

The Tasmanian Curriculum

Languages (LOTE) curriculum area

Indonesian

K–10 syllabus and support materials



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Supported languages

Scope and sequence documents are provided for six supported languages and describe two main groupings: French, German, Indonesian, and Italian (alphabetic) and Chinese and Japanese (non-alphabetic).

Auslan is a supported language but uses national documents for planning and assessing.

Why teach languages (LOTE)?

Students with proficiency in another language can communicate more effectively in an increasingly globalised world.

Learning a language is recommended for its contribution to the overall education of students, particularly in the areas of communication, intercultural understanding and literacy. It provides a foundation for later language learning and supports educational, career and life pathways.

Languages (LOTE) is in the English–literacy area of the curriculum as it strongly supports the development of literacy, language and communication skills. What we learn to do in one language helps us with any other language and strengthens all literacy practices.

Language learning practices

For successful and effective language learning, learners need opportunities to:

- be involved in communicating for real-life purposes
- develop generic, transferable skills
- focus on language features, skills and strategies
- build on prior language learning allowing for the development of proficiency
- learn about their own and other cultures through language
- make connections across the curriculum and revisit concepts and processes in new contexts.

(Adapted from *Australian Language Level Guidelines*)

Supporting literacy

Learning another language promotes the development of understanding and literacy skills in students' first language. Students better understand how language works and develop a range of powerful learning strategies. Students make comparisons, recognise patterns and view their first language from a different perspective.

Using information and communication technologies (ICT)

Technology can bring languages and cultures into the classroom in immediate and authentic ways. Effective use of ICT can:

- facilitate effective communication between students and native speakers
- bring the target language and culture into the classroom
- support learning at all levels
- allow students to work at their own pace.

Thinking

Communicating in another language requires a broad range of thinking strategies, including classifying, predicting, analysing and applying language rules. Students develop ways of thinking about and describing language use. As students use and experience different languages and cultural practices, they reflect on their learning and are challenged to consider their own identities and perspectives. They gain new ways of thinking about their place in the world.

Intercultural language learning

Intercultural language learning is a way of understanding the relationship between language and culture and how to use that knowledge in communicating across cultures. Intercultural language learning helps learners to know and understand the world around them from multiple perspectives and to learn about themselves through language learning. It requires learners to adopt an inquisitive mind, to notice and question assumptions and to rethink how they relate to others.

Core content strands

Languages (LOTE) is organised into three interrelated strands:

- communication
- language as a system
- language and culture.

Communicating is the central focus of language learning. The learning that takes place in the language as a system and language and culture strands enables students to develop the knowledge and skills that they need to communicate more effectively. The relative emphasis given to each strand in teaching programs will vary according to the specific language and the needs of students.

1. **Communication**

Students use their increasing knowledge of language and culture to communicate effectively, confidently and responsibly. They use the macro skills of listening, speaking, reading and writing.

2. **Language as a system**

Students learn to identify, explain, apply, and compare language features, conventions and patterns and to understand languages as systems. They articulate what they discover about the similarities between their first and second languages. These skills and understandings support their English literacy skills and provide a foundation for future learning.

3. **Language and culture**

Students learn to recognise, compare, apply, reflect on, and analyse cultural features, conventions, and patterns through language interactions. They identify and examine their own cultural values and develop an awareness of diverse cultural systems.

Performance criteria

Significant aspects of learning are described in detail in the learning opportunities within each of the following strands:

- communication (listening, speaking, reading and writing)
- language as a system
- language and culture.

A suggested scope and sequence for these performance criteria is described in this syllabus across five standards. Thinking and Using ICT are embedded.

Standards (alphabetic)

Strands		Standard one	Standard two	Standard three	Standard four	Standard five
Communication	Listening	Makes connections between words and phrases and their meanings in spoken texts	Recognises meaning of phrases and sentences and responds appropriately in routine classroom activities and social exchanges	Demonstrates comprehension of simple, factual items of information contained in short spoken texts	Demonstrates comprehension of main ideas and some supporting details in social interactions and in a variety of spoken texts	Demonstrates comprehension of overall meaning and key supporting details in authentic and modified spoken texts
	Speaking	Uses single words and short phrases in action-related activities and in simple social interactions	Takes part in spoken social routines and responds to familiar questions in everyday classroom contexts	Makes statements and asks simple questions to exchange greetings and personal information	Using familiar language, asks for and provides information and opinions through short conversations or oral presentations	Coherently presents and requests information and opinions in sustained conversations and oral presentations
	Reading	Recognises letters, words or phrases	Reads short repetitive texts containing familiar language and identifies single items of information	Reads short texts containing familiar language and identifies key ideas	Reads a variety of texts containing some unfamiliar language and identifies key ideas and some supporting information	Demonstrates comprehension of overall meaning and key supporting details in authentic and modified written texts
	Writing	Copies and writes letters, symbols or words	Copies and writes phrases or short sentences using well-rehearsed language to convey simple information	Writes short texts to convey personal and factual information using familiar language	Applies familiar linguistic patterns and structures to link and sequence information and ideas in written texts	Conveys a range of experiences or ideas applying appropriate vocabulary and structures in a range of written texts
Language as a system		Recognises similarities and differences in the patterns of oral language	Recognises similarities and differences in the patterns of oral and written language	Recognises and uses correct patterns in the target language in familiar situations and compares with English	Without cues, recognises and uses correct patterns in the target language in familiar situations and compares with English	Uses correct patterns and analyses and interprets meaning in texts
Language and culture		Understands that people have unique characteristics. Begins to be aware that they are part of a connected world. Experiments with the target language and begins to make connections between the target culture / language and their own.	Understands that people have differences and similarities and makes comparisons between the target language culture and their own. Begins to identify how cultural values are expressed in language.	Identifies and describes the value of cultural similarity and difference. Reflects on how these are expressed in their own and the target language culture.	Understands the value of cultural diversity. Understands how cultures and languages contribute to shared and unique identity and values.	Values and celebrates cultural diversity. Shares personal insights and a deeper understanding of their own and other cultures.

Teaching for learning

High quality teaching has a significant impact on student learning and achievement. The learning, teaching and assessment principles provide guidance for teaching and assessment approaches that place the student firmly at the centre of the educational process.

Learning, teaching and assessment principles

Learning	Teaching	Assessment
...makes meaning of the world	...helps students understand by acquiring knowledge and skills	...focuses on students demonstrating understanding in a range of curriculum areas
...is innate and lifelong	...is based on high expectations and enjoyment of learning	... improves learning and achievement
...is a personal process	...recognises individual differences, is inclusive and based on a broad range of teaching strategies	...enables students to self-assess and negotiate criteria and assessment tasks
...connects prior knowledge and experiences to new information and learning	...determines what students know and connects to students' lives and futures	...information is based on valid processes and used to plan effective instruction
...is influenced by social interactions	...builds effective relationships between all those involved in the educational process	...is fair and inclusive of judgements from students, peers, teachers, parents, carers and others
...is affected by emotions	...provides a safe and challenging learning environment	...helps develop the wellbeing of all partners in the learning and teaching process
... is influenced by personal identity and motivation	...builds high expectations and confidence in students	...provides timely, accurate and positive feedback to students
...depends on meaningful information and experiences	... involves students in setting goals and connecting what is taught to life and further learning	...enables students to be clear about what is being assessed and how this connects to life and further learning
...is improved when students are aware of how thinking and learning occur	... focuses on thinking skills in all curriculum areas	...encourages students to reflect on their learning including thinking skills
...enables students to demonstrate their understanding in new ways	... enables students to apply their learning in new ways	... tests students' ability to apply their learning in new ways

Assessment principles and practice

The main purpose of assessment is to improve student learning. Assessment is an ongoing process of gathering and using evidence of student achievement.

Effective assessment enables:

- students to better understand their progress towards goals and become more knowledgeable and self-directed in their learning
- teachers to make more informed judgements about student progress and design more effective teaching programs
- parents and carers to better understand and support students' learning and achievement.

Effective assessment emphasises:

- **assessment for learning**—teachers using evidence of student progress to inform their teaching
- **assessment as learning**—students reflecting on and evaluating their progress to inform future learning goals
- **assessment of learning**—teachers using evidence of student learning to make individual and collective judgements on student achievement against specific curriculum goals and standards.

Methods of assessment

Languages (LOTE) teachers provide a broad range of opportunities for students to show what they know and can do. They enable students to have input into different ways of providing evidence of their learning.

Effective assessment methods include:

- informal assessment: students and teachers making incidental judgements about what they have learned on a day-to-day basis
- formal assessment tasks: students demonstrating achievement against criteria that are known prior to undertaking a learning task
- observations or anecdotal records: teachers taking informal notes while working with students
- checklists: teachers developing snapshots of the students' knowledge and skills
- portfolios: students building up carefully selected collections of their work over time.

On-balance judgement

Teachers weigh up evidence of students' performances on different aspects of the Languages (LOTE) curriculum area. They keep records of students' progress. A final decision about a student's achievement is made using an on-balance judgement. An accurate on-balance judgement considers:

- the consistency of the student's performance over a period of time
- clear indications of progress from first attempts to current performance
- demonstration of knowledge, processes and skills in different contexts
- the validity of the assessment task in relation to what it is intended to test
- whether there is sufficient evidence of achievement to assign a standard
- relative performance on similar tasks by the student's peers
- teacher reflection and collaboration with their peers to increase consistency and validity.

Opportunities to learn and year levels

The Tasmanian Curriculum describes the scope and sequence of learning opportunities for students as they progress from Kindergarten to Year 10.

In the languages (LOTE) area, students may begin their study in K-2, 3-4, 5-6, 7-8 or 9-10. **Therefore students would only be expected to achieve the standards corresponding to their year level if they have had sufficient opportunities for prior study.** The standards presume that the sequential study of a language for an extended period of time is necessary to achieve the highest levels of performance.

Within each language class there will be students with varying backgrounds, needs and interests. It is therefore likely that classes will be multi-level, containing students operating at more than one standard. Teachers will need to modify lesson content and related tasks according to the age and background of their students.

Schools choose a language program that suits the needs of their students and context. Models may include face-to-face teaching, intensive, online or a combination of methods. As language learning is cumulative, students should be provided with continuity of language learning opportunities and appropriate time allocations to reach the upper standards.

The learning opportunities in this document provide possible starting points for engaging students in language learning appropriate to their age, level of maturity and cognitive development. The table below provides guidance about the range of opportunities that may be offered within each year level.

Year level	K - 2			3, 4			5, 6			7, 8			9, 10		
Standards	Standard 1			Standard 2			Standard 3			Standard 4			Standard 5		
Stages	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

The relationship of the Languages (LOTE) curriculum to further study in Years 11 and 12 and life-long learning

The languages (LOTE) curriculum prepares students for further study in languages in the senior secondary years. Students who attain the upper stages of Standard five are prepared for pre-tertiary levels at Years 11 and 12.

Having knowledge of another language and culture builds rapport with people from around the world and provides insight to their values and ways of thinking. Most countries recognise the importance of a highly-skilled, multilingual workforce in today's rapidly changing marketplace. The ability to communicate in other languages can expand business and employment opportunities.

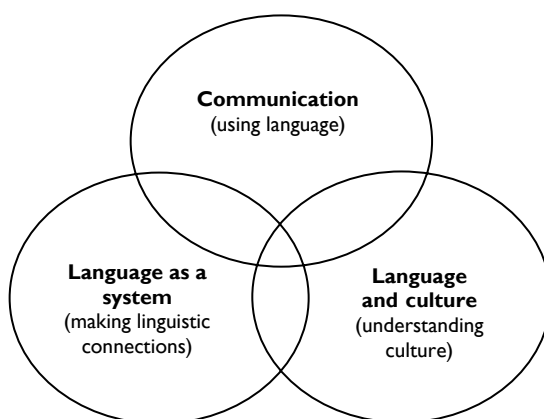
Organisation of the scope and sequence

This scope and sequence aims to support teachers in designing and delivering programs that allow students to consolidate their language learning and progressively develop the skills, knowledge and understanding necessary to be an effective communicator in the target language.

Learning does not always develop in a linear way. The cumulative nature of language learning means that teachers will often revisit content from a range of standards and draw on resources from across the standards. Higher standards incorporate the knowledge, skills and understanding from lower standards.

The three content strands are interrelated and are not intended to be taught separately. Teachers may wish to provide additional learning opportunities that meet the individual needs of their students and connect with other curriculum areas currently being studied.

The following diagram illustrates the relationship between the strands:



The content section of the syllabus is organised by five standards. Each standard section contains:

- an overview of the standard
- learning opportunities, comprising:
 - key focus areas
 - key concepts and topics
 - linguistic items
 - possible teaching emphases
- a list of resources.

Describing the scope and sequence

The scope and sequence is described in the following pages in terms of concepts, topics and linguistic items. The following pages provide a summary of the key **concepts** and **topics**, and the **linguistic items**, from standards one to five.

Teachers may use any of these organisers as the starting point for their planning, depending on the needs and interests of their students, their own preference and their teaching context.

A guide to key concepts and topics across five standards – alphabetic languages

Teachers consider their students' experience and age, and their own teaching contexts in selecting what to teach and how to teach it. The topics listed are a guide only.

	K–2	3–4	5–6	7–8	9–10
Concepts	Standard one	Standard two	Standard three	Standard four	Standard five
Identity Relationships Belonging Stereotypes	<ul style="list-style-type: none"> myself family friends 	<ul style="list-style-type: none"> family / friends feelings / emotions sports / hobbies 	<ul style="list-style-type: none"> neighbours people / jobs sporting events / champions 	<ul style="list-style-type: none"> communities youth culture heroes 	<ul style="list-style-type: none"> self and country exchanging places e.g. student exchange, travel cultural icons e.g. famous people and places
Interactions Respect Responsibility Diversity	<ul style="list-style-type: none"> greetings daily routines time - o'clock time 	<ul style="list-style-type: none"> in my class after-school activities time e.g. days, months, telling time 	<ul style="list-style-type: none"> school shopping time e.g. timetables, diaries 	<ul style="list-style-type: none"> leisure / music cooking / eating out getting around 	<ul style="list-style-type: none"> restaurant / catering news / popular media making connections e.g. email, SMS
Environment Lifestyle Wellbeing Sustainability	<ul style="list-style-type: none"> home pets / animals food 	<ul style="list-style-type: none"> my place e.g. room, house seasons mapping foods 	<ul style="list-style-type: none"> buildings animals / habitats weather healthy diet 	<ul style="list-style-type: none"> natural environment e.g. water, landscapes, regional areas sport / health 	<ul style="list-style-type: none"> housing climate recreation
Tradition Celebration Culture Change	<ul style="list-style-type: none"> stories / legends games / songs celebrations e.g. birthday, Easter, national days 	<ul style="list-style-type: none"> stories / legends games / songs calendar / special days clothing 	<ul style="list-style-type: none"> stories, folk tales and plays traditional games festivals 	<ul style="list-style-type: none"> the Arts performance e.g. plays, songs fashion / clothing 	<ul style="list-style-type: none"> texts e.g. songs, poetry, stories, plays cultural practices e.g. family, religion, food

Indonesian linguistic items across five standards

This table should be used in conjunction with the standard overview descriptions.

Standard one	Standard two	Standard three	Standard four	Standard five
<p>Classroom language</p> <ul style="list-style-type: none"> Greetings e.g. selamat pagi / siang / sore / malam; apa kabar? hai, halo Responses e.g. baik, baik-baik saja, kurang baik Leave taking e.g. sampai jumpa, sampai nanti, da da Thanking e.g. terima kasih, sama-sama Roll call e.g. ada, tidak ada 	<p>Classroom language</p> <ul style="list-style-type: none"> Greetings e.g. sehat-sehat saja, biasa saja Requests e.g. mau ___? ada pena biru? boleh saya ke WC / kamar kecil? boleh / tidak boleh Leave taking e.g. sampai besok, sampai Hari Jumat Thanking e.g. kembali, sama-sama Klik pada ___ (on computer) Saya tidak mengerti; maaf, saya tidak tahu 	<p>Classroom language</p> <ul style="list-style-type: none"> Greetings e.g. bagaimana kabarnya? Sudah selesai? sudah / belum Introducing e.g. kenalkan Leave taking e.g. selamat jalan, selamat tinggal, sampai jumpa lagi, sampai minggu depan Thanking e.g. terima kasih banyak 	<p>Classroom language</p> <ul style="list-style-type: none"> Leave taking e.g. permisi dulu Thanking e.g. beribu-ribu terima kasih, terima kasih atas ___ 	<p>Classroom language</p> <ul style="list-style-type: none"> Thanking e.g. terima kasih sebanyak-banyaknya atas
<p>Adjectives</p> <ul style="list-style-type: none"> Base-word adjectives (opposites) e.g. besar / kecil, tinggi / pendek, gemuk / kurus Colours e.g. warna, putih, hitam, biru, merah, kuning, hijau, coklat, ungu, jingga, merah muda Negator: tidak 	<p>Adjectives</p> <ul style="list-style-type: none"> Base-word adjectives: opposites e.g. pandai / bodoh, kaya / miskin, sehat / sakit, tua / muda Saya merasa ___ e.g. sakit, senang, sedih, cape / capai, takut, panas, dingin (d.l.l.) Colours e.g. perak, emas, muda, tua With degree markers e.g. sekali 	<p>Adjectives</p> <ul style="list-style-type: none"> Increasing vocabulary for appropriate topics e.g. segar, pedas, enak, goreng, jauh, lapar, haus, bosan, lelah, murah, mahal With degree markers e.g. sangat, lebih, lebih banyak, jauh lebih, daripada 	<p>Adjectives</p> <ul style="list-style-type: none"> Increasing vocabulary for appropriate topics e.g. menarik, bebas, berani, keras, berbahaya, bersih, mendung, keriting, lurus, pirang Comparatives: se + adjective, sama+adjective+nya, lebih/kurang + adjective + daripada, sama + adjective dengan Superlatives: ter___, paling + adjective 	<p>Adjectives</p> <ul style="list-style-type: none"> Increasing vocabulary for appropriate topics e.g. berbeda, biasa, bingung, lembab, lemah, luas, penting, sibuk, sepi With degree markers e.g. tidak terlalu kecil With other modifiers e.g. amat, agak, baik ___ maupun, makin ___ makin ___ Sedikit-sedikit, lama-lama

