

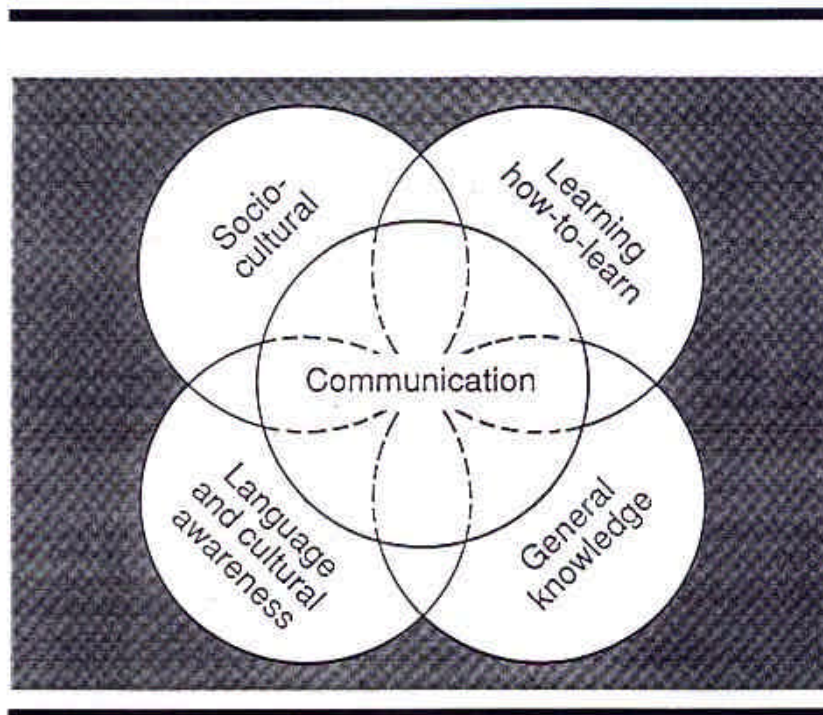
Goals of the Indonesian Program

Learning Indonesian will enable students to:

- Communicate in another language
- Enhance their intellectual and social development
- Expand their knowledge, and approach tasks with insights gained from another language and culture
- Participate in the life of another culture, and gain an understanding of both the specificities of other languages and cultures, and of the commonality of human existence
- Enhance their own self esteem
- Develop their sense of social justice
- Enhance their vocational prospects

Aims

There are five broad, interrelated aims of language learning – communication, sociocultural, learning-how-to-learn, language and cultural awareness and general knowledge.



Communication

By participating in activities organized around the use of Indonesian, learners will acquire communication skills in Indonesian which widen their network of interpersonal relations, give direct access to information in Indonesian, enhance study, vocational and leisure-based activities.

Socio-cultural

Learners will develop an understanding of the culture of the Indonesian community which they can use as a basis for informed comparison with other cultures. Through this process learners will develop an appreciation of the validity of different ways of perceiving and encoding experience and of organizing interpersonal relations, and reach a more secure acceptance of their own personal identity and value.

Learning-how-to-learn

Learners will be able to take a growing responsibility for the management of their own learning, so that they learn how to learn and learn how to learn a language.

Language and cultural awareness

Learners will reflect upon and develop an awareness of the role and nature of language and of culture in everyday life, so that they may understand the diversity of the world around them, and act upon it in judicious ways.

General knowledge

Learners will gain knowledge and understanding of a range of subject matter related to their needs, interests and aspirations, as well as to other areas of their formal learning.

What do we want students to understand?

We want students to develop an appropriate level of knowledge and understanding of aspects of the Indonesian community, for example:

- How interpersonal relations are conducted
- The everyday life patterns of their contemporary age group
- Cultural traditions and social conventions
- Historical roots, and the community's relationship with other communities
- The economy and the world of work
- Political and social institutions
- Cultural achievements
- Current events
- Regional and geographical concepts

We also want students to develop an understanding of:

- The 'aesthetic' features of their own language and the languages of others
- The functions of language in everyday life
- The systematic nature of language, and the way it works
- The ways that language adapts to context
- The concepts of accent, dialect, register, and other forms of language variation
- How language grows, borrows, changes, falls into disuse, and dies
- How language is a manifestation of culture
- Cultural variation, and the enriching nature of diversity
- The importance of language maintenance to members of a language community

What do we want students to be able to do?

