

# **Course design (including scope and sequence)**

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## Course structure

The syllabus for new courses includes the following elements.

<b>Rationale</b>	The rationale defines the course in terms of its unifying ideas and makes explicit the purpose for learning in broad terms.
<b>Eligibility</b>	This course is only available to students who are deemed to be non-background candidates by the Curriculum Council. Students wishing to enrol in this course are required to make written application to the Curriculum Council to determine their eligibility
<b>Course outcomes</b>	The course outcomes are statements of what students should know, understand, value and be able to do as a result of what they are taught and what they learn in a course.
<b>Course content</b>	A broad structure for the organisation of the content is provided, along with details about the major content areas that are further elaborated in each of the course units.
<b>Course units</b>	The units and their content are structured from stage P (in some courses), to stage 3. The cognitive difficulty of the content increases with each stage and is referenced to the broad development of learning described in the outcome progressions.
<b>Time and completion requirements</b>	Requirements and time allocation for course completion are outlined.
<b>Vocational education training information</b>	Information about integrating VET with courses is included for schools wishing to provide students with the opportunity to achieve VET units of competency while studying the course. Details of the relevant training packages are also provided.
<b>Resources</b>	Any recommended or set text lists are provided here. Reference is also made to a detailed list of relevant textbooks, teacher references, teacher guides and manuals that can be found at <a href="http://www.det.wa.edu.au/education/cmisis/eval/curriculum/courses/">www.det.wa.edu.au/education/cmisis/eval/curriculum/courses/</a>
<b>Assessment</b>	The types of assessment required for the course, the weightings of these types and the guidelines specific to the assessment for the course are provided.
<b>Grades</b>	Grade descriptors are used in reporting student achievement at the end of a course unit. The grades package for this course is available at <a href="http://newwace.curriculum.wa.edu.au/pages/home.asp">http://newwace.curriculum.wa.edu.au/pages/home.asp</a>
<b>WACE examination details</b>	Requirements for examinations are outlined.
<b>Unit syllabus</b>	A separate syllabus is provided for each course unit. The unit syllabus includes information about the focus of the unit, provides some suggested learning contexts and gives details about the specific content that needs to be taught.
<b>Outcome progressions</b>	The outcome progressions describe, in broad terms, the expectations of learning for students. In teaching a particular course unit, teachers use the outcome progressions along with the unit content to: <ul style="list-style-type: none"> <li>• plan appropriate lessons and activities for their students</li> <li>• develop specific assessment tasks and marking keys.</li> </ul>

## The relationship of outcome progressions to unit content

Outcome progressions, along with content, should be used by teachers to guide the development and planning of their teaching and learning programs. They also provide direction in the development of assessments and associated marking keys. Levels are not to be used as the scale to assess students directly or for reporting student performance.

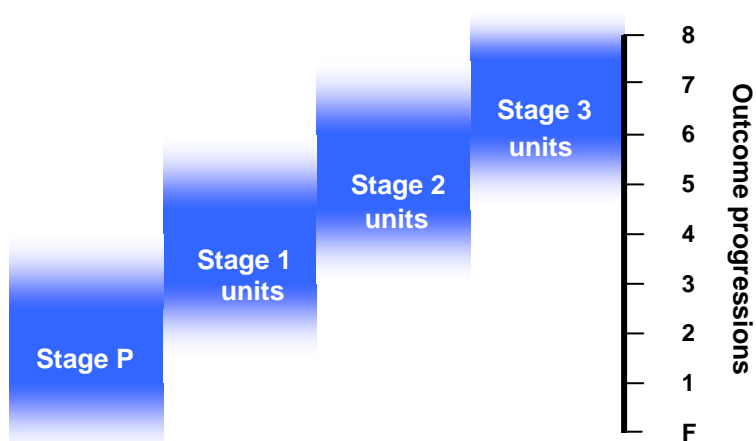
The cognitive difficulty of the content of units increases with each stage (preliminary, one, two and three) and is referenced to the broad development of learning described in the outcome progressions.