Standard one	Standard two	Standard three	Standard four	Standard five
Adjectival Expressions <ul style="list-style-type: none"> Ayo, wah, bagus 	Adjectival Expressions <ul style="list-style-type: none"> Bagus, hebat 	Adverbial / Adjectival Expressions <ul style="list-style-type: none"> Asyik, sama-sama Yang _____ e.g. Si Monyet yang nakal 	Adverbial / Adjectival Expressions <ul style="list-style-type: none"> Tidak apa-apa, awas, hati-hati 	Adjectival phrases: <ul style="list-style-type: none"> Cukup besar, tidak besar tetapi tidak pula kecil Begini, begitu
		Adverbs <ul style="list-style-type: none"> Common e.g. sudah, sangat, belum, juga, sekali Time markers e.g. sekarang, kemarin, besok Place markers e.g. di sini, di sana, di situ 	Adverbs <ul style="list-style-type: none"> Increasing vocabulary for appropriate topics e.g. hanya, sedang, sekarang, masih, kadang-kadang, beberapa Time markers e.g. lusa, dulu, sesudah, setelah, sebelum 	Adverbs <ul style="list-style-type: none"> Increasing vocabulary for appropriate topics e.g. saja, hampir, akan, sering pernah, tidak pernah, selalu, jurang Time markers e.g. waktu / ketika, tadi, nanti, yang lalu, depan, yang akan datang Dengan + base e.g. dengan baik, dengan cepat Duplication of base e.g. diam-diam
		Conditionals <ul style="list-style-type: none"> Kalau 		Conditionals <ul style="list-style-type: none"> Jika, jikalau, bila
	Conjunctions <ul style="list-style-type: none"> Dan, tetapi, juga 	Conjunctions <ul style="list-style-type: none"> Increasing vocabulary e.g. karena, atau, lalu 	Conjunctions <ul style="list-style-type: none"> Increasing vocabulary e.g. kemudian, jadi, sebab 	Conjunctions <ul style="list-style-type: none"> Increasing vocabulary e.g. pun, pula, bahwa, sambil, sedangkan, oleh karena itu, sehingga, supaya, untuk+ verb

Standard one	Standard two	Standard three	Standard four	Standard five
<p>Interjections</p> <ul style="list-style-type: none"> Ayo, ma'af, mulai 	<p>Interjections</p> <ul style="list-style-type: none"> Permisi, awas, maaf, menang 	<p>Interjections</p> <ul style="list-style-type: none"> Increasing vocabulary e.g. jangan lupa! 	<p>Interjections</p> <ul style="list-style-type: none"> Agree / disagree: e.g. setuju, tidak setuju 	<p>Interjections</p> <ul style="list-style-type: none"> Increasing vocabulary e.g. memang, anu, jangan khawatir
<p>Nouns</p> <ul style="list-style-type: none"> Simple nouns e.g. family members, body parts, animals (domestic / farm / zoo) Exposure to familiar and Indonesian fruits and vegetables e.g. apel, pisang, durian, rambutan Terms of address: Ibu / Bu; Bapak / Pak Special days e.g. Selamat hari Natal / Paskah 	<p>Nouns</p> <ul style="list-style-type: none"> Nouns for appropriate topics e.g. body, family, clothing, food, sports, home, classroom, neighbourhood, simple geography Plurality showing collectivity e.g. buah-buahan, sayur-sayuran (recognition only) Negators: bukan (in simple responses) 	<p>Nouns</p> <ul style="list-style-type: none"> Increasing vocabulary for appropriate topics e.g. professions, places, school subjects, sports, shopping; buildings, habitats, weather, healthy diet -an e.g. masakan, makanan, minuman Pe- e.g. penjual, pembeli Pe-an e.g. pelajaran Adalah, ialah (recognition only) 	<p>Nouns</p> <ul style="list-style-type: none"> Increasing vocabulary for appropriate topics e.g. pop culture, sport and health, heroes, communicating, lifestyle, environment, the Arts, fashion. -an e.g. tulisan, jawaban, tarian Pe e.g. penulis, pembantu Terms of address e.g. Nak, Si 	<p>Nouns</p> <ul style="list-style-type: none"> Increasing vocabulary for appropriate topics Terms of address e.g. Kak, Dik, Mas, Bang, Mbak -an e.g. bagian, bantuan, karangan, ukuran, tawaran, undangan adalah, ialah Ke-an e.g. kesukaan, kecantikan, kebersihan, kesehatan, kehidupan Pe e.g. pemalas, pelajar, pemuda, pelaut, pencuri, penerbang, penjahit, perenang Pe-an e.g. penerbangan, pelajaran, pendidikan, penerangan, pertandingan
<p>Personal Pronouns</p> <ul style="list-style-type: none"> Saya, kamu 	<p>Personal Pronouns</p> <ul style="list-style-type: none"> Anda Introduction to use of other terms in place of pronouns e.g. Ibu, Bapak (used in addressing the teacher or adult native speaker) 	<p>Personal Pronouns</p> <ul style="list-style-type: none"> kami, kita, dia, -nya, mereka -ku, -mu (recognition only) 	<p>Personal Pronouns</p> <ul style="list-style-type: none"> Aku, saudara, kalian 	<p>Personal Pronouns</p> <ul style="list-style-type: none"> Use of other terms in place of pronouns e.g. ibu, bapak, adik, kakak, plus peoples' names as second person pronouns engkau, -ku, -mu, -kau Passive: ku+verb, kau+verb (recognition)

Standard one	Standard two	Standard three	Standard four	Standard five
	<p>Prepositions</p> <ul style="list-style-type: none"> Compass directions: utara, selatan, timur, barat 	<p>Prepositions</p> <ul style="list-style-type: none"> Increasing vocabulary for appropriate topics e.g. sampai / untuk, dari, dekat, di / ke, pada, kepada Di + belakang, samping, luar, muka, depan, antara, bawah, atas, sebelah kiri / kanan, dalam, dekat, tengah 	<p>Prepositions</p> <ul style="list-style-type: none"> Compass directions: barat daya, barat laut, timur laut, tenggara 	<p>Prepositions</p> <ul style="list-style-type: none"> Increasing vocabulary for appropriate topics e.g. selama, oleh, bahwa, pada pendapat saya, menurut pendapat saya, pada hemat saya
<p>Pronunciation</p> <ul style="list-style-type: none"> Students imitate modelled pronunciation 	<p>Pronunciation</p> <p>Begin to address specific pronunciation e.g.</p> <ul style="list-style-type: none"> Quality of vowel sounds e.g. 'ai' (baik), 'au' (mau), 'ae' (daerah), 'aa' (ma'af); Glottal stop e.g. bapak, ma'af; Non-aspiration of t, d, b, p; trilled r; Nasalisation of verbal roots e.g. ny, ng, ngg 	<p>Pronunciation</p> <ul style="list-style-type: none"> Students imitate modelled pronunciation Pattern and rhythm 	<p>Pronunciation</p> <ul style="list-style-type: none"> Intonation and stress 	<p>Pronunciation</p> <ul style="list-style-type: none"> Intonation and stress

Standard one	Standard two	Standard three	Standard four	Standard five
<p>Quantifiers</p> <ul style="list-style-type: none"> Cardinal numbers 0-10, 11-20, nomor Noun duplication e.g. buku-buku 	<p>Quantifiers</p> <ul style="list-style-type: none"> Cardinal numbers 0-100 Nol, zero, kosong (telephone) Fractions e.g. setengah, seperempat Adjectives e.g. banyak, sedikit 	<p>Quantifiers</p> <ul style="list-style-type: none"> Cardinal numbers 0-1000000 Ordinal numbers e.g. pertama, kedua Adjectival modifiers e.g. kurang, lebih, kira-kira, sekitar Measurement e.g. meter, liter, gram, rupiah Time e.g. waktu, jadwal, jam setengah ___ kurang, lewat, jam lima kurang lima, jam lima lewat sepuluh; jadwal kelas Frequency e.g. kali sehari / seminggu / sebulan Common classifiers e.g. ekor, orang, buah (recognition only) 	<p>Quantifiers</p> <ul style="list-style-type: none"> Fractions e.g. dua pertiga Singularity: satu, se- Semua Plurality through context e.g. beberapa, bermacam-macam, berwarna-warna 	<p>Quantifiers</p> <ul style="list-style-type: none"> Classifiers e.g. ekor, orang, buah, helai, pasang, potong, batang, ikat
<p>Question Markers</p> <ul style="list-style-type: none"> Apa e.g. Makan apa? Apa ini? Apa itu? Apa kabar? Siapa e.g. Siapa namamu? Berapa e.g. Jam berapa? Siap? 	<p>Question Markers</p> <ul style="list-style-type: none"> Increasing vocabulary as appropriate e.g. giliran siapa? selesai? With other prepositions e.g. di mana e.g. tinggal di mana? Jam berapa sekarang? Berapa umurmu? nomor berapa teleponmu? tanggal berapa Hari Ulang Tahunmu? 	<p>Question Markers</p> <ul style="list-style-type: none"> Bagaimana, kapan With other prepositions e.g. dari mana, ke mana Boleh e.g. boleh saya pinjam ___? boleh menawar? Berapa harga ___ itu? 	<p>Question Markers</p> <ul style="list-style-type: none"> Apa (kah), yang mana, mengapa 	<p>Question Markers</p> <ul style="list-style-type: none"> Increasing vocabulary e.g. kenapa, bila, bilamana, apabila, berapa + eg tingginya / luasnya / dalamnya / jauhnya / beratnya With other prepositions e.g. dengan apa/siapa, untuk apa/siapa, dari siapa Bukan e.g. Anda orang Tasmania, bukan? -kah (bolehkah) Use of 'kan' e.g. 'kan dia orang Cina? Duplication showing indefiniteness e.g. dimana-mana, apa-apa, jangan-jangan

Standard one	Standard two	Standard three	Standard four	Standard five
<p>Verbs</p> <ul style="list-style-type: none"> ▪ Base-word verbs (recognise / respond to classroom interactions) e.g. duduklah, berdirilah, masuklah, dengarlah, diamlah, cepatlah ▪ Base-word verbs e.g. bangun, mandi, tidur, minum, makan, suka, tinggal, punya ▪ Negators: tidak 	<p>Verbs</p> <p>Increasing vocabulary for appropriate topics</p> <ul style="list-style-type: none"> ▪ Base-word verbs e.g. lupa, masuk, tinggal, masak, naik ▪ Respond to commands e.g. lihatlah, tulislah, bacalah, ulangilah, gambarlah ▪ Ber- e.g. berenang, bermain, berjalan, berhenti, berlari, belajar, berumur ▪ Me- e.g. menonton, membaca, menelepon, melihat, mendengar, membuka, memakai, merasa, menangis, mengerti 	<p>Verbs</p> <p>Increasing vocabulary for appropriate topics</p> <ul style="list-style-type: none"> ▪ Base-word verbs e.g. pergi, ingin, pulang, kembali, terus ▪ Use of –lah for politeness e.g. diamlah ▪ Ber- e.g. bekerja, berdiri, berbelanja, bersekolah, bernama ▪ Me- e.g. memancing, menjual, membeli, menulis, menggambar, mencuci, membayar, menjahit, memukul, menawar ▪ Auxiliaries e.g. mau, bisa, boleh, suka, harus ▪ Negators: belum, jangan ▪ Markers denoting state of completeness of action e.g. sudah, belum 	<p>Verbs</p> <p>Increasing vocabulary for appropriate topics</p> <ul style="list-style-type: none"> ▪ Base-word verbs e.g. hidup, ingat, turun, ikut, mati ▪ Ber- e.g. berbicara, berbuat, bertanya, bertemu, berolahraga, berlibur ▪ Me- e.g. mengerjakan, merokok, menggosok, membantu, memberi, membuat, mempunyai, memotong, mengirim, mencari, menerima, menyanyi, menjadi, membalas ▪ Markers denoting state of completeness of action e.g. sedang, masih, akan ▪ Use of silakan, mari, coba, harap, tolong, minta 	<p>Verbs</p> <p>Increasing vocabulary for appropriate topics</p> <ul style="list-style-type: none"> ▪ Base-word verbs e.g. kawin, jatuh, terbit, tumbuh, terbang ▪ Jangan, use of ‘lah’ ▪ Ber- e.g. berkata, berkebun, berkumpul, berbaris, berkumis, berkacamata, berangkat, beristeri, bersuami, berbaring ▪ Me- e.g. menutup, menjawab, memesan, menurut, menunggu, mengarang, melalui, menghitung, mencapai, menginap, melewati, mengundang, mengajak, menjemput, mengadakan ▪ Recognition of Me-kan e.g. mendengarkan, memberikan, membersihkan ▪ Duplication e.g. melihat-lihat, berjalan-jalan, berlari-lari, bermalas-malas, bercakap-cakap, bermain-main ▪ Recognition of Me-i e.g. mengunjungi, mendekati ▪ Use of passive/object focus with auxiliaries e.g. mau, bisa, boleh, suka, harus, ingin, harus, dapat, perlu ▪ Ke-an verbs e.g. kemasukan, ketinggalan, kehabisan, kesiangan, kejujuran

Languages (LOTE) Indonesian

Standard one

Standard overview

Learning opportunities

Resources

Standard one overview

The standard one student may begin learning the target language in the early years. Students at standard one have a strong focus on self and their personal reactions and experiences.

Students enjoy exploring the sounds and meanings of the target language and a new form of communication. They begin to experiment mainly through listening and speaking activities particularly through the Arts (music, dance, drama, media, visual art), games and role-play.

Communication

Students experiment with language, participating in singing favourite songs and rhymes. They begin to imitate intonation, stress, rhythm and pronunciation in spoken words and phrases, and use rehearsed simple language. Students can respond non-verbally to simple directions. They engage in shared reading experiences, relying on pictorial clues and teacher dramatisation to comprehend meaning. Students understand that they live in a world that can be explored through target language and images. Students may trace, copy or write short texts with the support of models. For scripted languages, students become aware that there are different scripts and begin to recognise characters from the target language.

Language as a system

Students understand that the sounds of the target language may be the same or different from other languages. Students begin to notice similarities and differences in the patterns of oral language. For scripted languages, students recognise that there are different writing systems.

Language and culture

This strand is interwoven with communication. Examples are provided in the content area of this document and will be expanded upon as teachers work with the intercultural approach. Students understand that they are part of a connected world. They begin to learn about their own culture and identity through noticing aspects of language that are demonstrated in visual ways – for example, on road signs.

Thinking

Students display a natural curiosity and interest as they experiment with the target language and its patterns. They appreciate that some concepts that they understand through English may be expressed differently in the target language.

Using ICT

Students begin to access ICT to view authentic texts, symbols and images, and listen to songs and stories. They may communicate simple messages using ICT and begin to enjoy interactive language programs.

Learning opportunities standard one

Focus on:

- exploring sounds and meanings of target language
- listening and speaking
- music, dance / movement, rhymes, games and role-play
- imitation / modelling
- rehearsed, simple language
- shared stories with visual cues
- noticing patterns
- self in relation to others

Key concepts and topics

identity relationships belonging stereotypes	interactions respect responsibility diversity	environment lifestyle wellbeing sustainability	tradition celebration culture change
<ul style="list-style-type: none"> • myself • family • friends 	<ul style="list-style-type: none"> • greetings • daily routines • time – o'clock time 	<ul style="list-style-type: none"> • home • pets / animals • food 	<ul style="list-style-type: none"> • stories / legends • games / songs • celebrations e.g. birthday, Easter, national days

Linguistic items

Classroom language

- Greetings e.g. selamat pagi / siang / sore / malam; apa kabar? hai, halo
- Responses e.g. baik, baik-baik saja, kurang baik
- Leave taking e.g. sampai jumpa, sampai nanti, da da
- Thanking e.g. terima kasih, sama-sama
- Roll call e.g. ada, tidak ada

Adjectival Expressions

- Ayo, wah, bagus

Adjectives

- Base-word adjectives (opposites) e.g. besar / kecil, tinggi / pendek, gemuk / kurus
- Colours e.g. warna, putih, hitam, biru, merah, kuning, hijau, coklat, ungu, jingga, merah muda
- Negator: tidak

Interjections

- Ayo, ma'af, mulai

Possible teaching emphases

- Practise oral skills by playing simple playground games and performing songs with appropriate actions.
- Explore letter and sound blends through songs, games and stories.
- Share texts based on rehearsed language patterns, encouraging prediction, and then contribute to a class Big Book, using the established pattern.
- Practise writing words in the target language by using various media and tools (e.g. paint, keyboard, chalk, plasticine, felt pens).
- Make connections between words, symbols and pictures e.g. by playing reading games with visual cards – Hidden Treasure, Which One's Missing?
- Encourage students to notice similarities between English and the target language e.g. list shared words from an authentic text such as a poem, a label or a list.

Learning opportunities standard one

Nouns

- Simple nouns e.g. family members, body parts, animals (domestic / farm / zoo)
- Exposure to familiar and Indonesian fruits and vegetables e.g. apel, pisang, durian, rambutan
- Terms of address: Ibu / Bu; Bapak / Pak
- Special days e.g. Selamat hari Natal / Paskah

Personal Pronouns

- Saya, kamu

Pronunciation

- Students imitate modelled pronunciation

Quantifiers

- Cardinal numbers 0-10, 11-20, nomor
- Noun duplication e.g. buku-buku

Question Markers

- Apa e.g. Makan apa? Apa ini? Apa itu ? Apa kabar?
- Siapa e.g. Siapa namamu?
- Berapa e.g. Jam berapa?
- Siap?

Verbs

- Base-word verbs (recognise / respond to classroom interactions) e.g. duduklah, berdirilah, masuklah, dengarlah, diamlah, cepatlah
- Base-word verbs e.g. bangun, mandi, tidur, minum, makan, suka, tinggal, punya
- Negators: tidak

- Explore word order in English and the target language by comparing the order of words in given texts e.g. adjective and noun, placement of verb.
- Share authentic texts, materials and realia e.g. puppets, models, food packaging, clothing labels.
- Compare similarities and differences in the target language culture and own culture by viewing pictures, videos or objects and using thinking strategies such as 'I see, I think, I wonder' or Venn diagrams.

