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PROCEEDINGS

International Seminar

LANGUAGE MAINTENANCE AND SHIFT II

July 5-6, 2012

Master Program in Linguistics, Diponegoro University
in Collaboration with
Balai Bahasa Jawa Tengah

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Editors:
Agus Subyanto
Mualimin
Prihantoro

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Editors' Note

This international seminar on Language Maintenance and Shift II is a continuation of the previous international seminar with the same theme conducted by the Master Program in Linguistics, Diponegoro University in July 2011. We do hope that the seminar with this theme can become a yearly program of the Master Program in Linguistics, Diponegoro University, as we see that this topic still needs our serious attention due to the inevitable impact of globalization on the life of indigenous languages.

We would like to thank the seminar committee for putting together the seminar that gave rise to this collection of papers. Thanks also go to the head and secretary of the Master Program in Linguistics Diponegoro University, without whom the seminar would not have been possible.

The table of contents lists all the papers presented at the seminar. The first five papers are those presented by invited keynote speakers. They are Prof. Dr. Hanna (Balai Bahasa Provinsi Sulawesi Tenggara, Indonesia), Prof. Dr. Bambang Kaswanti Purwo (Atma Jaya Catholic University, Indonesia), Dr. Sugiyono (Language Center, Indonesia), Peter Suwarno, Ph.D (Arizona State University), and Herudjati Purwoko, Ph.D (Diponegoro University).

In terms of the topic areas, there are 33 papers on language maintenance, 24 papers on language learning, 19 paper on sociolinguistics, 15 paper on pragmatics, 8 papers on discourse analysis, 8 paper on morphology, 2 papers on syntax, 2 papers on translation, 1 papers on psycholinguistics, 1 papers on phonology, and 1 papers on semantics.

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TIME	**NAME**	**TITLE**	**ROOM**
07.30 - 08.20 WIB	**REGISTRATION**		LOBBY
08.20 - 08.45 WIB	**OPENING**		PAKOEBUWONO
08.45 - 10.45 WIB	**PLENARY 1**		PAKOEBUWONO
	Hanna	BAHASA DAERAH PADA ERA GLOBALISASI PELUANG DAN TANTANGANNYA	
	Sugiyono	PENANGANAN BAHASA DAERAH: SEBUAH TANTANGAN	
10.45 - 11.00 WIB	**COFFEE BREAK**		PAKOEBUWONO
11.00 - 12.30 WIB	**PARALLEL 1 A**		ROOM A
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	Deni Karsana	MENGURAI DILEMA BAHASA KAILI DITENGAH ARUS GLOBALISASI	
	Dwi Wulandari	THE IMPORTANCE OF POSITIVE LANGUAGE ATTITUDE IN MAINTAINING JAVANESE LANGUAGE	
	Zubaedah Wiji Lestari & Muhamad Qushoy	PERSON DEIXIS IN SUNDANESSE JOKES (THE ANALYSIS OF *CANGEHGAR* IN "BASA CINA" AND "ASAL-USUL" EPISODES)	
11.00 - 12.30 WIB	**PARALLEL 1 B**		ROOM B
	I Dewa Putu Wijana	PERANAN BAHASA-BAHASA DAERAH DALAM PERKEMBANGAN BAHASA GAUL REMAJA INDONESIA	
	Indah Arvianti	KARONESSE INTERFERENCE IN INDONESIAN AS THE REFLECTION OF KARONESSE MAINTENANCE	
	Hendarto Supatra	LANGUAGE ATTRITION IN JAVA (SOME NOTES ON THE PROSSES OF JAVANESES LANGUAGE LOSS)	
	M.Oktavia Vidiyanti	PANDANGAN WONG USING BANYUWANGI TERHADAP BAHASA USING: KAJIAN PEMERTAHANAN BAHASA	
11.00 - 12.30 WIB	**PARALLEL 1 C**		ROOM C
	Muhammad	SASAK LANGUAGE AND TINDIH MAINTAINING	
	Ngadiso	MAINTAINING JAVANESE LANGUAGE AND CULTURE TO SUPPORT CHARACTER EDUCATION IN GLOBALIZATION ERA	
	M. Suryadi	KERAPUHAN PENGGUNAAN BAHASA JAWA PADA KELUARGA MUDA JAWA PERKOTAAN	
	Yune Andryani Pinem	PEMERTAHANAN BAHASA VS PERUBAHAN BAHASA PADA CAKAP KARO DI TANAH KARO, SUMATERA UTARA	
11.00 - 12.30 WIB	**PARALLEL 1 D**		ROOM D
	Rukni Setyawati	ASPEK SOSIAL BUDAYA, DAN KEPRIBADIAN INDIVIDU SEBAGAI JEMBATAN PEMERTAHANAN BAHASA IBU	
	Swany Chiakrawati	MAINTAINING INDIGENOUS LANGUAGE THROUGH UNDERSTANDING THE PHILOSOPHY AND CULTURE (THE PROBLEM IN MAINTAINING 'FUKIEN (HOKKIEN)' AND 'HAKKA' DIALECTS AS INDIGENOUS LANGUAGE AMONG OVERSEAS CHINESE SOCIETY IN MEDAN, NORTH SUMATERA)	
	Teguh Sarosa	THE DYING PHENOMENON OF JAVANESE LANGUAGE USE IN ITS SPEECH COMMUNITY	
	Prihantoro	ON MONITORING LANGUAGE CHANGE WITH THE SUPPORT OF CORPUS PROCESSING	
12.30 - 13.30 WIB	**BREAK**		PAKOEBUWONO