<b>Stage P units</b>	Stage P units provide opportunities for practical and well supported learning to help students develop skills required for them to be successful upon leaving school or in the transition to stage 1 units. The content is pitched at Foundation and levels 1 to 2. Post-school pathways may include TAFE and the workplace.
<b>Stage 1 units</b>	Stage 1 units provide bridging support and a practical and applied focus to help students develop skills required for them to be successful upon leaving school or in the transition to stage 2 units. The content is generally pitched at levels 3 to 4. Post-school pathways may include TAFE, apprenticeships, traineeships and the workplace.
<b>Stage 2 units</b>	Stage 2 units provide opportunities for applied learning with more focus on academic learning for transition to stage 3. The content is generally pitched at levels 4 to 6. Post-school options may include TAFE, apprenticeships and traineeships, university and the workplace.
<b>Stage 3 units</b>	Stage 3 units provide opportunities to extend knowledge and understandings in academic learning contexts. The content is generally pitched at levels 6 to 8. The post-school pathway is typically university with some students opting for the workplace or to enrol in TAFE courses.

In planning what to teach, teachers:

- read the course as a whole to understand its structure, how the content develops and to clarify the outcomes and expectations of learning of students in each stage
- refer directly to the unit/s to be taught to determine the specific content and the learning contexts available and the relevant parts of the outcome progressions.

Diagram 1: Outcome progressions and unit content



# Content

The course content needs to be the focus of the learning program. It enables students to maximise their achievement of both the overarching learning outcomes from the Curriculum Framework and the Indonesian: Second Language course outcomes. By engaging with this content, students can demonstrate their achievement.

The course content is divided into four areas:

<b>Text types</b>	In learning a language, students engage with, and produce a wide variety of spoken, visual and written text types. Text types and textual conventions vary across languages and cultures and provide information about the society and culture in which they are produced.
<b>Linguistic resources</b>	In learning about a language students acquire linguistic resources. Linguistic resources are specific elements and conventions of texts that are necessary for communication in Indonesian. In learning to acquire linguistic resources, students should develop understandings and skills relevant to form and features of language (grammar, vocabulary, syntax and sound and writing systems) and textual conventions.
<b>Intercultural understandings</b>	In learning a language students develop intercultural understandings which enhance the ability to communicate, interact and negotiate within and across languages and cultures, and to understand oneself and others.  Areas in which intercultural understandings are developed include: <ul style="list-style-type: none"> <li>• interpersonal relations and everyday living</li> <li>• communication and language beliefs,</li> <li>• attitudes, values and norms.</li> </ul>
<b>Language learning and communication strategies</b>	Language learning and communication strategies are processes, techniques and skills relevant to: <ul style="list-style-type: none"> <li>• supporting learning and the acquisition of language</li> <li>• making meaning from texts</li> <li>• producing texts</li> <li>• engaging in spoken interaction.</li> </ul>

To cater for the full range of students, six units have been developed to sequence the course content. They provide a meaningful setting and focus for student work. The learning contexts are chosen to shape and direct learning within a unit. They are also designed to respond to student interest and engage them in the learning journey.

<b>Unit 1AIND</b>	Examples of learning contexts within the focus of the unit <b>dunia remaja (the world of youth)</b> : who am I?, shopaholics anonymous!, pop culture, going out in Indonesia, trends and sub-cultures, the voice of youth.
<b>Unit 1BIND</b>	Examples of learning contexts within the focus of the unit <b>berjalan-jalan di Indonesia (out and about in Indonesia)</b> : my space, travel tales, unity in diversity, regional travel, ecotourism, travelling safe.
<b>Unit 2AIND</b>	Examples of learning contexts within the focus of the unit <b>saat ini aku di sini (here and now)</b> : being teen, what does it mean?, my culture, my local Indonesian community, what's happening in Indonesia?, media culture, current events.
<b>Unit 2BIND</b>	Examples of learning contexts within the focus of the unit <b>bisa saya bantu? (can I help you?)</b> : being Australian, my career, Indonesian guests, linking communities, tourism and hospitality, migration.
<b>Unit 3AIND</b>	Examples of learning contexts within the focus of the unit <b>aneka wacana (exploring texts)</b> : making myself heard, tackling texts, window on Indonesia, Indonesian film and music, changing texts for a changing world, viewing the world of work.
<b>Unit 3BIND</b>	Examples of learning contexts within the focus of the unit <b>isu hangat (exploring issues)</b> : future plans, youth issues, media censorship, tourism, save our world, breaking down boundaries.

