item on their list and give a reason why it is an important thing to consider before shopping for souvenirs or other items in Indonesia • work in pairs to create a role play based on purchasing one of the items in the souvenir shop. In the role play, show how intercultural exchange is enhanced through the use of polite and respectful language and behaviour. Present the role play to the class • discuss as a group and then compile a list of dos and don'ts for travelling to and in Indonesia. Compare their tips with others in their group and add to their list. Review their list and consider if the list of dos and don'ts would also apply to travelling in Australia • work with a partner to role play a problem they could have while on holidays; for example, the room they have booked and paid for is not ready or the meal they have been given is not what they ordered. In their conversation, students should use one or more of their tips to help resolve the problem • develop and participate in quizzes about holidays and travel to revise context-related vocabulary and grammar • work in pairs and view one of the audiovisual clips about the Borobudur and Prambanan Temples in Central Java. With their partner, prepare a commentary/voice over in Indonesian for one of the audiovisual clips and include additional information or research on the temple. Have each pair present their commentary while the audiovisual clip is playing and ensure that the sound is on mute • use character cards, that include prompts for different destinations in Indonesia, reasons for travel, who they are travelling with, length of stay and places to stay, and ask students to role play their character • conduct a class survey about holiday experiences and destinations and compile a list of the top five. Have students discuss and make comparisons between the top five holiday experiences and destinations. Encourage students to ask questions, seek clarification and express their opinions during the discussion; for example, <i>Mengapa kamu pikir ... tempat liburan yang paling enak ...; Menurut saya ... lebih mahal daripada ...</i> • design a poster about a favourite holiday destination and develop an oral presentation for the class. The presentation could include images from an application. Students prepare for questions that may be asked by the class • complete a formal summative assessment using the following assessment task: <ul style="list-style-type: none"> ▪ <i>Liburan favorit saya</i> (My favourite holiday) <ul style="list-style-type: none"> ○ Part A – students demonstrate their skills in comprehending a written text in Indonesian by completing responses to questions in English ○ Part B – students demonstrate their skills in writing a blog post ○ Part C – students demonstrate their skills by performing a role play. 	