Standard one recommended resources

Print resources (texts, posters, flash cards, books)

- Blakeman, I. (1997) *Mari Kita Bernyanyi*. Redback Press, Chatswood. Both Indonesian and Australian traditional songs with illustrated transcripts, music, notes and audio CD.
- *Cerpen Kita Suara Siswa Stage 2*. (1993) Curriculum Corporation, Victoria, Australia.
- Gee, C. (1996) *Cocok 1* (numbers & clothing), *Cocok 2* (fruit & location). Activities, games and worksheets for the listed topics. Available from Chiau Seng Gee Fax: (06) 2885872 or Nusantara bookshop <http://www.nusantara.com.au/>
- Gee, C. (1997) *Cocok 3* (animals & body parts). Available from Chiau Seng Gee Fax: (06) 2885872 or Nusantara bookshop
- Gee, C. (1997) *Kata-Kata di Kelas*. Fisher, ACT Chiau Seng Gee. Classroom Language black line master Available from Chiau Seng Gee Fax: (06) 2885872 or Nusantara bookshop
- Gee, C. (1997) *Yo! Kita Baca*. Reader with cassette. Available from Chiau Seng Gee Fax: (06) 2885872 or Nusantara bookshop
- Gee, C. (1997) *Keluarga*. Game card pack for family & objects. Available from Chiau Seng Gee Fax: (06) 2885872 or Nusantara bookshop
- Hall, A. (1997) *Indo Chants and Action Rhymes*. Illustrated transcripts and notes with audio CD accompanied by authentic Gamelan music. Available from hallja@ruralnet.net.au
- Helyard, A. (1995) *Keluarga Saya*. The Big Book Company, Greenacres, SA.
- Helyard, A. (1995) *Balon-balon Saya*. The Big Book Company. Greenacres, SA. Counting and colours.
- *Indonesian Bahasa Indonesia Kit Stage A*. (1991) Department of Education Queensland. 16 Instruction books, 8 activity Books, 4 audio tapes.
- *Indonesian Kaleidoscope*. (1999) Curriculum Corporation, Victoria, Australia. Cultural units for each island of Indonesia. Available from <http://www.curriculum.edu.au>
- McQualter, G. (1996) *Guru Kami Pak Budi*. Paradise Advertising, Bendigo. Reader and teacher's ideas book with cassette for transport & days.
- McQualter, G. (1995) *Si Gajah Kecil Pergi ke Pasar*. Paradise Advertising, Bendigo. Reader for bargaining, money.
- McQualter, G. (1995) *Si Gajah Kecil Merasa Haus*. Paradise Advertising, Bendigo. Reader & teacher's resource book for animals, rooms & activities in house.
- *Main-Main Saja Indonesian Playing Cards*. (1995) Kambing International Press, Bowral.
- *Membaca bersama-sama; Suara Siswa Stages A&B*. (1992) Curriculum Corporation, Victoria, Australia.
- *Pandai*. (1998) Curriculum Corporation, Victoria, Australia. Black line master book, accompanies *Hebat! Learn Indonesian*, CD-ROM. Available from <http://www.curriculum.edu.au>
- Winkler, C. (2005) *From Kancil to Kartini*. Specialty Press, Albany.

Digital resources (CD-ROMs, DVDs, videos)

- *A day in the Life of a Child: Bali*. [video] Video Education Australia. Available from www.vea.com.au
- *A Look at Indonesia*. (2002) [video] Curriculum Corporation, Victoria. Available from <http://www.curriculum.edu.au>
- *Hebat! Learn Indonesian*. [CD-ROM] Curriculum Corporation, Victoria, Australia, 1998. Available from <http://www.curriculum.edu.au>
- *Kids Playtime- Indonesian Games*. [video] Video Education Australia. Available from www.vea.com.au

Learning objects

- The Learning Federation – learning object catalogues <http://www.thelearningfederation.edu.au/tlf2/>
- Department of Education eCentre for Teachers, Resource Centre, Learning Object search <http://ecentre.education.tas.gov.au/C15/Learning%20Objects/default.aspx>

Examples are:

- My Family – Indonesian (available as a set of four learning objects or individually)
- Identikit Indonesian (boy and girl versions to learn names & descriptions of face parts)
- Hebat! Learning objects available individually and in sets on a range of topics, including:
 - Greetings ('saying hello and goodbye', 'saying how you are', and 'saying how you feel')
 - 1,2,3 (counting 1-10, 11-100, and how much things cost)
 - My things (colours, personal possessions and shapes & sizes)
 - My body (parts of the body, physical characteristics and 'at the doctor's')
 - Animals ('at the zoo' and 'describing animals')
- Lost bike – Students learn how to describe the size, colour and accessories on a bike. (Available as a set of two learning objects or individually)
- Dressing up – Students explore clothes worn in Indonesia to school, volleyball or a mosque. They identify clothing items suitable for each activity and follow instructions to dress a boy or girl. (Available as a set of three learning objects or individually)
- Kite kit: shape and design, level 1 – Students use and recognise simple words describing colour, size, shape and cultural images; and choose simple words to complete instructions for making a kite.

Websites

- <http://www.eduweb.vic.gov.au/languagesonline/> Languages online: A guide for teachers

Note: All websites were accessed on 29 August 2007

Languages (LOTE) Indonesian

Standard two

Standard overview

Learning opportunities

Resources

Standard two overview

The standard two student is likely to be in years 3–4. Students engage in language tasks that are tightly scaffolded and sequenced and use the language in everyday contexts. Most readily engage with other languages and cultures as they move away from the immediately personal to developing a stronger sense of community. They read, view and enjoy a range of familiar, predictable and / or simple texts.

Communication

Students are developing an understanding of language used in simple, repetitive sentence structures that are heavily dependent on context, visuals, gestures and intonation for understanding. Emphasis is still on oral language. They respond in familiar situations where the language is short, well-rehearsed and formulaic, for example, conducting a grid survey. Students recognise and assign meaning to short, familiar texts they see around them, such as classroom signs and labels. With some help, they read short texts with familiar content, vocabulary and other explicit contextual cues. Students write and copy short texts with the support of written models. For scripted languages, students are able to copy or write short texts.

Language as a system

Students notice similarities and differences in the patterns of both oral and written language. For scripted languages, students understand that correct stroke order is important when writing characters.

Language and culture

This strand is interwoven with communication. Examples are provided in the content area of this document and will be expanded upon as teachers work with the intercultural approach. Students are broadening their horizons and becoming increasingly aware of, and sensitive to, other cultural groups and languages. They begin to understand that there are diverse ways of thinking and valuing. Their observations often lead to further questions and speculations.

Thinking

Students continue to display a natural curiosity and interest as they experiment with the target language, its patterns and ideas. They notice similarities and differences, begin to make comparisons and reflect on their own thinking processes and learning strategies. Students are beginning to use tools to support their learning, such as charts and picture dictionaries.

Using ICT

Students access ICT to view authentic texts, symbols and images. They communicate simple messages using ICT and explore interactive resources such as websites, CD-ROMs and learning objects. They may consider how they will use media in the creation of simple texts such as comic strips and menus.

Learning opportunities standard two

Focus on:

- familiar, predictable and /or simple texts
- listening and speaking
- rehearsed, formulaic language
- language from everyday contexts
- comparing languages and cultures
- noticing patterns in oral and written language
- building a sense of community

Key concepts and topics

identity relationships belonging stereotypes	interactions respect responsibility diversity	environment lifestyle wellbeing sustainability	tradition celebration culture change
<ul style="list-style-type: none"> • family / friends • feelings / emotions • sports / hobbies 	<ul style="list-style-type: none"> • in my class • after-school activities • time e.g. days, months, telling time 	<ul style="list-style-type: none"> • my place e.g. room, house • seasons • mapping • foods 	<ul style="list-style-type: none"> • stories / legends • games / songs • calendar / special days • clothing

Linguistic items

Classroom language

- Greetings e.g. sehat-sehat saja, biasa saja
- Requests e.g. mau ___? ada pena biru? boleh saya ke WC / kamar kecil? boleh / tidak boleh
- Leave taking e.g. sampai besok, sampai Hari Jumat
- Thanking e.g. kembali, sama-sama
- Klik pada ___ (on computer)
- Saya tidak mengerti; maaf, saya tidak tahu

Adjectival Expressions

- Bagus, hebat

Adjectives

- Base-word adjectives: opposites e.g. pandai / bodoh, kaya / miskin, sehat / sakit, tua / muda
- Saya merasa ___ e.g. sakit, senang, sedih, cape / capai, takut, panas, dingin (d.l.l.)
- Colours e.g. perak, emas, muda, tua
- With degree markers e.g. sekali

Possible teaching emphases

- Share stories with a repetitive structure, connecting spoken text with visual images.
- Sort jumbled pictures related to a familiar text.
- Have students present the weather and date as part of the daily classroom routine.
- Share texts based on rehearsed language patterns, encouraging prediction, and then contribute to a class Big Book, using the established pattern.
- Have students experiment with the target language by describing an object e.g. describe an animal to the class as part of a 'What am I?' guessing game.
- Have students read and sequence visual cards with key phrases drawn from a target language traditional cultural story with a repetitive text pattern.
- Reinforce language patterns by substitution of words e.g. substitution of words with opposite meaning ('the bear is big, the bear is small.')

Learning opportunities standard two

<p>Conjunctions</p> <ul style="list-style-type: none"> • Dan, tetapi, juga <p>Interjections</p> <ul style="list-style-type: none"> • Permisi, awas, maaf, menang <p>Nouns</p> <ul style="list-style-type: none"> • Nouns for appropriate topics e.g. body, family, clothing, food, sports, home, classroom, neighbourhood, simple geography • Plurality showing collectivity e.g. buah-buahan, sayur-sayuran (recognition only) • Negators: bukan (in simple responses) <p>Personal Pronouns</p> <ul style="list-style-type: none"> • Anda • Introduction to use of other terms in place of pronouns e.g. Ibu, Bapak (used in addressing the teacher or adult native speaker) <p>Prepositions</p> <ul style="list-style-type: none"> • Compass directions: utara, selatan, timur, barat <p>Pronunciation</p> <p>Begin to address specific pronunciation e.g.</p> <ul style="list-style-type: none"> • Quality of vowel sounds e.g. 'ai' (baik), 'au' (mau), 'ae' (daerah), 'aa' (ma'af); • Glottal stop e.g. bapak, ma'af; Non-aspiration of t, d, b, p; trilled r; • Nasalisation of verbal roots e.g. ny, ng, ngg <p>Quantifiers</p> <ul style="list-style-type: none"> • Cardinal numbers 0-100 • Nol, zero, kosong (telephone) • Fractions e.g. setengah, seperempat • Adjectives e.g. banyak, sedikit 	<ul style="list-style-type: none"> • Have students read and write short texts in the target language, recognising that presentation of the text varies according to its purpose e.g. labels, speech bubbles, greeting cards. • Use flash cards to drill vocabulary, structures and simple questions and answers. • Have students complete, in writing, a cloze exercise based on a familiar story, where key words have been removed. • Compare punctuation in English and the target language, identifying similarities and differences (e.g. use of quotation marks, question marks). • Have students recognise that different patterns of language show different meanings e.g. by ordering a series of words to create a simple sentence that has correct word order. • Support students in noticing that words do not always have literal translations and that sentence patterns used in the target language have specific purposes e.g. describing age. • Encourage students to use culturally appropriate gestures when using the target language. • Allocate students a special friend for the week. Using language models, encourage students to leave appreciative notes in the target language in a designated place.
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Learning opportunities standard two

Question Markers

- Increasing vocabulary as appropriate e.g. giliran siapa? selesai?
- With other prepositions e.g. di mana e.g. tinggal di mana?
- Jam berapa sekarang?
- Berapa umurmu? nomor berapa teleponmu? tanggal berapa Hari Ulang Tahunmu?

Verbs

Increasing vocabulary for appropriate topics

- Base-word verbs e.g. lupa, masuk, tinggal, masak, naik
- Respond to commands e.g. lihatlah, tulislah, bacalah, ulangilah, gambarlah
- Ber- e.g. berenang, bermain, berjalan, berhenti, berlari, belajar, berumur
- Me- e.g. menonton, membaca, menelepon, melihat, mendengar, membuka, memakai, merasa, menangis, mengerti

Standard two recommended resources

Print resources (texts, posters, flash cards, books)

- Blakeman, I. (1997) *Mari Kita Bernyanyi*. Redback Press, Chatswood. Both Indonesian and Australian traditional songs with illustrated transcripts, music, notes and audio CD.
- *Cerpen Kita Suara Siswa Stage 2*. (1993) Curriculum Corporation, Victoria, Australia.
- Gee, C. (1996) *Cocok 1* (numbers & clothing), *Cocok 2* (fruit & location). Activities, games and worksheets for the listed topics. Available from Chiau Seng Gee Fax: (06) 2885872 or Nusantara bookshop <http://www.nusantara.com.au/>
- Gee, C. (1997) *Cocok 3* (animals & body parts). Available from Chiau Seng Gee Fax: (06) 2885872 or Nusantara bookshop
- Gee, C. (1997) *Kata-Kata di Kelas*. Fisher, ACT Chiau Seng Gee. Classroom Language black line master Available from Chiau Seng Gee Fax: (06) 2885872 or Nusantara bookshop
- Gee, C. (1997) *Yo! Kita Baca*. Reader with cassette. Available from Chiau Seng Gee Fax: (06) 2885872 or Nusantara bookshop
- Gee, C. (1997) *Keluarga*. Game card pack for family & objects. Available from Chiau Seng Gee Fax: (06) 2885872 or Nusantara bookshop
- Hall, A. (1997) *Indo Chants and Action Rhymes*. Illustrated transcripts and notes with audio CD accompanied by authentic Gamelan music. Available from hallja@ruralnet.net.au
- Helyard, A. (1995) *Keluarga Saya*. The Big Book Company, Greenacres, SA.
- Helyard, A. (1995) *Balon-balon Saya*. The Big Book Company. Greenacres, SA. Counting and colours.
- *Indonesian Bahasa Indonesia Kit Stage A*. (1991) Department of Education Queensland. 16 Instruction books, 8 activity Books, 4 audio tapes.
- *Indonesian Kaleidoscope*. (1999) Curriculum Corporation, Victoria, Australia. Cultural units for each island of Indonesia. Available from <http://www.curriculum.edu.au>
- McQualter, G. (1996) *Guru Kami Pak Budi*. Paradise Advertising, Bendigo. Reader and teacher's ideas book with cassette for transport & days.
- McQualter, G. (1995) *Si Gajah Kecil Pergi ke Pasar*. Paradise Advertising, Bendigo. Reader for bargaining, money.
- McQualter, G. (1995) *Si Gajah Kecil Merasa Haus*. Paradise Advertising, Bendigo. Reader & teacher's resource book for animals, rooms & activities in house.
- *Main-Main Saja Indonesian Playing Cards*. (1995) Kambing International Press, Bowral.
- *Membaca bersama-sama; Suara Siswa Stages A&B*. (1992) Curriculum Corporation, Victoria, Australia.
- *Pandai*. (1998) Curriculum Corporation, Victoria, Australia. Black line master book, accompanies *Hebat! Learn Indonesian*, CD-ROM. Available from <http://www.curriculum.edu.au>
- *Snapshots of Asia, Indonesia*. (1998) Curriculum Corporation, Victoria, Australia. Big book and teacher resource giving an overview of life in Indonesia. Available from <http://www.curriculum.edu.au>
- *Suara Siswa Teacher's Handbook Stages A,B &2*. (1993) Curriculum Corporation, Victoria, Australia.
- *Suara Siswa Teacher's Resources Stages A,B &2*. (1993) Curriculum Corporation, Victoria, Australia.
- Winkler, C. (2005) *From Kancil to Kartini*. Specialty Press, Albany.
- Wright, Jessica. (2007) *Ayo bermain: Indonesian language games*. Curriculum Corporation, Victoria.

Digital resources (CD-ROMs, DVDs, videos)

- *A day in the Life of a Child: Bali.* [video] Video Education Australia. Available from www.vea.com.au
- *A Look at Indonesia.* (2002) [video] Curriculum Corporation, Victoria. Available from <http://www.curriculum.edu.au>
- *Belajar Bersama.* (2004) [videos or DVD] Set of 7 video recordings, Indonesian Language Centre, Mandurah, WA. Available from <http://www.belajarbersama.com/>
- *Hebat! Learn Indonesian.* [CD-ROM] Curriculum Corporation, Victoria, Australia, 1998. Available from <http://www.curriculum.edu.au>
- *Kids Playtime- Indonesian Games.* [video] Video Education Australia. Available from www.vea.com.au

Learning objects

- The Learning Federation – learning object catalogues <http://www.thelearningfederation.edu.au/tlf2/>
- Department of Education eCentre for Teachers, Resource Centre, Learning Object search <http://ecentre.education.tas.gov.au/C15/Learning%20Objects/default.aspx>
Examples are:
 - Hebat! Learning objects available individually and in sets on a range of topics, including:
 - Greetings ('saying hello and goodbye', 'saying how you are', and 'saying how you feel')
 - 1,2,3 (counting 1-10, 11-100, and how much things cost)
 - My things (colours, personal possessions and shapes & sizes)
 - My body (parts of the body, physical characteristics and 'at the doctor's')
 - Animals ('at the zoo' and 'describing animals')
 - Let's eat (eating & drinking; the fruit shop, and 'what's cooking?')
 - My clothes (naming clothes, coloured clothes and buying clothes)
 - My house (contents and parts, where is the frog? and where coloured things are)
 - Time (the hours, hours and half-hours, daily activities)
 - The family (family members, introducing others, family occupations)
 - About me (what is my name?, how old am I?, where do I come from?)
 - Let's play ('sports and games', 'what do you like to play?' and 'shall we go somewhere?')
 - Identikit Indonesian (boy and girl versions to learn names & descriptions of face parts)
 - My Family – Indonesian (available as a set of four learning objects or individually)
 - Pirate Island Indonesian 'Pulau Bajak Laut' – students follow directions to find buried treasure on six different islands with two levels of difficulty
 - Di mana cicak? – This learning object is a set of logical problem-solving puzzles. Students must place eight geckos in the correct places. The geckos provide clues to their location, using positional and descriptive language.
 - Dressing up – Students explore clothes worn in Indonesia to school, volleyball or a mosque. Identify clothing items suitable for each activity. Follow instructions to dress a boy or girl. (Available as a set of three learning objects or individually)
 - Kite kit: shape and design, level 1 & 2 – Students use and recognise simple words describing colour, size, shape and cultural images; and choose simple words to complete instructions for making a kite.
 - Kite kit: flying – Students fly kites in a range of places in Indonesia, adjusting compass directions, wind speed and flying height. ('Kite kit' is available in a set or as three individual objects.)
 - Climb Mt Batur: Level 1 – Students climb Mt Batur on the island of Bali. Along the way, they meet the villagers and get hints to help with their journey.