TIME	NAME	TITLE	ROOM
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	Abadi Supriatin	PENGGUNAAN KOSA KATA DALAM BAHASA TEGAL	
	Agnes Widyaningrum	PRESERVING AND MAINTAINING NATIVE TONGUE THROUGH CULTURAL EXPOSURE	
	Andi Rizki Fauzi	THE EFFECTIVENESS OF JAVANESE AS A COMPULSORY LOCAL CONTENT SUBJECT IN THE PRIMARY EDUCATION CURRICULUM TO MAINTENANCE THE JAVANESE LANGUAGE IN JAVA	
13.30 - 14.30 WIB	Anggi Riris Pawesty	THE IMPLICATION OF BEHAVIOURISM THEORY IN TEACHING GRAMMAR FOR ELEMENTARY STUDENTS	ROOM A
	Anik Widyastuti	LANGUAGE CHOICE IN MULTILINGUAL COMMUNITIES	
	Barans Irawan Palangan	INTRODUCING TRANSLATION ACTIVITY: AN IMPLEMENTATION OF LANGUAGE MANTAINENCE IN CLASSROOM	
	Bening Angga Dita	USING CONSTRUCTIVIST METHOD TO TEACH HORTATORY EXPOSITION FOR GRADE 8 OF JUNIOR HIGH SCHOOL STUDENTS	
13.30 - 14.30 WIB	Casiyah	THE ROLE OF KYAI IN JAVANESE LANGUAGE MAINTENANCE	ROOM B
	Dewi Puspitasari	LAGU DOLANAN ANAK ALTERNATIVE SONGS IN TEACHING JAVANESE LANGUAGE FOR CHILDREN	
	Didit Kurniadi	TEACHING ENGLISH AS A FOREIGN LANGUAGE IN VOCATIONAL HIGH SCHOOL USING CONSTRUCTIVISM APPROACH	
	Euis Kurniasih	RAGAM BAHASA DALAM UPACARA PRA-NIKAH ADAT SUNDA *"NGEUYEUK SEUREUH"*	
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	Hamza Aabeed .K.	LANGUAGE MAINTENANCE AND SHIFT	
	Hazairin Eko Prasetyo	PRESERVING INDIGENOUS LANGUAGES THORUGH A MORE INTEGRATED NATIONAL CULTURAL STRATEGY	
	I. Maria Hendrarti	NARRATIVE DISCOURSE: HYBRID CONSTRUCTION AND DOUBLED VOICE IN EUDORA WELTY'S *THE OPTIMIST'S DAUGHTER*	
13.30 - 14.30 WIB	Hetty Catur Ellyawati, Muhammad Arief Budiman	WOMAN REPRESENTATION AT BUMPER STICKERS ON THE BACKS OF DUMP TRUCKS	ROOM D
	Ignatius Maryoto	THE LETTER OF SECURITY COUNCIL ON "NO FLYING ZONE" IN THE POINT OF VIEW OF METHAPORIC ANALYSIS	
	Ikha Adhi Wijaya	TRANSITION THROUGH ACCULTURATION AMONG ENGLISH AND INDONESIAN LANGUAGE, AND HOW IS ABOUT OUR IDENTITY ?	
	Indriani Triandjojo	LOCAL LANGUAGE MAINTAINCE: CASE STUDY IN A. HADIWIDJAJA FAMILY	
13.30 - 14.30 WIB	Izzati Gemi Seinsiani	THE LEARNERS' ATTITUDE TOWARD JAVANESE LANGUAGE SUBJECT AS ONE OF JAVANESE'S LANGUAGE MAINTENANCE EFFORT	ROOM A
	Johanes Sutomo	INTRODUCING JAVANESE WEBLOGS ENHANCES PARTICIPATION TOWARDS JAVANESE DISCOURSE	
	Khairi Zaglom	USE OF COHESIVE FEATURES IN ESL STUDENTS' E-MAIL AND WORD-PROCESSED TEXTS: A COMPARATIVE STUDY	
	Kharisma Puspita Sari	SPEECH LEVEL PATTERN AND REFERENCE/ DEIXIS BASED ON SOCIAL STATUS CLASSIFICATION OF JAVANESE LANGUAGE USING (A STUDY ABOUT TRADITION AS INFLUENCE IN ISLAMIC ANCIENT BOARDING SCHOOL/PONDOK PESANTREN SALAFI LANGUAGE STYLE)	