## INDONESIAN: SECOND LANGUAGE COURSE: Scope and sequence of content

Course		pp. 10–11	pp. 12–13	pp. 14–15	pp. 16–17	pp. 18–19	pp. 20–21		
Content organiser		Unit 1A <i>dunia remaja</i> (the world of youth)	Unit 1B <i>berjalan-jalan di Indonesia</i> (out and about in Indonesia)	Unit 2A <i>saat ini aku di sini</i> (here and now)	Unit 2B <i>bisa saya bantu?</i> (can I help you?)	Unit 3A <i>aneka wacana</i> (exploring texts)	Unit 3B <i>isu hangat</i> (exploring issues)		
<a href="#">Text types (external link)</a>	A range of spoken, visual and written text types relevant to the school determined learning contexts should be selected for use in these units.	Over a pair of units within a stage, students have opportunities to engage with, and to produce a range of text types from the lists below. Teachers may also choose to introduce students to additional text types.		Over a pair of units within a stage, students have opportunities to engage with, and to produce a range of text types from the lists below. Teachers may also choose to introduce students to additional text types.  For the specific purpose of school-based assessment and the Stage 2 examination, students are expected to produce (*) and/or respond to the text types listed in the table below:		Over a pair of units within a stage, students have opportunities to engage with, and to produce a range of text types from the lists below. Teachers may also choose to introduce students to additional text types.  For the specific purpose of school-based assessment and the Stage 3 examination, students are expected to produce (*) and/or respond to the text types listed in the table below:			
		<b>Print</b>		<b>Non-print</b>		<b>Print</b>		<b>Non-print</b>	
		Account (personal) Advertisement Article Brochure/leaflet Chart/table Comic/cartoon strip Description Diary/journal entry/weblog (blog) Email Form Horoscopes Instruction Interview/script Invitation Itinerary Letter (informal) Map/plan Menu Message/note/SMS	News item Notice/sign Personal profile Poem Postcard Poster Recipe Report Review Script (e.g. interview, conversation, chat transcript, sketch) Song lyrics Subtitles Summary Survey/questionnaire Timetable Webpage	Announcement/notice Commentary Conversation Film/television program (excerpts) Skit/role-play Song Speech/talk/presentation	Account (personal and narrative)* Advertisement Article* Brochure/leaflet Chart/table Comic/cartoon strip Commentary* CV Description Diary/journal entry*/weblog (blog)* Discussion* Email* Form Horoscopes Instruction* Invitation Itinerary Letter (formal and informal)* Map/plan	Menu Message*/note*/SMS* News item* Notice/sign* Personal profile Poem Postcard* Poster Recipe Report* Review* Script* (e.g. interviews*, conversation*, chat transcript*, sketch*) Song lyrics Subtitles* Summary* Survey/questionnaire Timetable Webpage	Account (personal)* Announcement*/notice*/news item* Commentary* Conversation* Discussion* Film/television program (excerpts) Interview* Skit*/role-play* Song Speech*/talk*/presentation*	Account (personal and narrative)* Advertisement Article* (e.g. newspaper, magazine, web page) Brochure/leaflet Chart/table Comic/cartoon strip Commentary* CV Description Diary/journal entry*/weblog (blog)* Email* Horoscopes Instruction* Itinerary	Letter(formal and informal)* Message*/note*/SMS* News item* Notice/sign* Poem Postcard* Poster Report* Review* Script* (e.g. interview*, conversation*, chat transcript*, sketch*) Song lyrics Subtitles* Summary* Survey/questionnaire Webpage

