

THE THOMSON METHOD OF STUDY FOR SECOND LANGUAGE ACQUISITION:

A DIARY STUDY

by

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To the wonderful people of Indonesia

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CHAPTER ONE: INTRODUCTION

A number of years ago, I experienced a dawning discovery: I was very interested in learning to speak another language. Being a rather independent learner, I looked around, noticed there were a lot of Russian immigrants in my area, bought a Russian grammar book and dictionary, and began to introduce myself to Russian culture to whatever extent I had access to it. Over a period of about a year, I began to grasp the basics of Russian grammar, learned the Cyrillic alphabet, and was even making good progress with being able to read some basic Russian. I had also made a number of friends through attending a Russian Baptist church and through tutoring opportunities at a local community college. Nonetheless, even after extended effort, I could not call myself a speaker of Russian to even a small extent. Russian acquaintances would occasionally ask me, “Do you understand anything yet?” I was always forced to answer, “No.” I could neither understand Russian spoken to me, nor reply in Russian.

Unfortunately, my own experience of not becoming a second language speaker is apparently a commonplace ending to study for a large number of language learners. As I have continued my study of the language acquisition process, I have frequently come into contact with individuals who studied French for two years in high school or took Spanish in college or who, like me, studied a language out of intense interest for perhaps years without becoming a speaker of the language. These learners who share my disappointing experience often may know about the language but cannot communicate in the language.

Sometimes, they have concluded that they just are not among the gifted few who have the ability to grasp a second language and have resigned themselves to some lesser goal than becoming a member of a new speech community (Wilson, 2000d).

It is not only the inexperienced or inept who experience difficulty in second language acquisition. Language consultant Greg Thomson also experienced initial failure in second language acquisition. In 1967, Thomson wrote out his five-month language learning goals (Thomson, 2000b). He planned to learn a Native American language, Blackfoot using the Audiolingual approach, during summer vacation and expected with confidence to become a Blackfoot speaker during this time. To his surprise, he met with minimal success; he learned about 50 to 100 survival expressions alongside a lot of nouns, verb paradigms, and adjectives.

Five years later, he came back to his unmet goal of becoming a speaker of Blackfoot. He again learned more verb paradigms and after a few months could still understand almost nothing spoken in Blackfoot. He became quite discouraged and considered giving up until he heard an inspirational talk on language learning. “As long as I continue to learn, I will eventually arrive,” he thought.

And so he continued his Audiolingual approach. He constructed dialogues, had them translated, and memorized them. He made up language drills, and was very dedicated to his task of learning Blackfoot. He kept on learning and learning – typically in his windowless, basement study. After nine more months, he still saw no improvement in his ability to speak Blackfoot. Finally, a friend challenged him to only speak Blackfoot to native speakers of Blackfoot. He found a Blackfoot speaker to be his

language helper and from that point on began a slow but successful communicative journey to joining the Blackfoot speech community.

Since that point, Thomson has gone on to learn several other languages successfully. Thomson has developed a language acquisition method that has found successful application as a field method for self-instruction via a language informant. Thomson's writings present a design for an instructional system complete with suggested objectives, syllabus organization, and choice of content. Thomson also provides recommendations regarding the types of learning and teaching activities to employ and provides clearly outlined roles for those involved in the language acquisition process and for the role of instructional materials.

As such, Thomson's ideas merit the classification of *method* versus *approach*, which is theoretical in nature, or *procedure*, which is technical in nature. Thomson has accommodated communicative language acquisition theory within a flexible language program design and a practical learning procedure that promotes learner orientation (i.e. the learner determines the goals and syllabus). Thomson's method is both functional and interactional and shows strong similarities to aspects of the Natural Approach, a communicative method developed by Krashen and Terrell in 1983 in that it focuses on massive accumulation of vocabulary, promotes stages of production, emphasizes input and comprehension, and promotes the use of realia and activities from a wide array of sources (Krashen, 1981; Richards and Rogers, 1986).

According to Thomson (2000b), there is hope for every language learner. Almost anyone should be able to learn almost any language given the following: the language

learner understands himself, his social context, the nature of language acquisition, has access to a native speaker, and is willing to devote time and persevere through some frustration and embarrassment. Given an appropriate strategy, every language learner can be a successful, efficient language learner.

I agree with Thomson that language acquisition success is possible for most people. I do not believe that the kind of failure I experienced is a necessary part of the world of second language acquisition. At the time that I took on the challenge of Russian, the process of learning language, though intriguing, was mysterious to me. Several years later, I taught English in Sana'a, Yemen at the English Language Centre and then returned to the United States to study applied linguistics and second language acquisition at the University of North Dakota's Summer Institute of Linguistics. Those classes provided foundational knowledge about language acquisition, and those ideas have gradually become my own over the last decade. My interest in second language acquisition is now intensifying in a very personal way as I plan to move with my family to Java, Indonesia, within the year. I have strong motivation for identifying factors that lead to my own success as a language learner and methodology that heightens my chances for success in acquiring Indonesian.

It is interesting to me that, while certain characteristics such as aptitude, motivation, and self-confidence appear in general to be helpful to conscious learning of language, current research does not clearly indicate a consistent correlation between development of fluency and possession of such characteristics (Ellis, 1985; Gardner, Tremblay, and Masgoret, 1997; Robinson, 1997; Sasaki, 1996; Thomson, 1993b). To

date, research has given us no final word on what factors are necessary for successful language acquisition nor is there one approved methodology or group of learning strategies for all language learners to follow (Ellis, 1985; Gass, 1997; Oxford 1990). Rather, variables contributing to success, while generally falling within the broad scope of communicative language acquisition theory, are a little different in combination for every student (Larsen-Freeman & Long, 1991). This likelihood should cause those intensely concerned with successful second language acquisition to, first, carefully examine their personal assumptions about language acquisition as a whole and, second, to evaluate their approach to language acquisition in each new situation (Oxford, 1990; Thomson, 2000b).

Therefore, I believe that for me success or failure in second language acquisition may very well rest on having an organized language acquisition method that honors principles and strategies of communicative theory and is flexible enough to take personal variables into account. I believe that the language learner is best served by an overtly planned method that accommodates learner strengths and weaknesses. Ideally, an effective method should provide a series of practical choices based on needs, goals, and personal strengths (Oxford, 1990; Thomson, 2000b).

In this study, I apply Thomson's method to my own personal experience in studying Indonesian. I specifically make use of Thomson's method because I personally identify with the second language acquisition struggles that Thomson experienced, and I agree with many of his presuppositions about language and language acquisition. I find his methodology to be well described in practical steps, and I find his goals for the

language acquisition process to be both intriguing and progressive. Thomson's method systematically addresses many questions which have historically influenced second language teaching and learning. I believe the Thomson method is worthy of consideration by a wider audience of second language teachers and learners. Thomson's application of the communicative approach may even have potential as a method directly applied to the English as a second language classroom or as a strategic part incorporated into other frameworks.

Specifically, the research question addressed in this capstone is, "What factors in Thomson's language acquisition method contributed to success in the initial stage of second language acquisition for me in my language learning context." In this capstone, I first explore current literature on second language acquisition theory and method, present the theoretical underpinnings of the Thomson method, and describe the procedures and design of the Thomson method. I then describe the methodology applied in this study to my efforts in acquiring Indonesian, and I present and analyze data produced over the course of one month of second language acquisition study via the Thomson method. I then identify factors in Thomson's method that proved significant to the initial stage of my own second language acquisition of Indonesian and reflect on what I have learned about second language acquisition as a result of this study. Finally, I discuss possible implications for the English as a second language classroom, the future research needed and limitations of this research.

The following chapter will review current literature on second language acquisition theory and method, present the theoretical underpinnings of the Thomson method, and describe the procedures and design of the Thomson method.

CHAPTER TWO: LITERATURE REVIEW

The process of acquiring a second language can be fraught with difficulties. Many second language learners have attempted and failed – or succeeded only minimally – in their efforts to master second language communication skills. However, failure is not a necessary part of the world of second language acquisition. While certain personality characteristics may prove helpful in facilitating second language acquisition, research has not conclusively defined what is necessary for successful language acquisition, most likely because factors contributing to success are a little different in combination for every student (Larsen-Freeman and Long, 1991; Ellis, 1985). It does seem clear that the common classroom experience of textbooks, grammar functions, memory drills, and phonetic drills should be deemphasized and focus placed on acquisition through real communication, interaction, and relationships.

Alongside communicative theory, a strategically implemented, personalized plan of attack is one of the most important contributors to successful second language acquisition. The language learner needs an organized, user-friendly method that honors communicative theory to get efficiently from point A to point B in second language acquisition. Ideally, methodology should change the world of second language acquisition from a conglomeration of good ideas to a series of practical choices based on needs, goals, and personal strengths. It is necessary, then, that learners and teachers of second languages carefully examine their personal assumptions about the nature of

second language acquisition and evaluate their approach to language acquisition in each new situation (Oxford, 1990; Thomson, 2000b).

In this chapter, I will explore possible helps to overcoming the difficulties of second language acquisition via the Thomson method. Below, I review current literature on second language acquisition theory and method and introduce the Thomson method. Specifically, I will discuss concepts that Thomson accepts as beneficial to second language acquisition, briefly identify the hypotheses and approaches from which these concepts stem, and finally, summarize the design behind the Thomson method and the procedures implemented within the Thomson design.

Second Language Acquisition Theory

The field of second language acquisition is relatively new and overlaps such disciplines as linguistics, psychology, sociology, and education. Perspectives on language acquisition have shifted as research occurs in these multiple fields. However, progress has been made toward a better understanding of the nature of language in general, the cognitive processes that accompany language acquisition, and the significance of personality and context in language acquisition. These shifting perspectives are represented in behaviorist, innatist, interactionist, and more recently in cognitive theory (Gersten and Hudelson 2005).