We want students to use Indonesian to:

- Establish and maintain relationships and discuss topics of interest (e.g. through the exchange of information, ideas, opinions, attitudes, feelings, experiences and plans)
- Participate in social interaction related to solving a problem, making arrangements, making decisions with others, obtaining goods, services, and public information
- Obtain information by searching for specific details in a spoken or written text and then process and use the information obtained
- Give information in spoken or written form (e.g. give a talk, write an essay, or a set of instructions)
- Listen to, read or view, and respond personally to a stimulus (e.g. a story, play, film, song, poem, picture)
- Be involved in spoken or written personal expression; e.g. create a story, dramatic episode, poem, and play

What do we want students to feel?

We want students to feel:

- Their needs and interests are being met
- They are making progress in their learning
- Interested and challenged by the learning tasks
- Actively involved in the learning process
- Valued and respected by the teacher and classmates
- That the contributions of others are valid and worthwhile
- That they and others are entitled to express their views
- Ownership of the direction their learning is taking and therefore to take more interest and become more involved in what they are doing
- What they are doing has a purpose and is worthwhile

How do we want students to act?

We want students to take responsibility for their own learning by learning to:

- Manage the physical environment (e.g. be prepared with materials)
- Search for and discover information for themselves
- Take appropriate risks and learn from mistakes
- Determine their own targets and assignments and, through discussion with the teacher, plan how best to achieve these
- Work individually
- Work in a group, cooperating with others, helping them, and being helped by them
- Record information for themselves
- Evaluate their own effort as well as the process they went through to attain a goal
- Use strategies to overcome communication breakdowns
- Use negotiating strategies
- Develop specific skills in speaking, listening, reading and writing

Methodology

Teachers at BHIS will embrace the eight principles of language learning (Scarino, Bk 1 p., 1988) which are as follows:

Learners learn a language best when:

1. They are treated as individuals with their own needs and interests
2. They are provided with opportunities to participate in communicative use of the target language in a wide range of activities
3. They are exposed to communicative data which is comprehensible and relevant to their own needs and interests
4. They focus deliberately on various language forms, skills, and strategies in order to support the process of language acquisition
5. They are exposed to sociocultural data and direct experience of the culture(s) embedded within the target language
6. They become aware of the role and nature of language and of culture
7. They are provided with appropriate feedback about their progress
8. They are provided with opportunities to manage their own learning

Methodological implications of the eight principles of language learning:

The learner-centered principle implies the need to:

- Cater for the whole learner (i.e. his or her intellectual, social, emotional, and physical development) when determining both the content and the processes of learning
- Appeal to learners' imagination and creativity through simulation, games, stories, songs, plays, dramatic activities, visuals, etc.
- Create an atmosphere of trust to encourage learners to take risks
- Provide opportunities for pair work and group work to develop learners' social skills
- Employ a variety of teaching strategies to cater for differences in learning styles
- Allow time for mastery, repetition, and association, allowing learners to observe, discover experiment, practice, discuss and share
- Provide opportunities for learners to find answers to their own questions and pursue their own interests (e.g. through learning centers)

The active involvement principle implies a need to:

- Value and promote genuine communication
- Provide a variety of activities using a range of spoken and written communicative data appropriate to the learner's development (e.g. information and opinion gap activities, problem solving activities, songs, games, stories, role-play, projects, excursions)
- Encourage and promote the active involvement of all learners in exploring, investigating, reflecting, communicating, and self-discovery
- Provide related and recycled experiences to support conceptual development. Learners need places to visit, people to meet, and activities which arouse curiosity excite the emotions and stimulate thinking
- Encourage quality interaction between the learner, the teacher, the materials, and the learning environment

The immersion principle implies a need to:

