



PROCEEDINGS

International Seminar **LANGUAGE MAINTENANCE AND SHIFT (LAMAS) 6**

**“Empowering Families, Schools, and Media
for Maintaining Indigenous Languages”**

August 9—10, 2016



Compiled by
**Agus Subiyanto, Suharno, M. Suryadi,
Wuri Sayekti, and Tohom Marthin Donius Pasaribu**

**Master Program in Linguistics, Diponegoro University
in Collaboration with
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NOTE

This international seminar on Language Maintenance and Shift 6 (LAMAS 6 for short) is a continuation of the previous LAMAS seminars conducted annually by the Master Program in Linguistics, Diponegoro University in cooperation with *Balai Bahasa Jawa Tengah*.

We would like to extend our deepest gratitude to the seminar committee for putting together the seminar that gave rise to this compilation of papers. Thanks also go to the Head and the Secretary of the Master Program in Linguistics, Diponegoro University, without whom the seminar would not have been possible.

The table of contents lists 107 papers and abstracts presented at the seminar. Some of the papers have been selected to be published in *Parole: Journal of Linguistics and Education*, and for these papers only the abstracts are published in the proceeding.

Of the papers, 4 papers were presented by invited keynote speakers. They are Peter Suwarno, Ph.D. (Arizona University, USA), Mukhlis Abu Bakar, M.A., Ph.D., (National Institute of Education, Singapore), Dr. Agus Subiyanto, M.A. (Diponegoro University, Indonesia), Hywel Coleman, M.A., OBE (University of Leeds, UK).

The topic areas of the papers cover Sociolinguistics (16 papers), Discourse Analysis (14 papers), Language Acquisition (1 paper), Language & Culture (5 papers), Linguistics in Education (10 papers), Language in Politics (1 paper), Pragmatics (21 papers), Psycholinguistics (3 papers), Semantics (12 papers), Phonology (2 papers), Morphology (1 paper), and Syntax (11 papers).

SCHEDULE OF THE INTERNATIONAL SEMINAR ON LANGUAGE MAINTENANCE AND SHIFT (LAMAS) 6**August 9—10, 2016 in Pascasarjana, Diponegoro University (Imam Bardjo, S.H. No.3-5 Street, Semarang, Indonesia)**

TUESDAY, AUGUST 9, 2016 (FIRST DAY)					
TIME	NAME	TITLE		ROOM	CHAIR PERSON
07.00 – 08.00	REGISTRATION			LOBI HALL, TTB A, 6th FLOOR	COMMITTEE
08.00 – 08.05	INDONESIA RAYA ANTHEM			CONVENTION HALL, TTB A, 6th FLOOR	NAILA (COMMITTEE)
	SPEECH FROM THE COMMITTEE				KETUA COMMITTEE
08.05 – 08.15	OPENING				DEKAN FIB UNDIP
08.15 – 11.15	PLENARY SESSION 1				Dr. Deli Nirmala, M.Hum
	Hywel Coleman, M.A., OBE	FLUCTUATIONS IN LANGUAGE-IN-EDUCATION POLICY AND PRACTICE IN INDONESIA, 1901-2015			
	Mukhlis Abu Bakar, Ph.D.	BILINGUALISM AND THE MAINTENANCE OF THE MOTHER TONGUE IN MULTILINGUAL SINGAPORE			
PARALLEL SESSION 1				CLASS ROOM, TTB B, 3rd FLOOR	COMMITTEE
11.15 – 12.45	Nurhayati	DISCOURSE AGAINST LGBT		CLASS B301	COMMITTEE
	Yasir Mubarak	ANALISIS WACANA KRITIS REPRESENTASI PEREMPUAN KORBAN PEMERKOSAAN DI SITUS BERITA ONLINE			
	Ajeng Dianing Kartika	CITRA PENGUNGSI DAN PENCARI SUAKA DI JERMAN; KAJIAN WACANA KRITIS PADA KOMENTAR PEMBACA SURAT KABAR ONLINE ZEIT			
	Norfaizah Abdul Jobar & Anida Sarudin	REPRESENTASI ‘PROSES’ DALAM WACANA UNIT PENDAHULUAN PENULISAN KARANGAN			
11.15 – 12.45	Sa’adijah Ma’alip & Rahilah Omar	PEMILIHANBAHASA MASYARAKAT CHETTI DI MELAKA NAME/NAMA		CLASS B302	COMMITTEE
	Pardi Suratno	BAHASA SEBAGAI REPRESENTASI KEKUASAN KOLONIAL TERHADAP MASYARAKAT PRIBUMI (STUDI PADA NOVEL JAWA PRAKEMERDEKAAN TERBITAN BALAI PUSTAKA)			
	Riza Sukma	SITUASI PSIKOLOGIS DALAM PEMILIHAN BAHASA OLEH PENUTUR BAHASA BETAWI DI JAKARTA: KAJIAN SOSIOLINGUISTIK			
	Yulia Mutmainnah	‘WARTEG’ FOOD SELLERS’ LANGUAGE ATTITUDES TOWARD TEGAL DIALECT OF JAVANESE LANGUAGE IN SEMARANG			