Based on educational psychology, behaviorist theory in language acquisition was in vogue during the 1950's and early 1960's. It was based on views of psychology that all learning, including language learning, was habit formation and the establishment of stimulus-response patterns. Behaviorist thought did not acknowledge gradual

construction of a second language through hypotheses generating and refining, nor did it view errors as a natural part of the acquisition process. It did not consider the significance of context, culture, or personality. Rather, behaviorist theory gave credence to repetitive drills, memorization, and error-free production. A learner's first language was viewed as a hindrance to acquiring a second language, and much attention was given to contrastive analysis in hopes of pinpointing where learners of a particular background would struggle with the acquisition of English and other European languages (Gersten and Hudelson 2005; Ellis, 1985; Gass and Selinker, 2001; Lightbown and Spada, 1999).

In the late 1950's, Lenneberg proposed Universal Grammar, the innatist theory of language and first language acquisition, and eventually his theory also influenced a view of second language acquisition. Chomsky said that human beings have an innate capacity for language and that language acquisition was creation, not habit. He suggested that the language learner was actively the constructor of language and that language has a uniquely biological nature in that people are born with this ability to construct. He pointed to children as the basis for his theory: all children, with a few exceptional cases, learn a first language, and they proceed to learn at relatively uniform rates and follow a similar progression despite a variety of personality and environmental factors. Chomsky proposed that every human being is equipped with a Language Acquisition Device (LAD), located in the human brain, which provides a special ability to discover the underlying rules of language. These thoughts spurred further inquiry into the role of the brain and cognitive processes in language acquisition and discredited behaviorist theory (Gersten and Hudelson 2005; Lightbown and Spada, 1999; Wesche, 1994).

In the 1960's and 1970's, research was done in the area of child language acquisition under Chomsky's influence. Interest in children's development of rule-governed and systemic language through creativity brought another important factor to light. Language acquisition depended also on interaction (Gass and Selinker, 2001; Lightbown and Spada, 1999). The interactionist perspective recognizes the significance of developmental, environmental, and sociocultural variables and the necessity of personal give and take in conversation in order for the structure of a language to be internalized. Interactionists claim that speech modified to fit the capability of the learner is important to all language acquisition and that "child-directed speech" or the language adults use with children is an essential part of first language acquisition (Lightbown and Spada, 1999).

Other research pointed to the significance of individual differences in language acquisition, and interest in socio-psychological factors rose (Lightbown and Spada, 1999). Research revolved much around social purposes of language, and the roles of context and community began to be considered (Ellis, 1999). Scholars found that speakers use language functionally in culturally appropriate ways to participate in their social worlds and that communicative competence involved acculturation (Ellis, 1985). Therefore, the social functions of language were deemed significant to the development of language forms and to second language acquisition in general. Focus shifted off of structuralism onto receiving comprehensible input (Gersten and Hudelson 2005; Ellis, 1999; Gass, 1997; Lightbown and Spada, 1999).

Cognitive theory continued to advance as Krashen (1981) proposed the monitor model of second language acquisition advancing innatist thought. Krashen's model consists of five parts: The Acquisition-Learning Hypothesis, the Monitor Hypothesis, the Natural Order Hypothesis, the Input Hypothesis, and the Affective Filter Hypothesis. The Acquisition-Learning Hypothesis makes a distinction between acquisition and learning. Acquisition is the unconscious process of hearing and understanding communications; learning is the conscious attention given to language through study and memorization of rules. Krashen assigns primary importance to acquisition, which is responsible for fluency. Krashen asserts that learning cannot become acquisition (Ellis, 1999; Ellis, 1985; Krashen, 1981; Lightbown and Spada, 1999).

The Monitor Hypothesis states that language acquired unconsciously is responsible for fluency while language learned consciously is used to monitor the speaker's output. The monitor is purportedly used only when the speaker is concerned about correctness, has time to recall relevant grammar rules, and knows the relevant rules. Krashen proposes that conscious learning is better suited for writing than for speaking, and that since conscious learning is a supplement for language already acquired, the focus of language teaching should be toward acquisition rather than learning (Lightbown and Spada, 1999).

The Natural Order Hypothesis was based on morpheme studies that show learners typically progress through the acquisition of morphemes (such as *-s*, *-ed*, and *-ing* in English) according to a fairly predictable sequence. Krashen proposed that language learners would progress according to the natural order regardless of the order in which

morphemes were presented by formal language classes and regardless of the learner's first or target languages. He also noted that many language rules which are more easily stated and therefore more easily learned consciously are among the more difficult to acquire (Lightbown and Spada, 1999).

The Input Hypothesis states that the only way to acquire language is through exposure to comprehensible input. Krashen proposes that input should be just a little above the current level of the learner ($i + 1$). Failure to achieve a high level of communicative competence when exposed to comprehensible input is attributed to the affective filter (Lightbown and Spada, 1999).

The Affective Filter Hypothesis is the barrier that keeps language learners from achieving acquisition through comprehensible input. Variables such as motives, needs, attitudes, and emotional states contribute to raising or lowering the affective filter. For example, if the language learner is nervous or tense, the affective filter is raised, blocking comprehension of input. However, if the language learner is relaxed and happy, the filter is lowered, maximizing the benefit of comprehensible input (Lightbown and Spada, 1999).

In addition to Krashen's (1981) Monitor Model, cognitive theory also produced information-processing models of language acquisition, which propose the human mind can only give attention to a limited amount of new information at a given time, and connectionism, which proposes that neurological links between linguistic features and situational or linguistic contexts grow stronger through repeated exposure (Spolsky 1989). However, some linguists began to see second language acquisition as

encompassing cognitive, affective, and social strategies (Gersten and Hudelson 2005; Lightbown and Spada, 1999).

No doubt the history of second language acquisition theory is not finished; it will continue to shift as more insight is gained. And as theory shifts, so will the numerous ideas on how to apply the theory practically. Below, significant methodologies of second language acquisition are briefly described.

Second Language Acquisition Methods

Ideas about second language acquisition have shifted over time, and as various ideas emerge as theories, different methodologies also emerge in attempts to apply theory in a systematic way. The following methodologies have impacted the course of second language acquisition.

Grammar-translation

Grammar-translation, also known as G-T, was the method used in the 1800's in the public school system for teaching Latin and Greek. The intended outcome was ability to access ancient literatures. The Grammar-translation method consisted of translating sentences from and into the target language and memorization of grammar rules and lexical items. As the purpose for language study shifted to include the study of modern languages for communication, the grammar-translation method no longer met the needs of most classrooms. At the end of the 1800's, the Reform Movement, a broad movement that involved reforms in a number of areas including education, produced the first steps toward a structural approach to language acquisition and the field of linguistics. The structural approach was viewed as "scientific" and a leap forward in language pedagogy.

However, the G-T method continued to be used throughout the twentieth century. (Knight, 2001; Lightbown and Spada, 1999).

Audiolingualism

Audiolingualism had its roots in the Army Specialized Training Program of 1942 and was deemed the first scientific language acquisition method. Though primarily oral, Audiolingualism reflected behavioral learning theory and was based on structural linguistics. As such, it entailed teacher-led drills and memorization exercises that were believed to lead to habit formation. The theoretical basis of Audiolingualism was seriously challenged when Chomsky proposed the innatist view (Knight, 2001; Lightbown and Spada, 1999).

The Silent Way

In the 1970's, the Silent Way, a humanistic method that incorporated an interactive approach, emerged as a way to involve the whole person in the language acquisition process. It is based on a structural view of language but provides ample opportunity for self-expression and peer correction. Lessons typically make use of Cuisenaire rods and vocabulary charts. Teachers are silent as much as possible, monitor student errors, and use errors for future input. Learners are responsible for their own learning and are expected to generalize from the language input they receive. Learners are expected to develop self-correction capabilities (Knight, 2001).

Community Language Learning

Community Language Learning (CLL), like the Silent Way above, was developed in the 1970's. It interactively involves the whole person in the language acquisition process, though it maintains a structural view of language.

CLL's uniqueness lies in its use of psychological counseling techniques in the classroom. Its goal is oral communication in the target language and learner management of acquisition. The role of the teacher is "counselor." The teacher translates from the first language to the second language while keeping the atmosphere comfortable. The learners interact in the target language and create dialogues as the basis for further study (Knight, 2001).

Suggestopedia

Suggestopedia is humanistic approach to second language acquisition developed by Georgi Lozanov that incorporates interaction as a means to acquisition (Richards and Rogers, 1986). With ties to yoga and Soviet psychology, it encourages manipulation of the states of attentiveness in order to maximize learning and recall and claims the best language learning is achieved subliminally and unconsciously. According to Lozanov, the optimal mental state for language learning is aware and alert versus asleep (the most relaxed state) or agonized (the tensest state). Lozanov recommends special care be given to the décor and environment of the language classroom as students are purported to learn both through direct instruction and the environment in which the information is exchanged. Central to Suggestopedia is the use of Baroque instrumental music featuring slow movements to create both an atmosphere and a state of mind that is receptive to

retention of language. Activities in Suggestopedia revolve around comprehension of whole meaningful texts – often extended texts, and its focus is conversational fluency. However, Suggestopedia is based on a structuralist view of language. In Suggestopedia, the roles of the teacher and learner are important. The learner accepts the childlike position of following the teacher, and the teacher authoritatively directs the learner toward communication. Activities such as dialogues, imitation, question and answer, role play, and listening to language tapes upon retiring and rising are typical of Suggestopedia (Richards and Rogers, 1986; Knight, 2001). Suggestopedia is seen by some to be pseudo-scientific; however, with dramatic claims of accelerated memorization, there are also enthusiastic proponents (Richards and Rogers, 1986).

