



Australian Government

**Department of Education, Employment
and Workplace Relations**

Teaching and Learning languages: A Guide

Program example

Indonesian primary years

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Introduction to examples

Collected here are examples of teachers' work. These are drawn from teacher practice and are included here to exemplify aspects of teaching, learning and assessing languages, as discussed in the *Guide*. Teachers were invited to share their planning and programming documents and members of the project team worked with them to further develop aspects of their work.

Programs

The collection of programs includes primary, middle and senior secondary long and short term programs. These contain annotations designed to point out specific points of interest for you to consider in your reading of them. At the end of each program you will find a commentary that describes how the program exemplifies selected sections of the *Guide*.

A selection of teachers' work

This is a selection of programs and parts of programs, plans for classroom teaching, planned assessment tasks, descriptions of the teaching and learning contexts, investigations and evaluations of practice, and reflections on current practices. It shows teachers engaged in professional thinking, planning, reassessing and evaluating what they teach, how they teach and who they teach.

About the examples

- These examples of teachers' planning, practice and reflection are provided for you to examine, consider and perhaps use in expanding your own understanding of language teaching and learning. We know that teachers learn best from other teachers and so we encourage you to look across the set of examples in all languages rather than just the language(s) you teach.
- The examples of teachers' work included here belong to individual teachers and are taught in a particular context which means that you will not find models that you can instantly adopt and teach. Rather, you will find ideas about teaching and learning that you can use by adapting and reworking them to produce programs, classroom teaching, and learning and assessment practices that you can use in your own context.
- The examples of teachers' work are not included here because they constitute 'best practice' or are exemplars of definitive programs for languages teaching and learning. You will find some outstanding approaches to planning and teaching that advance our understanding of how to make languages teaching and learning a rich and effective learning experience for students. You will also find teachers' honest reflections and evaluations of their pedagogies, questioning what they do and rethinking what they will do.
- The examples of teachers' work may include some pedagogies of which you may be critical. However, you will also find professional educators striving to make sense of their work with students, language teaching and language learning.

PROGRAM DESCRIPTION

Language	Indonesian
Level	Years 3 to 5
Example	Identity Short-term program
Annotations	In text End of text

<p>Title: Identity Band and language: Primary years Indonesian (Years 4, 5, 6) Duration: Short-term program, approximately 1 term</p>	
<p>Introduction Using the Indonesian national anthem as a stimulus text, students are introduced to the genre of national anthems. Indonesian language and culture is the starting point for the unit.</p>	
<p>Activity 1</p>	<p>Look at this text (Indonesian national anthem) and answer the following questions:</p> <ul style="list-style-type: none"> - Ada kata yang sudah Anda tahu? - Kata apa? - Tulisan ini tulisan apa? Halaman (page) dari buku? Puisi? Surat? Lagu? Lagu spesial? Bagaimana kita tahu? <p>Students may need assistance with the language of the task as well as the new language in the text. Introducing/reviewing the language needed for questions and answers about the text will help identify what words and phrases the students will need in order to engage with the text and the activity</p>
	<p>Identifying patterns and repetition in language</p> <p>Lines ending in 'ku' Use of suffix 'lah' Ownership of/deep connection with country – my native land, my place of birth, my motherland, my people, my country</p>
<p>Activity 2</p>	<p>Listen to the anthem and underline any words that you hear that you already know</p> <p>Recognising ways in which text is presented according to purpose</p> <p>For example:</p> <ul style="list-style-type: none"> • short lines of text • abbreviations of longer words to fit rhyme and rhythm
	<p>Developing textual awareness:</p> <p>For example:</p> <ul style="list-style-type: none"> • whole text • genre • tone • layout form (e.g. chorus, rhyming)
<p>Assessment opportunity</p>	<p>What Indonesian words and phrases do the students already know? What Indonesian words and phrases will they need to know?</p>

Comment [A1]: Grouping the key ideas and language learning and using helps make the point that the two are inseparable and need to be considered together. The key ideas represent language, culture and learning.