TIME	NAME	TITLE	ROOM	CHAIR PERSON
11.15 – 12.45	Sri Rejeki Urip & Ayudhia Ratna Wijaya	EVALUASI BUKU PANDUAN DEBAT “DEBATING” DAN “PANDUAN DEBAT KOMPETITIF” DALAM RANGKA PENGEMBANGAN BUKU PANDUAN DEBAT DALAM BAHASA PRANCIS	CLASS B303	COMMITTEE
	Tubagus Chaeru Nugraha	PERISTILAHAN POLITIK ARAB DALAM BAHASA SUNDA: KAJIAN SEMIOTIK BAHASA BIDANG POLITIK		
	Wening Sahayu	SEKARANG ANDY GOES TO SCHOOL BESOK ANDY GEHT IN DIE SCHULE: FENOMENA PERKEMBANGAN BAHASA DAN BUDAYA NAMA DIRI DI INDONESIA		
	Trisnowati Tanto	THE POWER OF LANGUAGE OF AN INTERNET WEBSITE IN INFLUENCING PEOPLE’S PERCEPTION: A		
11.15 – 12.45	Suwandi & Sri Wahyuni & Th. Cicik Sophia B	THE NON-ENGLISH LECTURERS’ READING COMPETENCE IN READING ENGLISH TEXT AT HIGHER EDUCATION IN CENTRAL JAVA	CLASS B304	COMMITTEE
	Uswatunnisa	THE INFLUENCE OF BAHASA MANDAR TOWARDS STUDENTS’ ENGLISH PRONUNCIATION (CASE STUDY ON STUDENTS OF JUNIOR HIGH SCHOOL 1 TINAMBUNG, POLEWALI MANDAR)		
	Yohana Ika Harnita Sari	LETTER NAME (ALPHABET) AND LETTER SOUND (A FIELD STUDY AT KINDERSTATION PRESCHOOL (TK CAHAYA BANGSA UTAMA) YOGYAKARTA)		
	Nia Kurniawati	THE PRE-SCHOOL TEACHERS’ UNDERSTANDING ON EARLY LITERACY: IMPLEMENTATION AND OBSTACLES IN TEACHING-LEARNING ACTIVITIES		
11.15 – 12.45	Hubbi Saufan Hilmi & Fabio Testy Ariance Loren	BENTUK DAN PENGGUNAAN PRONOMINA PERSONA PADA BAHASA SASAK DIALEK NGENO-NGENE DI DUSUN MONTONG MEONG DESA LABUHAN HAJI KABUPATEN LOMBOK TIMUR	CLASS B308	COMMITTEE
	Husni Syukri Khotami & Ageng Sutrisno	BANJARHARJO IS TRULY SUNDANESE		
	Prihantoro	THE DYNAMICS OF LOANWORD PROSODY: A CASE STUDY OF ‘JAMAAH’ IN INDONESIAN		
	Agni Kusti Kinasih	LINGUISTIC FEATURES OF SINGAPORE COLLOQUIAL ENGLISH FOUND IN A LOCAL ENGLISH-LANGUAGE MOVIE ENTITLED SINGAPORE DREAMING		
12.45 – 13.45	LUNCH BREAK (ISHOMA)		TTB B, 3rd FLOOR	COMMITTEE
PARALLEL SESSION 2			CLASS ROOM, TTB B, 3rd FLOOR	COMMITTEE
13.45 – 15.15	Sulis Triyono	MEANINGS OF OBJEKTIVE UND SUBJEKTIVE MODALVERBEN CONSTRUCTIONS IN GERMAN SENTENCES AND THEIR EQUIVALENCES IN INDONESIAN	CLASS B301	COMMITTEE
	Trisnowati Tanto	THE POWER OF LANGUAGE OF AN INTERNET WEBSITE IN INFLUENCING PEOPLE’S PERCEPTION: A		
	Anisa Larassati & Nina Setyaningsih	THE KEYBOARD WARRIORS: EXPRESSING HATRED AND JUDGEMENT ON “ANOTHER” WOMAN THROUGH HATERS’ INSTAGRAM ACCOUNT		
	Anisa Zuhria Sugeha & Ika Nurfarida	PERBANDINGAN KOLOKASI KATA IBU DAN BUNDA DALAM KORPUS BAHASA INDONESIA		

TIME	NAME	TITLE	ROOM	CHAIR PERSON
13.45 – 15.15	Agnesia Arum S. & Intan Mustika & Sarah Sumponogati & Uswatunnisa	<i>COMMISSIVE ILLOCUTIONARY ACT ACROSS LANGUAGES: JAVANESE AND MANDARESE</i>	CLASS B302	COMMITTEE
	Almira Fidela Artha & Fina Syahadatina & Okta Enggiana Pradevi	“SENYUM CEMERLANG, SENYUM PEPSODENT” ANALISIS DIAKRONIK BENTUK BAHASA IKLAN PEPSODENT DALAM 4 DEKADE: KAJIAN SOSIOPRAGMATIK		
	Azzahra Egeng & Ferina Kumala Dewi & Riza Sukma	MAKNA KATEGORI PARTIKEL DALAM IMPLIKATUR KONVENSIONAL DI TIGA BAHASA DAERAH: SEBUAH KAJIAN TEORI RELEVANSI		
	Bayu Aryanto	STRATEGI PENOLAKAN AJAKAN BAHASA JEPANG (STUDI KASUS MAHASISWA SASTRA JEPANG UNIVERSITAS DIAN NUSWANTORO DAN PENUTUR ASLI JEPANG)		
13.45 – 15.15	Agus Ridwan	GRAMATIKALISASI SATUAN BAHASA BIS ‘SAMPAI’ DALAM BAHASA JERMAN	CLASS B303	COMMITTEE
	Farikah	<i>ANALYSIS OF NOMINAL GROUP CONSTRUCTION OF THE STUDENTS’ WRITTEN TEXTS</i>		
	Indah Melisa & Ratna Juwitasari Emha	PERUBAHAN FONOLOGIS PADA DIALEK BAHASA INDRAMAYU SEBAGAI PRINSIP LEAST EFFORT DALAM BERTUTUR		
	Heny Sulistyowati & M. Syaifuddin S.	<i>SYNTAX STRUCTURE OF ADJECTIVE PHRASE COMPARISON IN JAVANESE LANGUAGE</i>		
13.45 – 15.15	Mahdi Ahmad	PEMBENTUKAN VERBA MELALUI AFIKSASI DALAM BAHASA TERNATE	CLASS B304	COMMITTEE
	Rohendi Ali Muhamad	<i>THE GENERAL STATEMENTS OF ANTECEDENT IN ENGLISH SENTENCE STRUCTURE</i>		
	M. Suryadi	BENTUK KESANTUNAN DENGAN MEMANFAATKAN KEKUATAN LEKSIKON EMOTIF-KULTURAL YANG DIMILIKI MASYARAKAT JAWA PESISIR: PEKALONGAN, SEMARANG, DEMAK		
13.45 – 15.15	Jeanyfer Tanusy	THE ANALYSIS OF LEXIS IN SUNDANESE PUPUH ‘KINANTI’	CLASS B308	COMMITTEE
	Ariya Jati	POETIC LANGUAGE IN NAZARETH’S “LOVE HURTS”		
	Fauzia	ANALYZING LANGUAGE STYLE OF VOCATIONAL HIGH SCHOOL ACCREDITATION ‘SUGGESTION AND RECOMMENDATION’ TEXT		
	Dewi Puspitasari	“MOMMY, LET’S SING THE SONG WITH ME, PLEASE...” A NARRATIVE STUDY OF A YOUNG LEARNER IN THE JAVANESSE LANGUAGE INQUIRY		
PARALLEL SESSION 3			CLASS ROOM, TTB B, 3rd FLOOR	COMMITTEE
15.15 – 16.45	Leonita Maharani	TRANSITIVITAS DALAM CERITA RAKYAT PAPUA (SEBUAH KAJIAN LINGUISTIK SISTEMIK FUNGSIONAL PADA TEKS CERITA RAKYAT SUKU MEE PAPUA)	CLASS B301	COMMITTEE
	Novian Denny Nugraha & Asih Prihandini	ANALISIS ALIH WAHANA MEDIUM PADA GAMES CLASH ROYALE SEBAGAI UPAYA PELESTARIAN BERBAHASA PADA KELUARGA PERKOTAAN UNTUK KEBUTUHAN BERCERITA (STORY TELLING)		
	Anggy Denok Sukmawati	PROBLEMATIKA PENERAPAN MULOK BAHASA JAWA DI KABUPATEN PEMALANG		