Total Physical Response

Total Physical Response (TPR) was developed by James Asher in the 1960's and 1970's. TPR is interactive and incorporates the whole person into the learning process. TPR is unique in its linking of physical activity with language and meaning. The teacher gives commands in the target language, and the students respond by following the command. Eventually, the learner graduates to giving the commands. TPR facilitates comprehension and does not require immediate output by the learner. TPR begins with simple language selected according to the communication needs of the learners and can increase to very complicated structures, but it is often used only in the early stages of acquisition in most classrooms (Knight, 2001; Wilson, 2000a; Wilson, 2000g; Asher, 2000).

The Natural Approach

The Natural Approach is a communicative method developed by Tracy Terrell and Steven Krashen in 1983 (Richards and Rogers, 1986). Focus is placed on the use of language in communication and the comprehension of meaning. Krashen and Terrell stress the importance of the lexicon over grammar for both perception and production but still view language as a hierarchy of structure that must be mastered one form at a time through input. Theoretically, the Natural Approach adheres to the principles presented under Krashen's monitor model above. Classroom implications of the monitor model are that input must be comprehensible, that acquisition cannot occur apart from large amounts of input, any classroom aids that help comprehension are important, focus should be maintained on listening and reading while allowing delayed speech, focus of communication should be on meaning not form, and communication activities should be interesting and should contribute to a relaxed classroom atmosphere. The syllabus is based on the needs of the students and on situations, functions, and topics. Learners should immerse themselves in the communication activities and participate to whatever degree their fluency has developed. Teachers are the primary source of input. They also create a relaxed, friendly, and interesting classroom atmosphere, and they coordinate an appropriate mixture of language activities (Richards and Rogers, 1986).

Communicative Language Teaching

Communicative Language Teaching (CLT) is a term that covers a wide range of classroom practices. CLT's goal is communicating successfully in real life situations or "communicative competence," not a grammatical understanding of structure. This means

that how language is actually used, including how language is used socially, is what is of interest. CLT seeks to develop procedures for teaching listening, speaking, reading, and writing skills to second language learners, but as yet there is little synthesis of procedures. Activities considered appropriate promote real communication, provide tasks with meaning, and are meaningful to the learner. The role of the teacher is to facilitate learning by drawing out schema in the presentation stage of the lesson, organizing and guiding practice, and participating within the small groups. Student needs determine the syllabus (Knight, 2001; Nunan, 1999).

Task-based Learning

Task-based Learning seeks to facilitate natural language acquisition through the assigning of tasks to be accomplished rather than items to be learned. Task-based learning typically involves no linguistic guidelines, focuses on meaning and interaction, and provides problem-solving activities or knowledge-gap activities. The syllabus is negotiated by the teacher and students, the idea being that the teacher will monitor the process to ensure exposure to appropriate scope and content. The students provide those topics which will be relevant to themselves (Knight, 2001).

Text-based Teaching

Text-based Teaching is an approach based on the Systemic-Functional Grammar. It was developed in Australia and has influenced CLT. Text-based Teaching sees the preservation of context as primary in language acquisition. It describes language in linguistic terms and relates language to social interaction. Language learning is viewed as a process of acculturation. The role of the teacher is “expert” in that the teacher leads

exploration of the text. Typically, the learner and teacher jointly construct the text after the initial exploration, and then the learner is asked to produce independently. Text-based Teaching includes conscious knowledge of grammar as a goal for language learners alongside oral communication (Knight, 2001).

Second language acquisition is best served when methodology is based on theory that accounts for cognitive, psycholinguistic, and social factors with communicative ends in view. Therefore, methods such as Grammar-Translation, and Audiolingualism are considered less effective than newer models such as Total Physical Response and Suggestopedia, which more closely meet the above criteria for effective second language acquisition (Krashen 1981; Krashen 1998; Wilson, 2000g; Asher 2000). It is also helpful when methodology is made practical through synthesis of procedures. Below, a method will be presented that considers the scope of theory available to the field of second language research, has an organized set of suggested procedures, and borrows unashamedly from others' good ideas.

Concepts of the Thomson Method

Communication First

Second language acquisition approaches or assumptions about the nature of language and language acquisition appear to be of greater value the nearer they draw to the principle of “communication first.” In other words, in order to learn language, language must be used as communication (Thomson, 1993a). This requires language acquisition methodology to provide guidance in use of the language – not simply grammatical, phonological, and lexical description of the language – for the purpose of

developing communicative competence. The language learning environment primarily is a laboratory for the language learner to use authentic, target language to give and receive messages. Ideally, the language learner should have socially intact and contextually appropriate interaction with other speakers and receive immediate feedback on communicative endeavors through successful or unsuccessful communication of their own ideas (Larsen-Freeman, 1986; Richards and Rogers, 1986).

Although there does not yet appear to be a final word on second language acquisition theory, it does appear that any conglomeration of approaches, methods, and procedures which honor communicative principles and place communication at the forefront of learning objectives and methodological design provides a language acquisition experience that is most beneficial to the learner's fluency, progress, and success (Richards and Rodgers, 1986). Thomson's experience with language acquisition led him eventually to the development of a method that fits the communicative mold.

Krashen as a Source

Thomson's method incorporates second language acquisition theory, linguistics research, intuition, and experience into development of language teaching methods and materials. Thomson borrows many of his ideas from Krashen (1981) in his quest to find a method that both honors current research and remains flexible. Within the communicative approach, Thomson readily embraces a number of ideas in relation to the nature of language and language learning. Krashen's (1981) Acquisition-Learning Hypothesis, the Monitor Hypothesis, the Input Hypothesis, and the Affective Filter Hypothesis (Lightbown and Spada, 1999) are important concepts in Thomson's method.

For example, Thomson accepts that adults have not lost a childhood ability to acquire language. Rather, adults, as children, may acquire a second language by developing an intuitive sense for how the language works (Thomson, 2000a). Thomson also accepts that subconsciously learned grammar produces fluency while the consciously learned rules feed the “monitor.” This monitor provides the opportunity to consciously correct errors and write in the prescribed manner of the society, but it does nothing to help spontaneous speech. Thomson further accepts that the second language learner acquires language slowly and unconsciously as input is given just above the learner’s speaking ability (Ellis, 1985; Krashen 1981).

Keeping Input Comprehensible

Thomson promotes two main controls to make input comprehensible; he provides context for the target language and encourages a growing knowledge of the world surrounding the target language. Thomson promotes a learning environment reflecting Krashen’s Monitor Hypothesis that facilitates language acquisition through strategies that encourage high learner motivation, low stress interaction, and high self-confidence levels. To this end, Thomson encourages use of tools that develop a sense of self-awareness, a learner-controlled learning environment, and accommodation of individual strengths and weaknesses. Table 2.1 summarizes many of Thomson’s fundamental presuppositions about language and language acquisition.

Table 2.1

Fundamental Presuppositions about Language Acquisition

Communing	Second language acquisition occurs through comprehension of real messages.
	Messages must contain input that is a little more than the level the learner currently understands.
	Acquisition occurs when the learner is focusing on something other than acquisition (i.e. focus on the message).
	Second language acquisition occurs when the learner is not 'on the defensive'.
	The learning environment should be comfortable and should keep anxiety levels low.
Understanding	Second language acquisition produces listening skills prior to speaking skills.
	Learners should be given a "silent period."
	Second language acquisition is not conscious interaction with/awareness of grammar rules.
	Consciously learned grammar is a tool for specific tasks, such as writing and editing, and should be used when time allows.

	<p>Second language acquisition does involve the acquisition of grammatical structures, generally in a predictable order.</p> <p>However, this does not mean we should try to teach grammar according to this order.</p>
	<p>Subconsciously acquired language is responsible for initiating utterances and for fluency.</p>
	<p>Conscious learning does have a role, but not a central role, in second language acquisition.</p>
Talking	<p>Second language acquisition does not require tedious drilling.</p> <p>Production develops gradually and is not taught directly.</p> <p>Second language acquisition takes time and develops slowly/subtly as opposed to learning which can be fast/obvious for some people.</p>
Evolving	<p>Focus of study should remain on receiving quality input, not on receiving error correction.</p> <p>Activities should be adjusted to keep the learner comprehending and processing target language.</p>

Principles of the Thomson Method

Communing

Thomson (1999) has identified four principles, reflected in the table 2.1, which have guided him to success in study of second languages. The first principle is that of “communing.” Because language study is unique among the academic subjects, and, in fact, is not truly academic in nature, true language acquisition happens through interaction among people. Language is a community experience, and because of that one cannot acquire a language alone. Thomson’s method prizes relationship building as a priority in second language acquisition.

Social visiting with a native speaker is sometimes best done within a formal language session in the early stages of acquisition in order to control the amount and rate of input. During sessions, focus is placed on language functions to prepare the learner for future conversations outside the language sessions. Without a focus on language functions, the language learner will often be inadequately prepared for spontaneous communication exchanges (Larsen-Freeman, 1986). Therefore, second language acquisition appears to best be served by “visiting” with a friend who is a native speaker of the target language after the learner has done adequate preparation and planning for the language session. The planning and preparations help keep the input comprehensible and the communications understandable and meaningful. The friendship relationship contributes to keeping the learning environment low-stress and low-anxiety.

Outside of formal language sessions, language acquisition can be reinforced with social visiting. However, as socializing is used to help language skills, the learner should

be careful to also reinforce the blossoming relationships. There are two sides to language learning; the learner should guard against giving the impression that he is only interested in the language exposure available through the relationship. Participating in the social system of obligations will enhance relationships and provide rich and growing opportunities for language exposure (Thomson, 1993c).

Eventually, for language acquisition to continue, the language learner needs a network of relationships (Thomson, 1993c). This is especially true after the learner attains general communicative competence, and this is a step toward becoming a member of the new speech community. The learner will need to learn what the deep-seated feelings of right and wrong behavior are (Thomson, 1993b). He must also learn to share the values and assumptions of the community to a reasonable extent if he hopes to participate in community life and if he is to communicate appropriately.