Course		pp. 10–11	pp. 12–13	pp. 14–15	pp. 16–17	pp. 18–19	pp. 20–21
Content organiser		Unit 1A <i>dunia remaja</i> (the world of youth)	Unit 1B <i>berjalan-jalan di Indonesia</i> (out and about in Indonesia)	Unit 2A <i>saat ini aku di sini</i> (here and now)	Unit 2B <i>bisa saya bantu?</i> (can I help you?)	Unit 3A <i>aneka wacana</i> (exploring texts)	Unit 3B <i>isu hangat</i> (exploring issues)
<a href="#">Linguistic Resources</a> (external link)	<p><b>Textual conventions</b></p> <p>Textual conventions are dependent on the specific texts chosen, and relate to:</p>	<ul style="list-style-type: none"> <li>format and layout of texts e.g. forms of address in emails/letters</li> <li>protocols and conventions e.g. use of name instead of personal pronoun</li> <li>features of language e.g. register, use of English and slang in popular texts, use of name instead of pronoun.</li> </ul>	<ul style="list-style-type: none"> <li>format and layout of texts e.g. forms of address in emails/letters</li> <li>protocols and conventions e.g. conventions of phone conversations</li> <li>features of language e.g. register.</li> </ul>	<ul style="list-style-type: none"> <li>format and layout of texts</li> <li>protocols and conventions</li> <li>features of language e.g. use of adjectives in advertisements; use of slang in SMS.</li> </ul>	<ul style="list-style-type: none"> <li>format and layout of texts e.g. forms, formal letters</li> <li>protocols and conventions e.g. using <i>Bapak/Ibu</i> in some formal conversations</li> <li>features of language.</li> </ul>	<ul style="list-style-type: none"> <li>format and layout of texts e.g. presenting arguments in essays</li> <li>protocols and conventions e.g. expressing disagreement</li> <li>features of language e.g. use of passive in some texts.</li> </ul>	<ul style="list-style-type: none"> <li>format and layout of texts e.g. conventions associated with presenting a reasoned argument in an essay</li> <li>protocols and conventions e.g. protocols associated with giving a speech, addressing an audience</li> <li>features of language.</li> </ul>
<a href="#">Linguistic Resources</a> (external link)	<p><b>Form and features of language</b></p> <p>Vocabulary associated with the learning contexts</p> <p>Form and features of Indonesian related to the unit focus:</p>	<ul style="list-style-type: none"> <li>verb affixes e.g. <i>me-</i>, <i>ber-</i>, <i>di-</i></li> <li>word order for ownership and/or description of nouns (adjectival word order)</li> <li>question words and their placement in oral questions e.g. moveable, at end in more casual conversations</li> <li>use of personal pronouns <i>saya</i>; <i>Anda</i>, <i>aku</i>, <i>kamu</i>, or names appropriate to context and awareness of <i>gue</i> and <i>lu</i></li> <li>simple adverbs e.g. <i>sudah</i>, <i>belum</i>, <i>sedang</i>, <i>akan</i>, <i>mau</i>, <i>dapat</i>, <i>bisa</i>, <i>boleh</i>, <i>harus</i></li> <li>simple conjunctions (<i>dan</i>, <i>tetapi</i>, <i>karena</i>) and linking phrases (<i>lalu</i>, <i>kemudian</i>)</li> <li>commonly used colloquial words e.g. <i>nggak</i>; <i>ndak</i>; <i>kok</i> and patterns of affixations e.g. <i>-kan/-in</i>, <i>me-/ng-</i>.</li> </ul>	<ul style="list-style-type: none"> <li>noun affixes e.g. <i>terbang/ penerbangan</i>; <i>datang/ kedatangan</i>; <i>berangkat/ keberangkatan</i></li> <li>imperatives, recommendations, requests e.g. <i>jangan</i>, <i>harap</i>, <i>tolong</i>, <i>minta</i>, <i>mohon</i>, <i>bisa</i>, <i>boleh</i>, <i>silakan</i></li> <li>locative prepositions (<i>ke</i>, <i>dari</i>, <i>di</i>)</li> <li>adverbs e.g. <i>akan</i>, <i>sudah</i>, <i>belum</i>, <i>mau</i>, <i>jarang</i>, <i>sering</i></li> <li>basic time indicators e.g. <i>baru</i>, <i>lalu</i>, <i>kemudian</i>, <i>sesudah</i>, <i>sebelum</i></li> <li>classifiers</li> <li><i>yang</i> (descriptive)</li> <li>simple exclamations e.g. <i>wah!