Websites

- <http://www.eduweb.vic.gov.au/languagesonline/> Languages online: A guide for teachers
- <http://www.l.curriculum.edu.au/pandai/> Pandai! support materials

Note: All websites were accessed on 29 August 2007

Languages (LOTE) Indonesian

Standard three

Standard overview

Learning opportunities

Resources

Standard three overview

The standard three student is likely to be in years 5–6. Students are able to build on and apply generic thinking and literacy skills to support their learning of the target language. Students at standard three still require contextual support to use the target language effectively and continue to operate within a relatively small range of familiar contexts.

Communication

Students can ask and respond to routine questions in the target language and can deal with small amounts of unfamiliar language in contexts they understand. Students respond to written texts by using the language in simple spoken or written form, or by giving short verbal responses of one or two short sentences in the target language. Students can write short texts, such as emails or notes, on a variety of familiar topics. They are developing control over some formulaic language structures and patterns.

Language as a system

Students begin to recognise and use correct patterns in the target language in familiar situations. They can compare and reflect on similarities and differences between their own and the target language.

Language and culture

This strand is interwoven with communication. Examples are provided in the content area of this document and will be expanded upon as teachers work with the intercultural approach. Students further develop an understanding of their identity and their place in the world as they learn about their own and other cultural groups. They develop skills and understandings that enable them to participate in the wider community, responding appropriately to difference. Their observations often lead to further questions and speculations.

Thinking

Students continue to experiment with the target language, its patterns and ideas. They reflect on their own thinking processes and identify and use language learning strategies. Students are developing the ability to explain their thinking and selection of language learning strategies.

Using ICT

Students access ICT to view authentic texts, symbols and images. They consider how they will use media in their simple texts and use appropriate word-processing and multimedia software.

Learning opportunities standard three

Focus on:

- familiar, predictable and /or simple texts
- building on and applying thinking and literacy skills
- strong contextual support and scaffolding
- noticing and using patterns in oral and written language
- identifying and using language learning strategies
- comparing languages and cultures
- using ICT to access and create texts

Key concepts and topics

identity relationships belonging stereotypes	interactions respect responsibility diversity	environment lifestyle wellbeing sustainability	tradition celebration culture change
<ul style="list-style-type: none"> • neighbours • people / jobs • sporting events / champions 	<ul style="list-style-type: none"> • school • shopping • time e.g. timetables, diaries 	<ul style="list-style-type: none"> • buildings • animals / habitat • weather • healthy diet 	<ul style="list-style-type: none"> • stories, folk tales and plays • traditional games • festivals

Linguistic items

Classroom language

- Greetings e.g. bagaimana kabarnya?
- Sudah selesai? sudah / belum
- Introducing e.g. kenalkan
- Leave taking e.g. selamat jalan, selamat tinggal, sampai jumpa lagi, sampai minggu depan
- Thanking e.g. terima kasih banyak

Adverbial / Adjectival Expressions

- Asyik, sama-sama
- Yang _____ e.g. Si Monyet yang nakal

Adjectives

- Increasing vocabulary for appropriate topics e.g. segar, pedas, enak, goreng, jauh, lapar, haus, bosan, lelah, murah, mahal
- With degree markers e.g. sangat, lebih, lebih banyak, jauh lebih, daripada

Adverbs

- Common e.g. sudah, sangat, belum, juga, sekali
- Time markers e.g. sekarang, kemarin, besok
- Place markers e.g. di sini, di sana, di situ

Possible teaching emphases

- Have students listen to a short section of a familiar text in the target language and record the main idea e.g. listen to a peer read and record by drawing the key action being described' or participate in a 'Who am I?' activity.
- Have students listen three times to the soundtrack of a video segment without the vision and respond to simple questions related to the text e.g. How many people are there? Where are they? Check interpretation in the final playing of the video, including vision.
- Reinforce students' knowledge of time by recording times on blank clock faces after listening to a series of times read aloud in the target language.
- Expand dialogue in the target language by adding phrases of time, place and frequency e.g. work with a partner to discuss daily routines or favourite pastimes—Student A: 'I play tennis.' Student B: 'When?' Student A: 'I play tennis on Mondays.'
- Model deciphering overall meaning in target language texts by identifying key words in written texts e.g. using text from a learning object or CD-ROM.

Learning opportunities standard three

<p>Conditionals</p> <ul style="list-style-type: none"> • Kalau <p>Conjunctions</p> <ul style="list-style-type: none"> • Increasing vocabulary e.g. karena, atau, lalu <p>Interjections</p> <ul style="list-style-type: none"> • Increasing vocabulary e.g. jangan lupa! <p>Nouns</p> <ul style="list-style-type: none"> • Increasing vocabulary for appropriate topics e.g. professions, places, school subjects, sports, shopping; buildings, habitats, weather, healthy diet • -an e.g. masakan, makanan, minuman • Pe- e.g. penjual, pembeli • Pe-an e.g. pelajaran • Adalah, ialah (recognition only) <p>Personal Pronouns</p> <ul style="list-style-type: none"> • Kami, kita, dia, -nya, mereka • -ku, -mu (recognition only) <p>Prepositions</p> <ul style="list-style-type: none"> • Increasing vocabulary for appropriate topics e.g. sampai / untuk, dari, dekat, di / ke, pada, kepada • Di + belakang, samping, luar, muka, depan, antara, bawah, atas, sebelah kiri / kanan, dalam, dekat, tengah <p>Pronunciation</p> <ul style="list-style-type: none"> • Students imitate modelled pronunciation • Pattern and rhythm 	<ul style="list-style-type: none"> • Have students examine a simplified text and check predictions of meaning of words e.g. examines with a partner a simplified target language traditional cultural story and checks word meanings in an electronic or paper-based bilingual picture dictionary. • Provide opportunities for students to read familiar target language in a written description and apply it in a new context e.g. use key language from a written description of the daily routine of a child in the target language culture to make a book for junior primary students, describing the daily routine of a story character. • Have students read and examine a variety of text types written for different purposes and identify similarities and differences e.g. read texts about leisure and lifestyle activities in a target language country—a letter, postcard, advertisement, poster, electronic resources. • Investigate how climate, traditions, population and community structure in a target language country can affect daily routines e.g. students record on a timetable their own activities for a week and compare it with the timetable of a peer in the target language country. • Have students construct photo stories with photos, text and sound e.g. a sporting event or 'our school'. • Have students role play dialogues or mini-scripts with puppets or masks. • Use flash cards to drill vocabulary, structures or simple questions and answers. Then support students to identify and share effective strategies for learning vocabulary and structures. • Share websites with students, modelling the 'notice, compare, reflect' process in relation to cultural and linguistic elements e.g. sports, foods. • Have students compare their daily routine with that of their peers in the target country using a Venn diagram.
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Learning opportunities standard three

Quantifiers

- Cardinal numbers 0-1000000
- Ordinal numbers e.g. pertama, kedua
- Adjectival modifiers e.g. kurang, lebih, kira-kira, sekitar
- Measurement e.g. meter, liter, gram, rupiah
- Time e.g. waktu, jadwal, jam setengah ____ kurang, lewat, jam lima kurang lima, jam lima lewat sepuluh; jadwal kelas
- Frequency e.g. kali sehari / seminggu / sebulan
- Common classifiers e.g. ekor, orang, buah (recognition only)

Question Markers

- Bagaimana, kapan
- With other prepositions e.g. dari mana, ke mana
- Boleh e.g. boleh saya pinjam ____? boleh menawar?
- Berapa harga __ itu?

Verbs

Increasing vocabulary for appropriate topics

- Base-word verbs e.g. pergi, ingin, pulang, kembali, terus
- Use of -lah for politeness e.g. diamlah
- Ber- e.g. bekerja, berdiri, berbelanja, bersekolah, bernama
- Me- e.g. memancing, menjual, membeli, menulis, menggambar, mencuci, membayar, menjahit, memukul, menawar
- Auxiliaries e.g. mau, bisa, boleh, suka, harus
- Negators: belum, jangan
- Markers denoting state of completeness of action e.g. sudah, belum

- Model organising vocabulary and topics using a graphic organiser e.g. develop a concept map that relates health, food and sporting activities.
- Provide a reading text. Using different colours, have students highlight particular grammatical structures or expressions e.g. verbs, nouns, adjectives.
- Have students regularly write a journal entry beginning with the date written in full in the target language, a statement about the weather and one about how they are feeling. With teacher support, add a sentence about something particular to the day. Collate a vocabulary list of useful words.
- Keep a class calendar in the target language where students write down important dates such as birthdays and name days.

Standard three recommended resources

Print resources (texts, posters, flash cards, books)

- Blakeman, I. (1997) *Mari Kita Bernyanyi*. Redback Press, Chatswood. Both Indonesian and Australian traditional songs with illustrated transcripts, music, notes and audio CD.
- Gee, C. (1996) *Cocok 1* (numbers & clothing), *Cocok 2* (fruit & location). Activities, games and worksheets for the listed topics. Available from Chiau Seng Gee Fax: (06) 2885872 or Nusantara bookshop <http://www.nusantara.com.au/>
- Gee, C. (1997) *Cocok 3* (animals & body parts). Available from Chiau Seng Gee Fax: (06) 2885872 or Nusantara bookshop
- Gee, C. (1997) *Kata-Kata di Kelas*. Fisher, ACT Chiau Seng Gee. Classroom Language black line master Available from Chiau Seng Gee Fax: (06) 2885872 or Nusantara bookshop
- Gee, C. (1997) *Yo! Kita Baca*. Reader with cassette. Available from Chiau Seng Gee Fax: (06) 2885872 or Nusantara bookshop
- Gee, C. (1997) *Keluarga*. Game card pack for family & objects. Available from Chiau Seng Gee Fax: (06) 2885872 or Nusantara bookshop
- Hall, A. (1997) *Indo Chants and Action Rhymes*. Illustrated transcripts and notes with audio CD accompanied by authentic Gamelan music. Available from hallja@ruralnet.net.au
- Helyard, A. (1995) *Keluarga Saya*. The Big Book Company, Greenacres, SA.
- Helyard, A. (1995) *Balon-balon Saya*. The Big Book Company. Greenacres, SA. Counting and colours.
- Heinrich, S. (2005) *Key into Indonesia*. Curriculum Corporation, Victoria.
- *Indonesian Bahasa Indonesia Kit Stage A*. (1991) Department of Education Queensland. 16 Instruction books, 8 activity Books, 4 audio tapes.
- *Indonesian Kaleidoscope*. (1999) Curriculum Corporation, Victoria, Australia. Cultural units for each island of Indonesia. Available from <http://www.curriculum.edu.au>
- McQualter, G. (1996) *Guru Kami Pak Budi*. Paradise Advertising, Bendigo. Reader and teacher's ideas book with cassette for transport & days.
- McQualter, G. (1995) *Si Gajah Kecil Pergi ke Pasar*. Paradise Advertising, Bendigo. Reader for bargaining, money.
- McQualter, G. (1995) *Si Gajah Kecil Merasa Haus*. Paradise Advertising, Bendigo. Reader & teacher's resource book for animals, rooms & activities in house.
- *Main-Main Saja Indonesian Playing Cards*. (1995) Kambing International Press, Bowral.
- *Membaca bersama-sama; Suara Siswa Stages A&B*. (1992) Curriculum Corporation, Victoria, Australia.
- *Pandai*. (1998) Curriculum Corporation, Victoria, Australia. Black line master book, accompanies *Hebat! Learn Indonesian*, CD-ROM. Available from <http://www.curriculum.edu.au>
- *Snapshots of Asia, Indonesia*. (1998) Curriculum Corporation, Victoria, Australia. Big book and teacher resource giving an overview of life in Indonesia. Available from <http://www.curriculum.edu.au>
- *Suara Siswa Teacher's Handbook Stages A,B &2*. (1993) Curriculum Corporation, Victoria, Australia.
- *Suara Siswa Teacher's Resources Stages A,B &2*. (1993) Curriculum Corporation, Victoria, Australia.
- Winkler, C. (2005) *From Kancil to Kartini*. Specialty Press, Albany.
- Wright, Jessica. (2007) *Ayo bermain: Indonesian language games*. Curriculum Corporation, Victoria.

Digital resources (CD-ROMs, DVDs, videos)

- *A Look at Indonesia*. (2002) [video] Curriculum Corporation, Victoria. Available from <http://www.curriculum.edu.au>
- *Belajar Bersama*. (2004) [videos or DVD] Set of 7 video recordings, Indonesian Language Centre, Mandurah, WA. Available from <http://www.belajarbersama.com/>
- *Hebat! Learn Indonesian*. (1998) [CD-ROM] Curriculum Corporation, Victoria, Australia. Available from <http://www.curriculum.edu.au>
- *Kids Playtime- Indonesian Games*. [video] Video Education Australia. Available from www.vea.com.au
- *Lihat Ini* (2007) [Sets of DVDs] The Indonesian Language Centre. Available from <http://www.lihatini.com/>
- *Mari Menonton*. (1994) [video & teachers' notes] Curriculum Corporation, Victoria. Available from <http://www.curriculum.edu.au>
- *Ombak-ombak Uluwatu*. (1996) [video and teachers' notes] Bahasa Video Education, Victoria.
- *Quirky Comics*. (2004) [CD-ROM] NSW Dept of Education and Training and Curriculum Corporation. Available from <http://www.curriculum.edu.au>
- *The Indonesia Experience*. (1996) [video] Lonely Planet. Tourist guide to Eastern islands.

Learning objects

- The Learning Federation – learning object catalogues <http://www.thelearningfederation.edu.au/tlf2/>
- Department of Education eCentre for Teachers, Resource Centre, Learning Object search <http://ecentre.education.tas.gov.au/C15/Learning%20Objects/default.aspx>

Examples are:

- Hebat! Learning objects available individually and in sets on a range of topics, including:
 - Greetings ('saying hello and goodbye', 'saying how you are', and 'saying how you feel')
 - 1,2,3 (counting 1-10, 11-100, and how much things cost)
 - My things (colours, personal possessions and shapes & sizes)
 - My body (parts of the body, physical characteristics and 'at the doctor's')
 - Animals ('at the zoo' and 'describing animals')
 - Let's eat (eating & drinking; the fruit shop, and 'what's cooking?')
 - My clothes (naming clothes, coloured clothes and buying clothes)
 - My house (contents and parts, where is the frog? and where coloured things are)
 - Time (the hours, hours and half-hours, daily activities)
 - The family (family members, introducing others, family occupations)
 - About me (what is my name?, how old am I?, where do I come from?)
 - Let's play ('sports and games', 'what do you like to play?' and 'shall we go somewhere?')
 - Getting around ('where are you going?' and 'how do you get there?')
 - The weather ('today's weather', 'dressing for weather' and 'weather in other countries')
 - Going places ('places and weekdays', 'what you can and can't do' , 'animals you see and hear')
- Identikit Indonesian (boy and girl versions to learn names & descriptions of face parts)
- Five Indonesian traditional games to learn about and play online and offline – Sut, Congklak, Kubuk, Hom Pim Pah & Galah Asin (available individually or as a set)
- Photo album: school life I, celebrations I and daily life I – Three learning objects based on looking through a photo album showing everyday life of Indonesian students, matching captions to photos.

- Pirate Island Indonesian 'Pulau Bajak Laut' – students follow directions to find buried pirate treasure on six different islands with two levels of difficulty. A 'Pirate Island Editor - Create your own game' learning object is also available and allows students to create their own games and save them for others to play.
- Climb Mt Batur: level 1 & 2 – Students climb Mt Batur on the island of Bali. Start from a hotel, visit a village and the base of the volcano. Climb in three stages to reach the summit.
- Sepak takraw: choose shots – Students find out about and play the amazing sport of sepak takraw. Students identify parts of the body used to play the game. (Sepak takraw: choose and aim is another version with more difficult language.)
- Indonesian online resources – learning objects and teacher resources
<http://www.education.tas.gov.au/school/educators/resources/curriculumprojects/indonesianonline> .
 These resources include learning objects and accompanying teacher resources and are also available through the Resource Centre. Examples include:
 - Di mana cicak? – This learning object is a set of logical problem-solving puzzles. Students must place eight geckos in the correct places. The geckos provide clues to their location, using positional and descriptive language. There are three levels of difficulty with six games at each level.
 - Teka-teki cicak is a partner learning object to 'Di mana cicak?' offering students the opportunity to create their own puzzles for other students to solve.
 - Mari kita makan – Students explore four sections of an Indonesian market, finding out about the items for sale and bargaining with the stallholders to buy ingredients for one of three different Indonesian recipes.
 - Proyek kerjasama www – A simulated collaborative web project between Indonesian and Australian students, presenting four topics for students to explore.
 - Perjalanan berbahaya – Students find out about the endangered Leatherback turtle, then try to survive through the life cycle as a Leatherback and take a quiz to check their understanding of its plight and what can be done to help it.
 - Wayang kulit – Students find out about wayang kulit. They identify actions that a puppet character can perform and then create an online puppet story in three scenes.
 - Kata-kata dasar – Students explore three scenes to discover the rules for creation of Me-N verbs from their base words. They view tutorials that explain how to look up Me-N verbs in a bilingual dictionary and test their knowledge in two quizzes.
 - Siapa saya? – Students find out about an Indonesian student by viewing scenes of his life and reading his school diary. They answer questions about him and reflect on the links between culture and personal identity, before creating an identity collage of images and words that represent Ketut or themselves.