Comment [A2]: The Indonesian national anthem is a culturally laden text that can give students a starting point for exploring concepts such as identity, belonging, national values and nationhood. It is authentic rather than contrived, and is used as a window into large concepts.

Comment [A3]: Over time students will become familiar with these sorts of questions being asked in Indonesian and become more proficient at answering them in Indonesian. This shows an awareness of the need for scaffolding, the management of the teaching process by the teacher.

Comment [A4]: Text analysis is an important part of language learning and students will become more proficient at decoding a variety of text types over time.

Comment [A5]: Opportunities exist throughout the program for assessing student understanding. This formative assessment process need not take place in a formal way but could if the teacher thinks it is important to gather accurate information at each stage. These 'signposts' alert the teacher to any misunderstandings or 'wrong turns' and can help the teacher to ensure the students are 'on board' before moving on to the next stage.

Analysis of text			
	<p>a) Students focus on the linguistic and cultural meaning of the Indonesian anthem.</p> <p>b) Students reflect on the genre and purpose of anthems.</p>	Key ideas ←→	Language learning and using
Activity 3	<ul style="list-style-type: none"> Read the line of the anthem that you have been given. With a partner, try to figure out what it means, using a dictionary if you need to. 	Understanding anthems and mottos as texts with specific purposes	Language of pride and belonging, use of emotion
	<ul style="list-style-type: none"> Join another pair and teach your lines of the anthem to each other. Discuss the meaning of the whole anthem as a class. 		<p>Ways of representing groups and collectivity in language:</p> <ul style="list-style-type: none"> <i>kita</i> <i>semua</i> <i>sama</i> <i>'nya</i>

Comment [A6]: This implies that students have at least some dictionary skills.

Comment [A7]: It is through social interaction that the students will develop a shared understanding of the concepts and develop new knowledge.

Activity 4	<ul style="list-style-type: none"> Listen to and look at some anthems from other countries in a range of languages. As a class, discuss why we have anthems and what are the main concepts that we can see in them. <ul style="list-style-type: none"> → genre <ul style="list-style-type: none"> What instruments can you hear? What could you say about the tone? How do the anthems make you feel? What can you say about the chorus? What do the anthems have in common? What is different? What is the same? → concepts <ul style="list-style-type: none"> What do you think anthems are for? When/where do you hear them played? What feelings do you have when you hear them? How does the language help create those feelings? Did you notice any common themes or ideas in the anthems? What? Did you notice any common words in the anthems? What? Why might freedom be important to Indonesians/Australians? Do both groups have the same understanding of freedom? Why is belonging important? 	Understanding the concepts of freedom and interdependence and what they mean to people	Understanding language structures and features such as <ul style="list-style-type: none"> suffixes – 'lah possessive pronouns – 'ku adjectives for describing people – bangsa, rakyat, badan collective pronouns, kami, kita (we) differentiating between usage inclusive/exclusive of listener 	<p>Comment [A8]: By considering anthems from a range of cultures students can make comparisons and begin to understand the genre. In this way students can become more familiar with the big concepts and develop a deeper understanding. The teacher would need to have considered a range of anthems and their translations before the lesson to help the students interrogate the underlying concepts and values.</p> <p>Comment [A9]: Interpretive questions</p> <p>Comment [A10]: Reflective question</p> <p>Comment [A11]: The use of open questions enables students to make their own connections and actively construct their own ideas, ensuring that the learning is more meaningful to them. The teacher has also used closed-style questions when she wants to be sure that the students have understood a particular point. The questions are more general in the beginning but become more conceptual as the lesson progresses. Students can be asked these questions in Indonesian or English or a combination of both, over time becoming more proficient and familiar with the language. There is a mix of interpretive and reflective questions. By articulating the questions that could be asked of the students at the planning level (rather than leaving this until the lesson itself) the teacher can make sure she asks all that she wants to ask and leaves nothing out. It is also important to monitor the students' conceptual learning by not accepting every answer they give but probing students' answers to help shape their understanding.</p>
Activity 5	<ul style="list-style-type: none"> Listen to and look at the text of 'Advance Australia Fair'. Compare the Australian and Indonesian national anthems and others, focusing on language, ideas and themes. Use a Venn diagram to record your observations. 	Recognising how language works in culturally specific ways	<i>kemerdekaan</i> <i>perbedaan</i> <i>bersama</i> <i>semuanya</i> <i>termasuk</i>	<p>Comment [A12]: The use of these terms provides an opportunity to discuss concepts of freedom, inclusion and collectivity. The roots of these Indonesian words are probably familiar to this age group and the addition of prefixes and suffixes gives rise to new concepts. Discussion about these concepts, takes place in the context of the Indonesian language, in Indonesian. That is, the cultural concepts cannot be separated from the language.</p>
Assessment opportunity	What did the students make of the text? Were they able to understand any of the Indonesian? To what extent? What did the students identify as 'cultural concepts'? Was the Indonesian culture or the Australian culture more visible to them?			<p>Comment [A13]: It is important to anticipate what the potential points of misunderstanding might be for students and to include a place to address them. This provides a clear link to values education.</p>