- Create an atmosphere where learners are using and working with the target language and culture
- Develop learning activities appropriate to the context of the learners
- Provide a variety of language stimuli from a range of sources
- Foster learning from others who have different experiences and knowledge
- Keep the 'talking about' approach to a minimum

The focusing principle implies a need to:

- Practice vocabulary, structures, skills, and strategies to support and encourage the use of the target language in activities, using learning routines, games, artwork, music etc.
- Encourage learners to work together to discover new language patterns and conventions

The socio-cultural principle implies a need to:

- Create an atmosphere where the target language is learned and used in an appropriate sociocultural context, and provide sociocultural information which is relevant to learners (e.g. through the use of the target language community, pen friends, audio and videotapes, authentic documents)

The awareness principle implies a need to:

- Make explicit to learners the general features and role(s) of language and culture
- Provide experiences of various cultures and encourage guided reflection about them in order to build up learners' cultural sensitivity

The assessment principle implies a need to:

- Support further learning through feedback
- Encourage learners to become involved in the assessment process (e.g. through self-assessment, and peer assessment)

The responsibility principle implies a need to:

- Be explicit about learning goals and objectives and the best means of achieving them
- Foster the development of cognitive processing skills, learning-how-to-learn skills, and social skills

(Vale, 1991, pp30-31)

Kindergarten and Grade One - Curriculum

Perkenalan - Getting to Know You

Learners will be able to use Indonesian to:

- Greet each other
- Introduce themselves and others
- Exchange personal information with friends (e.g. name, age, address, nationality, family members)
- Fill in a form giving personal details
- Describe the physical appearance of themselves and others

Penginderaan - Senses

Learners will be able to use Indonesian to:

- Express their opinion in simple terms about likes and dislikes
- Participate in games and songs
- Give a simple spoken instruction (e.g. for soft and loud sounds)
- Listen to stories and predict meanings
- Create and present their ideas and understanding in books, collage, illustrations and charts
- Identify and name a range of objects through the five senses
- Identify sounds according to a common attribute

Mari Membuat Kelompok – Let's Make Groups

Learners will be able to use Indonesian to:

- Participate in games and songs
- Listen to stories and predict meanings
- Identify and group objects according to a common attribute, for example size, similarities, differences, colors, numbers and textures
- Infer the identity objects

Hari Ulang Tahun - Birthday

Learners will be able to use Indonesian to:

- Talk simply about self (e.g. age, birth date)
- Understand when others talk about age, birth date
- Order time chronologically (e.g. days, months, years)
- Participate in songs and games

Saya dan Keluarga Saya – Me and My Family

Learners will be able to use Indonesian to:

- Ask and give names
- Introduce their family and use family words
- Participate in games and songs
- Developing and understanding of family

Di Sekolah Saya – At School

Learners will be able to use Indonesian to:

- Interact in everyday classroom situations with teachers and learners
- Talk and write simply about self
- Participate in games and songs
- Identify quantities of objects
- Understand and carry out simple instructions
- Express their own opinions simply and understand the opinions of others (e.g. likes and dislikes)

Kesehatan - Healthwise

Learners will be able to use Indonesian to:

- Talk simply about themselves
- Participate in games
- Listen and respond to simple stories and songs in Indonesia (e.g. about daily activities, health care)

Grades Two, Three and Four Curriculum

Perkenalan - Getting to Know You

Learners will be able to use Indonesian to:

- Greet each other
- Introduce themselves to others
- Exchange information with friends (e.g. name, age, address, nationality, family members etc.)
- Fill in a form giving personal details

Saya dan Anda – You and Me

Learners will be able to use Indonesian to:

- Talk or write simply about self and understand when others talk and write about self (e.g. birthday, age, phone number, address, personal description)
- Express their opinions simply and understand the opinions of others (e.g. likes and dislikes, feelings)
- Participate in games
- Interview classmates
- Give a short talk with props (e.g. about favourite things, country of origin)
- Copy or write and illustrate an information poster (e.g. about a missing person)
- Create and perform a mini – play

