ASILE 2018
ABSTRACTS
Presentations and Workshops

Friday 28 September, morning sessions

Where words and grammar meet culture: learning the pragmatics of Indonesian

Tim Hassall, ANU

This presentation explores the learning and teaching of the pragmatics of Indonesian. Pragmatics means the selecting of linguistic means and forms according to the socio-cultural context, for example, learning to request, refuse, choose address terms, compliment, thank, or take leave in an appropriate way. I try to answer questions such as these: how well can Australian students learn pragmatics of Indonesian in the classroom? What aspects of it are easiest to learn, and hardest? How much does a sojourn in Indonesia help? What are the biggest affordances and obstacles for learning pragmatics while in Indonesia? Do Australian students aim for a native-speaker pragmatic target and do Indonesians even want them to? The talk draws on data from several projects on learning of Indonesian pragmatics, together with data collected over decades on my own efforts to learn it, all informed by the vast body of research on how speakers around the world learn pragmatics of an L2.

Fostering positive transfer through L1 language awareness: Some 'Indonesian' structures in English

Adrian Clynes, Defence Force School of Languages

Indonesian has many features which differ very much from their English 'counterparts', and so can be a source of negative transfer or interference for learners. Examples include differing noun-modifier orders (English that blue book, Indonesian buku biru itu), differing permitted predicates (English mostly requiring a verb: " am a teacher" vs Indonesian "saya guru" - no verb needed!) and so on. It turns out though that if we look closer, eg. in the subgrammars of certain English genres and registers - we can find features which are "identical" to those in Indonesian. English does for example sometimes allow Noun Phrase predicates (You angels!), and modifiers after the head noun (rugby league vs rugby union). We can use such parallels, eg. in language awareness activities, to help students turn a negative into a positive. In this paper I will discuss a variety of such features: grammatical, phonological, sociolinguistic /pragmatic "etc".

How to Teach and Call Balinese People for Foreign Learners?

I Made Ardana Putra, Bali State Polytechnic and **I Nyoman Sarjana**, Hindu Darma State Institute

The name of Bali is world-widely known since tourism developed based on the culture which is served as icon. In addition to the nature which is relatively beautiful and friendly people, the attractive unique cultures become the core capital. The uniqueness of the preserved culture can be easily seen from the names of Balinese people especially for those who practise Hinduism. For instance, Balinese people generally give name based on the strata and caste that exist within the communities, and also the society strata are applied based on the birth number. * This article aims at (1) introducing the names of Balinese people based on the existing strata, (2) exploring how to say and call the names according to English naming concept, and (3) teaching the names in order to be understood easily and quickly by the learner. * This work was initiated by the writer's inspiration that frequently faces difficulties in accomplishing duties on teaching and learning process in the class. Expectedly, this offers the best solution for the learners to understand how to say the names easily, choose the names appropriately and is acceptable in cross culture scene. Thereby, the teachers have specific formula in teaching preparation process or searching related teaching sources automatically, in material transfer and teaching-learning process, and in evaluation process both in terms of learning achievement and self-evaluation according to the learning objectives as prescribed in teaching plan.

Program Membaca Dongeng Anak-Anak "Nilai Sebuah Nasehat"
untuk Siswa-siswa Sekolah Dasar di Australia

Dian Mardijono

Siswa-siswa Sekolah Dasar (SD) sekarang lebih suka menonton Youtube dan bermain dengan 'gadget'. Mereka bahkan lebih suka membaca iBook ketika diminta untuk membaca buku teks. Bisakah kita menarik siswa-siswa tersebut kembali membaca buku dongeng bergambar? * Buku dongeng bergambar "Nilai Sebuah Nasehat" (Penerbit AMA. 2004), adalah sebuah cerita tentang ulat yang malas belajar, dan suka sekali makan. Ketika ulat ini harus bertransformasi menjadi kempompong, dia kelimpungan. Setelah menjadi kupu-kupu, dia harus beradaptasi dengan lingkungannya. Akhirnya dia menyadari betapa pentingnya olahraga, diet dan belajar fleksibel. * Program membaca dongeng "Nilai Sebuah Nasehat" ini dibuat berdasarkan teori "Interactionism: language is developed" yang dipelopori oleh Vygotsky (Literacies and Learner: Current Perspectives. 2006). "Anak-anak menggunakan bahasa untuk mendapatkan hasil" (teori Halliday). Semoga melalui dongeng ini, para siswa SD kita bisa mewarnai gambar-gambar yang tersedia - dengan gembira - sambil menyadari betapa pentingnya menuntut ilmu, dan menjaga kesehatan mereka.

