Teaching and Learning Languages: A Guide

Program example

Indonesian senior years

Disclaimer

The views expressed in the publication do not necessarily represent the views of the Australian Government Department of Education, Employment and Workplace Relations.

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, and classroom teaching, 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	Year 12
Example	The Indonesian-speaking communities
	Short-term module extracted from a long-term program
	Assessment tasks
Annotations	In text
	End of unit

Year 12 Indonesian (Stage 6) Module 1 — The Indonesian-speaking Communities

Cultural Diversity – Religion, Celebrations and Festivities People and Places – Customs and Traditions	**Duration:** Spring Term 8 weeks 30 hours

Targeted outcomes: 3.1, 3.2. 4.1, 4.2	

Students will:	Students:
1. exchange information, opinions and experiences in Indonesian	1.1 use a range of strategies to maintain communication
	1.2 convey information appropriate to context, purpose and audience
	1.3 exchange and justify opinions and ideas on known topics
	1.4 reflect on aspects of past, present and future experience
2. express ideas through the production of original texts in Indonesian	2.1 apply knowledge of language structures to create original text
	2.2 describe, narrate and reflect on real or imaginary experiences in the past, present or future
	2.3 structure and sequence ideas and information
3. analyse, process and respond to texts that are in Indonesian	3.1 identify and convey gist, main points, supporting points and detailed items of specific information.
	3.2 summarise, interpret and evaluate information
4. understand aspects of the language and culture of Indonesian-speaking countries	4.1 recognise and employ language appropriate to different social contexts
	4.2 identify values, attitudes and beliefs of cultural significance
	4.3 reflect upon significant aspects of language and culture

Structures	Intercultural Understanding
Revision of object focus construction (OFC); informal/formal structures	• Learn how to notice, compare and reflect.
	• Learn about different perspectives. (explicit teaching).
Speech Acts/ Vocabulary Emphasis	• Learn about the official religions recognised by the Indonesian government and associated ceremonies and celebrations (e.g. Hinduism – *Nyepi*; Islam – *Ramadan*, *Lebaran*, Buddhism – *Wesak*, Christianity - *Natal*) and how these are represented in various Indonesian texts.
• Notice/compare/ reflect (*Perhatikanlah/Bandingkan/ Refleksikan*)	• Recognise the uniqueness of Islam in Indonesia.
• Expressing preferences and feelings (e.g. *suka pada, hormat pada, jujur pada, curiga pada, iri pada, takut pada, benci pada, percaya pada*)	• Make connections between the practice of *Lebaran* and Christmas.
	• Notice and reflect on appropriate intercultural behaviour in different religious settings.
• Greeting for festive occasions, ceremonies	• Have an understanding of *adat*, *gotong-royong*, *musyawarah*.
• Use of *maaf* in greeting *maaf lahir batin*. Discussion about the use of 'sorry' in various contexts.	• Learn about *selamatan*.
	• Learn about cultural concepts and ways they are reflected in language and behaviour.
• *Selamat* expressions (recognise the religious etymology of *selamat*)	In their studies of different Indonesian ethnic groups, students will learn about a variety of belief structures. Such studies provide students with the opportunity to develop an understanding of different religious perspectives. These include Hinduism, Buddhism, animism and Islam. Comparisons will be made to the similarities and differences between these religions and Christianity. In teaching about Islam, it is important for students to consider the different strains of Islam in Indonesia. Students will be encouraged to dispel some commonly held stereotypes about Islam. It is also important for students to consider that a Christian worldview is not always limited to a single monolithic view, but often a diversity of perspectives may exist.
• Religious expressions (*Selamat Hari Raya, Selamat berbahagia, Tuhan yang Maha Esa, Maaf Lahir Batin, Assalam alaikum/alaikum salam, walaikum salam*)	
• Difference between use of words *Lebaran/Idulfitri*	
• Use of onomatopoeia to express emotions (e.g. *haiyoo, asyik*)	
• *Melakukan, mengerjakan, berbuat*	
• Islamic derivitatives*: (*alhamdulillah!, halal, alam, pengalaman*)	
Suggested Key Competencies	
Collecting and organising information Communicating information Planning and organising activities Working with others and in teams Solving problems	

Comment [A3]: Note use of notice-compare-reflect as both a process and as a capability for students.