The only way cultural rules are learned is through “extensive participation.” The learner will never be part of the culture as a normal person unless he is willing to take the first steps of participation as a “weirdo” (Thomson, 1993c). The learner needs to share in the common knowledge bank in order to make speech predictable, be able to catch discourse clues, and, therefore, draw correct inferences.

This means cultural knowledge is a key part of language learning. In the more advanced stages, the learner may find James Spradley’s (1979) method of ethnographic interviewing through grand tour and mini tour questions very helpful. This generally involves interviewing native speakers about various aspects of their lives, recording those texts, and clarifying the texts so that they are comprehensible while maintaining a natural

conversational style. Noting points of cultural friction and seeking out an explanation from the Language Resource Person, a native speaker who serves as a language informant and facilitator, can also open up a doorway to language and culture in a positive way (Thomson, 2000a).

Understanding

The second principle of the Thomson method is “understanding.” The goal in language acquisition is to understand what people say in their language, and in order to accomplish this goal, the language learner must pay attention to large amounts of what people are saying. No textbook can ever completely capture a language. In fact, Thomson suggests that the language learner skip the “memorizing stage” completely in order to get on with communing and understanding. Memorizing, drilling, and parroting are no replacement for real communication (Thomson, 2000b).

Learners should also be given adequate time to listen before speaking and should receive correction through the communication process, not through forced production (Larsen-Freeman, 1986). This is also known according to Krashen (1981) as a “Silent Period.” When initially beginning language study, the learner typically has difficulty distinguishing morpheme and word boundaries. The key to making “fuzzy” language have recognizable boundaries is to practice the “parser.” This just means keeping language input simple enough and slow enough to be understandable. With practice, the learner’s ability increases.

Especially at the beginning, the learner should not be concerned much about accuracy as long as he is making successful communications. This is consistent with

Krashen's (1981) Input Hypothesis and Acquisition-Learning Hypothesis. From time to time, the learner can do some formal self-checking by recording his own speech and having the Language Resource Person point out errors. Also, writing and reading texts is important as a method of good reinforcement (Thomson, 2000a).

Talking

The third principle of the Thomson method is "talking." In the beginning of language study, talking may be delayed until the learner has a sufficient vocabulary base and until he has been exposed to the sound of the target language. However, at some point the learner must engage in verbal exchange. In order to become fluent, the language learner must practice putting his own ideas into words. The learner needs opportunity to negotiate meaning with native speakers.

All language activities have two goals in mind, no matter the level of the learner: to allow the learner to hear native speakers talk and to allow the learner to express as well as possible his or her own ideas in the new language. Visiting with fluent people is a necessary part of language acquisition and a major resource for the language learner (Thomson, 2000a; Thomson, 1999).

Evolving

The fourth principle is "evolving." In other words, as the language learner's ability and fluency improve, the language learner's approach to communing, understanding, and talking should change to match his or her more sophisticated communication needs. The learner will need to adapt the language activities to meet

current needs. Second language acquisition is never static; pro-active adaptation should minimize hindrances to continued second language acquisition.

However, when problems arise in second language acquisition, there are two main variables which should be considered: the individual learner and the social context (Ellis, 1985; Thomson, 2000a). Personality and the learning environment influence the amount of second language exposure the learner actually absorbs and, in turn, the progress made in second language acquisition. The learner, as the party primarily responsible for personal progress in second language acquisition, should take account of weak areas in order to specifically set goals in those areas. Activities should be adjusted to accommodate individual personality and social context.

Another area to consider in determining the appropriateness of language activities is connectionism or the link between memory and mental image. Thomson differentiates between the ability to translate to and from the mother tongue efficiently and having the capacity to recognize and relate vocabulary items to objects and ideas in the second language (Lightbown and Spada, 1999).

In other words, the language learner may be taught that the word *cat* is *kucing* in Indonesian in two different ways. One way, the learner could write down the word *kucing* and gloss it as *cat*. Then every time the learner comes across the word *kucing*, he or she may immediately think of the English equivalent. Or, another way, the learner may participate in language activities where *kucing* is used in conjunction with a picture of a cat. Following the language activities, the learner may participate in private practice

and mentally picture the image of *kucing* while hearing the word. Pretty soon, every time the learner hears *kucing*, he or she knows what it is without reference to English.

So, translation can be a step toward learning the second language, but translation is not the goal in language acquisition. The goal is for the learner to be able to directly comprehend language within its own system of communication, and language activities should help develop that ability. Comprehension requires that the sound of the word become strong in the learner's memory and that there be a link from that memory to a mental image in order for comprehension to occur. Production is even more demanding. In production, the link between memory and mental image must be even stronger in order for the word to be available to the learner's own vocabulary and for the word to come out sounding like the learner's memory.

In the Thomson method, the learner uses visual aids and physical responses to aid in the recollection of language and visualizing of the objects and concepts the language refers to. This ensures that the learner receives the stimuli necessary to imprint the image in his memory and also that the learner knows what is being spoken about. First, the learner should focus on forming strong memory; then the learner has the basis for forming strong links. As skills develop and mature, the learner will grow in his capacity to understand displaced language and will be able to dispense with the use of language props. This does not happen in one or two sessions. Each time the learner hears the word in connection with its visual image and understands, his knowledge of the word is strengthened. With time and effort dedicated to understanding first, the learner will

develop the ability to produce second language vocabulary at will. When the learner first takes time to understand, he is on the most efficient route to second language acquisition.

Thomson suggests if the language learner stops processing new information as described above prematurely – often because it is possible to get along in the target language and culture without further learning – fossilization takes place, and the language learner will become proficient at using limited resources while aborting the journey to native-like speech. Thomson encourages language learners to continue pressing forward in the scope of language understood and produced in order to avoid fossilization. Language learners need to learn to talk about all of life and understand most of what is said around them in lots of different speech situations (Thomson, 1993c).

The learner is not ready to end full-time language study until he or she is capable of communicating all basic needs in the target language. The language learner should also have a rich and flourishing social life as a byproduct and a work life that provides continued exposure to the target language and requires responses in the target language. Most people require formal study for at least eighteen months to two years (Thomson, 2000a).

Design of the Thomson Method

Objectives

Thomson embraces a number of specific goals for the language acquisition process. The main overarching goal for full-time, formal language study is to bring the language learner to a point where language acquisition can effectively occur through everyday occurrences of life (Thomson, 2000b). Formal study, when it is ideal,

provides an initial point of entry into the new language community (Thomson, 1993a). It provides a prop through which the language learner may begin to understand the string of sound called the target language, and it provides a supportive framework through which the language learner may begin to form his or her own thoughts in new words.

Ultimately, the goal of formal study is communication with sights set on increasingly more communication. The means to this ultimate goal is progress through conversation (Thomson, 1999). The goal is only reached when the language learner is effectively functioning as a part of the new speech community.

Within these larger, global goals, the Thomson approach has two goals regarding content to be covered by the beginner language learner. The first content goal is to continually increase general communications, and the second content goal is to continually meet the personal and specific needs of the language learner. The beginning language learner must continually see improvement on these two fronts. It is necessary to cover all the vocabulary that a native speaker of the target language knows, even though it may not come up frequently in conversation. It is also necessary to address those specific communication needs that the learner is immediately faced with on a daily basis or in which the learner has a high sense of urgency (Thomson, 1993b).

Ultimately, the process of second language acquisition through the Thomson approach should lead to an understanding of almost all target language spoken to the language learner. This is, however, not an overnight process, and there are a number of stages that the language learner must struggle intelligently through before reaching that final destination of nearly total comprehension (Thomson, 2000a).

Stages of Acquisition

In the first stage of comprehension and language acquisition, the complete beginner understands almost nothing. The language learner requires visual aids to make even the most basic connection between linguistic utterances and meaning. This first stage of full-time language study should last about one month, during which physical responses to instruction, recalling, and visualizing can greatly contribute to the mental connection between form and meaning. Gradually, the use of visuals will lead to the understanding of specific grammatical patterns through instructions.

The second stage begins when the language learner knows about one thousand vocabulary items and the highest frequency grammatical structures and generally lasts from months two to four. Understanding of the target language is not complete; however, an initial recognition of words and morphemes has taken root. The language learner has a lot of language with which to base further learning, but ability to discern word boundaries aurally is still quite limited. The language learner at this stage benefits greatly from listening to fairly predictable texts such as familiar children's stories and descriptions of everyday activities. Usually, the learner's mental stamina has increased so that a longer amount of time may be spent with the Language Resource Person. The language learner in stage two is also able to begin having target-language-only language conversations.

In the third stage, the language learner often needs to continue guessing at meaning as considerable difficulty in deciphering aural word boundaries still exists. However, the learner is now more likely to be correct in guessing due to an increase in

cultural knowledge. Many language sessions in the third stage should be spent in ethnographic interviewing, a speech event designed explicitly to gain cultural knowledge through questions (Spolsky, 1989). Also, the language learner in stage three should grasp every opportunity to learn the culture's expected social norms. By the end of stage three, the language learner should be able to communicate any need in the target language. Stage three may last eighteen months to two years.

Stage four is a process of hunting out the most authentic examples of target language possible. During this time focus shifts to quality of the communications heard. Prior to stage four, getting speech as grammatically correct and native-like as possible was a secondary concern because the primary focus was on successful communication, even if what was produced sounded more like a "personal pidgin" than the target language. However, after all needs may be communicated in the target language by the end of stage three, the learner should shift to refining the target language already acquired. This can be done by following a pattern similar to the one followed in the other stages in that speech acts may be extracted and recorded for further listening and study, though extra care may need to be taken not to "corrupt" the data with first language culture and speech patterns. By the end of stage four, the language learner should have recorded summaries of approximately fifty hours of comprehensible input.