TIME	NAME	TITLE	ROOM	CHAIR PERSON
15.15 – 16.45	Anida Binti Sarudin	PENGUASAAN BIDANG BAHASA DI KALANGAN KANAK-KANAK PRASEKOLAH	CLASS B302	COMMITTEE
	Ika Inayati	KEBERPIHAKAN MEDIA PADA KASUS RAZIA WARTEG DI SERANG (STUDI KASUS PADA ARTIKEL LIPUTAN6.COM: MENTERI AGAMA TEGUR CARA SATPOL PP RAZIA WARTEG DI SERANG)		
	Halimah	PERKEMBANGAN BAHASA ANAK PERIODE PRELINGUAL (STUDY KASUS PADA BAYI USIA 8 BULAN)		
	Hazairin Eko Prasetyo	DEVELOPING AN INDONESIAN HIGH SCHOOL CURRICULUM OF ELT THROUGH LITERATURE		
15.15 – 16.45	Chendy AP. Sulisty & Dede & Wiwid Nofa Suciatty	STRATEGI KESANTUNAN LINTAS BAHASA DI INDONESIA (SUNDA, BREBES, MELAYU) SEBUAH KAJIAN PRAGMATIK	CLASS B303	COMMITTEE
	Della Nathania & Muhammad Amin Ritonga & Romiyati	VARIASI TINDAK TUTUR EKSPRESIF LINTAS BAHASA (JAWA DAN MADAILING)		
	Freda Dyah Ayu Kusumaning Yandi & Yuni Triastuti	ANALISIS DEIKSIS DALAM BAHASA JAWA DIALEK SEMARANG DAN DIALEK PEKALONGAN KAJIAN PRAGMATIK		
	Hendita Damayanti & Imam Santoso	GAYA TINDAK TUTUR TIDAK LANGSUNG DALAM BAHASA JAWA		
15.15 – 16.45	Bernadette Santosa	THE LANGUAGE OF YOUNG PEOPLE IN SOME INDONESIAN ADVERTISEMENTS	CLASS B304	COMMITTEE
	Chusni Hadiati	THE FUNCTIONS OF PHATIC EXPRESSIONS IN TRADITIONAL SELLING AND BUYING		
	Eli Asikin-Garmager	DIALECT VARIATION AS A WINDOW INTO LANGUAGE CHANGE – A SYNTACTIC EXAMPLE FROM SASAK (LOMBOK)		
15.15 – 16.45	Dhion Meitrea Vidhiasi	THE ANALYSIS OF SUMBER WARAS CASE IN SINDONEWS’ EDITORIAL :“Sumber Waras bukan Pertarungan Opini” DATED APRIL 15TH, 2016	CLASS B308	COMMITTEE
	Mohammad Andi Hakim	Mendobrak Konstruksi Islam Modern dalam Buku PAI dan Budi Pekerti SMA; Sebuah Praksis Kekerasan Verbal		
16.45 – 17.00	BREAK		TTB B, 3rd FLOOR	

WEDNESDAY, AUGUST 10, 2016 (SECOND DAY)				
TIME	NAME	TITLE	ROOM	CHAIR PERSON
07.00 – 07.30	REGISTRATION		LOBI HALL, TTB A, 6th FLOOR	COMMITTEE
PLENARY 2			CONVENTION HALL, TTB A, 6th FLOOR	Dr. Suharno, M.Ed./Drs. Pardi Suratno, M.Hum
07.30 – 10.30	Prof. Dr. Dadang Sunendar, M.Hum	Kebijakan Bahasa di Indonesia		
	Peter Suwarno, Ph.D	Teaching Indonesian as a Diglossic Language: The Importance of Colloquial Indonesian for Pragmatic Competence and Local Languages Preservation		
	Dr. Agus Subiyanto, MA	Determining Language Typology based on Directed-Motion Lexicalization Patterns as a Language Documentation: a Case Study on Javanese		
10.30 – 11.00	BREAK		TTB B, 3rd FLOOR	COMMITTEE
PARALLEL 4			CLASS ROOM, TTB B, 3rd FLOOR	
11.00 – 12.30	Mualimin	DIRECTIVES IN JAVANESE OF TEGAL: A CASE STUDY OF DRAMA ON PERTIWI RADIO	CLASS B301	COMMITTEE
	Liya Umaroh	STRATEGI TINDAK TUTUR DALAM TRANSKSI JUAL BELI DI PASAR TRADISIONAL JOHAR SEMARANG		
	Lukman Isgianto	A SPEECH ACTS ANALYSIS OF DIRECT AND INDIRECT ON ‘BIG CITY SMALL WORLD’ CONVERSATION SCRIPT OF BRITISH COUNCIL LEARNING ENGLISH: A STUDY OF DISCOURSE ANALYSIS		
	Mutiara Karna Asih & Ika Inayati & Nor Cholifah	KEUNIKAN LEKSIKON PENANDA PRAANGGAPAN DALAM TIGA SUBDIALEK BAHASA JAWA (PURWOKERTO, BANTEN UTARA, DAN REMBANG)		
	Raheni Suhita & Djoko Sulaksono & Kenfitria Diah Wijayanti	CAMPUR KODE DALAM MANTRA KANURAGAN IMPLEMENTASI SEBUAH PANGAJAB		
	Sri Puji Astuti & M. Suryadi	REKONSTRUKSI POLA URUTAN FONEM PADA STRUKTUR LEKSIKON DIALEKTAL BAHASA JAWA PESISIRAN DI KOTA SEMARANG		
	Siyaswati	POLITENESS AND ITS USE THROUGH FOLKTALES: A SOCIO-PRAGMATICS STUDY		
11.00 – 12.30	Kahar Dwi P.	DARI EMPULOH MENUJU PYCNONOTIDAE: PERMUFAKATAN ANTAR PENUTUR BAHASA DAERAH DALAM PENYERAGAMAN KOSA KATA AVIARY	CLASS B303	COMMITTEE
	Noor Malihah	THE APPLICATIVE VOICE IN JAVANESE DIALECT OF KUDUS		
	Yesika M. Ocktarani & Heri Dwi Santoso	PERSONAL DEIXIS IN RADIO BROADCASTING: EXTINCTION SIGNAL OF ‘KAMI’ IN INDONESIAN		