Exploring the concepts by comparing texts Students explore the notion of symbols and how they are used for meaning-making.		Language learning and using
		Key ideas ↔
Activity 6	Look at the coats of arms of Indonesia and Australia and discuss the following questions: <ul style="list-style-type: none"> - What type of text is it? - What is the purpose of the text? - What are its features? - What individual symbols are used and what do they mean? - Do they mean the same thing to everyone and in all contexts? - Where have you seen coats of arms? - Why are they used in these ways? - What other places might you see them? - Do the symbols tell us anything about what is important to Indonesians or to Australians? 	Developing the concepts of pride, national identity, belonging
		Developing the concept of identity and the use of anthems in shaping and reflecting identity
		Recognising how symbols and icons represent values and identity
Assessment opportunity	Reflect on the students' responses to the above questions. How important are these concepts to the students' lives? What values are evident in the students' responses?	

Comment [A14]: Evaluating how meaningful this learning is to the students' lives will enable the teacher to address issues of student engagement. The more the learning matters to the students, the more engaged they will be.

Applying the concepts and knowledge		Language learning and using
		Key ideas
Activity 7	<ul style="list-style-type: none"> List the groups that you belong to <ul style="list-style-type: none"> - <i>Keluarga, grup sekolah, kelas, musik, olah raga, hobi, dan sebagainya</i> Choose groups from the list and write down what you know about them and what questions you have about them. (Teacher records the questions and the class helps to answer them.) <ul style="list-style-type: none"> - <i>Di mana grupnya bertemu?</i> - <i>Bagaimana menjadi anggota?</i> - <i>Apa yang terjadi dalam grupnya?</i> - <i>Apa yang tanda grupnya?</i> - <i>Apa yang pakaian spesial grupnya?</i> 	<p>Reflecting on own identity and concept of belonging in own community</p> <p>Reflecting on the importance of belonging</p> <p>Considering the difference between 'belonging' to a group and 'going to' an activity</p> <p><i>Saya termasuk grup... Grupnya bertemu di... Saya/Anda menjadi anggota grup itu ... Tanda untuk grupnya adalah... Pakaian spesial untuk grup itu adalah ...</i></p> <p><i>Termasuk</i> is used to mean 'belong to'. Students would be familiar with <i>masuk</i>, meaning 'go to'.</p>
Activity 8	<ul style="list-style-type: none"> As a class discuss mottos and sayings. Make a list of some familiar ones, Discuss: <ul style="list-style-type: none"> - What is the purpose of a motto? - Who or what has a motto? - What are some common words in the examples of mottos? - What kinds of themes or ideas can we find in the motto? 	<p>Understanding that people express values through texts such as mottos</p> <p>Considering the language of mottos; persuasive, short, 'catchy'</p>
Activity 9	<ul style="list-style-type: none"> Have another look at the Indonesian coat of arms and think about what the motto might mean (translates to 'unity in diversity'). Discuss what it means and why this might be important to Indonesians. <ul style="list-style-type: none"> - Is it relevant for Indonesia? Why/why not? - Would it be relevant for our class/school/Australia? Why/why not? - What does it tell us about Indonesia? - What does it tell us about Indonesia's values? - Does the class/school/Australia share these values? Do you? 	<p>Considering how language works for a cultural purpose, e.g. Shaping/exemplifying identity</p> <p>Synthesising understanding of Indonesian cultural values and their place in the context of the students' own identity</p>

Comment [A15]: Ensuring that there are opportunities for students to connect with their own life experiences encourages student engagement. It makes the learning more relevant and meaningful for the students.