Criteria for Selection and Organization of Linguistic and Subject Matter

There are three main criteria for selection and organization of language program subject matter. The subject matter incorporated into the syllabus and lesson plans must capitalize on the strengths of the language learner while compensating for weaknesses. It

must also build conversational ability and build social relationships. Effective use of the Thomson method requires a high degree of planning and organization toward these ends (Thomson, 2000b).

Capitalizing on Strengths and Compensating for Weaknesses

Capitalizing on personal strengths and compensating for personal weakness require accurate assessment of several factors. The first factor that should be considered is personality. Individual differences of personality such as aptitude, motivation, distraction, discouragement, extroversion/introversion, and self-confidence, though not in any way indicative of a language learner's ultimate success or failure, may contribute to the level of the language acquisition situation and, therefore, should be taken into account in initial and ongoing planning of a language program (Spolsky, 1989; Thomson, 2000b).

Factors relating to the environment should also be assessed. Specifically, features of the language being learned and the social context in which the language is being learned will impact the difficulty of the learning situation. Regarding language features, the following contribute to difficulty level: a target language that is not from the same family as the first language; a target language which has significant differences from the first language; a target language that has a large number of grammatical morphemes, a high degree of agreement, or a high frequency of irregularity; a target language that has a number of speech forms; and a target language that has significant phonetic differences from the first language. Studying a language with more of these kinds of language features would require more attention to methodology than studying a language with fewer of these features (Spolsky, 1989; Thomson, 2000b; Wilson, 2000c).

Likewise, social factors that may contribute to the difficulty level of the language acquisition situation, and, therefore, make methodology more significant to the success of the language learner, include a complex society, universal bilingualism in the society of the target language, negativity of the target language speakers toward the language learner, a high degree of cultural difference between the language learner's society and the target language speaker's society, and other causes of a cultural knowledge gap. Languages that typify the above will innately be more difficult to acquire than a target language with fewer of these complicating social factors (Spolsky, 1989; Thomson, 2000b).

In each of the above situations, structured language activities that are pre-planned to counteract some weakness or capitalize on some strength are key to success, and this type of individualized strategy becomes more important with each difficulty factor involved (Thomson, 1999; Thomson, 2000b). It is, therefore, necessary to assess the language learning environment for complicating factors in order to properly prepare for a language program that best meets the needs of the individual language learner.

Building Conversational Ability and Social Relationships

In addition to consideration of personal strengths and weaknesses, a thoroughly planned language program will take into account ways to continually improve conversational ability and ways to continually build further social relationships (Thomson, 2000b). These last, two criteria are handled through the planning notebook, a tool which is described below under *Roles for Instructional Materials* and in chapter three. The language learner should consistently refer to an overarching plan that covers

the entire time of his full-time study in a general way. He should also break down his overarching plan into chunks of achievable goals through checklists, and finally, the language learner should also come to language sessions with a lesson plan specialized in specific areas of achievement. In other words, the language learner must do ongoing needs analysis, have a syllabus, and make daily lesson plans in order to insure step by step progress in conversational ability and social skills. The syllabus and lesson plans may be very flexible, and they will probably shift easily as the language learner gains language skills or experiences a shifting of personal needs.

Following Thomson's design, needs analysis is carried out through a series of checklists. The main checklists which the language learner should compile cover topics, language functions, specialized vocabulary, and grammatical structures that the language learner needs to learn. The language learner should list his communicative needs and write the checklists as guides for items that need to be covered. He should note the items' various levels of seriousness and incorporate them by priority into a general, week by week guideline of his goals and ultimately his daily lesson plans. These checklists should be kept in a planning notebook and updated at regular intervals.

A syllabus can be developed by writing in short paragraphs a week by week summary of general features, topics, and functions compiled prior to the commencement of language sessions. It can be thought of as a three month plan or a six month plan, for example, depending on the amount of time dedicated to language study. This plan is drawn from the checklists and makes use of any written grammars available on the target language.

Daily lesson plans should include structured activities, private activities, and social activities. Structured activities are those activities performed with the Language Resource Person. Each language session should contain at least three structured activities, and these activities should vary from each other and from the previous day for the sake of interest. Private activities include journaling, listening to recordings of target language, and record maintenance in the planning notebook. Social activities should be incorporated into the lesson plan at regular intervals. At first, social activities may be limited to friendship building with the Language Resource Person but within a month or two should expand to cover ever widening networks of target language contacts. The language learner should use his checklists, his general plan, and ongoing needs analysis to prepare these daily activities (Thomson, 1993b).

Finally, effective planning alone will not provide the necessary framework for successful language acquisition. Meaningful organization of language recordings, vocabulary logs, and needs analysis will greatly aid the language learner in ongoing language progress because the learner needs the capability to review language recordings and refer back to past planning done through checklists (Thomson, 1993a). Depending on the method of data storage chosen, the learner will need to make detailed use of a naming and filing system and possibly a tape counter for recordings. If the language learner has the capability to use MP3 files, much time can be saved as MP3 files provide a more efficient way of retrieving and replaying recordings (Wilson, 2000h; Tennant, 2000). Checklists, vocabulary logs, and needs analysis are stored in the planning

notebook and contribute to the quality control of the language program by providing a way to focus on proper selection of program subject matter.

Procedures of the Thomson Method

Initial Interactional Patterns and Techniques

The Thomson method depends heavily on interaction between the language learner and a native speaker in order to achieve its goals of conversational functionality. However, getting started with language acquisition using Thomson's method is very manageable. In the first month, the language learner will focus on massive vocabulary recognition and is not even responsible to start speaking yet. So, first, the language learner needs to plan a session of activities that will primarily promote understanding of simple vocabulary, probably nouns for the first day. During the initial stage of language sessions, the scope of vocabulary should gradually expand to include simple verbs that occur naturally with the nouns and other parts of speech (Thomson, 2000a; Wilson, 2000f).

For the first few language sessions, two activities will probably suffice: Total Physical Response and object manipulation (Asher, 2000; Wilson, 2000f). The learner should prepare a list of roughly ten to twenty phrases which can be acted upon command (Thomson, 1993a). Later on, once the Language Resource Person has been trained in the Thomson method, the number of new vocabulary items can be increased to possibly thirty to fifty. Examples of TPR commands include the following: *stand up*, *sit down*, *close the door*, *raise your hand*, *walk forwards*, *walk backwards*, *touch your nose*, and *close your eyes* (Asher, 2000; Wilson, 2000a). The learner should also bring ten objects

along to the session. Wilson (2000f) suggests such objects might be: a pen, paper, a book, a cassette tape, a cassette tape case, and the chairs in the room. In addition to nouns, special relationships could also be learned. For example, prepositions such as *on*, *in*, and *beside* would be easy to incorporate into this lesson through instructions to *put the book on the chair*, and so on. If the Language Resource Person is especially capable in learning the Thomson method, the photo book may be introduced in the first or second language session.

In general, lesson plans should typically include three varieties of language activities for the sake of interest. For example, as mentioned above, activities could include TPR, object manipulation, and the photo book. Approximately 150 vocabulary items and a variety of sentence patterns can be learned each week. As the learner progresses with language sessions, he will need to begin incorporating a review section into each of his sessions in order to retain vocabulary learned in previous sessions (Thomson, 1993a). Overall, each lesson plan should include activities that increase vocabulary and ability to understand a variety of sentence patterns as well as review of previous sessions.

General guidelines for effective, daily routine involve five steps (Thomson, 1993a). First, one to two hours of preparation and planning time should be spent per hour of language session. The planning notebook, journal, and checklists will aid in this process. Two, spend time with the Learning Resource Person to focus on large scale processing of the target language and tape the target language conversations. Three, review the tapes, and copy summaries of the target language onto a second tape for

efficient review later on. Four, make use of the summary tapes by listening with understanding and acting out instructions either physically or mentally. Five, record in the language learning journal and do appropriate record keeping in the planning notebook.

Needed Resources

The Language Resource Person

Effectively combining the above approach, principles, and design into a workable language acquisition procedure rests heavily on locating one or more fluent friends who will help with the language, spending structured time with this person, and providing a meaningful experience around which to share language (Thomson, 1999). Thomson (1999) calls this fluent friend a Learning Resource Person, and this friend is the language learner's most important resource throughout the language acquisition process.

Typically, a Learning Resource Person should be a native speaker who has a desire to spend time helping with language acquisition. A Learning Resource Person will often be someone who is comfortable interacting with foreigners and comfortable with the foreigner's culture to some extent (Thomson, 1993c). The Learning Resource Person will act as a human bridge to help the language learner get from the periphery deeper into the target language and society. This individual does not need a great degree of formal language knowledge and may, in fact, be better suited to the job if he or she has no preconceived ideas regarding how a language is to be learned. More important, though, a learning resource person needs to be patient and teachable and needs to have a positive attitude about the target culture. And, of course, the Learning Resource Person should

always be reimbursed through some means for any long term arrangement that is accommodated (Thomson, 1993c).

Initially, language acquisition should be more efficient if the Learning Resource Person is bilingual and can understand the instructions for the learning activities (Thomson, 2000b). Later on, after one to two months of full-time language study or approximately several hundred vocabulary items and a variety of sentence structures, language sessions should be increasingly conducted in the target language only (Thomson, 2000b).

Time

Another important language resource which should not be overlooked is time. A thoroughly planned strategy takes into account the time available for commitment to language study (Thomson, 2000b). Ideally, time commitment to full-time language study should range about one-fifth of the total time to be spent abroad, or if the relocation is long term, two years spent in full-time language study is ideal (Thomson, 2000b). Part-time study should continue throughout the remainder of the learner's time abroad. If possible, one to two hours, depending on individual circumstances, should be spent with the Language Resource Person three to five times a week (Thomson, 1999). It is reasonable to expect vocabulary recognition of approximately one thousand words within one to two months, and in approximately three months, functional conversational ability should be achieved (Thomson, 1993a, Thomson 1993c).