TIME	NAME	TITLE	ROOM
13.30 - 14.30 WIB	Luqman Hakim	STRATEGIES OF CONSTRUCTING APPEALS IN OBAMA'S VICTORY SPEECH	ROOM B
	Machalla Megaiab Abdullah	DESIGNING WRITING TEST	
	Maria Theresia Priyastuti	PROSES ADAPTASI PENYERAPAN KOSAKATA BAHASA INGGRIS KE DALAM BAHASA INDONESIA : SEBUAH KAJIAN MORFOLOGI	
	Maria Yosephin Widarti Lestari	INFLECTIONAL MORPHEMES IN ENGLISH COMPARED WITH BAHASA INDONESIA AND BASA SUNDA	
13.30 - 14.30 WIB	Mas Sulis Setiyono	HOW TO PREVENT JAVANESE FROM LANGUAGE LOSS	ROOM C
	Meka Nitrit Kawasari	'NGURI – NGURI BUDAYA JAWA' MELALUI PEMERTAHANAN PENGGUNAAN BAHASA JAWA DI MEDIA MASSA	
	Milad Ali Milad Addusamee	LANGUAGE CHOICE IN CODE-MIXING AND CODE-SWITCHING APPROACH, A CASE OF STUDY IN SOCIOLINGUISTICS REFERS TO THE EFFECTIVENESS OF USING MULTIPLE-LANGUAGE IN TEACHING METHOD	
	Nurul Adhalina	JAVANESE VS. ENGLISH: POSITIVE AND NEGATIVE CONSEQUENCES ON LEARNERS	
13.30 - 14.30 WIB	Peni kustiati	LINGKUNGAN SEBAGAI SARANA PEMBELAJARAN BAHASA INDONESIA	ROOM D
	Ratih Kusumaningsari	KAJIAN SOSIOLINGUISTIK TERHADAP RAGAM BAHASA PERCAKAPAN PADA HARIAN SOLOPOS (KAJIAN ATAS RUBRIK "AH…TENANE")	
	Rayda Ary Ana	THE IMPLICATION OF FUNCTIONAL THEORY IN TEACHING READING A DESCRIPTIVE TEXT FOR MIDDLE AGE STUDENTS (FUNCTIONAL COMMUNICATION ACTIVITIES IN LANGUAGE TEACHING)	
	Rezqan Noor Farid	BAHASA BANJAR: ITS VARIETIES AND CHARACTERISTICS (A CONCEPTUAL DESCRIPTION OF BAHASA BANJAR IN SOCIOLINGUISTICS POIN OF VIEW)	
13.30 - 14.30 WIB	Rika Rahma Anissa	THE REAL ACTIONS OF YOUNG GENERATION IN MAINTAINING JAVANESE LANGUAGE IN THE GLOBALIZATION ERA	ROOM A
	Saidatun Nafisah	THE PATTERNS OF CODE SWITCHING IN TEACHING AND LEARNING *KITAB KUNING* AND ITS IMPLICATIONS TO THE JAVANESE LANGUAGE MAINTENANCE	
	Sari Kusumaningrum	ENCOURAGING CHILDREN IN LEARNING ENGLISH COMMUNICATIVELY BY USING SOME FUN ACTIVITIES IN THE CLASSROOM	
	Setiawan Bayu Nugroho	DESIGNING SPEAKING TEST BETWEEN PERFORMANCE TEST AND IMITATIVE TEST FOR DEVELOPING VOCABULARY COMPETENCE	
13.30 - 14.30 WIB	Solegar Anggit Prasetyo	EMBODIMENT IN SECOND LANGUAGE LEARNING AND TEACHING	ROOM B
	Sri Sulihingtyas Drihartati	PEMERTAHANAN BAHASA BELANDA MELALUI UJIAN INTEGRASI	
	Suharyo	POLA PEMILIHAN BAHASA DI KALANGAN PENUTUR JAWA KOTA SEMARANG	
	Tri Pramesti	TWILIGHT AND INDONESIAN YOUNG ADULT FICTION *TUILET*': A PARODY	
13.30 - 14.30 WIB	Umi Jaroh	MENULIS MENINGKATKAN KECERDASAN LINGUISTIK	ROOM C
	Uniawati	LAGU WULELE SANGGULA MENUJU KEBERTAHANAN BAHASA IBU	
	Widyashanti Kunthara Anindita	THE IMPLICATION ON TEACHING EFL (ENGLISH FOREIGN LANGUAGE) READING FUN TO VARIOUS LEVELS OF INDONESIAN STUDENTS	
	Wiwik Wijayanti	ANALISIS KONTRASTIF MONOLINGUAL BAHASA INDONESIA	