Comment [A2]: The inseparability of language, culture and learning is illustrated in this list. Students need to know why specific language is selected for specific purposes, and to understand its cultural significance.

Comment [A4]: Students are exposed to multiple perspectives and diversity within perspectives.

Text types	Resources
Productive Recount Summary Message Diary entry Interview **Receptive** Article Song TV excerpt and 'Call to Prayer' Advertisement Poem	Indonesian primary school texts *Pendidikan Pancasila Bahasa Tetanggaku Stage 3*, Ch 6 TIFL Video – Interview with Ratih *Voices and Visions* CD-Rom – 'Call to Prayer', '*Keluarga Rahmat'* (showing Muslim family respecting Christians at Christmas time) Film excerpt from *Untuk Rena* showing students discussing fasting month Indonesian advertisement 'Sony Handy Cam' for *Lebaran* and Australian Christmas advertisements for mobile phone Indonesian commercial advertising Christmas television shows at Christmas time Indonesian advertisements promoting family values at *Lebaran* Photograph of Indonesian Santa Claus, Song '*Bunyi Bel*' on Indonesian TV Text '*Mudik'* in *Bersama-sama Senior* Indonesian song '*Mudik'* by P Project, satirising Indonesian exodus at time of *Lebaran* Indonesian greeting cards for *Lebaran* Videos – *In Search of Allah* (looking at *pesantren* – Koranic schools) *Crescent Moon* (looking at problems of interfaith marriage, relationships between Christians and Muslims, importance of *gotong-royong*) Human resources – Ida Palaloi (Muslim), Angeline Hadiwibawa (Christian)

> **Comment [A5]:** A variety of texts and text types provide students with multiple examples to draw upon, reinforce their learning and enable depth of understanding.
>
> Use of contemporary authentic materials show students the dynamic nature of intercultural language learning.
>
> Resources from other cultures used in conjunction with resources from the target culture allow students to compare and reflect interculturally.

Key questions	Rationale for the unit
Culture is always present when we use language. Do you agree? Explain.	In this unit I am keen for students to learn about their **own identity** and **religious position** and **compare it to an Indonesian context**. The school is a Christian school and all students study Biblical Studies as part of the curriculum and attend chapel services once per week. Exploring religion in Indonesia will give students an additional opportunity to consider their own beliefs.
Do you think culture is static?	
What factors influence your identity? Is religion part of your identity?	From an intercultural perspective, I want students to **recognise the different values** inherent in various religions in Indonesia as expressed through a variety of texts. From a linguistic perspective, I want students to develop a repertoire for describing their feelings and being able to exchange ideas with others.
Is religion an important aspect of your life?	
Do you think religion is an important aspect of the lives of Indonesians? What influences your point of view on this?	I also want students to develop an awareness of the **specific religious terminology** that is used in various settings, for example the use of words with Arabic origin, *selamat, maaf lahir batin.* It is planned to develop this further in subsequent units. It is anticipated that some students may have a stereotypical view of religion in Indonesia, particularly Islam. This unit aims to dispel these stereotypes. A range of texts will be used to help students develop a balanced perspective. These include (but are not limited to) texts from Indonesian primary school books, excerpts from Indonesian film and television, advertisements from popular Indonesian women's magazine and shopping brochures, greeting cards, readings from Australian textbooks, an Indonesian pop song and a poem from an Indonesian high school student. Most of these texts are written for an Indonesian audience, which will give students an insight into the language used and the values represented.
What do you know about religion in Indonesia?	
Questions relating to specific texts	
What do you notice about the primary school texts? Think about the tone, register and structure of the language. Explain what message the Indonesian government is presenting. What values are being presented to the Year 1 students? What message and values are being presented in your Biblical Studies lessons? What connections have you made? How is this learning important?	• The primary school books provide students with an insight into the Indonesian government's perspective on religion, that is, the religions that are officially sanctioned, and the promotion of the concept of religious tolerance. The television excerpt also highlights the importance of valuing other religions.
	• The call to prayer shows the predominance of Islam and the use of Indonesian words with Arabic origins.
What do you notice about the language used in the greeting cards? What does the word 'sorry' tell you about this religious occasion? Compare this to Christmas and Easter greetings.	• The advertisements show some of the associated behaviour and practice with *Lebaran* and highlight its commercialisation. Students will examine the lexical and grammatical nature of these texts.
	• The greeting cards highlight the specific expression used for celebrating *Lebaran.*
	• The excerpt of children commenting on fasting and praying in the film *Untuk Rena*, the pop song, and the poem provide a personal perspective of Islam.
	• The articles give an overview of the different religions