</i> <i>aduh!</i></li> <li>simple object focus <i>di-</i> verb</li> <li>accidental <i>ter-</i>.</li> </ul>	<ul style="list-style-type: none"> <li>syntax of descriptive phrases e.g. <i>yang...</i> - <i>nya</i> adjective; <i>Tini</i>, <i>yang rambutnya keriting...</i>; <i>sesuatu yang sangat menyenangkan</i></li> <li>question tags e.g. <i>bukan</i>, <i>ya</i>, <i>kan?</i></li> <li>conjunctions for extending writing e.g. <i>sehingga</i>, <i>supaya</i>, <i>agar</i>, <i>jadi</i></li> <li>ways of expressing opinion e.g. <i>pada pendapat saya...</i>; <i>saya pikir bahwa...</i></li> <li>simple object focus (1st, 2nd and 3rd person, without extra clauses or verb auxiliaries)</li> <li>commonly used colloquial language and derivations of common words e.g. <i>sangat/banget</i>, <i>aja/saja</i>; particles of informal speech e.g. <i>kok</i>, <i>nah</i>, <i>sih</i>, <i>gini</i>, <i>dong</i> (for popular texts)</li> <li>language of advertisements: <i>ter-</i> superlative; <i>me-</i> <i>kan</i> causative and <i>memper-</i>.</li> </ul>	<ul style="list-style-type: none"> <li>verb/noun differentiation e.g. <i>minum/ minuman</i>; <i>menunjukkan/ pertunjukan</i>)</li> <li><i>pe-</i> <i>an</i> nouns e.g. <i>perbedaan</i>, <i>persamaan</i>, <i>pendidikan</i>, <i>penginapan</i>, <i>penjualan</i>, <i>pengobatan</i></li> <li>more complex conjunctions e.g. <i>supaya</i>, <i>sehingga</i>, <i>oleh karena itu</i>, <i>akan tetapi</i>, <i>namun</i>, <i>meskipun</i>, <i>sebaliknya</i></li> <li>more complex comparatives e.g. <i>sedangkan</i>, <i>walaupun</i>, <i>di satu pihak</i></li> <li>ways of giving explanation/ recommendation e.g. <i>saya menganjurkan...</i>, <i>caranya begini...</i>, <i>ini harus ditutup</i>, <i>Anda harus</i></li> <li>object focus (1st, 2nd and 3rd person)</li> <li>other relevant vocabulary and affixes related to chosen learning contexts e.g. <i>pe-</i>; <i>-wan</i>; <i>-wati</i>; for a work-related context.</li> </ul>	<ul style="list-style-type: none"> <li>more complex time indicators and sequencing devices e.g. <i>berikutnya</i>, <i>keesokan harinya</i>, <i>akhir-akhir ini</i></li> <li>expressing the indefinite e.g. <i>apa saja</i>, <i>siapa saja</i>, <i>di mana saja</i></li> <li>more complex comparative phrases e.g. <i>kalah dibandingkan dengan</i>, <i>dapat dianggap lebih... daripada</i></li> <li>more complex linking devices e.g. <i>walaupun demikian</i>, <i>bagaimanapun juga</i>, <i>selain itu</i></li> <li>conditionals e.g. <i>seandainya</i>, <i>kalau</i></li> <li>use of <i>yang... ini</i> for description in articles/profiles e.g. ... <i>yang berumur dua puluh lima tahun ini</i></li> <li><i>ter-</i> <i>abilitive</i> e.g. <i>terlihat</i>, <i>terdengar</i>.</li> </ul>	<ul style="list-style-type: none"> <li>ke-<i>an</i> nouns e.g. <i>kesehatan</i>, <i>keprihatinan</i>, <i>kecanduan</i>, <i>kemiskinan</i></li> <li>amalgamation of words within circumfixes to become verbs e.g. <i>dikambinghitamkan</i>, <i>kebaikhatian</i>, <i>ditidakadakan</i></li> <li>various forms of 'when' (ketika, sewaktu, kalau)</li> <li>more complex time indicators e.g. <i>masa</i>, <i>jaman</i>, <i>dewasa</i>, <i>jangka waktu</i>, <i>menjelang</i></li> <li>idiomatic expressions e.g. <i>kambing hitam</i>, <i>cinta monyet</i> and <i>peribahasa</i> e.g. <i>lain padang</i>, <i>lain belalang</i>.</li> </ul>