Websites

- <http://www.asiaeducation.edu.au/indonesia/> Go Indonesia!
- <http://www.kfcindonesia.com/> KFC Indonesia
- <http://www.eduweb.vic.gov.au/languagesonline/> Languages online: A guide for teachers. Online resources for teachers and students

Note: All websites were accessed on 29 August 2007

Languages (LOTE) Indonesian

Standard four

Standard overview

Learning opportunities

Resources

Standard four overview

The standard four student is likely to be in years 7–8. This group is often diverse, with students from varying language learning backgrounds. They are exploring personal identity and their place within society. Students at standard 4 are able to adapt the language they know to some unfamiliar situations. They are beginning to develop confidence in using language to suit context.

Communication

Students use the target language to speak and listen for particular purposes, including rehearsed dialogues. They make use of a range of text types to communicate with different audiences, in different contexts and for different purposes. They are able to express simple opinions in the target language and their writing shows more flexible use of the language and a willingness to experiment. Students apply learned grammar rules in a variety of contexts. They can identify new language patterns when found frequently in spoken and written texts presented through a range of media including television, magazines and songs.

Language as a system

Students recognise and use correct patterns in the target language without cues but in familiar situations. Their knowledge of sound / symbol relationships, language structure and text organisation enables them to interpret some written and visual texts.

Language and culture

This strand is interwoven with communication. Examples are provided in the content area of this document and will be expanded upon as teachers work with the intercultural approach. Students understand how cultures and languages contribute to forming personal and group identities. They further develop skills and understandings that enable them to participate in the local and global community. They develop intercultural sensitivity and a deeper understanding of their own and other cultures. Their observations often lead to further questions and speculations.

Thinking

Students reflect on, and begin to make explicit, their own understanding of language structure and use. They make meaning from context and continue to identify and use a range of language learning strategies and thinking processes.

Using ICT

Students use a variety of communication and research tools responsibly and ethically to access and present information, problem solve and communicate with others. They consider how they use media and familiar word-processing and multimedia software to create texts.

Learning opportunities standard four

Focus on:

- adapting known language
- speaking and listening for particular purposes
- a range of text types and media
- expressing simple opinions
- recognising and using familiar language patterns
- personal and group identities
- participation in local and global communities
- using a variety of ICT tools to communicate

Key concepts and topics

identity relationships belonging stereotypes	interactions respect responsibility diversity	environment lifestyle wellbeing sustainability	tradition celebration culture change
<ul style="list-style-type: none"> • communities • youth culture • heroes 	<ul style="list-style-type: none"> • leisure / music • cooking / eating out • getting around 	<ul style="list-style-type: none"> • natural environment e.g. water, landscapes, regional areas • sport / health 	<ul style="list-style-type: none"> • the Arts • performance e.g. plays, songs • fashion / clothing
<p style="text-align: center;">Linguistic items</p> <p>Classroom language</p> <ul style="list-style-type: none"> • Leave taking e.g. permisi dulu • Thanking e.g. beribu-ribu terima kasih, terima kasih atas ____ <p>Adverbial / Adjectival Expressions</p> <ul style="list-style-type: none"> • Tidak apa-apa, awas, hati-hati <p>Adjectives</p> <ul style="list-style-type: none"> • Increasing vocabulary for appropriate topics e.g. menarik, bebas, berani, keras, berbahaya, bersih, mendung, keriting, lurus, pirang • Comparatives: se + adjective, sama+adjective+nya, lebih/kurang + adjective + daripada, sama + adjective dengan • Superlatives: ter___, paling + adjective 		<p style="text-align: center;">Possible teaching emphases</p> <ul style="list-style-type: none"> • Have students listen to classmates' descriptions and record responses e.g. listen to classmates describe their favourite leisure activities, record the findings and make a bar graph representing popularity. • Have students distinguish the difference between formal and informal register e.g. listen to two dialogues in the target language, one between adults, such as between a parent and teacher, and the other between a parent greeting a child on return from school; compare the differences. • Have students work in small groups to script and perform a role play e.g. in a restaurant. • Remove key words from song lyrics and listen to songs to identify the missing words. • Have students express opinions in the target language about how an advertisement from a target language country would influence their choice to purchase a particular product e.g. 'I don't like __', 'I prefer __ because __'. 	

Learning opportunities standard four

Adverbs

- Increasing vocabulary for appropriate topics e.g. hanya, sedang, sekarang, masih, kadang-kadang, beberapa
- Time markers e.g. lusa, dulu, sesudah, setelah, sebelum

Conjunctions

- Increasing vocabulary e.g. kemudian, jadi, sebab

Interjections

- Agree / disagree: e.g. setuju, tidak setuju

Nouns

- Increasing vocabulary for appropriate topics e.g. pop culture, sport and health, heroes, communicating, lifestyle, environment, the Arts, fashion.
- -an e.g. tulisan, jawaban, tarian
- Pe- e.g. penulis, pembantu
- Terms of address e.g. Nak, Si

Personal Pronouns

- Aku, saudara, kalian

Prepositions

- Compass directions: barat daya, barat laut, timur laut, tenggara

Pronunciation

- Intonation and stress

Quantifiers

- Fractions e.g. dua pertiga
- Singularity: satu, se-
- Semua
- Plurality through context e.g. beberapa, bermacam-macam, berwarna-warna

Question Markers

- Apa (kah), yang mana, mengapa

- Practise use of comparatives and superlatives e.g. present a role-play with a partner in which an advertising agent is trying to convince the customer to buy their product.
- Reinforce writing in the target language for a specific purpose, supported by a table of words, phrases and expressions e.g. develop an advertising slogan in the target language, selecting from words, phrases and expressions that support a persuasive message.
- Have students write and perform in pairs a hip-hop / rap song in the target language on a topic of their choice.
- Use playing cards, flash cards and guessing games to teach and reinforce vocabulary items and sentence structures. Have students reflect on the strategies that best support them in their learning and share with their peers.
- Provide opportunities for students to demonstrate rules regarding a negotiated language feature (e.g. place of adjective, verb tense) by designing a method of learning and remembering that form e.g. a mnemonic or simple game.
- Have students use knowledge of language patterns and features in a cross-age tutoring program to share and enhance their understanding of language concepts e.g. write a report describing what they did and what they learned and younger students learned.
- Have students select from a set of prepared cards, a character to role-play at a party, set in the target language culture, and introduce themselves to other party-goers using appropriate verbal and non-verbal language – exchange information about name, age, occupation, nationality, likes and dislikes and then write a brief description of at least two people they met, summarising personal details e.g. 'I met Thomas. Thomas lives in Berlin and is French. He is an engineer. He is single and has a dog.'
- Have students record their learning on a class blog, including photos, podcasts and text.

Learning opportunities standard four

Verbs

Increasing vocabulary for appropriate topics

- Base-word verbs e.g. hidup, ingat, turun, ikut, mati
- Ber- e.g. berbicara, berbuat, bertanya, bertemu, berolahraga, berlibur
- Me- e.g. mengerjakan, merokok, menggosok, membantu, memberi, membuat, mempunyai, memotong, mengirim, mencari, menerima, menyanyi, menjadi, membalas
- Markers denoting state of completeness of action e.g. sedang, masih, akan
- Use of silakan, mari, coba, harap, tolong, minta

- Have students 'put themselves in the picture' by using computer programs to superimpose photos of themselves on photos of the target country and adding speech bubbles or captions in the target language.
- Students look at a local TV guide and decide which shows they would like to watch. They then compare it to a TV guide from the target country.
- Have students communicate with their peers in the target country via email to compare aspects of their lives.
- Provide a reading text. Using different colours, have students highlight particular grammatical structures or expressions e.g. time phrases, verbs.

Standard four recommended resources

Print resources (texts, posters, flash cards, books, kits)

Digital resources (CD-ROMs, DVDs, videos)

- *Belajar Bersama*. (2004) [videos or DVD] Set of 7 video recordings, Indonesian Language Centre, Mandurah, WA. Available from <http://www.belajarbersama.com/>
- *Hebat! Learn Indonesian*. (1998) [CD-ROM] Curriculum Corporation, Victoria, Australia. Available from <http://www.curriculum.edu.au>
- *Lihat Ini* (2007) [Sets of DVDs] The Indonesian Language Centre. Available from <http://www.lihatini.com/>
- *Mari Menonton*. (1994) [video & teachers' notes] Curriculum Corporation, Victoria. Available from <http://www.curriculum.edu.au>
- *Ombak-ombak Uluwatu*. (1996) [video and teachers' notes] Bahasa Video Education, Victoria.
- *Quirky Comics*. (2004) [CD-ROM] NSW Dept of Education and Training and Curriculum Corporation. Available from <http://www.curriculum.edu.au>
- *The Botanic Gardens of Adelaide Indonesian traditional use of plants*. (2000) [CD-ROM] Open Access College, SA. In collaboration with the Botanic Gardens of Adelaide.
- *The Indonesia Experience*. (1996) [video] Lonely Planet. Tourist guide to Eastern islands.

Learning objects

- The Learning Federation – learning object catalogues <http://www.thelearningfederation.edu.au/tlf2/>
 - Department of Education eCentre for Teachers, Resource Centre, Learning Object search <http://ecentre.education.tas.gov.au/C15/Learning%20Objects/default.aspx>
- Examples are:

- Hebat! Learning objects available individually and in sets on a range of topics, including:
 - Greetings ('saying hello and goodbye', 'saying how you are', and 'saying how you feel')
 - 1,2,3 (counting 1-10, 11-100, and how much things cost)
 - My things (colours, personal possessions and shapes & sizes)
 - My body (parts of the body, physical characteristics and 'at the doctor's')
 - Animals ('at the zoo' and 'describing animals')
 - Let's eat (eating & drinking; the fruit shop, and 'what's cooking?')
 - My clothes (naming clothes, coloured clothes and buying clothes)
 - My house (contents and parts, where is the frog? and where coloured things are)
 - Time (the hours, hours and half-hours, daily activities)
 - The family (family members, introducing others, family occupations)
 - About me (what is my name?, how old am I?, where do I come from?)
 - Let's play ('sports and games', 'what do you like to play?' and 'shall we go somewhere?')
 - Getting around ('where are you going?' and 'how do you get there?')
 - The weather ('today's weather', 'dressing for weather' and 'weather in other countries')
 - Going places ('places and weekdays', 'what you can and can't do' , 'animals you see and hear')
 - My day ('what to do?', 'who's doing what?' and 'what are people doing?')
- Identikit Indonesian (boy and girl versions to learn names & descriptions of face parts)

- Five Indonesian traditional games to learn about and play online and offline – Sut, Congklak, Kubuk, Hom Pim Pah & Galah Asin (available individually or as a set)
- Photo album: school life I, celebrations I and daily life I – Three learning objects based on looking through a photo album showing everyday life of Indonesian students, matching captions to photos.
- Climb Mt Batur: level I & 2 – Students climb Mt Batur on the island of Bali. Start from a hotel, visit a village and the base of the volcano. Climb in three stages to reach the summit.
- Sepak takraw: choose shots – Students find out about and play the amazing sport of sepak takraw. Students identify parts of the body used to play the game.
- Sepak takraw: choose and aim – This version of the learning object has more difficult language.
- Travels in Indonesia: pharmacy – interact with an Indonesian pharmacist to find out about and buy medicines, including regional and traditional Indonesian remedies.
- Direct a Taxi: Jakarta 2 – Students join a taxi service as a controller and get to know landmarks in Central Jakarta. They check the traffic conditions and give directions to a driver as they pick up and drop off passengers. (Direct a Taxi: Jakarta I is a version with more difficult language.)
- Indonesian online resources – learning objects and teacher resources
<http://www.education.tas.gov.au/school/educators/resources/curriculumprojects/indonesianonline> .
 These resources include learning objects and accompanying teacher resources and are also available through the Resource Centre. Examples include:
 - Mari kita makan - Students explore four sections of an Indonesian market, finding out about the items for sale and bargaining with the stallholders to buy ingredients for one of three different Indonesian recipes.
 - Pameran – A display of seven cultural icons from Indonesia has become jumbled up. Students must re-arrange the display and complete a task about each icon.
 - Pintu Indonesia – This simulated search engine provides access to a range of constructed web-based resources in Indonesian, with English support for some Indonesian words. It is available as a stand-alone learning object or as part of ‘Pameran’.
 - Perjalanan berbahaya – Students find out about the endangered Leatherback turtle, then try to survive through the life cycle as a Leatherback and take a quiz to check their understanding of its plight and what can be done to help it.
 - Penyelematan binatang – Students take the role of a freelance journalist and explore the issues around an endangered species, the orangutan. They journey to different places in Indonesia to interview people with a range of different viewpoints on the orangutan.
 - Itu masalah – Three students each have a problem or a decision to make. They have some advice from family or friends. What might be the consequences of following that advice? What would you do if you were in their situation?
 - Kesan! Majalah internet untuk cowok-cewek – Students complete tasks for the editor of an online magazine. There is an advice column, film review, surfing article and a shopping quiz to complete.
 - Wayang kulit – Students find out about wayang kulit. They identify actions that a puppet character can perform and then create an online puppet story in three scenes.
 - Kata-kata dasar – Students explore three scenes to discover the rules for creation of Me-N verbs from their base words. They view tutorials that explain how to look up Me-N verbs in a bilingual dictionary and test their knowledge in two quizzes.
 - Siapa saya? – Students find out about an Indonesian student by viewing scenes of his life and reading his school diary. They answer questions about him and reflect on the links between culture and personal identity, before creating an identity collage of images and words that represent Ketut or themselves.

Websites

- <http://www.eduweb.vic.gov.au/languagesonline/> Languages online: A guide for teachers. Online resources for teachers and students
- <http://www.asiaeducation.edu.au/indonesia/> Go Indonesia!
- <http://www.geocities.com/Tokyo/8908/firemount/index.html> Indonesian 'recreational linguistics' e.g. puzzles, tongue twisters
- <http://www.google.com/intl/id/> Google Indonesia
- <http://www.indonesianidol.com/> Indonesian Idol
- <http://www.kfcindonesia.com/> KFC Indonesia
- <http://www.coca-colabottling.co.id/ina/index.php> Incredible site for coca cola in Indonesia. Includes virtual plant tour with information in Indonesian, product TV ads and more
- <http://www.sahabatnestle.co.id/main/default/default.asp> Nestle Indonesia
- <http://www.indosiar.com/v6/> Television channel information
- <http://tasyaonline.com/v2/index.php> Tasya Kids magazine - Indonesian and English content. This site has chat, so students must be supervised. It provides authentic text and sections include film reviews, stories & animated advertisements
- <http://www.gadis-online.com/index.asp> Gadis magazine (online) for teen girls. Once again be aware that it has chat, so students should be supervised
- <http://www.onlinenewspapers.com/indonesi.htm> Links to many Indonesian newspaper and magazine sites
- <http://kompas.com/> Kompas online newspaper
- <http://www.iit.edu/~marddid/review.html> Film reviews in Indonesian
- <http://indonesia.elga.net.id/news.html> Indonesian Media Links
- <http://www.kamus-online.com/?lang=en> Indonesian English dictionary
- <http://www.toggletext.com/> Toggletext can 'translate' web pages as well as passages of text. Of course, like all automatic translation sites it has limitations

Note: All websites were accessed on 29 August 2007

Languages (LOTE) Indonesian

Standard five

Standard overview

Learning opportunities

Resources

Standard five overview

The standard five student is likely to be in years 9–10. Students at standard five gain an increased understanding of the form and structure of the language being studied, allowing them to apply rules and language patterns to unfamiliar language situations. They demonstrate a growing independence in their use of the language.

Communication

In their own speaking and writing, they can control language structures and features and can use a range of strategies to help them understand unfamiliar language. They continue to make use of a range of text types to communicate with different audiences, in different contexts and for different purposes. They respond to a range of texts with unfamiliar language structures and vocabulary. Students can use the target language in longer conversations and more complex written texts.

Language as a system

Students recognise and use correct patterns in the target language more independently. They analyse and interpret meanings in diverse media.

Language and culture

This strand is interwoven with communication. Examples are provided in the content area of this document and will be expanded upon as teachers work with the intercultural approach. Students further develop skills and understandings that enable them to participate as global citizens. They understand how cultures and languages contribute to forming identities. They offer personal insights and a deeper understanding of their own and other cultures. Their observations often lead to further questions and speculations.

Thinking

Students explain how they can modify target language structures to suit their own communication needs. Students identify, develop and use language learning strategies.

Using ICT

Students use a range of ICT in creative ways to access and present information and demonstrate solutions. They select and use appropriate tools competently, ethically and responsibly.

Learning opportunities standard five

Focus on:

- form and structure of language
- applying rules and language patterns to unfamiliar language situations
- using a range of strategies and tools appropriately
- diverse range of text types and media
- range of audiences, contexts and purposes
- longer conversations
- more complex written texts
- growing independence in use of language
- global issues

Key concepts and topics

Key concepts and topics			
identity relationships belonging stereotypes	interactions respect responsibility diversity	environment lifestyle wellbeing sustainability	tradition celebration culture change
<ul style="list-style-type: none"> • self and country • exchanging places e.g. student exchange, travel • cultural icons e.g. famous people and places 	<ul style="list-style-type: none"> • restaurant / catering • news / popular media • making connections e.g. email, SMS 	<ul style="list-style-type: none"> • housing • climate • recreation 	<ul style="list-style-type: none"> • texts e.g. songs, poetry, stories, plays • cultural practices e.g. family, religion, food
<p style="text-align: center;">Linguistic items</p> <p>Classroom language</p> <ul style="list-style-type: none"> • Thanking e.g. terima kasih sebanyak-banyaknya atas <p>Adjectival phrases</p> <ul style="list-style-type: none"> • Cukup besar, tidak besar tetapi tidak pula kecil • Begini, begitu <p>Adjectives</p> <ul style="list-style-type: none"> • Increasing vocabulary for appropriate topics e.g. berbeda, biasa, bingung, lembab, lemah, luas, penting, sibuk, sepi • With degree markers e.g. tidak terlalu kecil • With other modifiers e.g. amat, agak, baik ___ maupun, makin ___ makin ___ • Sedikit-sedikit, lama-lama 		<p style="text-align: center;">Possible teaching emphases</p> <ul style="list-style-type: none"> • Provide opportunities for students to survey class members about their eating habits and write a brief report on the findings (e.g. the majority / some / a few / most / a number of / ... per cent, prefer ...) displaying the results on a chart or graph and reporting orally on ways the class could improve their health. • Have students observe and listen to a recipe being prepared and described in the target language to identify steps and processes involved e.g. recognises language items such as 'firstly', 'secondly', 'and then', 'finally', 'we need', 'you must / must not', 'remember to', 'don't forget'. • Provide examples for a class collection of proverbs and colloquial sayings in Australian English and target language texts to show that language is not always literal and has embedded cultural aspects e.g. 'flies like a bird' or 'it costs an arm and a leg'. 	