TIME	NAME	TITLE	ROOM	CHAIR PERSON
11.00 – 12.30	Kharisma Puspita Sari	METAPHORS AND DIRECTIVE SPEECH ACTS IN THE JAVANESE PROVERBS	CLASS B304	COMMITTEE
	Ema Rahardian	POLA PIKIR PENUTUR BAHASA JAWA DIALEK SEMARANG DALAM RUBRIK “RAME KONDHE” DI HARIAN SUARA MERDEKA		
	Romilda Arivina da Costa	PENGAMALAN AGAMA DAN PENGARUHNYA TERHADAP PERGESERAN BAHASA HATUHAHA DI MALUKU TENGAH		
11.00 – 12.30	Noermanzah	CHILD LANGUAGE ACQUISITION 1.4 YEARS OF AGE (RESEARCH CASE STUDY ON FAMILY BILINGUAL)	CLASS B308	COMMITTEE
	Retno Purwani Sari	IDENTITY-FORMING POWER OF CHILDREN STORIES’ TRANSLATION: TRANSLATION STUDIES		
	Suharno	JUXTAPOSING FIRST AND SECOND CULTURES IN ELT MATERIALS		
12.30 – 13.30	LUNCH BREAK (ISHOMA)		TTB B, 3rd FLOOR	COMMITTEE
PARALLEL 5			CLASS ROOM, TTB B, 3rd FLOOR	
13.30 – 15.00	Pininta Veronika Silalahi	THE SEMIOTICS OF BATAK TOBA SOCIETY MARRIAGE TRADITION	CLASS B301	COMMITTEE
	Agus Sudono	PENAMAAN HALAMAN DAN RUBRIK DALAM SURAT KABAR SOLOPOS		
	Ratna Muthia	HUBUNGAN MAKNA VERBA PERBUATAN BERMAKNA ‘MENINGGALKAN SUATU TEMPAT’ DALAM BAHASA JAWA NGOKO (STUDI KASUS LUNGA, MANGKAT, BUDHAL, DAN MINGGAT): SEBUAH KAJIAN SEMANTIK		
13.30 – 15.00	Esther Hesline Palandi	KAJIAN METAFORA DALAM PUISI (HAIKU) BAHASA JEPANG	CLASS B302	COMMITTEE
	Festri Yudanika	AWARENESS AND PHONOLOGICAL WORKING MEMORY IN THE ADULT ACQUISITION OF SECOND LANGUAGE PRONUNCIATION: A CASE STUDY		
	Hindun	PEMERKAYAAN BAHASA MELALUI FILM “ADA APA DENGAN CINTA 2” DAN “AISYAH: BIARKAN KAMI BERSAUDARA” SEBAGAI PRODUK BUDAYA BANGSA INDONESIA		
	Hanny Fauziah	SYNTACTIC MISTAKES IN WRITING NEWS ON WEBSITE RESEARCH AND DEVELOPMENT CENTRE FOR MINERAL AND COAL TECHNOLOGY (A CASE STUDY ON WEBSITE: http://www.tekmira.esdm.go.id/newtek2/)		

TIME	NAME	TITLE	ROOM	CHAIR PERSON
	Deli Nirmala	MIXED JAVANESE IN ENGLISH DEPARTMENT STUDENTS' UTTERANCES AS A SYMPTOM OF LANGUAGE SHIFT (POLITENESS AND EMBODIMENT PERSPECTIVES)		
	Nathaniel Davin P. & Calvin Candra & Aswita A. Ersu M. & Prihantoro	STUDENT'S ATTITUDE TOWARDS DICTIONARY AND ITS USAGE: A CASE OF STUDY FOR ENGLISH DEPARTMENT STUDENTS DIPONEGORO UNIVERSITY		
13.30 – 15.00	I Gede Arga Anggara	A STUDY OF DEIXIS USED IN TOP FIVE WALDJINAH'S POPULAR KERONCONG SONGS LYRICS	CLASS B304	COMMITTEE
	Irma Winingsih	PENGUNAAN HEDGES ~ TO OMOIMASU SEBAGAI SALAH SATU USAHA PEMERTAHANAN KESANTUNAN BERTUTUR DALAM BAHASA JEPANG		
	Nunung Nurjati	POLITENESS ASPECTS OF ENGLISH COMMUNITY PRACTICE IN PARE: A THEORETICAL OVERVIEW		
13.30 – 15.00	Riza Sukma & Wiwid Nofa Suciati & Yuni Triastuti	BAHASA DALAM SYAIR TARI SAMAN GAYO SEBAGAI PEMBENTUK POLA PIKIR DAN POLA TINDAK MASYARAKAT LOKAL: SEBUAH KAJIAN ANTROPOLINGUISTIK	CLASS B308	COMMITTEE
	Rosaria Mita Amalia & Yusuf Hamzah	THE ART OF RHETORIC USING STYLISTIC DEVICES IN WORLD UNIVERSITIES DEBATING CHAMPIONSHIP: A Study of Pragmatics		
	Wati Kurniawati	INDEKS VITALITAS BAHASA LOM BERDASARKAN JENIS KELAMIN DAN USIA (LOM LANGUAGE VITALITY INDEX BY GENDER AND AGE)		
15.00 – 15.30	CLOSING SPEECH		CONVENTION HALL, TTB A, 6th FLOOR	Drs. Pardi Suratno, M.Hum
15.30 – 16.00	BREAK (Certificate Handling)		LOBBY HALL, TTB A, 6th FLOOR	COMMITTEE