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	<p>Sound and writing systems</p> <p>Development and consolidation of the sound and writing systems of Indonesian.</p>	<ul style="list-style-type: none"> <li>• sound and writing systems e.g. alphabet, c=ch</li> <li>• glottal stop</li> <li>• capitalisation of 'you' instead of 'I'.</li> </ul>	<ul style="list-style-type: none"> <li>• development and consolidation of sound and writing systems in Indonesian.</li> </ul>	<ul style="list-style-type: none"> <li>• development and consolidation of sound and writing systems in Indonesian.</li> </ul>	<ul style="list-style-type: none"> <li>• development and consolidation of sound and writing systems in Indonesian.</li> </ul>	<ul style="list-style-type: none"> <li>• development and consolidation of sound and writing systems in Indonesian.</li> </ul>	<ul style="list-style-type: none"> <li>• development and consolidation of sound and writing systems in Indonesian.</li> </ul>
Intercultural Understandings (external link)	<p>Intercultural understandings involve developing knowledge, awareness and understanding of one's own culture and language as well as that of the Indonesian-speaking world. Areas in which intercultural understandings are developed include:</p> <ul style="list-style-type: none"> <li>• interpersonal relations and everyday living</li> <li>• communication and language</li> <li>• beliefs, attitudes, values and norms.</li> </ul>	<p>Intercultural understandings suited to this unit include:</p> <ul style="list-style-type: none"> <li>• levels of formality in language</li> <li>• body language in conversations e.g. handshake, avoidance of eye contact as sign of respect in some ethnic groups, use of right hand</li> <li>• influence of other languages on Indonesian</li> <li>• expressing dislike as '<i>kurang</i>' rather than '<i>tidak</i>'</li> <li>• understanding of role and use of youth language, slang, <i>bahasa gaul</i> e.g. who uses it in conversation and when it is appropriate; use in youth magazines, SMS, email.</li> </ul>	<p>Intercultural understandings suited to this unit include:</p> <ul style="list-style-type: none"> <li>• etiquette and language associated with imperatives, polite requests, and expressing thanks</li> <li>• degree of formality in different texts</li> <li>• time-consciousness e.g. <i>jam karet</i></li> <li>• etiquette related to dress, food and eating e.g. stricter dress codes in Muslim areas such as Java, compared to the more touristy Lombok</li> <li>• Indonesian attitudes towards, and perceptions of tourists/visitors</li> <li>• everyday social interactions associated with going out e.g. <i>minta izin</i>, personal questioning of strangers, giving <i>oleh-oleh</i>.</li> </ul>	<p>Intercultural understandings suited to this unit include:</p> <ul style="list-style-type: none"> <li>• focus on community rather than individual</li> <li>• interpersonal relationships e.g. ways of showing affection and respect between parent and child, friends, genders</li> <li>• influence of the media e.g. globalisation, influence of international media, reality television</li> <li>• images and indicators of identity such as wealth, social standing, city or village, gender, ethnicity, race, age e.g. traditional clothing may indicate something about a person's age, geographical location, social status</li> <li>• the role and use of <i>bahasa gaul</i> as indicator of identity.</li> </ul>	<p>Intercultural understandings suited to this unit include:</p> <ul style="list-style-type: none"> <li>• common politeness conventions e.g. use of formal register, using right hand, shaking hands, when to use <i>terima kasih</i></li> <li>• employment, working hours and holidays e.g. Lebaran</li> <li>• differences in everyday life in Indonesia that may impact on Indonesians' expectations of life in Australia e.g. treatment of guests in one's home in Indonesia; the role and status of <i>pembantu</i>; eating patterns, bathing, the role of religion in everyday life</li> <li>• the Indonesian community in Perth and the issues and differences between Indonesia and Australia which prompt travel between the two countries e.g. comparative position in world economy, differences in medical technology and education.</li> </ul>	<ul style="list-style-type: none"> <li>• Intercultural understandings suited to this unit include:</li> <li>• the influence of media on everyday living e.g. advertising, lifestyles, consumption patterns in Indonesia</li> <li>• popular texts, text types and genres in Indonesia, including influence of other cultures</li> <li>• the impact of significant events in the media e.g. 1998 fall of President Suharto as a turning point, relaxing of censorship, use of performance art as a vehicle for social/political comment e.g. <i>Rendra, Iwan Fals</i>.</li> </ul>	<p>Intercultural understandings suited to this unit include:</p> <ul style="list-style-type: none"> <li>• Indonesia's place in the world e.g. politically, economically, spiritually, geographically</li> <li>• impact of contemporary issues on everyday life</li> <li>• unity in diversity—multiculturalism and social divides in Indonesia (wealth, ethnicity, religion, gender, rural/urban)</li> <li>• perceptions of Australian and Indonesian relations.</li> </ul>