Recording Device and Microphone

A third resource which is required in the Thomson method is a recording device and an external microphone. If a quality cassette recorder is used, the language learner will need a supply of quality sixty minute tapes (Wilson, 2000i). If the language learner has the capability to record onto a computer with sound card and speakers, target language can be recorded in an MP3 file, and a portable MP3 player will be needed instead of a cassette player.

Activities for Acquisition Via the Thomson Method

Activities in the Thomson method derive from interactive theory of language acquisition and complement the overall design of a learner-driven language acquisition experience. Activities focus on providing access to communicative situations with context for target language. Activities are led by the language learner and are controlled to a degree sufficient to keep input at a comprehensible level. Activities commonly make use of the photo book which will be described below, Total Physical Response, and object manipulation as described under Procedures of the Thomson Method (Thomson, 1993a).

The Role of the Language Learner

The role of the language learner is one of responsibility, planning, and evaluation. The language learner accepts the responsibility for his own language acquisition success or failure. The language learner is responsible to come to language sessions with specific goals to accomplish and activities designed to meet these goals (Wilson, 2000b; Wilson, 2000f). The language learner is also responsible to tape target language conversation for

later exposure and practice. To aid in a coordinated and smooth language acquisition process, the language learner should keep a planning notebook and a personal journal (Wilson, 2000e). Both the planning notebook and the journal are intended to be guides to continual improvement in conversational ability and continual building of social networks (Thomson, 2000b). If the language learner has difficulty in getting language acquisition started or in continuing language acquisition progress, he is responsible to either adjust his language acquisition habits or to seek out the necessary help. The language learner should seek friendship with the Language Resource Person and always make the language exchange fair and beneficial to the Language Resource Person.

The Role of the Language Resource Person

The Language Resource Person is responsible to share what he knows about the target language from a native speaker's perspective. He does not necessarily need to be an expert in his language; however, he does need to be flexible, patient, and willing to share a native speaker's intuitions. He needs to be willing to perform those activities that the language learner requests, and he needs to be willing to repeat target language as often as the language learner requires.

Roles of Instructional Materials

The photo book. There are a number of tools commonly used in the Thomson method. The photo book, other sources of pictures, the planning notebook, the journal, and objects are the main items which warrant attention in the early stages of language study. The photo book is among the most important tools of Thomson's method. According to Thomson (1989), a book of photos can be compiled for use in language

session for many different purposes. In the case of the beginning second language learner, a photo book should consist of approximately one hundred photos featuring one or two people and one to two inanimate objects (Thomson, 1993a; Thomson, 1999). It is also helpful if the photo book contains a mixture of men, women, and children within the culture of the target language. These photos should be mounted in a notebook in a useful sequence (i.e. according to topic) for use in exploring language in rational chunks. If several sets of the photos are available, one set may be left loose for other activities (Thomson, 1993a).

When used in conjunction with TPR and TPR with objects, a photo book with this arrangement should provide context for recognition of approximately the learner's first one thousand vocabulary words and scope for acquiring enough grammatical structure for minimal conversational functionality (Thomson, 1993a). Passes can be repeatedly made through the photo book for each point of the language session. For example, if the beginning second language learner is focusing on personal pronouns after previously discussing the context of each picture, the language helper can refer to the people in the photo book by the appropriate pronoun within a familiar context, allowing the second language learner to absorb and understand each pronoun. The language learner may simply point in response to the language helper's inquiries until a much later point in language acquisition, but the language learner will have an initial comprehension of personal pronouns upon which to build.

Thomson (1989) suggests using the photo book to focus first on identification of humans and then identification of objects. This may be accomplished in two passes

through the photo book. Following an initial comprehension of humans and objects, the learner may wish to focus on simple transitive sentences, which means that select transitive verbs should be introduced as a foundational piece in a third pass through the photo book. Thomson (1989) suggests limiting these verbs to *have*, *use*, *touch*, and *see*.

In a fourth pass through the photo book, the learner should focus the session on expanding his understanding of the basic sentence pattern learned above. This requires an expansion of both transitive and intransitive verbs. By the fifth pass through the photo book, the learner is probably ready to explore existential sentences, more nouns, locations, and instruments.

Of course, often a pass through the photo book will reveal multiple features of the language's grammar, and this is perfectly acceptable and to be expected. Some other features to be alert for are: various pronominal and agreement categories, tense, aspect, constituents of noun phrases, negation, command, questions, modality, voice, coordination, noun roles, adverbials, and complex sentence structures. A much more detailed explanation of grammatical features may be found in Thomson (1989). However, it should be noted that the goal of these initial language sessions is not to cover all of the above features. Rather, the goal is for the learner to genuinely acquire functional conversational ability by month three of full-time study. If the photo book is put to its full potential in the manner described above, is supplemented with TPR techniques, and is properly reviewed, the full-time second language learner is capable of acquiring approximately thirty new vocabulary words a day and should end his first three

months of study with a good foundation in many of his second language's grammatical features as a byproduct of acquiring conversational functionality (Thomson, 1993a).

Photo books are, of course, the most personalized, culture-specific resource for contextualizing language. However, it is worth noting that photo books are not the only appropriate source of pictures. Pictures may also be simple line drawings, clippings from magazines or travel brochures, or store bought pictures in the form of second language picture dictionaries such as *Lexicary: An Illustrated Vocabulary Builder for Second Languages*, by Patrick R. Moran or *Longman Photo Dictionary*, by Marilyn S. Rosenthal and Daniel B. Freeman (Thomson, 1993a; Thomson, 1999). Thomson (1999) provides a lengthy list of further resources; however, he also notes that the instructions provided with many of these sources may be ignored in favor of communicative activities.

A little further on in language study, children's storybooks, preferably from the target culture, may also provide an excellent context for understanding language. It is interesting that the process of telling stories provide an excellent tool for learning how the language holds together in "scenes" and "movies" (i.e. a tool for learning how grammar holds the units together). The language learner will actually encounter many features of the language's grammar through the telling and retelling of stories (Thomson, 1999).

The planning notebook. Another important tool in the Thomson method is the planning notebook. In every stage of language acquisition, the learner should keep a planning notebook. The planning notebook is a reservoir of data collected before and throughout the language acquisition process. This notebook is an excellent place for maintaining ongoing records concerning overall plans, results of ongoing needs analysis,

vocabulary logs, indices of tape recordings, vocabulary and grammatical structure checklists, topic and function checklists, and daily lesson plans (Thomson, 1993a).

The language journal. In addition to the planning notebook, the language learner is also encouraged to keep a journal of the language learning experience for the purpose of maintaining a high level of self-awareness. This will help the language learner in needs analysis and planning for future sessions. For example, several good journal topics to include are: the language learner's personal perceptions of himself in the language learning process, the social context, and observations regarding the nature of language learning. Conflicts, repeated occurrences of high stress, and anything puzzling should also be recorded in the journal. Insights regarding the structure of the language may also be incorporated, and insights regarding the culture are especially encouraged (Thomson, 1999).

Objects. Objects are also high on the list of important tools. Objects are used in conjunction with TPR strategies within Thomson's method (Thomson, 1993a). Objects may be naturally occurring in the learning environment, or they may be brought into the language sessions with the specific purpose of being manipulated as part of language activities. For example, when learning the names of various vegetables, the language learner may bring in either fake or real examples of each vegetable. This is especially important early on in the initial sessions and whenever groups of new vocabulary are being introduced.

Tactics and Strategies

Thomson's language acquisition method engages three, helpful strategies: structured visits with a Learning Resource Person, getting specific help from a growing network of friends, and social visiting/participation in community life (Thomson, 1993b). Each of these components is an integral part of full-time language study. If one side of this plan is less natural for the language learner, special care should be taken to incorporate and build that area. For example, if the language learner has the tendency to bury himself in a grammatical textbook rather than go out to visit neighbors, then that learner must take special precaution to engage in social visiting (Thomson, 1993b).

It is also important to recognize that language acquisition is hard work. In fact, it is exhausting, and no language learner should be forced to face the language acquisition process alone. One way to counteract aloneness is to be accountable to an outside source of encouragement (Thomson, 2000b). For most language learners, there is great wisdom in seeking out a language consultant or a fellow language learner with whom to share specific experiences of language learning, instances of discouragement, or low moments of motivation. Having someone to talk to may stem the tide of emotional exhaustion, provide unexpected solutions, and keep the language learner on the road to success.

The Thomson method places special emphasis on actively, consciously using target language in communication exchanges. In the final analysis, planning, structured activities, private activities, and social interaction all find their purpose in the meaningful, exchange of ideas. It is through this means that the language learner experiences the greatest opportunity for language acquisition success.

To summarize, though second language acquisition is a challenge for most language learners, Thomson lays out a user-friendly guide through which he suggests success is clearly possible. Thomson encourages building a foundation of vocabulary through comprehension-based exercises as the first step in second language acquisition, with learner needs determining the order of acquisition. In order to experience success, however, Thomson recommends the language learner take charge of the language acquisition process in recognition of the language learner's ultimate responsibility for personal progress. Thomson also recommends proper planning of language sessions, needs assessment, language processing through exercises in comprehension, interactive practice both with recordings and with a growing network of native speakers, journaling for the purpose of self-awareness, and record keeping towards the goal of emphasizing the learner's strengths and accommodating the learner's weaknesses. The end result of strategic and sustained language acquisition effort should be a well-earned place within the boundaries of a new speech community (Thomson 2000a).