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BILINGUALISM AND THE MAINTENANCE OF THE MOTHER TONGUE IN MULTILINGUAL SINGAPORE

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Abstract

Two issues have been identified that act against the development of a strong bilingual and biliteracy proficiency among pupils in Singapore schools: 1. English is perceived as having a much higher status than the Mother Tongue (MT) and the language in which success is primarily measured given its primacy as the language of instruction in all subjects except the MT. Consequently, children's use of their MT has been observed to decline in favour of English; 2. English and the MT are taught in effect as a form of double monolingualism, in watertight compartments, with no opportunity for bilingual learning or reflection in class on the relationship between the two languages. This artificially blocks pupils' access to the other language and prevents the development of a more robust bilingual. In this presentation, I will describe the ways in which the MT is maintained in Singapore, and in particular focus on the research that has recently been completed on the use of dual language books to rejuvenate the interest and ability to read in Malay in bilingual Malay children.

1. INTRODUCTION

Language maintenance is an issue of concern to every community whose heritage or mother tongue language is threatened by the existence of a more dominant language in their midst. In Indonesia, the local languages are feeling the heat as the young are more predisposed to think and speak in Bahasa Indonesia. In Singapore, what we call the 'mother tongue' languages are similarly threatened by the ubiquitous language of the world, English. What prospect does our respective mother tongues have in the quest for national unity through language as in Indonesia, and in the age of globalisation with English as the dominant language in the case of Singapore?

In Singapore, the language-in-education policy is officially bilingual: from the start of schooling, English is the medium of all subject-area content, but students are also required to study their official mother tongue (MT henceforth) as a single subject (Mandarin for the Chinese, Malay for the Malays, and Tamil for the Indians). English serves the mainly instrumental function of providing access to scientific and technological knowledge while the 'MTs' are intended to function as "an anchor in their (students) ethnic and cultural traditions" in contrast to the Western values and world view supposedly imparted through English (Gopinathan 1998: 21). Note that the term 'mother tongue' in the Singapore context refers to Mandarin Chinese, Malay and Tamil even if one's first language is English. In the majority of cases, the Malay community's assigned MT (i.e., Malay) is the children's first language (L1) learned from infancy. This is not necessarily the case for the Chinese and Indian communities. Their assigned official MT may not be their bonafide MTs. For instance, if a Chinese family speaks Hokkien as L1, the children still have to study Mandarin as a MT in school.

Two issues act against the development of a strong bilingual and biliteracy proficiency among pupils in Singapore schools. First, the use of English as the main language of instruction has led to the perception that it has a much higher status than the MT as English is the language in which success is primarily measured. A result of this is the fact that children's use of their MT has been observed to decline in favour of English. Second, English and the MT are taught in effect as a form of double monolingualism, in watertight compartments, with no opportunity for bilingual learning or reflection in class on the relationship between the languages. This artificially blocks pupils' access to the other language and prevents the development of a more robust bilingual.

In what follows, I will discuss the impact of Singapore's language-in-education policy on the maintenance of the MT before describing a study that explores a means of rejuvenating interest in Malay literacy among English-dominant Malay kindergarten children who are at the risk of losing their affinity towards the mother tongue and their interest and ability to speak in the language. It experiments with bilingual learning via the reading of dual language books (DLBs). In my final comments, I suggest that for the MT to be effectively maintained, it is crucial that it be made a language of instruction in school alongside the more dominant language, English.

1.1. English and the Mother Tongue Languages

The dominance of English in formal schooling stems from the belief propounded by Lee Kuan Yew, main architect of the language policy, that children will learn English better the earlier they start learning the language and that the path to academic success in English is to use English more ("Education is the Road to Success," 1982). He assumed a clear separation between the MT and English and did not consider the development of the MT usually spoken at home as helpful in gaining proficiency in English, and that proficiency in one language could be helpful in gaining proficiency in another.

Research indeed has shown that L2 is learned more easily from a solid base in one's L1 (Cummins, 1984; Lanauze & Snow, 1989). Dixon's (2011) study on Singaporean kindergarten children's English vocabulary knowledge shows that children with higher MT vocabulary tended to have a higher English vocabulary. In a study in Miami, a city which maintains a high-status, politically strong Spanish-speaking community within the larger monolingual English-speaking context of the United States, Oller and Eilers (2002) compared two models of education: (a) English language immersion programmes where children studied Spanish as a subject, much like Singaporean children study the MT as a single subject, and (b) two-way Spanish-English bilingual programmes where children studied subject-area content through both English and Spanish. In both models, children perform at about the same high level in English, but the two-way programme produces much superior results in Spanish.

One consequence of allocating a premier role for English and the employment of monolingual strategies in the teaching of subject-area content is the shift towards English as the spoken language of the home and the main aim of literacy learning (Pakir, 2000). Records from the Ministry of Education (MOE) show that more Primary 1 Malay pupils are coming from English-speaking homes – 13% in 1991 to 37% in 2010. The figures are even more substantial among Chinese and Indian children. Another survey on Primary 6 students in 2010 shows that more homes are using both English and the MT. Among Primary 6 students learning Malay, 17% reported using predominantly English at home with another 33% reported using both English and Malay. 50% are still using predominantly Malay. For Chinese and Tamil language students, 38% reported using predominantly English at home, with roughly another one quarter reported using both English and their MT equally. Only one third reported using predominantly their MT.

Measures have been put in place by the Ministry of Education (MOE) to address the situation. One was to modify the MT syllabus to match more realistically the proficiency expectations in the schools to the learning capabilities of students coming from different language backgrounds (MOE press release, 9 Jan 2004). The other was to make language lessons more 'fun', adopt innovative teaching methods, recognise the constraints resulting from the child's home language background including the use of IT and drama to increase interest in the language (MOE press releases, 23 Feb 2004, 17 Nov 2009). These measures are specific: they pertain to how particular languages (such as English and MT) are supposed to be taught in the schools as well as what levels of proficiency might be expected of learners. The general policy of allocating roles between English and the mother tongues and employing monolingual instructional strategies remain largely intact.