Pemanfaatan Teks Cerita Rakyat Jawa dalam Pengembangan Bahan Ajar Bahasa Indonesia
bagi Penutur Asing (BIPA) Tingkat Menengah

Andika Eko Prasetiyo, The University of Melbourne

Memuatkan unsur sastra dalam pembelajaran Bahasa Indonesia untuk Penutur Asing (BIPA) terbukti memiliki banyak manfaat, khususnya dalam peningkatan kompetensi berbahasa pembelajar BIPA. Menilik dari hal tersebut, gagasan berupa pengintegrasian unsur sastra melalui pemanfaatan cerita rakyat Jawa ke dalam bahan ajar BIPA dinilai sebagai salah satu cara yang efektif untuk meningkatkan kemampuan berbahasa penutur asing. Penelitian ini bertujuan untuk mengembangkan bahan ajar BIPA yang bermuatan cerita rakyat Jawa untuk penutur asing tingkat menengah. Penelitian ini menggunakan model Educational Research and Developmen (R&D) berdasarkan konsep Borg and Gall. Sebanyak 20 mahasiswa dari kelas bahasa Indonesia di Melbourne University dilibatkan sebagai sumber data dalam uji coba penelitian ini. Berdasarkan hasil kegiatan uji coba produk, bahan ajar yang dikembangkan sudah dapat digunakan dalam pembelajaran BIPA tingkat menengah. Adapun penyajian materi dalam bahan ajar ini terdiri atas: (1) penyajian teks bacaan cerita rakyat Jawa, (2) penyajian kosa kata sulit, dan (3) penyajian latihan.

Pirates!!! Representations of Indonesian in Popular Culture

Paul Thomas, Monash University

Representations of ethnic, religious or national groups in popular culture are often perceived to have a significant influence on the shaping of attitudes of those that consume it. Conversely, a lack or paucity of representation can suggest an absence of thought, interest or cultural literacy concerning a particular people. As a consequence, a variety of agencies regularly lobby creative producers to give greater consideration to the diversity within their communities. However, in Australia, these efforts rarely consider the consequences of the quality of representation of the country's immediate neighbours. This paper presents a brief history of the scant presence of Indonesians/Malays in popular culture. As a case study, it considers pirates as one of the longest-standing tropes through which Indonesians/Malays have been represented. Originating in 19th century adventure books and continuing through to 21st century block buster films the 'Malay pirate' is derived from historical fears and vague Western notions of the people of the archipelago.

Integrating Critical Literacy in EFL Classroom To Raise Students' Social Awareness
On Global Warming Issues

Sri Setyarini, Universitas Pendidikan Indonesia

At present, "Go-Green" programs to save environments has become one of learning agendas in school subjects, including language learning. As a strategy to get students' understanding and awareness of that agenda is integrating critical literacy in EFL classroom (Cates, 2009). Therefore, this study reports the findings of integrating critical literacy in EFL classroom to raise students' social awareness on environmental issues. It aims to see how critical literacy was integrated to improve students' social awareness through EFL classroom and what challenges faced by the EFL teacher in promoting students' social awareness through critical literacy. The subjects of the study were EFL seventh graders considered as young adolescents. Case study as one of qualitative designs was occupied with three research instruments to collect data, namely classroom observation, interviews with the teacher, and document analysis.The findings showed that critical literacy to some extent could improve students' social awareness of environmental issues through their EFL learning which implemented some phases namely: disrupting the commonplace; interrogating multiple viewpoints; focusing on sociopolitical issues, and taking action and promoting social justice. In detail, the students' awareness can be seen from their English writings demonstrating their perspectives, opinions, comments, arguments, and even their suggestions to make their environments better. However, the teacher faced some problems to integrate this strategy such as less experiences and knowledge. Consequently, she only created some learning activities, materials, media, and assessment. It was realized because the teacher claimed that critical literacy so far was still considered as new learning strategy for her.