Diary Studies

This study is structured as a diary study. Diary studies are typically open ended with no certain set of results identified ahead of time as the focus of research. Diary studies involve data collection through diary entries made by the subject(s) and retrospection on the part of the researcher. The researcher determines upon analysis of the data collected what factors are significant to the study (Araya, 1989; Bailey, 1991; Numrich, 1996). Diary studies are excellent for teachers who are interested in looking for ways to improve their classrooms as the diary study does not require the teacher to

pinpoint one area specifically; rather, they allow the teacher to sit back, observe and record, then analyze and come to conclusions. Diary studies are also an excellent way for personality factors to be taken into account in research because diary entries allow personality to be reflected whereas other methods of research do not. Because of this, diary studies have a particular role to play in second language research as individual differences greatly influence the results that language learners experience. Diary studies are also an excellent tool for illustrating conclusions drawn from other methods of research. However, diary studies are also limited in that results cannot be broadly applied to situations outside the study and results have a subjective element (Araya, 1989; Bailey, 1991; Numrich, 1996).

In the following chapters, I document my personal experiment in studying Indonesian using the Thomson method in order to answer the following research question: “What factors in Thomson’s language acquisition method contributed to success in the first stage of second language acquisition for me in my language learning context.” In chapter three, I specify the methodological tools that I utilized and the process of holding formal language sessions according to the Thomson method. In chapter four, I review my goals for this study, detail my six-week plan for formal language sessions, describe my language sessions with my Language Resource Person, present documentation from my planning notebook, and analyze the results of this study. In chapter five, the entire study will be reexamined in light of the current research cited in this chapter. The implications of my findings for second language teachers and learners, future research needed, and the limitations of this study will be discussed.

CHAPTER THREE: METHOD

In this study, I use my personal experience in studying Indonesian according to the Thomson method to document factors that contributed to success in second language acquisition. Specifically, the research question addressed in this capstone is: “What factors in Thomson’s language acquisition method contributed to success in the first stage of second language acquisition for me in my language learning context.” In this chapter, I describe the Thomson method, the people involved in this study, the goals of the Thomson method, and the tools for reaching those goals. I also describe a typical day of language study and briefly summarize factors found significant in this study.

General Description of the Thomson Method

The Thomson method is a developmental, communicative approach to second language acquisition. It is self-directed, placing responsibility for second language acquisition on the shoulders of the learner. The Thomson method is also individualized allowing the needs and interests of the learner to take precedence over other criteria for language study, and it is unique in that it emphasizes massive acquisition of vocabulary in the first stage of second language acquisition.

A day of language study according to the Thomson method involves three phases. First, the language learner meets with a language informant or a Language Resource Person for formal language sessions in order to participate in communicative language activities. These activities are structured according to topics, rather than grammar points,

and target language is recorded after each activity. Activities for formal language sessions usually involve photos, pictures, and objects in the early stages of second language acquisition.

Second, the language learner participates in private practice of target language using the recordings from the formal language session. Activities for private practice include repeating the activities of the formal language session with the recording as a prompt, listening to the recording and picturing the objects and actions involved, writing about what happened in the formal sessions or about things that confuse the learner. The learner may also find transcription of vocabulary helpful at this time.

Third, the language learner plans for the next day of formal language sessions. This takes a significant commitment of time initially and should not be overlooked. Planning involves upkeep of the planning notebook, a tool which is described in detail below under *Tools for Building Conversational Ability and Social Relationships*.

People Involved in This Study

There were two other people besides myself directly involved in the formal language sessions of this study: my Language Resource Person and my language partner.

My Language Resource Person

Indonesian is not a language typically taught in local schools, so my access to an Indonesian language teacher was limited. I chose to implement Thomson's approach to communicative language learning in place of traditional, classroom study for a month long trial. Thomson's approach required me to participate in structured activities with a

native speaker of Indonesian as a Language Resource Person in structured language sessions.

I located a young woman from Indonesia who had just moved to the United States to fill the role of the Language Resource Person. Her name was Isabella, and she was newly married to an Indonesian man who was a permanent resident in the United States. Isabella was an Indonesian of Chinese descent and, as a Catholic, also a religious minority. She had a professional background, and she was a college graduate. Isabella's situation left her with a lot of free time, and she was somewhat lonely. She could not yet drive and felt isolated, though her English skills were very good. Isabella was thrilled with the prospect of having someone come to visit her at her home, and she was happy to share her culture and language with someone who was interested in learning. Isabella knew in advance that her participation would contribute to this diary study, and she consented to having her participation documented and published.

My Language Partner

My husband, Ron, also participated in the language sessions as my language partner. In other words, he was my fellow language learner. He participated in formal language session as his schedule allowed in order to enhance the learning environment and facilitate the language activities. Ron was very supportive of this study and consented to having his participation documented and published.

Building Conversational Ability and Social Relationships

The Thomson method required extensive attention to two areas: building conversational ability and building social relationships. Steps toward building

conversational ability in stage one include acquiring the first one thousand vocabulary items and gaining familiarity with high frequency grammatical structures through interaction and communication around topics in the first six to eight weeks of full-time language study. In this study, my goals were modified to match four weeks of full-time study. Special care is taken in the Thomson method to address learner needs and priorities, and every structured activity is focused on what the learner needs and wants to learn. I discovered these topics for myself through perusal of the checklists described below and identification of the difficulties I likely will face in my communication and cultural adjustment upon my move to Indonesia.

In the Thomson method, steps toward building social relationships begin with the Language Resource Person. The Language Resource Person should be someone with whom the learner feels comfortable and with whom the learner should seek a friendship. As opportunity arises, the learner should seek to become the friend of the Language Resource Person's friends and family. Gradually, the learner should develop a growing network of friends with whom the communication is natural, enjoyable, and comfortable. In this way, social relationships push the learner toward continued conversational development and avoidance of fossilization. In this study, my social network was quite limited because of my low level of conversational ability, the short duration of this study, and my geographical distance from Indonesia. However, I took advantage of any social situations that arose and began laying the foundation for having lots of native speaking friends.

Tools for Building Conversational Ability and Social Relationships

In this study, these two goals of building conversational ability and social relationships were managed through a language journal, planning notebook, audio recordings, and a transcription notebook as recommended by Thomson. I practiced communicative language activities both with Isabella and then in private using recordings from the structured language sessions. I also sought to develop social and language skills through some level of community involvement. Following Thomson's approach, I focused on adequate pre-planning, self-awareness, and organized record keeping.

The Language Journal

My language acquisition journal provided opportunity for enhancing self-awareness and planning. I made an entry following each language session, and each journal entry had the following sections: description of myself in the language acquisition process, cultural observations, linguistic observations, and a daily lesson plan.

Description of myself in the language acquisition process. This section entailed both personal retrospection of the language sessions and insights concerning the language acquisition process as well as personal perceptions of my language learning environment (i.e., the social context surrounding my language acquisition experience). It also provided a place to record any puzzling elements of a personal nature.

Cultural observations. This section provided an outlet for recording those aspects of my language acquisition experience that were not directly related to acquisition of language features, but rather, were related to the larger Indonesian culture. This section

included personal observations about my language helper, my cultural struggles, points of high stress, and anything interesting that I observe about Indonesian culture.

Linguistic observations. This section was reserved for details concerning language features that I either found confusing or that I came to newly understand directly from a language session or from the compilation of past language sessions. Its nature was mostly technical and had to do with how the language is put together and why certain language features occur as they do.

Daily lesson plan. This section of the journal was a copy of the lesson plan *actually used* for the language session that day.

The Planning Notebook

The planning notebook was the tool through which needs analysis, initial planning efforts, and record keeping took place. It was primarily a tool for efficient, consistent organization of the language learning process, and it proved to be a beneficial method of self-monitoring. The planning notebook reflected my ongoing responses to the insights recorded in my journal. My planning notebook was divided into the following sections: the six-week plan, checklists, a daily lesson plan, the lexical and grammar logs, and an index of recordings.

The six-week plan. The six-week plan covered in general terms those grammatical features, topics, and language functions which I originally anticipated as being a probable part of my course of study. Though it was impossible to completely determine what would be covered in each week, the six-week plan provided a comprehensive guide to which I could refer for language acquisition goals, and it

provided potential direction for my daily lesson plans. In reality, my study covered only four weeks of formal language sessions, rather than six.

Checklists. Four checklists provided guidance for lesson plans and a record of this study's scope: the Situations and Topics Checklist, the Specialized Vocabulary Checklist, the Sentence Patterns Checklist, and the Grammatical Checklist. These lists were simple, straightforward inventories of the areas the learner would like to cover at some point in language study. They overlapped in some areas and were not intended to be a record of the depth the item had been covered. They provided a box for a checkmark which was marked when the learner discovered that the item had been covered in some form. In this way, the scope of study was recorded. The checklists may be found in Appendices D through G.

Daily lesson plans. The daily lesson plans in the planning notebook were different from the lesson plans incorporated into the journal. The lesson plans in the planning notebook were the result of planning for a future language session. They were a record of what I planned to study, not of what actually occurred in the language session. The intended lesson plan provided for consideration of structured activities, private practice activities, and social activities. A copy of the lesson template may be found in Appendix C.

The lexical log. The lexical log was a list of vocabulary words, phrases, and morphological features that the learner was exposed to in the language sessions. Ideally, it should be produced in the practice session when the learner is listening to language recordings or in the language sessions with the help of the language informant, but in this

case, most of it was produced during the data analysis phase of this study because of time constraints. Vocabulary items were approximated in the International Phonetic Alphabet until correct Indonesian spelling was learned, and each entry was given an approximate English gloss. The lexical log was not goal oriented; rather, it recorded what was actually covered. The lexical log may be found in Appendix B.