Nevertheless, the need to assign a utilitarian value to the MT languages in order to persuade Singaporeans to commit to maintaining them is not lost on the policy makers. The economic globalisation and China's growing consumer market presented the opportunity to do so but only for the Chinese language. New government policies and educational reforms promoted this new shift in

emphasis for Chinese. At the same time, public initiatives were implemented to strengthen the position of Malay and Tamil to ensure that the equality between the MTs is not harmed. It remains to be seen if these measures are effective.

In the meantime, parents are holding on to the belief that English is the key to “getting their children on” in mainstream Singapore society; that being able to speak English well is important preparation for their eventual success in school, and that their children will pick up the ‘MT’ when they begin school. This is revealed in a study of young Malay children’s home literacy (Abu Bakar, 2007). For families whose dominant home language is Malay, English is also spoken but as a second language, particularly among the children and in relation to school work. What is noticeable in all these families (English- or Malay-dominant) is the dominance of English texts in the home compared with Malay texts (storybooks, audio-visual materials).

1.2. Bilingual Learning

Research has indicated particular aspects of the learning process that can be enhanced by working bilingually: conceptual transfer, translation and interpretation, increasing knowledge about how language works, linking new material to familiar worlds, and building learner identities (Christian, 1996; Tuafuti & McCaffery, 2005; Williams et al., 1996). This is based on the idea that the general cognitive skills that underpin language use operate from a common central function (Cummins, 1991), and that the ability to make sense of print transfers readily even when scripts are different (Cummins et al., 1984). This theoretical framework has been the basis for many of the successful bilingual approaches currently in use in the English-speaking world today where the level of development of bilingual children’s mother tongue has a positive impact on the learning of a second language and their academic performance (Christian, 1996; Gardner, 2000; Oller & Eilers, 2002; Tuafuti & McCaffery, 2005).

The transfer of literacy skills across languages can be two-way such that children who have become dominant in the school language (e.g., English) can make use of the reading skills acquired in school to become literate in the home language (e.g., Malay) (Cummins, 2001). Bilingual learning also provides children with the opportunity to draw on cultural understandings built up in one language when working with texts or practices in another language (Kenner *et al.*, 2008; Sneddon, 2008a). Finally, bilingual learning is also known to have raised students’ motivation and pride in their English and MT achievements (Sneddon, 2008a), and improve self-esteem, self-identity, and self-confidence (Tuafuti & McCaffery, 2005). There is evidence in Cummins and Early’s (2011) work of the value to pupils’ self-esteem if their language and literacy skills in the MT are celebrated within the wider school community.

1.3. Dual Language Books in Bilingual Learning

One way of facilitating bilingual learning and supporting bilingual children is through the use of DLBs. Research in the UK and elsewhere has shown that DLBs, used by a well-informed teacher, in close partnership with parents, play an important role in developing the children’s academic literacy skills in two languages. Reading DLBs has resulted in improved metalinguistic awareness as children compare languages in terms of words and sentence structures (Sneddon, 2008). The opportunity to cross-transfer and code-switch, by moving back and forth between languages, has enabled children to compare and contrast concepts across languages (Escamilla & Hopewell, 2010). Reading DLBs also create a space for them to explore their personal identities (Cummins, 2009; Ma, 2008).

One critique against DLBs is that readers might read only the text that is in their stronger language and ignore the other language (Freeman et al., 2011). This might indeed happen if children are left on their own to read. However, DLBs are particularly useful when children read with their parents, who has the authority to guide them to read in the different languages.

Types of dual language books

There are three main types of DLBs currently in the market:

1. Stories written in English (by foreign/Western authors based on Western European folk tale tradition) with translations in the target language;
2. Stories written in English (by local authors and inspired by the local context) with translations in the local/target language;
3. Stories written in the target language (by authors native to the target language and culture) with translations in English.

Type 1 storybooks usually contain some words/concepts in the foreign language (e.g., English) that might not be commonly used in the target language (e.g., Malay). Type 2 storybooks might mitigate some of the problems associated with Type 1 books given that the stories depict local contexts that might be familiar to the focal children. Type 3 books most usually reflect the focal children's community's "cultural identity and literary heritage as well as their language knowledge" (Sneddon, 2008: 140). Indeed, Blackledge (2000) recommends DLBs that are "written from the perspective of the home culture and translated into English" thus "making them more culturally relevant" (p. 86) to learners.

In addition, DLBs come in a variety of formats. Depending on the intended use of the books, one format may be more useful than the other (Semington et al., 2015). Where two languages appear on the same page as in the case of full-text translations, it allows space for bilingual learning to take place. Readers can compare and contrast the two languages as they read. Or they can read primarily in one language and refer to the other language as a resource when comprehension starts to break down. In full-text translations, a different typeface or ink colour may be used to call attention to the difference in languages.

2. METHODOLOGY

2.1. Participants and reading materials

Ten (Malay-English) bilingual children were chosen for (a) their reported literacy in at least one language, and (b) their interest in storybooks. They were chosen from among those in the final year of kindergarten (aged 6). The sample includes children with varying levels of exposure to Malay, varying language dominance, different levels of reading competence in both languages as well as economic circumstances. Eleven dual language books were used as reading materials. Following Blackledge (2000), they were mostly of Type 3 and 2.

2.2. Data collection

Observation and semi-structured interviews were used for data collection. As the research aimed at exploring strategies used naturally by children and parents, the latter were not given specific guidance on how to use the DLBs. They were only asked to look out for which language the child read first each time he picked up the DLBs in his own time or with the attending parent, if s/he needed a lot of encouragement to read in the less preferred language, if s/he attempted to read on his own first, if s/he made references across languages and illustrations when reading in the less preferred language, and if all these changed over the course of the project.

Five parent-child reading sessions at home and two peer reading sessions at the kindergarten were carried out over the course of six months. The sessions were designed to provide information on how interaction with an adult develops children's reading skills in the case of the parent-child sessions (Kenner, 2004) and if this interactive dynamics change if they were to read with their peers (Lee, 2014). The parents could choose to read with their child any or all of the books they were given and that they should read just like they would at their leisure. Interviews with the parents and their children were held before and after the completion of the series of observations and at the end of each observation session. All the sessions were audio and video recorded and ethnographic field notes on them taken.