Manipulasi Kebahasaan Pada Teks Kabar Bohong (Hoax)
Terkait Pandangan Masyarakat Terhadap Luar Negeri

Maria Magdalena Sinta Wardani, Universitas Sanata Dharma

Artikel ini mendeskripsikan manipulasi kebahasaan dalam teks kabar bohong (hoax) terkait pandangan masyarakat terhadap luar negeri. Analisis data teks kabar bohong bertujuan untuk mendeskripsikan bentuk dan strategi manipulasi kebahasaan dalam teks kabar bohong dengan mengacu teori Asya (2013) dan Simon (2000). Data teks kabar bohong yang mengekspresikan manipulasi kebahasaan diakses dari laman * https://www.turnbackhoax.id/. Pengumpulan data dilakukan selama 6 bulan, dari bulan Desember 2017 hingga Mei 2018. Dari data teks kabar bohong yang dikumpulkan, ditemukan 2 bentuk manipulasi kebahasaan, yakni manipulasi kebahasaan rasional dan emosional. Negara yang menjadi objek sasaran kabar bohong adalah India, China, Korea Utara, Australia, Vietnam, Brunei, Amerika, dan Arab Saudi. Strategi manipulasi yang digunakan dalam teks kabar bohong mencakup 5 jenis, yakni rationalization (rasionalisasi), lying (kebohongan), covert intimidation (intimidasi terselubung), shaming (membangkitkan rasa malu), dan playing the victim role (berperan sebagai korban). Tulisan ini diharapkan mengambil bagian dalam diskusi bertema literasi digital.

Pengembangan Media Videoblog Berbasis Kearifan Lokal Sebagai Media Pembelajaran Kosakata
Untuk Pembelajar Bipa Tingkat Menengah

Zainal Amir

Penelitian ini berawal dari sebuah urgensi untuk mengonsepkan sebuah produk berupa media pembelajaran kosakata yang kreatif dan tepat guna bagi pembelajar BIPA tingkat madya awal. Hal tersebut disebabkan oleh salahsatu capaian masyarakat asing dalam mempelajari bahasa Indonesia adalah penguasaan bahasa secara fungsional. Oleh karena itu, pembelajaran kosakata perlu dilaksanakan secara terstruktur dengan menggunakan media yang kontekstual. Rumusan masalah dalam penelitian ini adalah sebagai berikut (1) bagaimana profil pembelajaran kosakata pembelajar BIPA tingkat menengah; (2) bagaimanakah desain produk media videoblog berbasis kearifan lokal sebagai media pembelajaran kosakata untuk pembelajar BIPA tingkat menengah; (3) bagaimanakah pengembangan dan implementasi media videoblog berbasis kearifan lokal sebagai media pembelajaran kosakata untuk pembelajar BIPA

tingkat menengah; dan (4) bagaimanakah produk akhir media videoblog berbasis kearifan lokal sebagai media pembelajaran kosakata untuk pembelajar BIPA tingkat menengah. Metode penelitian yang digunakan pada penelitian ini adalah Research and Development (R&D) dengan desain Hannafin and Peck. Hasil penelitian menunjukkan; (1) hasil penimbangan ahli media pembelajaran mendapat skor rata-rata 3,505 (Efektif); (2) hasil penimbangan ahli pembelajaran BIPA mendapat skor rata-rata 3,93 (Efektif); (3) hasil uji coba lapangan mendapat skor rata-rata 4,24 (Sangat Efektif). Berdasarkan hasil dari serangkaian proses uji produk tersebut, media videoblog berbasis kearifan lokal yang dikembangkan dapat digunakan dalam pembelajaran kosakata untuk pembelajar BIPA tingkat menengah.

The diasporic imagination in recent Indonesian popular novels and films.