Lingkungan Saya – My Environment

Learners will be able to use Indonesian to:

- Talk or write simply and understand when others talk or write about family
- Talk or write simply and understand when others talk or write about possession (e.g. my home, room, school things)
- Interact in classroom situations
- Write simple correspondence (e.g. family, neighbours etc.)
- Participate in games
- Extract information from simple written texts (e.g. signs, notices, lists)
- Follow directions
- Give a short talk to a class or group about family, neighbours
- Give a simple set of directions
- Learn and participate in songs
- Listen and respond to a simple story and song
- Write their own song with support from the teachers

Berbelanja - Shopping

Learners will be able to use Indonesian to:

- Participate in games (e.g. shopping)
- Participate in role-plays involving transactions to obtain goods
- Extract information from written conversations, advertisements, posters
- Predict meaning by interpreting gestures, facial expressions and other paralinguistic gestures
- Participate in choral reading
- Respond to stories or film (e.g. mime, role-play, recall favourite word)
- Create their own version of a story based on models provided
- Create and present their ideas and understanding through a variety of arts and Crafts, books, murals, posters
- Dictate, copy or write captions for visual representations

Kesehatan - Healthwise

Learners will be able to use Indonesian to:

- Talk and write simply about themselves and understand when others talk or write about themselves (e.g. their daily routine, childhood illnesses)
- Collect information (e.g. about childhood illnesses, from classmates and display findings on graphs or charts)
- Participate in games
- Copy or write simple correspondence (e.g. a get-well card)
- Participate in role-play involving transaction (e.g. obtaining medical advice)
- Extract information from advertisements, prescriptions, health-care posters or charts
- Make a short written or spoken statement to inform others (e.g. about daily activities, health care)
- Give a short talk
- Give a short, simple set of instructions
- Obtain information or services (e.g. medical assistance)
- Listen and respond to simple stories, songs in Indonesian (e.g. through role-play, responding to questioning, creating actions)
- Predict meaning by interpreting gestures, facial expressions and other paralinguistic devices
- Participate on choral reading
- Create their own version of a story or song, using models provided

Keluarga dan Teman-teman - Families and Friends

Learners will be able to use Indonesian to:

- Talk briefly about their family, pets, home, school and school subjects
- Identify people by extracting details from a variety of short spoken and written texts
- Write a letter giving information about family, pets, home, school and subjects
- Ask permission to visit a friend
- Understand and respond to the language of the classroom (e.g. ask for explanations, clarification or repetition, borrow something, ask permission to leave the class, apologize, give excuses, ask for help, ask for information about homework, the next lesson etc.)
- Respond to simple classroom instructions

Kemana, Dimana dan Bagaimana - Out and About

Learners will be able to use Indonesian to:

- Ask for and give locations of places
- Ask for and give street directions
- Bargain for transport
- Ask for information about public transport
- Give details about facilities, events and transportation in the local area
- Extend and respond to invitations to do something with friends
- Leave/take messages in writing and via telephone
- Prepare a simple brochure about the town or city in which they live

Suka Nggak? – Do You Like It?

Learners will be able to use Indonesian to:

- Exchange information about likes and dislikes in regard to food, leisure and entertainment
- Express opinions (e.g. about leisure activities, music, film, foods, entertainers)
- Make arrangements to do something together, face to face and over the telephone
- Extract details from written and spoken notices or advertisements
- Conduct surveys or interviews and display the information (e.g. as a graph, chart etc.)
- Create a booklet about leisure activities
- Respond to simple questionnaires
- Record information in a diary for a short period of time

Berapa Nih – How Much Is It?

Learners will be able to use Indonesian to:

- Ask for and give a shopping list
- Give details about items for sale
- Extract details from advertisements
- Bargain for and purchase items
- Order/ask for food and drink
- Make arrangements to meet
- Tell about an outing (e.g. where they went, what they ate/bought etc.)