2.3. Data analysis

The recordings of the reading sessions and interviews were transcribed and utterances coded under the following categories (Kenner et al., 2004):

Strategies: How children and adults use strategies from Malay or English to negotiate the reading task.

Translation: How children deal with the challenges of translation, particularly when words and phrases do not have identical meanings in each language.

Metalinguistic skills: How children comment on differences in linguistic structure.

Cultural understanding: How children draw upon shared cultural experiences and negotiate understanding of less familiar cultural references.

Identities: How children see themselves as bilingual learners, and relate to their peers as bilingual co-learners, and how children and their parents relate to each other as they negotiate the reading task.

3. SELECTED FINDINGS

3.1. *Strategies in reading dual language texts*

Children approach the books in different ways: choosing to read the whole story in one language first before reading in the other language, or reading both languages on the same page before moving on to the next page. Some readers, particularly those exposed to Malay at home, make use of the context of narratives, relating the stories to their personal experience, using clues from illustrations, and checking the text for translation. Others use logographic recognition, phoneme blending and sub-lexical analysis, especially those who are not able to guess quickly enough less familiar printed Malay words. Yet others depend on the attending parent for help, who reads aloud the unfamiliar words and shows the child the corresponding English words in the text.

The strategy of using sub-lexical analysis to read the Malay text seems to be an appropriate strategy given the relative transparency of Malay orthography. On the other hand, whole-word recognition is more appropriate for English. As such, confusion may arise if the children wrongly transfer the strategies of sub-lexical analysis when reading in English. The presence of a parent, in some cases, is crucial in making the child aware of the different ways of decoding different languages.

The amount of reading input from parents varies considerably and support strategies range from merely listening to children decoding, to engaging children with the meaning of the story, asking and answering questions, discussing features of the story, using actions, drama, a teddy bear, and relating the story to the children's own experiences. Many use 'bilingual practices' such as code-switching, borrowing and translation, i.e., parents initiate a conversation in a language different from the language of the text being read, or code-switch between both languages, and in the process widen their vocabulary in the two languages.

Excerpt 1 gives an example of how a mother, Mdm Maryani, helps his son, Faiz, understand a sentence in Malay using bilingual practices, in this context conversing in English to understand a text in Malay.¹ Both Mdm Maryani and her husband are highly educated. In their household, English is the dominant language: the parents use it to communicate with each other, and with their children. English story books are aplenty in the home compared to Malay books. As such, Faiz is more familiar reading storybooks in English.

In this excerpt, Faiz and Mdm Maryani are reading a storybook in Malay, *My Grandpa, My Atuk*, which is originally written in English. This excerpt begins with Mdm Maryani asking Faiz to give the meaning of a long sentence (line 1). Seeing that her son has trouble giving the answer, she breaks the sentence into words and then the root word ('menceritakan' (line 2) → 'cerita (line 2)). She gives a few clues including placing 'cerita' in the phrase 'buku cerita' (line 5), and uses a verb that

¹ To maintain confidentiality, pseudonyms are used in place of the actual names of parents and children in this study.

collocates with ‘cerita’, i.e., ‘tells’ (line 7), all of these so that Faiz can himself discover the equivalent word in English for ‘cerita’. After Faiz successfully produces the word ‘stories’, Mdm Maryani places it in the phrase ‘funny stories’ which Faiz understands, together with its Malay translation, ‘kisah-kisah lucu’.

Benefitting from Faiz’s English resources, this single reading session (of which Excerpt 1 is just one part) introduced Faiz to new words in Malay: ‘cerita’, ‘menceritakan’, ‘kisah-kisah’, and also ‘lucu’ (which was addressed before the start of this excerpt).

Excerpt 1. *Bilingual practices in reading*

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| 1. Mdm Maryani: | <i>So what does it mean, ‘Atuk menceritakan saya kisah-kisah lucu’? What does it mean?</i> |
| 2. Faiz: | (silent) |
| 3. Mdm Maryani: | ‘Menceritakan’, <i>what is it?</i> (pause) <i>What is ‘cerita’?</i> |
| 4. Faiz: | ‘Cerita’? |
| 5. Mdm Maryani: | <i>What is ‘cerita’? ‘Buku cerita’. What is that? What is ‘buku cerita’? You know what is ‘buku cerita’?</i> |
| 6. Faiz: | <i>Stories?</i> |
| 7. Mdm Maryani: | <i>Hmm...story books. So, ‘menceritakan’? Tells?</i> |
| 8. Faiz: | <i>Stories.</i> |
| 9. Mdm Maryani: | <i>Hmm. ‘Kisah-kisah lucu’. Funny stories.</i>
[The meaning of ‘lucu’ was addressed by Faiz and Mdm Maryani just before the start of this excerpt.] |
| 10. Faiz: | (giggling) |
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3.2. Metalinguistic understanding

The children are generally aware of the differences between English and Malay, ranging from simple to highly complex structures, and how each language is similar and different. For example, they are heard pronouncing onomatopoeic words such as ‘bam’ differently when reading it in English (/bæm/) and Malay (/bam/). In the next excerpt, Faiz shows an awareness of the complexity of language, which possibly emerges from his passive knowledge of Malay which has accumulated over time since the Malay language was first spoken to him.

In the book, the English sentence ‘Grandpa has a big laugh’ is translated to Malay as ‘Atuk boleh ketawa besar’ (literally meaning ‘Grandpa can laugh big’). While this may sound ungrammatical in English, it is the more appropriate translation in Malay than ‘Atuk ada ketawa besar’ (‘Grandpa has a big laugh’). Notice that the book has translated the noun phrase ‘a big laugh’ to a verb phrase ‘(boleh) ketawa besar’ ((can) ‘laugh loudly’). When Faiz is asked by his mother “what is ‘ketawa besar’?” (line 8), he does not simply read off the English phrase provided in the book but translates the Malay phrase himself with ‘ketawa’ as a verb as in the Malay text rather than a noun as in the English text. In addition, he does not literally translate ‘besar’ as ‘big’ but chooses a more appropriate English word, ‘loud’. This shows that Faiz understands that ‘ketawa besar’ is a verb phrase in Malay given that he retains this verb phrase in English, i.e., ‘laugh loud(ly)’.