Learning opportunities standard five

<p>Adverbs</p> <ul style="list-style-type: none"> Increasing vocabulary for appropriate topics e.g. saja, hampir, akan, sering pernah, tidak pernah, selalu, jurang Time markers e.g. waktu / ketika, tadi, nanti, yang lalu, depan, yang akan datang Dengan + base e.g. dengan baik, dengan cepat Duplication of base e.g. diam-diam <p>Conditionals</p> <ul style="list-style-type: none"> Jika, jikalau, bila <p>Conjunctions</p> <ul style="list-style-type: none"> Increasing vocabulary e.g. pun, pula, bahwa, sambil, sedangkan, oleh karena itu, sehingga, supaya, untuk+ verb <p>Interjections</p> <ul style="list-style-type: none"> Increasing vocabulary e.g. memang, anu, jangan khawatir <p>Nouns</p> <ul style="list-style-type: none"> Increasing vocabulary for appropriate topics Terms of address e.g. Kak, Dik, Mas, Bang, Mbak -an e.g. bagian, bantuan, karangan, ukuran, tawaran, undangan adalah, ialah Ke-an e.g. kesukaan, kecantikan, kebersihan, kesehatan, kehidupan Pe e.g. pemalas, pelajar, pemuda, pelaut, pencuri, penerbang, penjahit, perenang Pe-an e.g. penerbangan, pelajaran, pendidikan, penerangan, pertandingan <p>Personal Pronouns</p> <ul style="list-style-type: none"> Use of other terms in place of pronouns e.g. ibu, bapak, adik, kakak, plus peoples' names as second person pronouns Engkau, -ku, -mu, -kau Passive: ku+verb, kau+verb (recognition) 	<ul style="list-style-type: none"> Have students use the target language in a new context (e.g. give a short PowerPoint® presentation in the target language to the class about their own family's favourite foods, daily meals, meals for special occasions and festive foods – 'We usually __', 'Sometimes we __', 'For lunch __', 'On Sundays __', 'During (festival) period we __', 'Traditionally __', 'For parties __'). Have students express personal circumstances and future plans e.g. in pairs, discuss possible changes to their own health and / or lifestyle, expressing current state and future plans – 'I prefer __', 'I intend to __', 'I plan to __', 'I would like to __', 'I'm determined to __', 'I will try to __', 'I need to __' Have students explore how language has evolved to accommodate new communication models e.g. decipher text messages in the target language and reconstruct the full messages. Comment on how language has evolved to accommodate new technologies. Provide opportunities for students to compare the language used in different text types e.g. SMS, email, telephone message, letter. Have groups of students present a recipe in the target language, visually supported with a PowerPoint presentation or a cooking demonstration. Have students listen to podcasts of dialogues in the target language, and /or create their own podcasts. Have students communicate with their peers in the target country via email or blogs to compare aspects of their lives. Have students write an advertisement for a pin-up board promoting themselves for a job such as baby-sitting or odd jobs. Discuss with students the meaning and translation of proverbs in English and the target language e.g. 'it's raining cats and dogs' and its equivalent in the target language.
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Learning opportunities standard five

Prepositions

- Increasing vocabulary for appropriate topics e.g. selama, oleh, bahwa, pada pendapat saya, menurut pendapat saya, pada hemat saya

Pronunciation

- Intonation and stress

Quantifiers

- Classifiers e.g. ekor, orang, buah, helai, pasang, potong, batang, ikat

Question Markers

- Increasing vocabulary e.g. kenapa, bila, bilamana, apabila, berapa + eg tingginya / luasnya / dalamnya / jauhnya / beratnya
- With other prepositions e.g. dengan apa / siapa, untuk apa / siapa, dari siapa
- Bukan e.g. Anda orang Tasmania, bukan?
- -kah (bolehkah)
- Use of 'kan' e.g. 'kan dia orang Indonesia?
- Duplication showing indefiniteness e.g. dimana-mana, apa-apa, jangan-jangan

Verbs

Increasing vocabulary for appropriate topics

- Base-word verbs e.g. kawin, jatuh, terbit, tumbuh, terbang
- Jangan, use of 'lah'
- Ber- e.g. berkata, berkebud, berkumpul, berbaris, berkumis, berkacamata, berangkat, beristeri, bersuami, berbaring
- Me- e.g. menutup, menjawab, memesan, menurut, menunggu, mengarang, melalui, menghitung, mencapai, mengingap, melewati, mengundang, mengajak, menjemput, mengadakan
- Recognition of Me-kan e.g. mendengarkan, memberikan, membersihkan
- Duplication e.g. melihat-lihat, berjalan-jalan, berlari-lari, bermalas-malas, bercakap-cakap, bermain-main
- Recognition of Me-i e.g. mengunjungi, mendekati
- Use of passive/object focus with auxiliaries e.g. mau, bisa, boleh, suka, harus, ingin, harus, dapat, perlu
- Ke-an verbs e.g. kemasukan, ketinggalan, kehabisan, kesiangan, keujanan

- Have students identify a personal area of difficulty in their language learning e.g. remembering vocabulary, verbs or listening comprehension. Then have them plan and implement a strategy for improvement. Evaluate and discuss effectiveness of strategy with the class.
- Have students edit and proof read their own and other's writing, using strategies to identify and correct errors.
- Use contemporary music lyrics in the target language to identify issues relating to target language youth culture and contribute to a class concept map.

Standard five recommended resources

Print resources (texts, posters, flash cards, books)

Digital resources (CD-ROMs, DVDs, videos)

Learning objects

- The Learning Federation – learning object catalogues
<http://www.thelearningfederation.edu.au/tlf2/>
- Department of Education eCentre for Teachers, Resource Centre, Learning Object search
<http://ecentre.education.tas.gov.au/C15/Learning%20Objects/default.aspx> [accessed 7 May 2007]
Examples are:
 - Photo album: celebrations 2 – Look through a photo album showing celebrations and ceremonies in Indonesia, matching captions to photos.
 - Photo album: daily life 2 – Look through a photo album showing scenes from daily life, matching captions to photos.
 - Photo album: school life 2 – Look through a photo album showing scenes from school life, matching captions to photos.
 - Climb Mt Batur: level 3 – Students climb Mt Batur on the island of Bali, starting from a hotel, visiting a village and the base of the volcano. They climb in five stages to reach the summit.
 - Direct a Taxi: Jakarta 1 – Students join a taxi service as a controller and get to know landmarks in Central Jakarta. They check the traffic conditions and give directions to a driver as they pick up and drop off passengers. (Direct a Taxi: Jakarta 2 is a version with easier language.)
 - Lost bag: ask a baggage handler – Students decide what to do when their luggage goes missing and how to choose the most culturally appropriate way of asking for help. (First in a series of two learning objects.)
 - Lost bag: hotel reception – Students interact with the hotel receptionist, noticing the response to phrases, tone of voice, gestures and facial expressions; to choose the most culturally appropriate way of asking for help. (Second in a series of two learning objects.)
 - Movie mayhem: putrid dan labu – Students edit a film about a Cinderella-style fairytale set in Indonesia, choosing appropriate images to match the script.
 - Travels in Indonesia: warung – Students visit a small restaurant in South Sulawesi and interact with locals, choosing from a menu and using cultural knowledge to answer questions politely.
 - Travels in Indonesia: Bus tour – Students visit an Indonesian travel agency to choose tours. They talk with the agent, using cultural knowledge to explore tour information politely.
 - Travels in Indonesia: souvenir shop – Students visit a souvenir shop to choose craft items. They interact with locals and use cultural knowledge to ask and answer questions politely.
 - Travels in Indonesia: museum – Students explore an Indonesian museum, looking closely at exhibits. They interact with the museum guide and a local visitor, using cultural knowledge to explore information politely.
- Indonesian online resources – learning objects and teacher resources
<http://www.education.tas.gov.au/school/educators/resources/curriculumprojects/indonesianonline>
[accessed 7 May 2007] These resources include learning objects and accompanying teacher resources and are also available through the Resource Centre (above). Examples include:
 - Pameran – A display of seven cultural icons from Indonesia has become jumbled up. Students must re-arrange the display and complete a task about each icon.

- Pintu Indonesia – This simulated search engine provides access to a range of constructed web-based resources in Indonesian, with English support for some Indonesian words. It is available as a stand-alone learning object or as part of 'Pameran'.
- Carilah oleh-oleh – Students choose one of three quizzes about the custom of 'oleh-oleh' and gift-giving in Indonesia, and explore an Indonesian market to find the answers to the quiz questions.
- Penyelematan binatang – Students take the role of a freelance journalist and explore the issues around an endangered species, the orangutan. They journey to different places in Indonesia to interview people with a range of different viewpoints on the orangutan.
- Kesan! Majalah internet untuk cowok-cewek – Students complete tasks for the editor of an online magazine. There is an advice column, film review, surfing article and a shopping quiz to complete.

Websites

- <http://www.google.com/intl/id/> Google Indonesia
- <http://www.indonesianidol.com/> Indonesian Idol
- <http://www.kfcindonesia.com/> KFC Indonesia
- <http://www.coca-colabottling.co.id/ina/index.php> Incredible site for coca cola in Indonesia. Includes virtual plant tour with information in Indonesian, product TV ads and more
- <http://www.sahabatnestle.co.id/main/default/default.asp> Nestle Indonesia
- <http://www.indosiar.com/v6/> Television channel information
- <http://tasyaonline.com/v2/index.php> Tasya Kids magazine - Indonesian and English content. This site has chat, so students must be supervised. It provides authentic text and sections include film reviews, stories & animated advertisements
- <http://www.gadis-online.com/index.asp> Gadis magazine (online) for teen girls. Once again be aware that it has chat, so students should be supervised
- <http://www.onlinenewspapers.com/indonesi.htm> Links to many Indonesian newspaper and magazine sites
- <http://kompas.com/> Kompas online newspaper
- <http://www.iit.edu/~marddid/review.html> Film reviews in Indonesian
- <http://indonesia.elga.net.id/news.html> Indonesian Media Links
- <http://www.kamus-online.com/?lang=en> Indonesian English dictionary
- <http://www.toggletext.com/> Toggletext can 'translate' web pages as well as passages of text. Of course, like all automatic translation sites it has limitations
- <http://www.deptan.go.id/HomePageBBKP/PWP/fivims.htm> takes a long time to load but has all sorts of statistics about Indonesia – in Indonesian
- http://id.wikipedia.org/wiki/Halaman_Utama Wikipedia Indonesia. Provides information about a wide range of topics in Indonesian e.g. http://id.wikipedia.org/wiki/Orang_utan
- <http://www.profauna.or.id/> Indonesian membership based animal protection organisation in Indonesia
- <http://www.expats.or.id/index.html> Living in Indonesia – A site for expatriates, useful for cultural comparisons

Note: All websites were accessed on 29 August 2007

Assessment evidence guide

The assessment guide contains sample indicators that help teachers place students at a standard. They are examples of student achievement and an on-balance judgement must be made about whether a student's performance is of similar difficulty to the indicators provided. In an on-balance judgement a student is assessed over time and from a range of evidence.

When assessing a student:

1. Teachers use the indicators to place student performance at standard level.
2. Teachers then consider the following criteria to refine the judgement to stage level:
 - **independence** – level of support
 - **accuracy** of pronunciation, intonation, fluency, spelling and grammar
 - **sophistication** of language, including the level of detail, use of prior knowledge, breadth of structures, complexity and creativity.

Teacher judgement will be supported by moderation and support materials including tasks and annotated work samples.

Assessment indicators – alphabetic languages

Communication	Listening	Standard one: Makes connections between words and phrases and their meanings in spoken texts		
		Stage 1	Stage 2	Stage 3
	<ul style="list-style-type: none"> shows understanding of selected greetings in the target language from the teacher and classmates e.g. hello, good morning displays actions or gestures consistent with the meaning of a song or rhyme makes a connection between a description and an object in the target language e.g. chooses an item from a common pool, following the teacher's cues 			
	Speaking	Standard one: Uses single words and short phrases in action related activities and in simple social interactions		
Stage 1		Stage 2	Stage 3	
<ul style="list-style-type: none"> responds to simple courtesy exchanges with one or two words e.g. hello, good morning imitates sounds and single words modeled by the teacher responds to simple questions with teacher support e.g. What is your name? What animal / colour is that? sings short songs or chants with repetition of simple language 				
Reading	Standard one: Recognises letters, words or phrases			
	Stage 1	Stage 2	Stage 3	
<ul style="list-style-type: none"> responds suitably in shared reading e.g. by laughing, joining in and repeating parts of the text recognises language displayed in the classroom e.g. on labels, charts and pictures uses clues from context to infer meaning e.g. uses illustrations to predict what the text might be about 				
Writing	Standard one: Copies and writes letters, symbols or words			
	Stage 1	Stage 2	Stage 3	
<ul style="list-style-type: none"> produces written symbols with the intention of conveying an idea or message copies or traces simple words writes words with support e.g. labels pictures 				
Language as a system	Standard one: Recognises similarities and differences in the patterns of oral language			
	<ul style="list-style-type: none"> distinguishes between the familiar sounds of English and new sounds of the target language e.g. by repeating words with the new sounds and associating them with the sounds of the written target language words recognises similarities in language conventions in the target language and in English by identifying, with support, words that look and / or sound the same 			
Language and culture	Standard one: Understands that people have unique characteristics. Begins to be aware that they are part of a connected world. Begins to make connections between the target culture and their own culture as they experiment with the target language			
	<ul style="list-style-type: none"> identifies shared practices between their own culture and target language culture e.g. through participation in cultural dances, rhymes, songs and games talks about a child's experience of a celebration in a target language country 			

Assessment indicators – alphabetic languages

Communication	Listening	Standard two: Recognises meaning of phrases and sentences and responds appropriately in routine classroom activities and social exchanges		
		Stage 4	Stage 5	Stage 6
		<ul style="list-style-type: none"> ▪ responds non-verbally to familiar classroom instructions e.g. sit, stand ▪ shows understanding of routine courtesy exchanges e.g. How are you? ▪ shows understanding of familiar questions e.g. What day is it? 		
	Speaking	Standard two: Takes part in a spoken social routine and responds to familiar questions in everyday classroom contexts		
		Stage 4	Stage 5	Stage 6
		<ul style="list-style-type: none"> ▪ asks and responds to simple well-rehearsed questions ▪ substitutes new words into well-rehearsed phrases or sentences e.g. in response to flashcards ▪ gives simple instructions e.g. directions such as left, right, straight ahead 		
	Reading	Standard two: Reads short repetitive texts containing familiar language and identifies single items of information		
		Stage 4	Stage 5	Stage 6
		<ul style="list-style-type: none"> ▪ finds key words in a text e.g. a shared big book ▪ reads and recognises known words in familiar contexts e.g. classroom vocabulary ▪ uses knowledge of letters and sounds to read new words ▪ reads short texts e.g. readers, with familiar repetitive language and support from illustrations ▪ matches familiar words and phrases to illustrations ▪ chooses a few missing words from a short list of possible words in simple cloze exercises based on familiar language 		
	Writing	Standard two: Copies and writes phrases or short sentences using well-rehearsed language to convey simple information		
		Stage 4	Stage 5	Stage 6
		<ul style="list-style-type: none"> ▪ uses models to create their own simple texts e.g. labels, simple captions for pictures and photos, class big book ▪ spells some common words correctly in own writing ▪ imitates some well-rehearsed language structures, patterns and print conventions when writing e.g. in speech bubbles 		
Language as a system	Standard two: Recognises similarities and differences in the patterns of oral and written language			
	<ul style="list-style-type: none"> ▪ arranges words to create simple sentences ▪ notices that sometimes there will be several words or none at all for one word in English ▪ identifies some cognates for familiar words in English ▪ identifies features of sentences in both English and the target language e.g. full stops, capital letters 			
Language and culture	Standard two: Students understand that people have differences and similarities and make comparisons between the target language culture and their own. Begins to identify how cultural values are expressed in language			
	<ul style="list-style-type: none"> ▪ communicates in the target language using some culturally appropriate gestures and terms of address ▪ notices some cultural values and practices within the target language culture and compares with their own culture e.g. through class discussion of realia, folk tales, stories ▪ identifies roles and responsibilities of people in the target culture and compares with own culture e.g. family members, school children ▪ notices that languages have different gender or status forms ▪ notices that different forms of language are used to talk to different people e.g. friends, school ▪ contributes positively to discussions about the target culture and language 			