TIME	NAME	TITLE	ROOM
13.30 - 14.30 WIB	Wuri Sayekti Sutarjo	CAMPUR KODE PADA RUBRIK GLANGGANG REMAJA: AITI MAJALAH PANJEBAR SEMANGAT	ROOM D
	Yessi Aprilia Waluyo	PRESERVING AND PROTECTING JAVANESE LANGUAGES BY APPLYING CODE SWITCHING AND CODE MIXING IN TEACHING ENGLISH IN CLASSROOM (SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE ASSIGNMENT OF PRAGMATICS)	
	Yohana Ika Harnita Sari	THE APPLICATION OF FUNCTIONAL APPROACH IN STANDAR KOMPETENSI LULUSAN (SKL) UJIAN NASIONAL SMP/MTsOF ENGLISH IN ACADEMIC YEAR 2011 – 2012	
14.30 - 16.00 WIB	**PARALLEL 2 A**		ROOM A
	Arapa Efendi	AM I A TROUBLE MAKER? FILLER WORDS IN SPONTANEOUS SPEECH; STRATEGIES OR INTERFERENCE (PRELIMINARY STUDY)	
	Isry Laila Syathroh	TEACHING RHETORICS THROUGH LANGUAGES IN ADVERTISEMENTS	
	Juanda, Nungki Heriyati	BUKA PINTU: BUHUN YANG TIDAK SELALU TERISTIMEWAKAN	
	Katharina Rustipa, Abbas Achmad Badib, Djoko Sutopo	THE FLOWS OF IDEAS OF ENGLISH ARGUMENTS BY INDONESIAN WRITERS FOUND IN THE OPINION FORUM OF THE JAKARTA POST: AN INDICATION OF LANGUAGE SHIFT	
14.30 - 16.00 WIB	**PARALLEL 2 B**		ROOM B
	Lalu Ari Irawan	ENGLISH LANGUAGE LEARNING THROUGH THE CULTURE OF LEARNER'S INDIGENOUS LANGUAGE	
	Naniek Kuswardhani, Retno Budi Wahyuni	ENGLISH LEARNING STRATEGIES FOR TOURISM MANAGEMENT STUDENTS WITH MULTI CULTURAL BACKGROUND AT BANDUNG INSTITUTE OF TOURISM	
	Sonezza Ladyanna	SALAM DALAM BEBERAPA BAHASA DI DUNIA	
	Sri Murtiningsih	BUILDING CROSS – CULTURAL COMPETENCE TO IMPROVE ENGLISH EFFECTIVE COMMUNICATION	
14.30 - 16.00 WIB	**PARALLEL 2 C**		ROOM C
	Suharno, Abbas A. Badib, Joko Sutopo	CITATION AND TENSE FOR REVIEWING PREVIOUS RESEARCH IN THE INRODUCTION SECTION OF ENGLISH SCIENCE JOURNALS BY NON-NATIVE SPEAKERS.	
	Syaifur Rochman	CORPORAL PUNISHMENT IN SCHOOLS BASED ON THE STUDENT'S CULTURAL VALUES (A SURVEY OF CORPORAL PUNISHMENT IN SCHOOLS EXPERIENCED BY STUDENTS OF ENGLISH LANGUAGE AND LITERATURE DEPARTMENT, JENDERAL SOEDIRMAN UNIVERSITY)	
	Luita Aribowo	AFASIOLOGI: PERSPEKTIF LINGUISTIK	
	Dahlya Indra Nurwanti	ANALYZING THE WORD CHOICE IN RELATION TO THE SEMANTIC ADJUSTMENT IN THE ENGLISH-INDONESIAN TRANSLATION OF DISNEY'S DONALD DUCK SERIAL COMIC BOOK	
14.30 - 16.00 WIB	**PARALLEL 2D**		ROOM D
	Ajeng Dianing Kartika	ANALISIS PRAGMATIK TEKS HUMOR POLITIK PADA SITUS WWW.KETAWA.COM	
	Daniel Ginting	THE RHETORICAL STRUCTURE AND COMMUNICATIVE STRATEGIES OF THE STUDENTS' REQUESTS IN THE WEB DISCUSSION FORUM	
	Muhamad Ahsanu	THE IMPLICATURE AND VIOLATIONS OF CONVERSATIONAL MAXIMS IN INDONESIAN ADVERTISEMENTS	
	Agus Hari Wibowo	PHONOLOGICAL PROCESS IN INDONESIAN SPEECH (CASE OF ASSIMILATION AND ELISION IN INDONESIAN)	
16.00 - 16.30 WIB	**COFFEE BREAK**		PAKOEBUWONO