Comment [A16]: This is an important concept for children of this age and is often a focal point of social education programs in the primary years, sometimes in the context of 'anti-bullying/harassment' programs. As such there will be connections to prior learning.

Comment [A17]: Considering the value-laden nature of simple texts

Comment [A18]: Encouraging students to consider where they place themselves in the context of the 'other' culture enables the students to be intercultural, to decentre from themselves and consider how their own identity is challenged (or not) by the learning.

Activity 10	<ul style="list-style-type: none"> • Create your own Indonesian motto that reflects your values / groups that you belong to / message for how to live life. • Draw symbols that you believe reflect your own life / groups / sense of belonging. Next to each symbol write your reasons for your choices; why it is relevant for you and how you connect with it.
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Final assessment tasks	
Task 1	Create a poster depicting your own coat of arms and motto, using symbols that you believe relate to your own sense of belonging. Incorporate any Indonesian language that you have learnt that is relevant to the task. Share your poster with the class, describing and explaining your choices.
Task 2	<p>Reflection task</p> <p>Think about your own poster and examine the posters of your classmates. Answer the following questions:</p> <ul style="list-style-type: none"> - What similarities and differences did you notice between your poster and the posters of your classmates? - How do the symbols make you feel about yourself/your class mates? - Do you feel you know them/yourself any better now? - Do you feel connected to any of your classmates more strongly or less strongly than before? - Are you aware of any similarities with classmates with whom you didn't think you had anything in common? - Are you now aware of differences between yourself and others that you had not been aware of? - Do the differences matter? Why/why not? - Do the similarities matter? Why/why not? - What kinds of values have we seen in each others' coats of arms? - How do you feel about Australians now? - What kinds of symbols do you think Indonesian students would put on their posters? Why? - How do you feel about Indonesian people now? - Why did you choose your motto? - Did you find or already know the correct Indonesian words for your motto? - Did you write it in English and translate it or did you think about it in Indonesian first? - Was it easy or hard to find the correct words for your motto in Indonesian? Why do you think it was easy/hard? - What language have you learnt that you didn't know before the unit?
Teacher reflection	<p>What did the students actually learn about diversity? Identity? Community? Values? Were they able to 'handle' the language of the texts? ... of the questions?</p> <p>What variation did I see in the students' responses?</p> <p>What connections between this learning and the next part of the long-term plan exist/are no longer relevant?</p> <p>How well did the learning connect to what came before it?</p>

Comment [A19]: The first assessment task allows students to show what they have learnt about identity and belonging, and provides the opportunity for students to show the culmination of their intercultural language learning from this program. It is open-ended. Students are not asked for specific details so it allows all students to access the task at whatever level they can. This task positions the student in relation to class concepts. Further development of specific criteria could take place.

Comment [A20]: The inclusion of the reflection task allows the teacher to gather information from the students about how meaningful the learning has been for them and how their perspectives/understandings have grown over the course of the program. It provides a framework for the students for thinking about the larger concepts in abstraction from the daily activities. It could be done as a writing task or as an interview with each of the students.

Comment [A21]: Reflection on changed understanding

Comment [A22]: Reflection on learning

Comment [A23]: Incorporating a teacher reflection provides space for the teacher to evaluate the effectiveness of the program. Identifying the connections between the short and long-term programs encourages a long-term perspective so that concepts can be revised and built on in depth and complexity over time.