David Reeve, ACICIS

Since 2000 some 90 Indonesian novels and around 20 films have appeared with Indonesian characters overseas, strikingly different from previously. Some titles are: Akira: Muslim Watashi Wa 2000, Eiffel I'm in Love 2003, Summer in Seoul 2006, Negeri van Oranje2009, Diaspora Cinta di Taipei 2011, Melbourne Rewind 2014 and London Love Stories 2017. And over the last six years, as well, Indonesia has shown a new interest in diasporic Indonesians, from Madagascar to New Caledonia, with the Indonesia Diaspora Network, and new government policies. This paper assesses this burst of popular culture within its social context, and analyses key themes emerging out of the diasporic imagination in Indonesia, and the new government attitudes towards its diaspora.

WORKSHOP: Integrating Language Learning and Culture through Hompimpa: A fun Way to Learn about Indonesia

Anggi Auliyani Suharja, Eltham High School

Language and culture are inseparable. A good language teaching and learning should include the cultural content and context of the target language in order to create a meaningful language learning. 'Hompimpa' is a game that contains trivial questions about Indonesia. The game integrates the language learning and the target language culture using cultural approach and game as a method. At least fifty trivial questions about Indonesia are developed in this game based on the four senses of culture proposed by Adaskou, Britten, and Fahsi (1990) namely the aesthetic sense, the sociological sense, the semantic sense, and the pragmatic sense. A system was also developed to run the game in order to help the teacher in carrying out the vocabulary learning in the B2-C2 classrooms. This game allows the students to practice their receptive skills: reading and listening, as well as improving their knowledge about Indonesia in a fun way. The game also contributes in building the students' literacy and critical thinking since it allows not only the reading but also the discussion.

WORKSHOP: Encouraging Australian Students' Critical Literacy in Learning Bahasa Indonesia through Outdoor Education

Rahmat Agung Azmi Putra, Victorian Indonesian Language Teachers Association

This study derives from the previous research which revealed that Outdoor Education as a contextual learning activity has been successfully implemented by the teachers in improving students' Indonesian writing skill. As the follow-up study, it examines how Outdoor Education can be implemented to encourage Australian critical literacy in learning Indonesian language and identifies students' responses to the implemented learning activity. A Classroom Action Research is employed as a research design by using two research instruments, namely students' observation and interview. The findings of this study show that Outdoor Education is implemented in Indonesian language learning through several activities such as scientific observations, outdoor language games, and puzzles spreading in the outside. From the interview, the students claim that learning Indonesian through Outdoor Education makes them happy and they enjoyed it very much. They recognize that they got new Indonesian vocabularies and other linguistic elements in a fun and contextual way.

Nonton Film Yuk

Simon Williams, Defence Force School Of Languages

This presentation proposes we should integrate classroom learning with interaction with local Indonesian community activities, where local communities of Indonesian speakers are accessible. It suggests that both the classroom learning and local community interaction should be developed using texts from local Indonesian media. An example is provided which illustrates a sequence of exercises, activities and tasks that integrate classroom and community based learning to be undertaken prior, during and after a film screening, with a focus on the completion of speech acts and networking. In teaching this sequence the selected texts are inter-related and most importantly, relevant to the learners' interactions with the local community. * The presentation proposes that where the community event is attending a film screening the use of film as a resource for teaching the nominated speech act/s should also be exploited. The paper will suggest that in the learning process the community media texts and film can be used as complementary components to either face-to-face or more or blended learning models and can promote global learners' lingua-cultural awareness or the learning of more discrete points. It will also suggest as a footnote that the use of film in this way also foster learner awareness of Indonesian film culture.

Jaranan

Marcus Salvagno

Screening of the film *Jaranan* followed by Q&A with the director, Marcus Salvagno. Synopsis: Jaranan is the name given to a tradition of Javanese horse dance that has the power to entrance its participants and enable their bodies to become vehicles for the spirits of the dead. Set in contemporary East Java, where the hype of social media and pop culture reign in equal measure with the ghosts of the past, the story is shown through the eyes of Pak Agus, a shaman and student of Java's mystical arts. Many years ago whilst on the run from the law, Agus was visited by local spirits who compelled him to seek out a spiritual path and learn the secrets of possession and mysticism. His journey from the darkness of Java's criminal underworld to his current role as community healer, spiritual guide and artist is like the story of Jaranan itself - sophisticated, often violent, but reflective of the humility, warmth and beauty of the Javanese warrior folk hero. In Indonesian and Javanese with English subtitles.