TIME	NAME	TITLE	ROOM
16.30 - 18.00 WIB	**PARALLEL 3A**		ROOM A
	Prima Hariyanto	KATA BERINFIKS DALAM BAHASA INDONESIA	
	Surono	UNIVERSAL NASAL ASSIMILATIONS IN MONOMORPHEMIC AND POLYMORPHEMIC WORDS ACROSS LANGUAGES	
	Yusup Irawan	AMBANG KONTRAS AKUSTIK INTONASI KALIMAT DEKLARATIF-INTEROGATIF DALAM BAHASA SUNDA	
	Maryanti E. Mokoagouw	WACANA MOB PAPUA: KAJIAN EKOLINGUISTIK DIALEKTIKAL	
16.30 - 18.00 WIB	**PARALLEL 3 B**		ROOM B
	Deli Nirmala	EMBODIED EXPERIENCES IN METAPHORS IN BAHASA INDONESIA	
	Hyunisa Rahmanadia	KOSAKATA WARNA DALAM BAHASA SUNDA KANEKES	
	Rizki Hidayatullah, Septi Mustika Sari	KONSEP WANGI DALAM *JANGJAWOKAN MINYAK SEUNGIT*: KAJIAN ANTROPOLINGUISTIK DI DESA JATISARI, KECAMATAN JATISARI, KABUPATEN CIANJUR	
	Chusni Hadiati	THE CHARACTERISTICS OF BANYUMASAN CONVERSATIONAL IMPLICATURES	
16.30 - 18.00 WIB	**PARALLEL 3 C**		ROOM C
	Oktiva herry Chandra	JAVANESE AFFECTIVE WORDS IN TERM OF DDRESS	
	Mytha Candria	A RELEVANCE-THEORETIC ANALYSIS OF PARALLELISM IN MUSTOFA BISRI'S "*SIAPA MENYURUH*"	
	Yovita M. Hartarini	PEMERTAHANAN LOGAT BAHASA IBU DI WILAYAH KOTA KENDAL	
	Nurhayati	FROM *MARTO* TO *MARFELINO,* A SHIFT IN NAMING IN GOTPUTUK VILLAGE	
16.30 - 18.00 WIB	**PARALLEL 3D**		ROOM D
	Syihabul Irfan	MENDADAK "BAHASA INDONESIA": DAYA ILOKUSIONER DALAM TUTURAN M. TABRANI IHWAL USULAN NAMA BAHASA PERSATUAN	
	Mualimin	REQUESTS IN JAVANESE: A CASE STUDY ON READERS FORUM OF PS MAGAZINE	
	M. Abdul Khak	PERGESERAN BAHASA SUNDA DAN BAHASA CINA DI JAWA BARAT: ANALISIS KOMPARATIF	
	Hidayatul Astar	PEMERTAHANAN BAHASA IBU DI DAERAH TERTINGGAL	
18.00 - 19.00 WIB	**PRAYING**		PAKOEBUWONO
19.00 - 21.00 WIB	**DINNER**		PAKOEBUWONO
FRIDAY, JULY 6, 2012			
07.30 - 08.00 WIB	**REGISTRATION**		LOBBY
08.00 - 09.30 WIB	**PARALLEL 4A**		ROOM A
	Agus Sudono	POLA PILIHAN BAHASA DALAM JUAL BELI DI PASAR TRADISIONAL (STUDI KASUS DI PASAR WINONG, KABUPATEN PATI)	
	Devina Christania, Pradipta Wulan Utami	CAMPUR KODE BAHASA BETAWI DAN BAHASA INDONESIA DALAM KOLOM "ALI ONCOM" PADA SURAT KABAR HARIAN POS KOTA: KAJIAN SOSIOLINGUISTIS	
	Evynurul Laily Zen	SISTEM PANGGILAN KEKERABATAN SEBAGAI CERMIN BUDAYA DAN POLA PIKIR MASYARAKAT JAWA: DULU DAN KINI	
	Sudirman Wilian	THE POTENTIAL LOSS OF SASAK SPEECH LEVEL: A SURVEY OF LANGUAGE USE AMONG SASAK YOUTHS IN WEST LOMBOK	