Excerpt 2. *Understanding syntactic-semantic nuances of different languages*

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|-----------------|--|
| 1. Faiz: | <i>“I... call my Grandpa, Atuk. Grandpa... has a big”</i> (silent) |
| 2. Mdm Maryani: | <i>“laugh.”</i> |
| 3. Faiz: | <i>“laugh. Ha! Ha! Ha!” “Saya... pe...”</i> |
| 4. Mdm Maryani: | <i>“pang-“</i> |
| 5. Faiz: | <i>“pang-“</i> |
| 6. Mdm Maryani: | <i>“gil.”</i> |
| 7. Faiz: | <i>“gil datuk saya Atuk. Atuk boleh ketawa besar. Ha! Ha! Ha!”</i> |
| 8. Mdm Maryani: | <i>‘Ketawa besar’ tu apa?</i> |
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9. Faiz: *Laugh loud.*

In general, Faiz struggles with the practice of translation and still needs help in decoding Malay texts (lines 1, 3 & 5). However, he is able to demonstrate an understanding of the complex structure of language. It is possible that Faiz, as with the other children in this project, although growing up with English, is also exposed to the Malay language through his extended family such as grandparents, uncles and cousins, some of whom may have talked to each other in Malay within the hearing distance of Faiz. Passive exposure to language (understanding but not speaking it) forms his passive knowledge about the language. Outside this project, Faiz does not have many opportunities to make his receptive language skills 'productive' (Grosjean, 2010), because at home Malay is not the language of communication nor literacy.

Some children are confused by differences between languages and the implications for translation, or they are aware of some differences but not all. Faiz has once been observed to have used English orthography to pronounce Malay letters. For instance, he pronounced the letter 'c' as /k/ as in English, and not /tʃ/. This confusion causes him to pronounce 'menceritakan' as /məŋkərɪtakan/ and 'lucu' as /luku/. Other children demonstrate confusion at the level of phrases, in particular differences in word order (*chocolate biscuits* ≠ *coklat biskut*; *blue lake* ≠ *biru tasik*). However, these confusions often turn into valuable learning experiences when the mothers notice the confusion and help them to correct it.

3.3. Understanding Meaning

Strategies across languages includes the use of code-switching, attempts at translation, referring to both languages when reading, building a bilingual vocabulary, and using English, funds of knowledge and passive knowledge of Malay to access Malay words. Excerpt 3 shows Iman, the eldest son of non-graduate parents, tapping on his passive knowledge of Malay in critiquing the book's translation of an English word. He is not agreeable to 'warm' being translated to '*panas*' ('hot') (lines 1 & 5) and, to the mother's delight, offers his own translation, '*hangat*' ('warm') (line 9).

Excerpt 3. Critiquing a translation

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|-----------------|---|
| 1. Iman: | <i>Ini 'panas', kenapa ini 'warm'? Tak sama.</i> |
| 2. Mdm Istilah: | <i>Eh, 'panas' Melayu kan?</i> |
| 3. Iman: | <i>'Warm' pun? (unclear)...</i> |
| 4. Mdm Istilah: | <i>Ah, 'warm' bahasa...?</i> |
| 5. Iman: | <i>Tapi 'warm' 'warm', lepas tu 'panas' 'panas'! (frustrated)</i> |
| 6. RA: | <i>'Panas' in English apa eh?</i> |
| 7. Iman: | <i>Ah? 'Hot' lah. 'Cold'? 'Cold' 'sejuk'.</i> |
| 8. Mdm Istilah: | <i>Ahhh. Habis kalau 'warm' in Melayu apa agaknya?</i> |
| 9. Iman: | <i>'Hangat'! 'Hangat'! 'Hangat'!</i> |
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As with the other children in this project, Iman uses his passive knowledge of Malay to understand dual language texts. The boy's knowledge is previously hidden from the mother as English is the more common language spoken between the two.

3.4. General Discussion and Conclusion

Teaching strategies that incorporate bilingual practices such as code-switching and translation facilitate the use of the less dominant language. In a learning environment where using two languages is considered normal, it encourages children to utilise all their linguistic resources: knowledge and skills associated with the dominant language and the passive knowledge of the less familiar language. This builds awareness of differences in language such as word order and letter-sound correspondence, as well as enhances vocabulary. In turn, children gain the confidence to speak and read in a language which they no longer find strange. It is important for parents to spend time reading with their children as bilingual books will not give the desired effect if the child is left alone to read. As Mrs Maryani

suggests, "these books will need someone to sit down beside them to fully utilise the usefulness of the books."

It is difficult to determine if the benefits will last. The dominance of English in school and in society proves the most challenging to overcome. The continued adherence to strictly monolingual teaching strategies, while enhancing students' linguistic capacity, places a damper on bilingual children's natural tendency to mobilise their bilingual resources for a more optimised learning. The continued impact of the DLBs can be stretched if teachers work in partnership with parents by using the DLBs in their teaching and introducing bilingual practices at least in some of the lessons (Cummins, 2009; Ma, 2008; Sneddon, 2008a).

Children often model after adults. For many of these children, the default language when communicating with their mothers is English because that is the language they see their mother using with them. On the other hand, many mothers use English because they assume their children do not understand them otherwise. This is not to ignore the fact that these mothers are themselves comfortable using English as this is the language they use to communicate at their workplace, with their friends, and, for some, with their spouses too. As this project has shown, both children and adults can be moved to using the mother tongue with each other, gaining for the children a better appreciation for and interest in, and knowledge of and proficiency in, the language.

National policies are the most powerful designer of human behaviour, at least in Singapore. So while a family language policy can affect change, often it is subservient to the larger national language policy. Families in Singapore are a pragmatic lot. For as long as the language-in-education policy places a high premium on English as the only language of instruction in the teaching and learning of subject-area content, families will use English with their young children and give them as much exposure to the language to prepare them well for school entry. Even if this means pushing the mother tongue out of the home leaving their children to pick it up in school, and losing part of their identity as a result. This is an irony that will continue to characterise Singapore's language use patterns, an irony that will continue to frustrate any efforts at minority language maintenance.

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