	and their associated celebrations and ceremonies.
What do you notice about the call to prayer? Why is the term *Allah* used for 'God', instead of *Tuhan*? What do you notice about the Sony Handy Cam advertisement? Why is colloquial language used?What grammatical structure is used? Why? How is *Lebaran* represented in the text? How does this compare to advertisements about Christians? Based on your knowledge of pragmatics, Indonesian etiquette and body language, would your behaviour and conduct as a guest at a special occasion in Indonesia differ to your behaviour and conduct in Australia? What did you expect to learn? What have you learnt? What has been eye-opening for you?	Students will be required to keep a journal in which they can record their observations and reflect on their understandings.

Comment [A12]: The use of a reflective journal encourages students to record all of their observations thoughts and feelings about the learning. This can be used by students to self-assess their own growth and by teachers to gauge how the learning is being received.

Teaching and learning activities

Listening and responding

Listen to the song *'Mudik'* and complete cloze exercise. Discuss song.
Students are encouraged to consider the band, genre of music, purpose of the song, values in song.

View and respond to excerpt '*Keluarga Rahmat'* from *Voices and Visions* CD-Rom about a Muslim family deciding how they will acknowledge a Christian family's celebration of Christmas

View excerpt from film *Untuk Rena* and discuss children's comments about fasting and praying. Compare this to their own religious expectations at school (and possibly at home).

Listen and extract meaning from texts about religion
(SS Stage 3, audio #16, 17, 18, 19)

Listen to TIFL video in which views about *Lebaran* are being discussed. Summarise main points.

Reading and responding

Read and extract information from an Indonesian calendar of religious events.
Read *Mujdik* and share information with other students.
Read about various Indonesian religious ceremonies (e.g. *Lebaran*, cremation, *Torajan* death ceremonies, tooth filing) from HSC online and *Senior* text, and write main points.
Read dialogues about *Lebaran* and note colloquial language (*Suara Siswa 3*).
Compare advertisements for *Lebaran* with Australian Christmas advertisements.
Read and respond to various greeting cards for *Lebaran.*

Speaking

Discuss views on practice of Mudik with other students to broaden understanding.
Interview a Muslim Indonesian about his or her experiences of *Lebaran* and a Christian Indonesian of his or her experience of Christmas.
Discuss the interviews with other students, focusing on the similarities and differences. With teacher support, evaluate the language used in the interviews.
Speak about self, family and religious celebrations.

Writing

Write a message in a card to celebrate a particular event (e.g. *Nyepi*, *Hari Natal*, *Lebaran*).
Imagine that you witness a ceremony in Indonesia.
Write a diary entry, reflecting on the experience.

Evidence of learning

Evidence will be gathered by formally assessing students' ability to listen to a variety of texts and determine the gist, extract key information and summarise main ideas.

There will be a particular emphasis on the students' ability to recognise the purpose, audience and content of each listening item and analyse the language used in different contexts.

The interview will assess students' ability to understand information presented about celebrations.

Discussion about celebrations and religion in Indonesia will indicate their cultural understanding.

The writing activities will indicate students' ability to write using a range of structures and vocabulary.

Feedback

The teacher provides written feedback about students' reading folios and written responses.

Oral feedback will be provided about their understanding of spoken texts and their ability to speak in Indonesian during the pair work and whole-class activities.

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Comment [A13]: Clear articulation of the development of the communication macro skills enables the teacher to ensure coverage and connection back to the local curriculum framework. A variety of task types has been included to ensure that the learning is accessible and appropriately scaffolded, allowing for reinforcement of the learning in multiple ways.

Comment [A15]: Student learning is being assessed throughout the program both formatively and summatively, and formally and informally. Assessment is both of and for learning.

Comment [A16]: The focus here is on evidence to be collected, not just on outcomes.

Comment [A14]: Social interaction enables students to develop greater depth of understanding through communicating their reflections and understanding with others.

Comment [A17]: The feedback process is planned carefully so that both teacher and students know when they will give/receive it.