Assessment indicators – alphabetic languages

Communication	Listening	Standard three: Demonstrates comprehension of simple, factual items of information contained in short spoken texts		
		Stage 7	Stage 8	Stage 9
		<ul style="list-style-type: none"> ▪ shows understanding of the teacher's instructions in the target language with respect to routine classroom activities and games ▪ listens to others read simple texts and shows understanding of the gist ▪ shows understanding of simple questions in familiar language e.g. How many children are there in your family? ▪ listens to others read simple texts with small number of unfamiliar words and identifies key ideas ▪ shows understanding of short conversations containing familiar language and contexts e.g. buying things in a market 		
	Speaking	Standard three: Makes statements and asks simple questions to exchange greetings and personal information		
		Stage 7	Stage 8	Stage 9
		<ul style="list-style-type: none"> ▪ engages in transactions and simple negotiations with peer and teacher e.g. practising questions and answers in pairs, borrowing classroom items, requests to go to the toilet, conduct surveys ▪ creates and performs simple role plays e.g. at the market ▪ incorporates more than one idea or item of information in formulaic spoken texts using simple conjunctions e.g. 'and', 'but' ▪ responds to simple questions using familiar language e.g. How many children are there in your family? 		
	Reading	Standard three: Reads short texts containing familiar language and identifies key ideas		
		Stage 7	Stage 8	Stage 9
		<ul style="list-style-type: none"> ▪ extracts basic information from simple sentences containing well-rehearsed language e.g. information about a pen pal's school or home ▪ shows understanding by answering simple questions about a text ▪ reads short narrative texts and relates the main storyline in their own words in English ▪ uses contextual clues and classroom displays to infer the meaning of some unfamiliar words ▪ identifies information from a range of text types using rehearsed language e.g. school timetables, graphs, advertisements, food packaging ▪ arranges words to form correct sentences ▪ sequences sentences based on well-rehearsed language e.g. daily routines, simple conversations 		
	Writing	Standard three: Writes short texts to convey personal and factual information using familiar language		
		Stage 7	Stage 8	Stage 9
		<ul style="list-style-type: none"> ▪ uses some simple linking words e.g. 'and', 'but' ▪ follows a model to write for different purposes, e.g. an invitation, a wanted poster, postcard, short letter ▪ writes a personal profile using modeled sentences ▪ demonstrates control of some well-rehearsed language structures, patterns and print conventions when writing 		
	Language as a system	Standard three: Recognises and uses correct patterns in the target language in familiar situations and compares with English		
		<ul style="list-style-type: none"> ▪ identifies simple parts of speech in familiar target language and in English e.g. nouns, verbs, adjectives, adverbs, conjunctions, pronouns ▪ explains how the target language and English communicate some ideas e.g. plurals, ownership of items, word order, number systems ▪ identifies cognates from the target language to English and vice versa and adds to class lists ▪ uses charts, word lists and simple picture dictionaries to support language learning ▪ notices similarities and differences between languages, e.g. word order, sentence structure 		

Standard three: Identifies and describes the value of cultural similarity and difference. Reflects on how these are expressed in the target language culture and own culture

- identifies changes in cultural practice over time e.g. clothing, leisure time, celebrations
- notices how simple language forms and conventions (e.g. greetings, family titles) convey cultural information
- recognises that non-verbal behaviours can have different meanings in different cultures
- participates positively in language learning activities
- articulates some reasons for learning a language

Assessment indicators – alphabetic languages

Communication	Listening	Standard four: Demonstrates comprehension of main ideas and some supporting details in social interactions and in a variety of spoken texts		
		Stage 10	Stage 11	Stage 12
	Speaking	Standard four: Asks for and provides information and opinions about self and others, people, places or events including in short conversations		
		Stage 10	Stage 11	Stage 12
	Reading	Standard four: Reads a variety of texts containing some unfamiliar language and identifies key ideas and some supporting information		
		Stage 10	Stage 11	Stage 12
	Writing	Standard four: Applies familiar linguistic patterns and structures to link and sequence information and ideas in written texts		
		Stage 10	Stage 11	Stage 12
	Language as a system	Standard four: Recognises and uses correct patterns in the target language in familiar situations without cues		
		<ul style="list-style-type: none"> ▪ applies strategies to decipher meaning of new words from context and textual resources e.g. uses online dictionaries and teamwork ▪ identifies and compares features of some text types in English and the target language e.g. brochure ▪ observes the relevant text conventions e.g. appropriate format, punctuation ▪ plans and edits own work and with peer e.g. checks for correct use of a specific structure ▪ develops and explains strategies for internalising new language and building on prior knowledge e.g. mnemonic devices, cue cards, Look Say Cover Write Check 		

Language and culture	Standard four: Understands the value of cultural diversity. Understands how cultures and languages contribute to shared and unique identity and values
	<ul style="list-style-type: none"> ▪ notices and reflects on how texts and games can be culturally variable ▪ recognises and compares cultural stereotypes and attitudes to difference ▪ demonstrates increasing awareness of social and cultural norms ▪ explores target language cultural practices through investigating and promoting a particular target language cultural event / practice; and makes connections with own cultural practices e.g. national day ▪ explains the value of learning a language ▪ interacts with native speakers respectfully

Assessment indicators – alphabetic languages

Communication	Listening	Standard five: Demonstrates comprehension of overall meaning and key supporting details in authentic and modified spoken texts		
		Stage 13	Stage 14	Stage 15
		<ul style="list-style-type: none"> ▪ listens to a description, analyses the features and matches it to one of a set of images e.g. places, people, clothing ▪ listens to song lyrics and identifies key words and ideas ▪ listens to a set of instructions that requires things to be done in a certain order to achieve a result e.g. following directions in an environment, following a recipe ▪ listens to different points of view and summarises the ideas e.g. describing preferred food or restaurant; views on TV programs ▪ identifies ‘when’ something is happening e.g. in the past, future ▪ adapts to a range of speakers ▪ shows understanding of texts which incorporate prior learning ▪ infers meaning of some unknown words or expressions from context in extended aural texts 		
	Speaking	Standard five: Coherently presents and requests information and opinions in sustained conversations and oral presentations		
		Stage 13	Stage 14	Stage 15
		<ul style="list-style-type: none"> ▪ recites a text such as a poem, autobiography or song ▪ prepares and delivers a group presentation, using prompts ▪ draws on and adapts known language to answer questions or participate in a conversation ▪ interviews a peer / adult using contextually and culturally appropriate language ▪ surveys class members to make observations and classify preferences about youth issues ▪ self-corrects pronunciation and applies pronunciation patterns to unfamiliar language ▪ uses appropriate forms of politeness in different contexts ▪ reports back to the class to share results of a survey ▪ initiates interactions on familiar topics 		
	Reading	Standard five: Demonstrates comprehension of overall meaning and key supporting details in authentic and modified written texts		
		Stage 13	Stage 14	Stage 15
		<ul style="list-style-type: none"> ▪ uses a range of strategies to infer meaning of unfamiliar words ▪ selects, orders and compares key information, opinions and relevant details e.g. on traditions, beliefs and values ▪ reads a text to locate information for a specific purpose, and synthesizes the information e.g. short biography / article ▪ presents a personal view on a text ▪ deciphers text messages and reconstructs the full message 		
	Writing	Standard five: Conveys a range of experiences or ideas, applying appropriate vocabulary and structures in a range of written texts		
		Stage 13	Stage 14	Stage 15
		<ul style="list-style-type: none"> ▪ manipulates language to express own ideas and for different purposes e.g. compares information or ideas ▪ writes and responds to emails to establish and maintain contact with a peer studying the language in another school ▪ maintains a personal journal / diary ▪ uses a range of appropriate tenses ▪ writes up to 4 or 5 paragraphs across a broad range of text types e.g. letter, brochure, web page, email, description, creative story, report 		

Language as a system	<p>Standard five: Uses correct patterns and analyses and interprets meaning in texts</p> <ul style="list-style-type: none"> ▪ analyses language patterns in songs, poems or media e.g. tense, technique, repetition, rhyme, imagery ▪ applies learnt patterns in producing own texts ▪ uses knowledge of language structures to assist in interpreting texts e.g. use of the imperative ▪ analyses language in order to identify and explain structures and patterns in text ▪ reflects on formal and informal language, and when and where it is used ▪ develops and explains strategies for own language learning through identifying own learning style
Language and culture	<p>Standard five: Values and celebrates cultural diversity. Shares personal insights and a deeper understanding of their own and other cultures</p> <ul style="list-style-type: none"> ▪ demonstrates evidence of cross-cultural understanding in the preparation and promotion of a cultural event / text for an audience ▪ communicates in culturally appropriate ways e.g. expressing disagreement, offering praise ▪ develops a specialised vocabulary for describing language and culture ▪ reflects critically on their experience of languages and cultures and how this has influenced their self-identity ▪ critically analyses a range of texts and explains how these contribute to an understanding of culture ▪ shows understanding that groups in society may contribute to changes in the target language and English e.g. explores the impact on language by groups such as sporting groups or fast food companies ▪ monitors own interactions with the target language and culture and reflects on how to have more successful interactions in the future e.g. consider appropriateness of language in emails

Support materials

Glossary

Authentic

Authentic resources are texts that are taken directly from the target language.

Concept map

A diagram or graphic organiser that shows the relationships between concepts. They are linked with connecting lines.

Graphic organisers

Ways of organising information in visual or diagrammatic forms. Examples include flow charts and timelines.

Intercultural language learning is an approach to the teaching and learning of languages that has strong connections to inquiry thinking. It requires learners to adopt an inquiring state of mind, to notice and question assumptions and to reorient themselves in relation to others. It focuses on language interactions.

'I see, I think, I wonder'

This thinking strategy is useful for looking at visual texts. Students are asked 'What do you see? What do you think about that? What does it make you wonder?'

K-W-L

Stands for what I **know**, what I **want** to know and what I **learned**. A three column chart is ruled up on a page. Students brainstorm as a class or in groups what they know and list their prior knowledge (**K**) in the first column. They set their goals for learning (**W**) in the second column and reflect or evaluate their learning (**L**) in the third column.

Language learning strategies

Language learning strategies are intentional behaviours and ways of thinking used by language learners to better help them understand, learn, or remember new information.

Languages (LOTE)

The current national term for this learning area is 'Languages'. However to avoid confusion during the transition, both terms are used in the local context.

Modified

Modified resources are authentic texts that are simplified or adapted to better meet student needs.

Non-verbal communication

Communication using signs, symbols, gestures and body language.

Podcast

Like a radio show, but instead of being broadcast live, a podcast is recorded, then distributed over the internet, so that it can be listened to directly from the website or downloaded and listened to at a later time. Podcasts range from general interest entertainment shows to those that focus on specific topics (e.g. computers / music / education). Students can create podcasts for sharing with others and can give feedback on the podcasts of others.

Recognition

Recognition indicates that a student has been introduced to a linguistic item but is not expected to be proficient in using or applying it. Recognition tends to be at the receptive stage.

Text

Any communication involving spoken, signed, written, visual, non-verbal or auditory language.

Text Types

The student will be expected to be familiar with a variety of text types. Teaching may introduce the student to a wider range of text types in the course of their teaching and learning program:

advertisement	interview (script)	presentation
announcement	invitation	recipe
article	journal entry	report
blog	map	review
chart	menu	SMS
conversation	news item	song
diary entry	note / message	speech / talk (script)
discussion	personal profile	story
editorial	play	summary
email	podcast	survey
film	poem	timetable
formal letter	postcard	webpage
informal letter		wiki

Venn diagram

Venn diagrams use circles to illustrate the relationships between two or more groups of objects that share something in common. They do not have to overlap, however examples that fit into both categories overlap in the circles.

Visual texts

Any visual communication using language, signs and / or symbols. Visual texts can be in print or electronic form.

Wiki

A wiki is a type of website, where anyone can add, remove and edit any of the content quickly and easily. Probably the best-known example of a wiki is *wikipedia* (<http://www.wikipedia.org>), an encyclopaedia that has been created by its users in over 200 languages.

Resources to support teachers

General resources

- www.education.tas.gov.au/lote Department of Education languages (LOTE) website
- <http://www.talis.tas.gov.au/delic.htm> Search for resources in the LOTE collections in the State Library of Tasmania
- The Learning Federation – learning object catalogues <http://www.thelearningfederation.edu.au/tlf2/>
- Department of Education eCentre for Teachers, Resource Centre, Learning Object search <http://ecentre.education.tas.gov.au/C15/Learning%20Objects/default.aspx>
- <http://www.iltip.unisa.edu.au/> Intercultural Language Teaching and Learning in Practice Project website
- Scarino, A., Vale, D., McKay, P. (1991) *Pocket ALL: A User's Guide to the Teaching of Language and ESL*, Curriculum Corporation, Victoria Available from <http://www.curriculum.edu.au>
- <http://www.ltscotland.org.uk/maximisingpotential/> Maximising Potential: a new online resource for teachers to support inclusion in modern languages
- <http://www.languageseducation.com/> Languages education in Australia: Australian Council of State School Organisations (ACSSO) and the Australian Parents Council (APC)
- <http://www.mceetya.edu.au/mceetya/default.asp?id=11912> National Statement and Plan for Languages Education in Australian Schools 2005-2008
- http://rite.ed.qut.edu.au/old_oz-teachernet/projects/travel-buddies/ Travel buddies - soft toys or puppets that are sent between schools
- <http://www.epals.com/community/> ePals Global Community
- <http://www.shambles.net/pages/learning/ict/exchange/> Classroom Exchange
- <http://hotpot.uvic.ca/> The Hot Potatoes suite includes six applications, enabling you to create interactive multiple-choice, short-answer, jumbled-sentence, crossword, matching/ordering and gap-fill exercises. For use by teachers or students
- <http://www.quia.com/> Create educational web pages, games or tests for a fee. Visit <http://www.quia.com/shared/> and search for activities created in your target language which you are free to use

Language specific resources

- Indopost 'The first and leading Indonesia publication in Australia' PO Box K188 Haymarket NSW 1240 Ph: (02)92119717 Fax: (02)92811883 Available from indopost_au@hotmail.com
- <http://www.eduweb.vic.gov.au/languagesonline/> Languages online: A guide for teachers. Online resources for teachers and students
- <http://www.kamus-online.com/?lang=en> Indonesian English dictionary
- <http://www.toggletext.com/> Toggletext can 'translate' web pages as well as passages of text. Of course, like all automatic translation sites it has limitations
- <http://www.deptan.go.id/HomePageBBKP/PWP/fivims.htm> takes a long time to load but has all sorts of statistics about Indonesia – in Indonesian
- <http://www.google.com/intl/id/> Google Indonesia
- http://id.wikipedia.org/wiki/Halaman_Utama Wikipedia Indonesia. Provides information about a wide range of topics in Indonesian e.g. http://id.wikipedia.org/wiki/Orang_utan
- <http://www.indosiar.com/v6/> Television channel information
- <http://www.bbc.co.uk/indonesian/> Indonesian news, sport and weather

- <http://tasyaonline.com/v2/index.php> Tasya Kids magazine - Indonesian and English content. This site has chat, so students must be supervised. It provides authentic text and sections include film reviews, stories & animated advertisements
- <http://www.curriculum.edu.au/accessasia/indonesia/teacher/resource/links.htm> Access Asia web sites and resources about Indonesia
- http://www.dfat.gov.au/geo/indonesia/indonesia_brief.html#cust Department of Foreign Affairs and Trade site on Indonesia
- <https://www.cia.gov/library/publications/the-world-factbook/geos/id.html> CIA. The World Factbook. Interesting demographic information for comparison with Australia
- <http://www.peterloud.co.uk/indonesia/> Maps of Indonesia
- <http://www.l.tpg.com.au/users/wendie/animals1.htm> Lesson plans / links around investigating Indonesian animals and creating fact files
- <http://www.irca.org.au/faq/> Great site by The Islamic Association of Australia, answering frequently asked questions about customs and traditions of Muslims
- <http://asiarecipe.com/religion.html> Summary of dietary restrictions of different religions
- <http://www.indonesiaphoto.com/index.php> Selections of photos and articles
- <http://www.l.tpg.com.au/users/wendie/letters.htm> Advice on letter writing for beginners (between Australian and Indonesian students)
- <http://www.teachers.ash.org.au/jmresources/countries5/Indonesia.html> Huge number of resources for teaching primary Indonesian
- <http://www.abc.net.au/ra/indon/> Siaran Radio Australia. This is a service provided by the Australian Broadcasting Corporation. It provides an excellent opportunity for teachers of Indonesian and those with a good command of the language to catch up on current affairs - in Indonesian

Note: All websites were accessed on 29 August 2007

Summary table of resources for teaching Indonesian

Details of resource Note: All websites were accessed on 29 August 2007	Standard					Teacher
	1	2	3	4	5	
Print resources (texts, posters, flash cards, books)						
Blakeman, I. (1997) <i>Mari Kita Bernyanyi</i> . Redback Press, Chatswood. Both Indonesian and Australian traditional songs with illustrated transcripts, music, notes and audio CD.	✓	✓	✓			
<i>Cerpen Kita Suara Siswa Stage 2</i> . (1993) Curriculum Corporation, Victoria, Australia.	✓	✓				
Gee, C. (1996) <i>Cocok 1</i> (numbers & clothing), <i>Cocok 2</i> (fruit & location). Activities, games and worksheets for the listed topics. Available from Chiau Seng Gee Fax: (06) 2885872 or Nusantara bookshop http://www.nusantara.com.au/	✓	✓	✓			
Gee, C. (1997) <i>Cocok 3</i> (animals & body parts). Available from Chiau Seng Gee Fax: (06) 2885872 or Nusantara bookshop	✓	✓	✓			
Gee, C. (1997) <i>Kata-Kata di Kelas</i> . Fisher, ACT Chiau Seng Gee. Classroom Language black line master Available from Chiau Seng Gee Fax: (06) 2885872 or Nusantara bookshop	✓	✓	✓			
Gee, C. (1997) <i>Yo! Kita Baca</i> . Reader with cassette. Available from Chiau Seng Gee Fax: (06) 2885872 or Nusantara bookshop	✓	✓	✓			
Gee, C. (1997) <i>Keluarga</i> . Game card pack for family & objects. Available from Chiau Seng Gee Fax: (06) 2885872 or Nusantara bookshop	✓	✓	✓			
Hall, A. (1997) <i>Indo Chants and Action Rhymes</i> . Illustrated transcripts and notes with audio CD accompanied by authentic Gamelan music. Available from hallja@ruralnet.net.au	✓	✓	✓	✓		
Helyard, A. (1995) <i>Keluarga Saya</i> . The Big Book Company, Greenacres, SA.	✓	✓	✓			
Helyard, A. (1995) <i>Balon-balon Saya</i> . The Big Book Company. Greenacres, SA. Counting and colours.	✓	✓	✓			
Heinrich, S. (2005) <i>Key into Indonesia</i> . Curriculum Corporation, Victoria.			✓			
<i>Indonesian Bahasa Indonesia Kit Stage A</i> . (1991) Dept of Education Queensland. 16 instruction books, 8 activity Books, 4 audio tapes.	✓	✓	✓			
<i>Indonesian Kaleidoscope</i> . (1999) Curriculum Corporation, Victoria, Australia. Cultural units for each island of Indonesia. Available from http://www.curriculum.edu.au	✓	✓	✓			
McQualter, G. (1996) <i>Guru Kami Pak Budi</i> . Paradise Advertising,	✓	✓	✓			