The Potential of E- learning to Build Students' Literacy Skills in Indonesian as a Foreign Language:
A Report on the Indonesian E-Learning program of IALF Bali to Year 3-6 students
of St Patrick's Primary School of Nanango, QLD Australia

Sriasih Luh, IALF Bali

Students need literacy skills to read and write, including identifying sound, letters, and the relationship between both. The skills cover vocabulary, spelling, comprehension and include literacy of information, media, and technology. The latest has recently been regarded as the most significant elements to be integrated in language learning. * A collaborative project between IALF Bali and Brisbane Catholic Education was to conduct online Indonesian language classrooms to year 3 to 6 students of St Patrick's Primary in Nanango, Queensland Australia. It consisted of real time classes and access to IALF file sharing platform. * The program showed its positive impact on students' autonomous learning and interest in reading Indonesian texts. Their ability to produce sound and letters increased significantly together with better understanding of Indonesian values. * The paper was written to describe in more depth the success of IALF Indonesian online learning in improving literacy skills among its students.

Flipping the Classroom with Education Perfect Languages

Jess Mikecz, Education Perfect

There has been an ever-growing movement of teachers taking advantage of the fantastic opportunities we now have to integrate technology effectively into our classrooms. Many are taking the leap into the world of "flipping" and exploring self-paced, independent learning environments with great success. This session will focus on how to "flip" using the incredible library of Indonesian resources that already exist on Education Perfect, including our newest Languages in Action modules, saving you plenty of that precious planning time!

Developing online courses with the authoring tool H5P

Uli Kozok, University of Hawai'I and **Taufiq Tanasaldy**, University of Tasmania

Wordpress is the most popular open-source content management system (CMS). It allows users to develop professional looking websites without knowledge of html codes. Wordpress is typically used in combination with themes, and with plugins for all kind of purposes. The presenter is professor in Indonesian at the University of Hawai'i at Mānoa and has many years of experience in developing online teaching materials using Wordpress in combination with plugins that enhance the user experience and provide interactivity. The developer (language teacher) may use a wide variety of source materials including authentic, semi-authentic, or self-created texts, any kind of audio and/or video files including Youtube videos, and pictures. The presenter will demonstrate how everyone can with ease and minimal costs, and without knowledge of any html code, create and share interactive HTML5 content such as interactive videos, interactive presentations, quizzes, games etc. The presenter will also suggest Indonesian language sources suitable for the development of interactive online courses for beginning, intermediate and advanced learners.

Understanding the 'in-country' experience in developing literacy and intercultural capacities:
A work in progress

Kate Naidu, Western Sydney University

This paper focuses on the experiences of Australian participants of ACICIS (Australian Consortium for In-Country Indonesian Studies) programs in Yogyakarta, Indonesia, drawing on data from my current doctoral research project. In-country educational experiences are widely promoted by language educators as an effective way of developing both language proficiency and cultural understanding. The emerging data from this research contributes a deeper understanding of the significance of such programs by considering their pedagogic function, and the ways in which both formal and informal learning experiences might contribute to increased literacy and intercultural capacities. The deeply qualitative methodology employed in this project is revealing the complex and diverse nature of the ways in which various forms of literacy (including spoken, written, and cultural) may be developed, and some of the factors which influence this development.

Second-generation contexts for cultivating Indonesian literacy in Australia

Monika Winarnita, La Trobe University

Linguistic survival for Bahasa Indonesia in Australia amongst children of Indonesian ancestry has been highlighted as a major concern with only 30 percent of children with Indonesian as their second ancestry speak it at home (Utomo 2014). Nevertheless, Utomo found that the social practices in a Canberra Indonesian language and culture club for second-generation Indonesian children provide crucial maintenance of a shared transnational identity, in effect cultivating literacy through social and cultural knowledge. This paper offers a comparative perspective with recent ethnographic examples in Melbourne and interviews amongst second generation Indonesians who have cultivated literacy through partaking in community activities such as in Indonesian dance and cultural activities groups, and by extension through the groups' social media platform. An important factor is also the Indonesian mothers' involvement in community activities as the foundation for social and cultural knowledge. The paper thus provides second-generation contexts for cultivating Indonesian literacy in Australia.