TIME	NAME	TITLE	ROOM
08.00 - 09.30 WIB	**PARALLEL 4B**		ROOM B
	Khristianto, Widya Nirmalawati	MAKING USE THE RECORDED LANGUAGE RELICS IN HUMOR PIECES	
	Mohammed Azlan Mis, Mohammad Fadzeli Jaafar, Norsimah Mat Awal, Hayati Lateh	KAJIAN BAHASA PERHUBUNGAN MASYARAKAT DI SEMPADAN MALAYSIA-THAILAND: ANALISIS PILIHAN BAHASA	
	Sri Mulatsih	SPEECH PLANNINGS ON THE STUDENTS' CONVERSATION (A CASE STUDY OF FOURTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT, DIAN NUSWANTORO UNIVERSITY)	
08.00 - 09.30 WIB	**PARALLEL 4C**		ROOM C
	Taufik Mulyadin	INDUSTRI KREATIF, ANAK MUDA, DAN *BASA SUNDA*	
	Veria Septianingtias	ANALISIS DIALEK A DAN DIALEK O BAHASA LAMPUNG: KAJIAN FONOLOGI	
	Yuni Ferawaty	INTERFERENSI BAHASA CINA DIALEK HAKKA PADA ISTILAH PENAMBANGAN TIMAH BANGKA	
08.00 - 09.30 WIB	**PARALLEL 4D**		ROOM D
	Yuliarni	KONTRASTIF BAHASA MINANGKABAU DENGAN BAHASA INDONESIA DI TINJAU DARI SEGI PREPOSISI	
	Frans I Made Brata	LEXICAL MEANING AND ITS LOSS AND GAIN OF INFORMATION IN TRANSLATION	
	Retno Purwani Sari	DECONSTRUCTION OF IDEOLOGICAL HEGEMONY OF LANGUAGE-CULTURE MAINTENANCE IN SUNDANESE MEDIA	
09.30 - 09.45 WIB	**CEFFEE BREAK**		PAKOEBUWONO
09.45 - 11.00 WIB	**PLENARY 2**		PAKOEBUWONO
	Herudjati Purwoko	LINGUISTIC DOMAINS: KEYS TO THE MAINTENANCE OF JAVANESE	
11.00 - 11.15 WIB	**CLOSING**		PAKOEBUWONO

EMBODIMENT IN SECOND LANGUAGE LEARNING AND TEACHING

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Abstract

This paper aims to elaborate the implementation of Embodiment as one of the concept of Cognitive Linguistics in second language learning and teaching. Cognitive Linguistics is simply pointed that language is all about meaning. It views the learner as a thinking being and an active processor of information. However, it is interesting as we found that mind and body are not separate entities. Involved in understanding what people say to us and what we read, Embodiment relates meanings directly to our physical experience; it emphasizes on the way cognition is shaped by the body and its sensorimotor interaction with the world. Furthermore, this paper is trying to show how the theoretical assumptions, basic units, and constructs used in Cognitive Linguistics offer a better understanding of the true nature of language and grammar, and how Embodiment may improve current second language teaching and learning methods.

Keywords: *embodiment, meaning, cognitive linguistics, second language learning and teaching.*

Introduction

The major interest in Cognitive Linguistics for many cognitive linguists lies in its provision of a better-grounded approach to and set of theoretical assumptions for syntactic and semantic theory than generative linguistics provides. For others, however, an important appeal is the opportunity to connect the study of language and the mind to the study of the brain. Furthermore, according to Geeraerts (2006), the foundational point of cognitive linguistics is simply that language is all about meaning. This approach sees language as an instrument for organizing, processing, and conveying information.

In line with that, Cruse and Croft (2004) proposed three major hypotheses on cognitive linguistic approach: language is not an autonomous cognitive faculty, grammar is conceptualization, and that knowledge of language emerges from language use. These three hypotheses represent a response to the dominant approaches to syntax and semantics at the time, namely generative grammar and truth-conditional (logical) semantics. The first principle is opposed to generative grammar's well-known hypothesis that language is an autonomous (indeed, innate) cognitive faculty or module, separated from nonlinguistic cognitive abilities. The second principle is opposed to truth-conditional semantics, in which a semantic metalanguage is evaluated in terms of truth and falsity relative to the world (or, more precisely, a model of the world). The third principle is opposed to reductionist tendencies in both generative grammar and truth-conditional semantics, in which maximally abstract and general representations of grammatical form and meaning are sought and many grammatical and semantic phenomena are assigned to the 'periphery'.

One of the central ideas of Cognitive Linguistics is the embodiment of language. The term embodiment has attracted a huge amount of attention in the school of cognitive linguistics. The embodiment has been serving as one of the most important doctrines in cognitive linguistics. Language is the major source of communication, and according to Evan and Green (2006), language "cannot be investigated in isolation from human embodiment".

The phenomenon that bodily experience is closely related to the cognitive development of language learner is in some ways related to the writer's previous research. In the research entitled "The Use of Songs in Teaching English Vocabulary to Kindergarten Children" written as a partial fulfillment of the requirements for his bachelor degree the writer conducted a survey on vocabulary mastery of songs that are usually sung and acted out in class.

In the research, it is found that any words that involved movement, whether nouns or verbs or adjectives that can be acted out, or visualized seem to be relatively easy: (1) Nouns that are concrete and in the children's immediate surroundings and that children can touch are easy for the children. However, things not in the children's immediate surroundings and things that are abstract are difficult. (2) Verbs that are easy to act out, especially when it involves sounds (scream) are easy for the children. However, verbs of thinking or senses or whose action is not so obvious like see or forget are more difficult. (3) Adjectives seem to be more problematic than nouns or verbs, because not many children can tell their meanings. However, adjectives that can be acted out (wide, little) are easier than others (e.g., dry). The adjective eency weency proves to be difficult, perhaps because this word involves cultural content. (4) The adverb that involves movement (down) is easier than the adverb of manner (gently, merrily).