Bermain Kata-kata - Playing With Words

Learners will be able to use Indonesian to:

- Read/listen to a variety of riddles, tongue twisters, poems, songs, chants etc. and write some of their own
- Read and respond to a simplified folk-tale (e.g. by writing an alternative ending, retelling it in another form, giving a review)
- Write a simple description of a fictional character
- Read aloud to others
- Present creative items to an audience
- Express simple opinions about a poem or story

Pulang dari Sekolah - After School

Learners will be able to use Indonesian to:

- Get to know someone (e.g. interview classmates)
- Participate in games
- Write simple poems with teacher support
- Create and perform simple dialogues, role plays
- Listen to, learn and participate in Indonesian songs
- Give and respond to spoken invitation, messages

Cerita Rakyat - Folk Stories

Learners will be able to use Indonesian to:

- Follow instructions
- Locate or research and record simple information in Indonesian
- Listen to a story in Indonesian and predict meaning by interpreting gestures, facial expressions and other paralinguistic devices
- Respond to simple folk tales in Indonesian (e.g. by recalling favourite sections, oral closing, role-play and drama)
- Participate in choral reading
- Respond in Indonesian to folk tale in English
- Read simple folk stories in Indonesian independently
- Write their own versions of folk tales with support from the teacher
- Retell or read their own version of a story to others

Kita ke Sekolah – Going to School

Learners will be able to use Indonesian to:

- Get to know someone
- Talk about self and school and understand the opinions of others (e.g. role-play)
- Express simple opinions and give reasons, and understand the opinions of others
- Write simple correspondence
- Understand and follow directions
- Extract and use information from spoken or written text
- Give written information
- Listen and respond to a story, song or film
- Write simple poems and stories with support from the teacher
- Create and present ideas through posters and slogans

Mau Makan Apa? – What Do You Want To Eat?

Learners will be able to use Indonesian to:

- Get to know someone
- Express simple opinions, give reasons and understand the opinions of others
- Participate in games
- Write invitations
- Transact to obtain goods (shopping)
- Understand and follow instructions guided by demonstration
- Extract information from written or spoken text
- Create and present ideas through advertisements, menus, etc.

Negeriku dan Tetanggaku – My Country and My Neighbour

Learners will be able to use Indonesian to:

- Exchange information about topics of interest (e.g. souvenirs, photograph albums)
- Write simple correspondence (e.g. letters, postcards, invitations)
- Ask for and follow directions
- Listen and respond to a story or film (e.g. role-play, a mural or text map)

Riwayat Hidup Saya – My Autobiography

Learners will be able to use Indonesian to:

- Get to know someone
- Talk about self and understand when others talk about self
- Participate in games
- Follow instructions
- Extract and use information from spoken text

Grades Five, Six, Seven and Eight Curriculum

Perkenalan - Getting to Know You

Learners will be able to use Indonesian to:

- Greet each other
- Introduce themselves and others
- Exchange information with friends (e.g. name, age, address, nationality, family members etc.)
- Fill in a form giving personal details

Tentang Indonesia - Images of Indonesia

Learners will be able to use Indonesian to:

- Give details about people and places in Indonesia
- Locate places on a map of Indonesia
- Ask for/give directions
- Narrate travel directions
- Extract details about events from advertisements
- Ask about/give details about a tour
- Present researched information on an area of Indonesia in the form of a brochure

Saya dan Anda - You and Me

Learners will be able to use Indonesian to:

- Talk or write simply about self and understand when others talk and write about self (e.g. birthday, age, phone number, address, personal description)
- Express their opinions simply and understand the opinions of others (e.g. likes or dislike, feelings)
- Participate in games
- Interview classmates
- Give a short talk with props (e.g. about favourite things, country of origin)
- Copy or write and illustrate an information poster (e.g. about missing person)
- Create and perform a mini-play

Bermain dengan Kata-kata - Playing With Words

Learners will be able to use Indonesian to:

- Read/listen to a variety of riddles, tongue twisters, poems, songs, chants etc. and write some of their own
- Read and respond to a simplified folk-tale (e.g. by writing an alternative ending, retelling it in another form, giving a review)
- Write a simple description of a fictional character
- Read aloud to others
- Present a creative item to an audience
- Express simple opinions about a poem or story

Suka Nggak? - Do You Like It?