Comment [A18]: Formative feedback of this nature will support student learning and prepare them for the summative tasks.

Year 12 Indonesian – Spring term Assessment Task

Date Due:	**Language mode:** Speaking and Listening and Writing
	Weighting – 20%

Assessment Task – Interview and Writing Task

You will be required to interview an Indonesian person about his/her religious beliefs and the special occasion(s) associated with his/her religion. You will need to use this information to write an email in Indonesian to a friend. (Carefully consider the questions that you will ask, as the information you gather will help you to write your email.)

- In your interview you may like to ask questions about place/time/frequency of worship, what the special occasions are and how they are celebrated, how they need to act as a Christian/Muslim, and so on.

- You may also like to ask deeper questions to determine his/her feelings about religion and religious practice. Does his/her ethnicity or gender make a difference?

- Consider carefully the register of your language. Who are you interviewing?

- You will conduct the interview in groups of up to three. Each person in the group must write at least five questions for the interview. You should take turns in asking the questions. You must record your interview and submit the tape/CD as part of the task.

- Write down what you have learnt about the information presented in the interview in your Learning Log. (Remember to notice, compare and reflect on some of the similarities and differences between your religious practice and his/hers. Think about whether the information that you learnt confirmed any of your assumptions or not. Be careful not to generalise as the information you gather is from one person's perspective.)

- After you have interviewed the Indonesian person, complete the following written task:

  Imagine that you are on exchange in Indonesia. You are living with a Christian/Muslim family. Write an email of 200 words to a good friend in which you describe and reflect on living with this family. In your email make specific reference to the information you have learnt from your interview.

Comment [A19]: The teacher links the two parts of the assessment task, preparing students for the written task.

Comment [A20]: A range of scaffolds is provided to support the student in preparing the interview. Use of the phrase 'you may like' positions the student as the one to make the choices, decide on the particular slant they wish to take, and what they ultimately include in the interview. It allows for variability, and for individual and personal responses.

Comment [A21]: Often 'imagine you are' tasks ask students to become someone else, when they may not know much about what it would be like to be someone else. This task asks students to look deeply within themselves to construct their own, personal responses.

Comment [A22]: Asking students for evidence supports learning that requires thinking and analysis.

Interview

You will be assessed on how well you demonstrate:

- the ability to recognise and employ language appropriate to the interviewee and social context;
- relevance and depth of questions;
- clarity of expression (pronunciation, intonation, stress);
- accuracy of vocabulary and sentence structures;
- variety and appropriateness of vocabulary and sentence structures;
- the capacity to maintain a conversation (comprehension, communication strategies).

Criteria	**Marks**
Uses appropriate language register for interviewee and social context Selects questions with consideration of interviewee Demonstrates depth of treatment of subject matter through questions asked Interacts in Indonesian using accurate and varied language Communicates effectively with correct intonation and pronunciation	17–20 Excellent intercultural understanding
Uses appropriate language register for interviewee and social context Selects questions with consideration of interviewee Demonstrates some depth of treatment of subject matter through questions asked Interacts in Indonesian using varied language but with some inaccuracies Communicates well but may have a few inaccuracies in intonation and pronunciation	13–16 Very good intercultural understanding
Uses appropriate language register for interviewee and social context Selects questions with consideration of interviewee Asks relevant questions but shows little depth in subject matter Interacts in Indonesian but has inaccuracies in structure and vocabulary choice Maintains satisfactory communication with a few inaccuracies in intonation and pronunciation	9–12 Good intercultural understanding
May not use appropriate language register for interviewee and social context Selects questions with some consideration of interviewee Asks relevant questions but shows no depth in subject matter Interacts in Indonesian but has several inaccuracies in structure and vocabulary choice Maintains basic communication with a few inaccuracies in intonation and pronunciation	4–8 Limited intercultural understanding
Incorrect register Little consideration of interviewee in respect to questions asked Some relevant questions asked Interacts in Indonesian but has several inaccuracies in structure and vocabulary choice	1–4 Poor intercultural understanding May be offensive or

Comment [A23]: Criteria are made available to students so they they have clear expectations of what is being assessed

Maintains basic communication for part of the interview	incomprehensible

Email

You will be assessed on how well you:

- summarise main points and provide detailed items of specific information from your interview;
- identify values, attitudes, and beliefs of cultural significance;
- interpret and evaluate information showing your intercultural learning;
- use appropriate register;
- demonstrate accuracy of sentence structures;
- demonstrate complexity of vocabulary;
- demonstrate the capacity to structure and sequence response.