Considering those findings, it is very interesting for the writer to discover that what he has observed some years ago is now becoming more interesting as it meets one of the Cognitive Linguistics concepts called Embodiment. Furthermore, this paper aims at presenting an understanding of the notion of embodiment and its relationship with language analysis, thus hopefully producing implication for the task of language teaching and learning with a new perspective and methodology.

Embodiment, one of the key concepts of Cognitive Linguistics

As cited in Littlemore (2009), there are seven closely related each other key concepts in cognitive linguistics applicable to second language learning. (1) *Psychologically construal* refers to the way in which people perceive, comprehend, and interpret the world around them. (2) The various senses of particular words are also viewed as *radial categories*, with the more concrete, physical senses lying towards the centre of the category and the more abstract, metaphorical senses lying towards the periphery. (3) *Encyclopaedic Knowledge*. The information accumulated in our minds extends further than the denotative meanings that words have. It includes all the connotations that have come to be associated with those words and expressions over the period during which we have been exposed to them. (4) *Metaphor and Metonymy*. In the very basic terms, metaphor draws on relations of substitution and similarity, whereas metonymy draws on relations of contiguity. In metaphor, one thing is seen in terms of another and the role of the interpreter is to identify points of similarity, allowing, for example, Romeo to refer to Juliet as 'the Sun'. In metonymy, an entity is used to refer to something that it is actually related to, allowing us to utter and understand statements such as: 'The White House has released a statement', where the White House stands metonymically for the American Government. (5) *Embodiment***.** The term sometimes referred to as embodied cognition, allowing us to understand abstract concepts by relating them directly to our physical experience. Through embodiment, 'people's subjective, felt experiences of their bodies in action provide part of the fundamental grounding for language and thought' (Gibbs, 2006: 9). (6) *Linguistic Motivation*. Very closely related to embodiment, linguistic motivation is concerned with the non-arbitrary aspects of language form and structure. (7) *Construction Grammar***.** It is another concept that words tend to group together to form 'constructions' that have meanings of their own. These meanings relate to everyday experience and exist in radial categories.

The role of embodiment in understanding and learning a second language is closely related to the area of gesture and at its role in second language learning and teaching. If language is truly embodied then one would expect the gestures that accompany it to be very closely related to the semantic and pragmatic content of the messages. Research has shown that this is indeed the case, but languages vary in terms of the way they use gesture. This variation makes for powerful arguments for paying increased attention to gesture in the language classroom. Gestures serve a variety of functions. Some are 'communicative', in that they facilitate communication, whereas others are more cognitive, in that they help speakers formulate expressions.

Embodiment and it's Applications to Second Language Learning and Teaching

Particularly, Cognitive Linguists claim that the meanings of language are embodied, which means that it is the speaker's bodily experience that triggers the linguistic expressions that carry the meaning to the hearer. In other words, "our construal of reality is likely to be mediated in large measure by the nature of our bodies." (Evan and Green, 2006)

Language learning and teaching activity requires much more than grammar and vocabularies; it includes comprehension and the production of the target language. It is crucial for the language learners

to master the fundamental concept of the words they learn. In line with that, Holme (2009) argued that the supposition in language education is because linguistic meaning and its symbolization have evolved from embodied experience. Therefore, these symbolic structures will be easier to remember if they are reinvested in the movements, gestures and imagery from which they were conceptualized.

Language learners would not be able to comprehend the meanings of the target language unless they possess a frame, i.e. background knowledge, which enables them to understand the target language. In order to provide language learners a "frame", a language teacher need be able to build a logical correlation between the exposed language and their learners' knowledge, i.e. learners' embodied experience, either by real life experience or through careful explanation by the teachers.

In line with the idea of language embodiment, a very well known teaching method may be suitable to apply, TPR, a unique language teaching method developed by James Asher. Total Physical Response, or TPR, basically consists of obeying commands given by the instructor that involve an explicit physical response (Krashen, 1982). In the method, the teacher gives instruction as well as practicing it together with the students.

A TPR class can be done in various ways. Teachers can start a straightforward TPR class by sitting down in front of the classroom. Place two chairs on either side and ask four pupils to come up to the front of the class and have them sit on either side of you, facing the group.

Say 'stand' and immediately stand up as you motion the pupils on your sides to do the same. Then say 'sit' and sit down and motion the pupils to do the same. Repeat this for a couple of times.

Then say 'stand' to the whole group and motion them to stand; then say 'sit' and modeling the action have the group do the same. Repeat this for a couple of times. To make some variations, do the set below in the same manner, varying and repeating the commands and switching from the group of four to the whole group. The instructions variations can be: touch your head, sit, touch your back, stand, touch your chest, touch your face and etc.