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- Express opinions (e.g. about leisure activities, music, film, food, entertainers)
- Make arrangements to do something together, face to face and over the telephone
- Extract details from written and spoken notices of advertisements
- Conduct surveys or interviews and display the information (e.g. as a graph, chart etc.)
- Create a booklet about leisure activities
- Respond to simple questionnaire
- Record information in a diary for a short period of time

Mari Kita Memasak – Let's Cook

Learners will be able to use Indonesian to:

- Give and follow recipe instructions
- Describe various Indonesian and western foods
- Express food preferences
- Give details about a special meal or special occasion
- Research Indonesian recipe books and produce a menu
- Plan a special Indonesian meal
- Extend invitations to a special meal
- Role-play the purchase of cooking ingredients

Hari-hari Sekolah - School Days

Learners will be able to use Indonesian to:

- Carry out simple classroom interactions (e.g. ask to borrow something, ask for help, permission, repetition etc.)
- Summarize general aspects of school life in Indonesia
- Describe their school and school-related topics
- Express opinions on school and school life
- Sing or respond to Indonesian songs
- Write advertisements, notices or messages about school-related events
- Take part in various school activities in role-play or in real-life situations

Membuat Rencana - Making Plans

Learners will be able to use Indonesian to:

- Ask for and give details about leisure activities
- Express opinions about leisure preferences
- Make choices, decisions and plans to do something together, face to face and on the telephone
- Leave messages detailing arrangements for an activity being undertaken together, in writing and on telephone
- Extend and respond to invitations, in writing, face to face and on the telephone
- Extract details about leisure activities from announcements, notices and advertisements
- Give a prepared talk of approximately 2-3 minute duration on a particular leisure activity
- Plan, organize and participate in a special activity

Penampilan - You're Looking Good

Learners will be able to use Indonesian to:

- Describe personal appearance
- Role-play shopping for clothes
- Give details about lifestyle (e.g. physical activities, weekly routine, diet)
- Express opinions on matters relating to health and appearance
- Promote good health through visual and spoken means
- Follow instructions for physical exercises
- Cook an Indonesian dish
- Give the symptoms of minor illness
- Write a get-well card

Tinggal di Indonesia - Life Around Here

Learners will be able to use Indonesian to:

- Give details about home, people at home, home life and the local area
- Extract details about home and community life in various part of Indonesia from a variety of spoken and written texts
- Create a pamphlet or a video describing their local area
- Present research on an area of Indonesia, (research will require some English but presentation is to be conducted in Indonesian)

Cerita - Story

Learners will be able to use Indonesian to:

- Read, listen and react to short, simplified stories or drama script
- Extract key details from stories or drama scripts
- Create and present simple stories or drama scripts of their own
- Make simple statements demonstrating a general knowledge of Indonesian and Western history

Kepada Editor - To the Editor

Learners will be able to use Indonesian to:

- Produce a magazine
- Discuss and make decisions with others
- Use information and ideas from Indonesian magazines to write and illustrate items for their own magazine/s
- Read and respond to poems, stories, plays, articles etc.
- Write, compile and produce a variety of items for a magazines, for example:
 - A letter expressing an opinion or giving advice
 - A book/film/sport/restaurant review
 - A personal profile
 - The result of surveys they have conducted
 - A guided to a short story or play

Assessment

Assessment involves making considered judgments about the learner's performance and determining whether they have achieved the outcomes of the course.

The purpose of assessment is to:

- Motivate learners at Batu Hijau International School and teachers
- Inform the teaching/learning process
- Inform other relevant people of learners' progress
- Encourage cooperative and individual styles of work
- Encourage learners to be involved in the learning/assessment process

The Batu Hijau Indonesian language program assessment scheme involves a variety of informal and formal procedures and techniques used to monitor learners' progress. These include observation of activities and exercises, informal interaction with learners, questionnaires, class work and homework, discrete point, semi-direct and direct tests, self and peer assessment.

Resources

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