Criteria	Marks
Summarises main points and provides detailed information describing special occasion. Identifies values, attitudes and beliefs of cultural significance. Reflects on experience in a perceptive manner, interpreting and evaluating information from interview. Writes using appropriate informal register. Writes in a sequenced manner demonstrating accuracy of structures (uses OFC) and complexity of vocabulary.	17–20 Excellent intercultural understanding
Summarises main points and provides detailed information describing special occasion. Identifies values, attitudes and beliefs of cultural significance. Reflects on experience, interpreting and evaluating information from interview. Writes using appropriate informal register. Writes in a sequenced manner with minor inaccuracies in structures. Writes using a variety of vocabulary.	13–16 Very good intercultural understanding
Summarises main points and describes special occasion. Identifies some values, attitudes and beliefs of cultural significance. Reflects on experience, interpreting and evaluating some information from interview. Writes using appropriate informal register. Writes in a sequenced manner with some inaccuracies in structures. Writes using a variety of vocabulary.	9–12 Good intercultural understanding
Summarises main points and describes some aspects of special occasion, little to no reflection. Identifies some values, attitudes and beliefs of cultural significance. May not write using appropriate informal register. Writes with some inaccuracies in structures. Writes using relevant vocabulary.	4–8 Limited intercultural understanding

Describes some aspects of special occasion. May not write using appropriate informal register. Writes with some inaccuracies in structures and vocabulary.	1–4 Poor intercultural understanding May be offensive or incomprehensible

Register *Year 12 – Stage 6 Module 1*	*Teacher:*
Assessment Task – Interview and email Sample of good standard collected ❑ Sample of excellent standard collected ❑	Performance
Comments about assessment task (20%)	
Additions to unit	Deletions from unit
Evaluation It is important to reflect on and evaluate the degree to which the unit has remained focused on the outcomes. Identifying the evidence of learning early in the process will assist in this. Teachers must evaluate the degree to which students have progressed as a result of the experiences and what should be done next to assist them in their learning.	

Language, culture and learning What is language? What is culture? Understanding learning Understanding language learning Intercultural language learning	The program emphases the need for developing cultural, and especially intercultural, understandings in students, and specifically sets out to identify what these understandings might be, and why it is important for the students to explore these aspects of language and culture and their relationship. An emphasis on students' own meaning-making develops the intercultural perspectives. Learning for the students is fore grounded, even within a structured HSC syllabus, and there is constant emphasis on the interplay between language, culture and learning.
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	Interactions and tasks address intercultural understandings and students' own views, requiring students to think about their own perspectives and position themselves to think of others' perspectives as well. Combining an interview with a writing task requires students to use a range of skills and show their developing understandings in a variety of ways. As senior students, there is an expectation of a standard for this level of learning, but this does not preclude the possibility of variable response and the inclusion of a range of perspectives. Identification of text types required in the unit, in its own box in the program, ensures the inclusion of a range of tasks suitable for a variety of learning styles. A continuous learning log provides an excellent opportunity for interaction between teacher and student, and for ongoing formative feedback.
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	Resources are contemporary and specific to the tasks being undertaken. They should allow for engagement with the tasks, texts and life worlds and perspectives being presented in them, while also encouraging students to develop thoughtful responses of their own. The 'resource' of the learning log will be useful to both student and teacher as learning progresses.
Assessing Assessment and learning The assessment cycle Eliciting evidence of students' language learning Judging: considering criteria Validation	Assessment tasks are very clear and criteria expressed so that students understand the range of learning that is expected of them. Text types are varied, and there is considerable scope for interactive feedback to assist learning throughout the module.

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	The program relates to a longer term program, and connections with the other modules in the program are well made and explicit. The context of learning is clear, and especially noteworthy is the rationale for teaching the unit, which makes clear exactly what it is that the teacher wishes her students to achieve in the module.
Evaluating language programs Evaluation as an ongoing process Evaluation in context Purpose and scope of evaluation Evaluation as inquiry	The teacher has provided her own evaluation space and uses this to interrogate her own practice, for ongoing improvement of her programs.