Bendigo. Reader and teacher's ideas book with cassette for transport & days.						
McQualter, G. (1995) <i>Si Gajah Kecil Pergi ke Pasar</i> . Paradise Advertising, Bendigo. Reader for bargaining, money.	✓	✓	✓			
McQualter, G. (1995) <i>Si Gajah Kecil Merasa Haus</i> . Paradise Advertising, Bendigo. Reader & teacher's resource book for animals, rooms & activities in house.	✓	✓	✓			
<i>Main-Main Saja Indonesian Playing Cards</i> . (1995) Kambing International Press, Bowral.	✓	✓	✓			
<i>Membaca bersama-sama; Suara Siswa Stages A&B</i> . (1992) Curriculum Corporation, Victoria, Australia.	✓	✓	✓			
Pandai. (1998) Curriculum Corporation, Victoria, Australia. Black line master book, accompanies <i>Hebat! Learn Indonesian</i> , CD-ROM. Available from http://www.curriculum.edu.au	✓	✓	✓			
<i>Snapshots of Asia, Indonesia</i> . (1998) Curriculum Corporation, Victoria, Australia. Big book and teacher resource giving an overview of life in Indonesia. Available from http://www.curriculum.edu.au		✓	✓			
<i>Suara Siswa Teacher's Handbook Stages A,B &2</i> . (1993) Curriculum Corporation, Victoria, Australia.		✓	✓			
<i>Suara Siswa Teacher's Resources Stages A,B &2</i> . (1993) Curriculum Corporation, Victoria, Australia.		✓	✓			
Winkler, C. (2005) <i>From Kancil to Kartini</i> . Specialty Press, Albany.	✓	✓	✓			
Wright, Jessica. (2007) <i>Ayo bermain: Indonesian language games</i> . Curriculum Corporation, Victoria.		✓	✓			

Details of resource

Note: All websites were accessed on 29 August 2007

Standard

Digital resources (CD-ROMs, DVDs, videos)	1	2	3	4	5	Teacher
<i>A day in the Life of a Child: Bali</i> . [video] Video Education Australia. Available from www.vea.com.au	✓	✓				
<i>A Look at Indonesia</i> . (2002) [video] Curriculum Corporation, Victoria. Available from http://www.curriculum.edu.au	✓	✓	✓			
<i>Belajar Bersama</i> . (2004) [videos or DVD] Set of 7 video recordings, Indonesian Language Centre, Mandurah, WA. Available from http://www.belajarbersama.com/		✓	✓	✓		✓
<i>Hebat! Learn Indonesian</i> . (1998 [CD-ROM] Curriculum Corporation, Victoria, Australia,. Available from http://www.curriculum.edu.au	✓	✓	✓	✓		
<i>Kids Playtime- Indonesian Games</i> . [video] Video Education Australia. Available from www.vea.com.au	✓	✓	✓			

<i>Lihat Ini</i> (2007) [Sets of DVDs] The Indonesian Language Centre. Available from http://www.lihatini.com/			✓	✓		✓
<i>Mari Menonton.</i> (1994) [video & teachers' notes] Curriculum Corporation, Victoria. Available from http://www.curriculum.edu.au			✓	✓		
<i>Ombak-ombak Uluwatu.</i> (1996) [video and teachers' notes] Bahasa Video Education, Victoria.			✓	✓		
<i>Quirky Comics.</i> (2004) [CD-ROM] NSW Dept of Education and Training and Curriculum Corporation. Available from http://www.curriculum.edu.au			✓	✓		
<i>The Botanic Gardens of Adelaide Indonesian traditional use of plants.</i> (2000) [CD-ROM] Open Access College, SA. In collaboration with the Botanic Gardens of Adelaide.				✓		
<i>The Indonesia Experience.</i> (1996) [video] Lonely Planet. Tourist guide to Eastern islands.			✓	✓		

Details of resource

Note: All websites were accessed on 29 August 2007

Standard

Learning objects	Standard					Teacher
	1	2	3	4	5	
The Learning Federation – learning object catalogues http://www.thelearningfederation.edu.au/tlf2/						✓
Department of Education eCentre for Teachers, Resource Centre, Learning Object search http://ecentre.education.tas.gov.au/C15/Learning%20Objects/default.aspx						✓
Hebat! Learning objects available individually and in sets on a range of topics, including:						
• Greetings ('saying hello and goodbye', 'saying how you are', and 'saying how you feel')	✓	✓	✓	✓		
• 1,2,3 (counting 1-10, 11-100, and how much things cost)	✓	✓	✓	✓		
• My things (colours, personal possessions and shapes & sizes)	✓	✓	✓	✓		
• My body (parts of the body, physical characteristics and 'at the doctor's')	✓	✓	✓	✓		
• Animals ('at the zoo' and 'describing animals')	✓	✓	✓	✓		
• Let's eat (eating & drinking; the fruit shop, and 'what's cooking?')		✓	✓	✓		
• My clothes (naming clothes, coloured clothes and buying clothes)		✓	✓	✓		

• My house (contents and parts, where is the frog? and where coloured things are)		✓	✓	✓		
• Time (the hours, hours and half-hours, daily activities)		✓	✓	✓		
• The family (family members, introducing others, family occupations)		✓	✓	✓		
• About me (what is my name?, how old am I?, where do I come from?)		✓	✓	✓		
• Let's play ('sports and games', 'what do you like to play?' and 'shall we go somewhere?')		✓	✓	✓		
• Getting around: ('where are you going?' and 'how do you get there?')			✓	✓		
• The weather ('today's weather', 'dressing for weather' and 'weather in other countries')			✓	✓		
• Going places ('places and weekdays', 'what you can and can't do', 'animals you see and hear')			✓	✓		
• My day ('what to do?', 'who's doing what?' and 'what are people doing?')				✓		
Identikit Indonesian (boy and girl versions to learn names & descriptions of face parts)	✓	✓	✓			
My Family – Indonesian (available as a set of four learning objects or individually)	✓	✓				
Lost bike – Students learn how to describe the size, colour and accessories on a bike. (Available as a set of two learning objects or individually)	✓					
Dressing up – Students explore clothes worn in Indonesia to school, volleyball or a mosque. They identify clothing items suitable for each activity and follow instructions to dress a boy or girl. (Available as a set of three learning objects or individually)	✓	✓				
Kite kit: shape and design, level 1 – Students use and recognise simple words describing colour, size, shape and cultural images; and choose simple words to complete instructions for making a kite.	✓	✓				
Kite kit: shape and design, level 2 – increased level of difficulty from version 1.		✓				
Kite kit: flying – Students fly kites in a range of places in Indonesia, adjusting compass directions, wind speed and flying height. ('Kite kit' is available in a set or as three individual objects.)		✓				
Pirate Island Indonesian 'Pulau Bajak Laut' – students follow directions to find buried treasure on six different islands with two levels of difficulty.		✓				

Pirate Island editor – allows students who have played ‘Pulau Bajak Laut’ to create their own games for others to play.			✓			
Climb Mt Batur: Level 1 – Students climb Mt Batur on the island of Bali. Along the way, they meet the villagers and get hints to help with their journey.		✓	✓	✓		
Climb Mt Batur: level 2 – Students climb Mt Batur on the island of Bali. Start from a hotel, visit a village and the base of the volcano. Climb in three stages to reach the summit.			✓	✓		
Climb Mt Batur: level 3 – Students climb Mt Batur on the island of Bali, starting from a hotel, visiting a village and the base of the volcano. They climb in five stages to reach the summit.					✓	
Five Indonesian traditional games to learn about and play online and offline – Sut, Congklak, Kubuk, Hom Pim Pah & Galah Asin (available individually or as a set)			✓	✓		
Photo album: school life 1, celebrations 1 and daily life 1 – Three learning objects based on looking through a photo album showing everyday life of Indonesian students, matching captions to photos.			✓	✓		
Photo album: school life 2, celebrations 2 and daily life 2 –Versions of the Photo album learning objects with more difficult language.					✓	
Sepak takraw: choose shots – Students find out about and play the amazing sport of sepak takraw. Students identify parts of the body used to play the game.			✓	✓		
Sepak takraw: choose and aim – This version of the learning object has more difficult language.				✓		
Travels in Indonesia: pharmacy – interact with an Indonesian pharmacist to find out about and buy medicines, including regional and traditional Indonesian remedies.				✓		
Direct a Taxi: Jakarta 2 – Students join a taxi service as a controller and get to know landmarks in Central Jakarta. They check the traffic conditions and give directions to a driver as they pick up and drop off passengers.				✓		
Direct a Taxi: Jakarta 1 – Version with more difficult language.					✓	
Lost bag: ask a baggage handler – Students decide what to do when their luggage goes missing and how to choose the most culturally appropriate way of asking for help. (First in a series of two learning objects.)					✓	
Lost bag: hotel reception – Students interact with the hotel receptionist, noticing the response to phrases, tone of voice, gestures and facial expressions; to choose the most culturally appropriate way of asking for help. (Second in a series of two learning objects.)					✓	
Movie mayhem: putrid dan labu – Students edit a film about a Cinderella-style fairytale set in Indonesia, choosing appropriate images to match the script.					✓	

Travels in Indonesia: warung – Students visit a small restaurant in South Sulawesi and interact with locals, choosing from a menu and using cultural knowledge to answer questions politely.					✓	
Travels in Indonesia: Bus tour – Students visit an Indonesian travel agency to choose tours. They talk with the agent, using cultural knowledge to explore tour information politely.					✓	
Travels in Indonesia: souvenir shop – Students visit a souvenir shop to choose craft items. They interact with locals and use cultural knowledge to ask and answer questions politely.					✓	
Travels in Indonesia: museum – Students explore an Indonesian museum, looking closely at exhibits. They interact with the museum guide and a local visitor, using cultural knowledge to explore information politely.					✓	
Indonesian online resources – learning objects and teacher resources. Available through the Resource Centre or from http://www.education.tas.gov.au/school/educators/resources/curriculumprojects/indonesianonline Examples include:						
<ul style="list-style-type: none"> • Di mana cicak? – This learning object is a set of logical problem-solving puzzles. Students must place eight geckos in the correct places. The geckos provide clues to their location, using positional and descriptive language. Three levels of difficulty with six games at each level. 		✓	✓			
<ul style="list-style-type: none"> • Teka-teki cicak is a partner learning object to ‘Di mana cicak?’ offering students the opportunity to create their own puzzles for other students to solve. 			✓			
<ul style="list-style-type: none"> • Mari kita makan – Students explore four sections of an Indonesian market, finding out about the items for sale and bargaining with the stallholders to buy ingredients for one of three different Indonesian recipes. 			✓	✓		
<ul style="list-style-type: none"> • Proyek kerjasama www – A simulated collaborative web project between Indonesian and Australian students, presenting four topics for students to explore. 			✓			
<ul style="list-style-type: none"> • Perjalanan berbahaya – Students find out about the endangered Leatherback turtle, then try to survive through the life cycle as a Leatherback and take a quiz to check their understanding of its plight and what can be done to help it. 			✓	✓		
<ul style="list-style-type: none"> • Wayang kulit – Students find out about wayang kulit. They identify actions that a puppet character can perform and then create an online puppet story in three scenes. 			✓	✓		
<ul style="list-style-type: none"> • Kata-kata dasar – Students explore three scenes to discover the rules for creation of Me- verbs from their base words. They view tutorials that explain how to look up Me- verbs in a bilingual dictionary and test their knowledge in two quizzes. 			✓	✓		
<ul style="list-style-type: none"> • Siapa saya? – Students find out about an Indonesian student by viewing scenes of his life and reading his school diary. They 			✓	✓		

answer questions about him and reflect on the links between culture and personal identity, before creating an identity collage of images and words that represent Ketut or themselves.						
• Pameran – A display of seven cultural icons from Indonesia has become jumbled up. Students must re				✓		
• Pintu Indonesia – This simulated search engine provides access to a range of constructed web				✓		
• Penyelamatan binatang – Students take the role of a freelance journal and explore the issues around an endangered species, the orangutan. They journey to different places in Indonesia to interview people with a range of different viewpoints on the orangutan.				✓		
• Itu masalah – Three students each have a problem or a decision to make. They have some advice from family or friends. What might be the consequences of following that advice? What would you do if you were in their situation?				✓		
• Kesan! Majalah internet untuk cowok-cewek – Students complete tasks for the editor of an online magazine. There is an advice column, film review, surfing article and a shopping quiz to complete.				✓		

Details of resource

Note: All websites were accessed on 29 August 2007

Web sites	Standard					Teacher
	1	2	3	4	5	
http://www.eduweb.vic.gov.au/languagesonline/ Languages online: A guide for teachers. Online resources for teachers and students	✓	✓	✓	✓		✓
http://www.l.curriculum.edu.au/pandai/ Pandai! support materials		✓				
http://www.asiaeducation.edu.au/indonesia/ Go Indonesia!			✓	✓		
http://www.geocities.com/Tokyo/8908/firemount/index.html Indonesian 'recreational linguistics' e.g. puzzles, tongue twisters				✓		
http://www.google.com/intl/id/ Google Indonesia				✓	✓	✓
http://www.indonesianidol.com/ Indonesian Idol				✓	✓	
http://www.kfcindonesia.com/ KFC Indonesia			✓	✓	✓	
http://www.coca-colabottling.co.id/ina/index.php Incredible site for coca cola in Indonesia. Includes virtual plant tour with information in Indonesian, product TV ads and more				✓	✓	
http://www.sahabatnestle.co.id/main/default/default.asp Nestle Indonesia				✓	✓	

http://www.indosiar.com/v6/ Television channel information				✓	✓	✓
http://tasyaonline.com/v2/index.php Tasya Kids magazine - Indonesian and English content. This site has chat, so students must be supervised. It provides authentic text and sections include film reviews, stories & animated advertisements				✓	✓	✓
http://www.gadis-online.com/index.asp Gadis magazine (online) for teen girls. Once again be aware that it has chat, so students should be supervised.				✓	✓	
http://www.onlinenewspapers.com/indonesi.htm Links to many Indonesian newspaper and magazine sites				✓		
http://kompas.com/ Kompas online newspaper				✓		
http://www.iit.edu/~marddid/review.html Film reviews in Indonesian				✓		
http://indonesia.elga.net.id/news.html Indonesian Media Links				✓	✓	
http://www.kamus-online.com/?lang=en Indonesian English dictionary				✓	✓	✓
http://www.toggletext.com/ Toggletext can 'translate' web pages as well as passages of text. Of course, like all automatic translation sites it has limitations				✓	✓	✓
http://www.deptan.go.id/HomePageBBKP/PWVP/fivims.htm takes a long time to load but has all sorts of statistics about Indonesia – in Indonesian					✓	✓
http://id.wikipedia.org/wiki/Halaman_Utama Wikipedia Indonesia. Provides information about a wide range of topics in Indonesian e.g. http://id.wikipedia.org/wiki/Orang_utan					✓	✓
http://www.profauna.or.id/ Indonesian membership based animal protection organisation in Indonesia					✓	✓
http://www.expatriates.or.id/index.html Living in Indonesia – A site for expatriates, useful for cultural comparisons					✓	✓
http://www.bbc.co.uk/indonesian/ Indonesian news, sport and weather						✓
www.education.tas.gov.au/lote Department of Education languages (LOTE) website						✓
http://www.talis.tas.gov.au/delic.htm Search for resources in the LOTE collections in the State Library of Tasmania						✓
http://www.languageseducation.com/ Languages education in Australia: Australian Council of State School Organisations (ACSSO) and the Australian Parents Council (APC)						✓
http://www.curriculum.edu.au/accessasia/indonesia/teacher/resource/links.htm Access Asia web sites and resources about Indonesia						✓

http://www.dfat.gov.au/geo/indonesia/indonesia_brief.html#cust Department of Foreign Affairs and Trade site on Indonesia						✓
http://www.mceetya.edu.au/mceetya/default.asp?id=11912 National Statement and Plan for Languages Education in Australian Schools 2005-2008						✓
http://www.iltlp.unisa.edu.au/ Intercultural Language Teaching and Learning in Practice Project website						✓
https://www.cia.gov/library/publications/the-world-factbook/geos/id.html CIA The World Factbook. Interesting demographic information for comparison with Australia						✓
http://www.peterloud.co.uk/indonesia/ Maps of Indonesia						✓
http://www1.tpg.com.au/users/wendie/animals1.htm Lesson plans / links around investigating Indonesian animals and creating fact files						✓
http://www.irca.org.au/faq/ Great site by The Islamic Association of Australia, answering frequently asked questions about customs and traditions of Muslims						✓
http://asiarecipe.com/religion.html Summary of dietary restrictions of different religions						✓
http://www.indonesiaphoto.com/index.php Selections of photos and articles						✓
http://www.epals.com/community/ ePals Global Community						✓
http://www.shambles.net/pages/learning/ict/exchange/ Classroom Exchange						✓
http://www.ltscotland.org.uk/maximisingpotential/ Maximising Potential: a new online resource for teachers to support inclusion in modern languages						✓
http://www1.tpg.com.au/users/wendie/letters.htm Advice on letter writing for beginners (between Australian and Indonesian students)						✓
http://rite.ed.qut.edu.au/old_oz-teachernet/projects/travel-buddies/ Travel buddies - soft toys or puppets that are sent between schools						✓
http://www.teachers.ash.org.au/jmresources/countries5/Indonesia.html Huge number of resources for teaching primary Indonesian						✓
http://www.abc.net.au/ra/indon/ Siaran Radio Australia. This is a service provided by the Australian Broadcasting Corporation. It provides an excellent opportunity for teachers of Indonesian and those with a good command of the language to catch up on current affairs - in Indonesian						✓
http://hotpot.uvic.ca/ The Hot Potatoes suite includes six applications, enabling you to create interactive multiple-choice, short-answer, jumbled-sentence, crossword, matching/ordering and gap-fill exercises. For use by teachers or students						✓

<http://www.quia.com/> Create educational web pages, games or tests for a fee. Visit <http://www.quia.com/shared/> and search for activities created in your target language which you are free to use



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