<p>Language, culture and learning What is language? What is culture? Understanding learning Understanding language learning Intercultural language learning</p>	<p>Through learning about and using language students are given the opportunity to develop understanding about Indonesian culture and their own identity. The program begins with something new (the Indonesian anthem) and then quickly connects with a comparative Australian text and ideas. It asks students to consider the unknown in the context of the known, and provides opportunities for students to first make their own connections before being supported to further develop their understanding of themselves, their own identity, and the collective identity of their communities. Students are repeatedly asked to reflect on how they see themselves in this context and how their identity could potentially be changed by this.</p>
<p>Teaching and learning Classroom interactions The nature of interactional language Tasks and task-types Student engagement Recognising the diversity of learners and their life-worlds Technology in language teaching and learning</p>	<p>Students are given the opportunity to discuss concepts with each other and with the teacher in class discussion. The teacher poses open questions and the students have the opportunity to give answers or pose further questions. Some of the questioning is in Indonesian but a lot of this discussion is in English, so that students can participate more deeply than their Indonesian proficiency allows. The open questions allow students to construct their own understanding based on connections to their prior knowledge, while closed questions enable the teacher to check for understanding of key points. By interacting in this way students have the opportunity to build up their own understanding in a way that is meaningful to them.</p> <p>Text analysis is relied upon heavily in this program. This program is premised on the notion that through the scaffolded analysis of texts students will construct understanding about concepts such as identity, values, belonging, diversity and nationhood.</p> <p>Students are provided with a variety of experiences. A lot of conceptual development takes place in paired or group discussion so students have the opportunity to refine their understanding in a supported and shared way. Reading, writing, listening and speaking activities are incorporated into the program, providing for a variety of media through which students can develop/express their understanding of the concepts.</p>

	<p>Learner differences in capability are addressed with the use of open ended questions and whole class interactions and discussion. Students can answer questions to the extent to which they are able and be supported to further develop their understanding with the help of their class-mates. The 'product' assessment task allows students to describe and depict their own identity to the extent to which they understand the concept of identity. All students have their own life experience on which to base their product and therefore all can access the task.</p>
<p>Resourcing and materials Selecting resources The purposes of resources Adapting resources Using resources critically Relating resources to each other Contemporary resources Learners as resources Developing a resource bank</p>	<p>While the language in the Indonesian national anthem may be considered inaccessible to students in the primary years, scaffolds assist the learners to understand its meaning. It is not intended that the learners understand every word in the text, but that the text is a stimulus for intercultural learning. Certain language structures and features are highlighted within the text as important conceptual understandings. Students are given comparative texts in English (e.g. 'Advance Australia Fair') to assist with the development of understanding about concepts of identity, belonging, national values and diversity.</p>
<p>Assessing Assessment and learning The assessment cycle Eliciting evidence of students' language learning Judging: considering criteria Validation</p>	<p>Formative assessment opportunities are present throughout the program. This enables the teacher to monitor whether the students are keeping up with the learning or are being left behind. These also enable the teacher to monitor the program's effectiveness and levels of student engagement. The end-of-program tasks (the product and the reflection) should provide the teacher with information about what the students have learnt and how they have changed or grown as a result of participating in the learning.</p>
<p>Programming and planning Planning language programs Long-term and short-term planning Planning for conceptual learning The place of context in planning programs Scoping and sequencing of learning Planning interactions Personalising learning experience</p>	<p>While this program is short-term, through teacher reflection, it considers connections to what precedes it and what comes afterwards in terms of development of complexity and depth of language and concepts. The questions are incorporated at the planning level so that nothing is left to chance at implementation. Questions and responses are anticipated so that students' learning is taken further.</p> <p>A focus on identity allows the students to be engaged in the learning as it is something they all bring with them, whether they can articulate it clearly or not. It gives the students a springboard for further developing their</p>

	<p>understanding through reflection and comparison with the identity of others.</p> <p>The class profile was diverse in terms of cultural/language background, learning ability and behaviour. The students were engaged in the learning because it was based on something they were all experienced in-themselves.</p>
<p>Evaluating language programs Evaluation as an ongoing process Evaluation in context Purpose and scope of evaluation Evaluation as inquiry</p>	