Queensland Senior Students' Motivations for Learning Indonesian

Amy Coppo, University of Queensland

The number of schools offering Indonesian and the number of students learning Indonesian in Australia has significantly declined since the early 2000s, despite Indonesian being classed as a priority Asian Language in several government policies and initiatives since the 1990s (Firdaus, 2013; Kohler & Mahnken, 2010; Slaughter, 2007). The sparse literature concerning the state of Indonesian language education in Australia has focussed on the causes and perpetuators of the declining trend in Indonesian studies in Australia. Using a qualitative survey with senior students and interviews with senior students, teachers of Indonesian and school principals, this study examines Queensland senior students' motivations, as well as some other influences, which have contributed to students' persistence in learning Indonesian. The findings from this project will contribute to the field of language student motivations in Australia and, more importantly, provide insights for the future of secondary school Indonesian programs.

Indonesian language teaching in Victorian schools: challenges and solutions

Beatrice Trefalt, **Yacinta Kurniasih** and **Rachel Daymond**, Monash University

Brainstorming Session: How could we get more students to study Indonesian, and improve retention across primary, secondary and tertiary education? While the absolute number of LOTE learners in Victorian schools continues to grow, it is waning as a proportion of the overall population. Since 2016 a number of Victorian primary and secondary schools have abandoned LOTE in Indonesian. The Department of

Education and Training has commissioned the School of Languages at Monash University to investigate the reasons for this decline through a series of case studies, leading to a report that will be published at the end of the year. Using this initial report, a group of researchers from Monash University and the University of Melbourne are devising a broader research project to measure how community attitudes to the learning of Indonesian could be transformed by the provision of diverse cultural experiences, reflective of the transforming cultures of the Indonesian middle classes. In this brainstorming sessions, we seek your views of the opportunities and challenges of teaching Indonesian in 21st century Australia.

WORKSHOP: Introducing vernacular Indonesian language(s) and culture(s)
to secondary/tertiary students

Howard Manns, Monash University

The value of introducing vernacular (colloquial) Indonesian languages and cultures to Australian students has long been supported (e.g. Goebel & Black, 2003). This collaborative workshop posits practical suggestions for the inclusion of these topics in secondary/tertiary curricula. The workshop raises for discussion a series of colloquial Indonesian texts, including radio broadcasts, teen literature (or teenlit), comics and colloquial Indonesian conversations. These texts are used to highlight key aspects of contemporary Indonesian culture and important colloquial Indonesian features. The workshop shows how examining these texts sheds light on Indonesian history, views of ethnicity in contemporary Indonesia, how media and advertisers use language to 'sell' products, as well as Indonesian humour, youth slang and identity. These points are in part made through short, plain language summaries of recent research on Indonesian language and society. Using these texts and summaries as a 'jumping off point', workshop participants will draft classroom materials in small groups. Participants are then invited to critically reflect on, and discuss, the place and usefulness of the drafted materials in the classroom context. This workshop aims to be a practical conversation-starter on how researchers and teachers may collaborate to integrate vernacular Indonesian language and culture into curricula. It is hoped that the conversation, and collaboration, will extend beyond the workshop on the day.

WORKSHOP: Making Movies

Silvy Wantania, Bacchus Marsh Grammar

Technology has improved rapidly, should we embrace it or avoid it? Smartphones offer the convenience and immediacy for taking a fabulous photo or video, capturing the moment in an instant, delivering quality images as well as allowing you to download applications to enhance your videos. This practical workshop will help you to be more creative, interactive and technical, know-how of using your smartphone (iPhone, Android, Windows) with a range of tips on how to improve your practical movie making skills in order to create teaching aids in language classes. And keeping privacy under your control. Participants need to bring their own devices (laptop, ipad, tablet, or mobile phones); Internet connections; Participants will be working in small groups in creating their own short video for teaching aids; Each group will brainstorming their plan; Creating their scripts; Choosing their video making devices or apps; Start filming; Presenting their movies; Sharing their movies.