Unlike in straightforward TPR, bringing about an action can be the responsibility of the student. One of the examples is an activity called "What am I doing".

In this activity, the teacher may start by asking the class to think of some simple action that they want another student to perform, such as cleaning the board or opening a window. Next, he/she may ask one student to instruct another how to perform it without saying what it is, whilst the other carries it out movement by movement and never doing more than instructed.

Teachers need to think beyond instruction and response routines. The linguistic forms used do not have to be instructional, as long as it can be embodied as an action, for example, but can address quite complicated issues such as the 'water' or crop 'cycles'.

Another example of TPR is a classroom activity called 'What am I?'. Here, the teacher may start by giving the students a card telling them they are some functional artifact (e.g. a washing machine). Then the teacher can tell them to think how they would imitate and express the object's function, taking it through its functional cycle (e.g. wash, rinse, dry), then how they would ask another student to mime that cycle. In pairs and by turn, student A tells student B how to mime the cycle without saying what the cycle is. The class guesses what the mime is about by saying what is happening at any given moment.

Such activities above can also be used in teaching English tense. When a student is performing an action, another can provide a commentary in the continuous present whilst just after the action a third student can say what 'they have don', as soon as they have moved. In another permutation, the teacher can turn their back to the action, call out each instruction and wait until the class relays the information that the student 'has moved'.

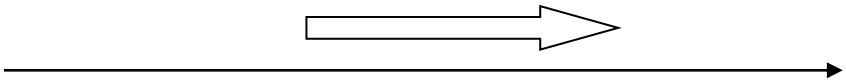
The role of embodied cognition in grammar teaching

When someone sees a particular action, such as running, gripping a pencil, laughing or crying, the neural motor circuits that are activated in his/her brains are the same as those that are activated when

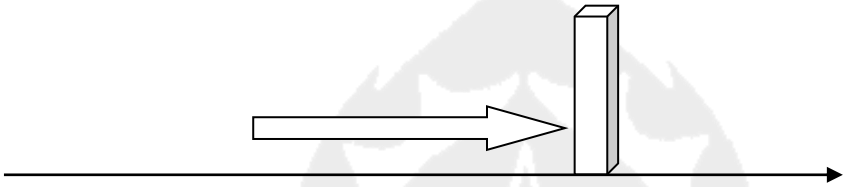
performing those actions himself/herself (Littlemore, 2009). She argued that by simply watching the performance of an action, corresponding motoric mental imagery are triggered.

In line with that, Talmy (1988) held a research on the ways in which the embodied cognition hypothesis can be used in grammar teaching. He proposed "force dynamics system" and applied it to the teaching of modality and tenses. Abstract ideas are conceptualized in terms of physical forces that experience with our bodies. Moreover, Talmy's work on "force dynamics system" explains the abstract image schema of deontic modality (usually denotes real-world obligation, permission, or ability).

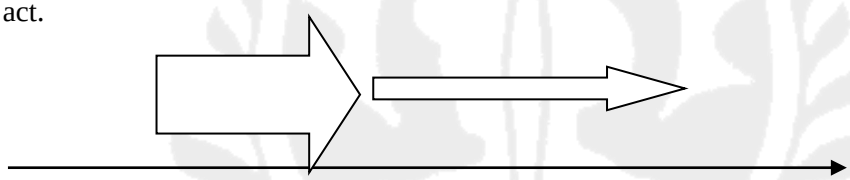
According to Talmy (1988) a possible image schema for *can* involves physical movement along a trajectory with a potential – yet absent – barrier.



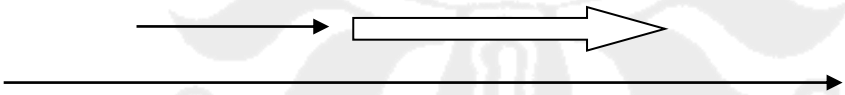
A possible image schema for *cannot* involves the presence of a barrier, as shown below.



A possible image schema for *must* involves a compelling force directing the subject towards the act.



A possible image schema for *should* involves a weaker force coming from behind.



For some students, English modal verbs may be considered difficult. Therefore, it requires a deep understanding of the concept trough involving real world physical and social interaction. Talmy (1988) stated that deontic modality can be explained in terms of sociophysical forces, barriers and paths, and can be partially understood through a series of image schemas. Therefore, by applying this image schema, the learner will understand the background knowledge, and get the better understanding.

Conclusion

Cognitive linguistics, as one of the newest approach in the subject can be seen as an instrument for organizing, processing, and conveying information.' There are some concept lied under the term that language is not an autonomous cognitive faculty. It is also stated above that words provide only a limited and imperfect means of expression. Furthermore, it is also proposed that grammar is conceptualization and that knowledge of language emerges from language use (usage-based). Finally, as this paper has already explained, using the right teaching method, the understanding of cognitive linguistics may facilitate the second language teaching and learning.

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