Course		pp. 10–11 Unit 1A <i>dunia remaja</i> (the world of youth)	pp. 12–13 Unit 1B <i>berjalan-jalan di Indonesia</i> (out and about in Indonesia)	pp. 14–15 Unit 2A <i>saat ini aku di sini</i> (here and now)	pp. 16–17 Unit 2B <i>bisa saya bantu?</i> (can I help you?)	pp. 18–19 Unit 3A <i>aneka wacana</i> (exploring texts)	pp. 20–21 Unit 3B <i>isu hangat</i> (exploring issues)
Language learning and communication strategies (external link)	Language learning and communication are processes, techniques and skills relevant to:	<ul style="list-style-type: none"> <li>repair strategies e.g. <i>tolong ulangi, apa artinya...?</i></li> <li>guessing cognates e.g. <i>informasi, televisi</i> and false friends e.g. <i>cat</i> = 'paint', not 'cat'</li> <li>recognition of the functions of relevant affixes e.g. <i>-an</i> = noun; <i>me-, ber-</i> = verb to enable students to find or make meaning.</li> </ul>	<ul style="list-style-type: none"> <li>decoding meaning from affixed words (base words) and words with alternate spelling</li> <li>listening for key words e.g. question words</li> <li>guessing meaning from text/context</li> <li>repair strategies e.g. <i>pelan-pelan; maaf saya tidak mengerti.</i></li> </ul>	<ul style="list-style-type: none"> <li>recognising difference between forms and features of L1 and L2 e.g. whether L1 is a noun or verb and how this transfers to L2</li> <li>finding and selecting support independently</li> <li>listening for gist.</li> </ul>	<ul style="list-style-type: none"> <li>interview skills and strategies, such as ways to minimise stress, predicting questions</li> <li>planning, drafting and editing a paragraph to make an argument clear and effective.</li> </ul>	<ul style="list-style-type: none"> <li>extracting information from more complex texts</li> <li>paraphrasing.</li> </ul>	<ul style="list-style-type: none"> <li>seeking opportunities to interact with background speakers</li> <li>circumlocution (substituting equivalent terms for words that can't be recalled or are unknown).</li> </ul>
	Language learning and communication strategies relevant to learners and learning contexts include:						