The grammar log. The grammar log was a table of Indonesian phrases and clauses that I was exposed to during the language sessions. Each entry included a literal translation into English and then an appropriate English gloss. It was compiled from the language recordings and the transcription notebook. It provided a record of grammatical structures and sentence patterns without analysis. The grammar log may be found in Appendix A.

Index of recordings. The index of recordings was a summary of all recordings the learner made. This list documents when the recording was made and what the major topic was. It provided a “table of contents” through which I could return to past recordings for review.

Generally, recordings of target language occurred in the following way: 1) The language informant performed a language activity or a segment of a language activity with the learner. 2) There was a pause in formal activities. 3) The learner spoke an English equivalent of the target language into the microphone. 4) The language informant said the target word or phrase several times clearly into an external microphone.

This occurred throughout the language session. I then listened to the recording on my own following the formal language session for private practice sessions. Private practice did not involve practice with my language partner, Ron.

The transcription notebook. The transcription notebook was an informal, chronologically dated collection of my scribbles regarding the target language which were made during the private, practice sessions. It contains rough, phonetic transcriptions of target language with approximate English translations. It provided an avenue for thinking out deeper analyses of the target language and for exploring the target language's grammatical possibilities. The transcription notebook contributed to the final thoughts incorporated into the journal, provided data for the lexical log and the grammar log, and helped in keeping the planning notebook up to date.

A Typical Day of Language Study

Prior to each language session, I spent time with my planning notebook to determine what my goals were for the coming language session. I used the daily lesson plan template listed in Appendix C of this capstone and various checklists as a guide for making the daily lesson plans. Usually, this planning time occurred the day before the language session and required one to two hours per one hour spent in the actual language session. These plans were often fluid and changed according to perceived needs and daily circumstances. Each daily lesson plan was filed in the planning notebook.

After pre-planning, I then met with my language informant at the designated time, typically two hours a day, three days a week. My language informant's main responsibility was to patiently participate in each of the activities I requested. English

was used outside language session activities; however, use of Indonesian exclusively was a goal during later language activities. In each session we spent time on vocabulary recognition, basic grammatical structure, and conversational functionality through use of two to three structured language activities. Typically, more than fifty new vocabulary words or phrases were introduced per language session. Attention was focused on comprehending massive amounts of input, limited production, and exposure to phonetics, although there was some struggle to maintain this. Toward week four of the study, more focus was placed on verbal production on the part of the learners. I commonly used a photo book and Total Physical Response as recommended by Thomson to achieve my goals for the structured language activities. After each language activity in which new, target language was introduced, the new vocabulary was recorded.

Following each structured language session, I recorded an entry in my journal according to the guidelines above. Journal entries recorded later than the same day were so notated. I then dedicated approximately one to two hours to interacting with the taped segments of target language. I enhanced these private activities by following along in the photo book and participating in the Total Physical Response activities, but at times I also listened passively. I also used the practice time as an opportunity to make phonetic transcriptions of helpful, taped material; to make deeper, analytic observations in my transcription notebook; to file recordings; and to update the planning notebook.

I attempted to follow Thomson's recommended method of language acquisition as closely as possible in order to glean insight regarding my own language learning process and the effectiveness of the method. I also hoped to experience real language acquisition

success in the form of extensive vocabulary recognition and understanding of a variety of grammatical patterns.

Beginning January 21 and ending February 23, I wrote thirteen diary entries following thirteen language sessions, and I followed up with two more entries later in the spring for a total of fifteen entries. In order to uncover themes, personal and contextual variables of importance and language principles illustrated, I examined my journal entries, actual daily lesson plans, the lexical log, the grammar log, the various checklists, language recordings, and transcriptions of target language. The following categories were determined to be significant due to their frequency and/or special relevance to second language issues:

- 1) Observations about myself in the acquisition process – mental fatigue, repetition of vocabulary, encouragement of perceived progress, limitation of input, friendliness of the learning context, the need for comprehension, the need for private practice, the reinforcement of transcription, and successful friendship building.
- 2) Cultural observations – racial background, food, taboo words, and religion.
- 3) Lexical and grammatical features – exposure to morphology and syntax through communication, conscious learning of language features as a jumpstart to acquisition
- 4) Situations and topics – necessity of emphasizing communication through context

5) Methodology – benefit of planning, benefit of self-awareness, advantage of learner-oriented lesson plans.

In the following chapter, I review my goals for this study, detail my six-week plan, describe my language sessions with Isabella, present documentation from my journal, and describe my lexical and grammatical logs. I also present and interpret the results obtained through analysis of the following checklists: Specialized Vocabulary, Grammatical Relations, Functional Sentence Patterns, and Situations and Topics. In chapter five I reflect on the results of this study in light of current research, suggest implications for second language classrooms and future research needed, and acknowledge the limitations of this research.

CHAPTER FOUR: RESULTS

Introduction and Review of Research Question

The previous chapter outlined the methods of this research, detailing the use of the planning notebook, the journal, and the transcription notebook in formal language sessions. The goal of this study was to demonstrate the benefit of a strategic, personalized second language acquisition plan and to inquire into factors that contributed or detracted from success in second language acquisition. Specifically, the research question addressed in this capstone is, “What factors in Thomson’s language acquisition method contributed to success in the first stage of language acquisition for me in my language learning context.” In chapter four, I review my goals for this study, detail my six-week plan, describe my language sessions with Isabella, present documentation from my journal, describe my lexical and grammar logs, and present the results of the following checklists: Specialized Vocabulary, Grammatical Relations, Functional Sentence Patterns, and Situations and Topics.

Review of Goals

As stated in the previous chapter and detailed in the literature review, methodology for this study required extensive attention to two areas: building conversational ability and building social relationships. These two goals were managed through a language journal, planning notebook, audio recordings, and transcription notebook. I made a journal entry following each language session, and journal entries

were divided into observations about myself in the language acquisition process, cultural observations, linguistic observations, and actual lesson plans for the day. The planning notebook contained records of needs analysis and planning. It was an organizational tool that encouraged self-monitoring, and it was divided into the following sections: my six-week plan, checklists, intended lesson plans, the lexical and grammatical logs, and an index of recordings. The transcription notebook contained rough, phonetic transcriptions of target Indonesian language with approximate English translations. It was produced from the recordings made during formal language sessions with my Language Resource Person, Isabella. For the purposes of this study, data from the transcription notebook was organized into the lexical and grammatical logs, and the logs then provided the data used in analysis of the checklists.

The Six-Week Plan

I had stated goals for the duration of the study organized under the six-week plan. The six-week plan was a general guideline and lesson plans were not limited by the six-week plan. The six-week plan included interpersonal, methodological, lexical, topical, and grammatical focuses for the six-weeks of study planned. Interpersonal goals included having a positive introduction to the language resource person and training the language resource person. Methodological goals included maintaining a focus on listening and understanding and keeping personal speech to a comfortable level. The lexical goal was acquiring one thousand vocabulary items. Topical goals included being introduced to the following: numbers and money, transportation, giving and receiving directions, kitchen items, Indonesian cooking, animals, vegetables, colors, size, shape,

requesting an object, verbally comply/decline compliance with a request for an object, religion and religious terminology, demographic information about Indonesia, clothing, landscape, human relations, time, going to the bank, ordering at a restaurant, giving tips, and requesting a public toilet. Grammatical goals included covering simple nouns and verbs, sentence pattern for simple statements, word order, negatives, adjectives, direct and indirect objects, yes/no questions, relative clauses, commands, descriptions, adverbs. The six-week plan may be found in Appendix H.

Content of Language Sessions

My arrangement with Isabella for formal language sessions was for my language partner, Ron, and myself to spend two hours a day three days a week in her home doing language activities and recording vocabulary. Between January 21 and February 23, 2004, thirteen language sessions were accomplished. Two more sessions were scheduled for after that; however, my studies were interrupted by the birth of my son Samuel. Several months after the birth, I tried to finish the formal language sessions as planned but was unable to do so. Two final entries close out my journal on April 26, 2004 and May 23, 2004. I had planned to study the equivalent of six-weeks and was able to complete four.

Language sessions began formally on January 21, 2004. The lesson began at the language resource person's apartment at 9:20 in the morning and ended at 11:20. Activities included use of the photo notebook and a drawing of a family tree to define human relations. Vocabulary covered simple nouns and morphologically simple verbs. Approximately fifty vocabulary items were recorded for private practice.

The second language session was held on January 22, 2004. The lesson began at 9:15 in the morning and ended at 11:15. Review of previous day's lesson took an extended period of time. Cultural issues were discussed in English. The pronoun *dia* and the enclitic *-nya* were compared using the photo book. A simple conversational exchange between my language partner, Ron, and Isabella was recorded. Paper money was examined and denominations of value discussed. Approximately fifty new vocabulary items were recorded.

The third language session was held on January 26, 2004. The lesson began at 10:40 in the morning and ended at 1:00 in the afternoon. Activities utilized object manipulation. Common objects, the verb *punya* (own), and prepositions were introduced. Personal pronouns were reviewed.

The fourth language session was held on February 2, 2004. The lesson began at 9:00 in the morning and ended at 11:00. Activities included use of the photo book for review of simple nouns, verbs, conversational question forms, demonstrative and personal pronouns. The photo book was also used to identify common modes of transportation. Total Physical Response was used to learn basic actions such as *go*, *turn*, *walk*, *run*, and *drive*. Total Physical Response was also used to review *right* and *left* and to be introduced to directional words such as *north*, *south*, and so on. A map was used to practice listening to and following directions such as *turn right*, *go straight*, and so on. Approximately fifty new words were recorded.

The fifth language session was held on February 3, 2004. The lesson began at 10:30 in the morning and ended at 12:30 in the afternoon. Activities included a hands-on

introduction to the Indonesian kitchen and cooking and an Indonesian lunch. The photo book was also used for review of colors and further work on transportation. Total Physical Response was used to review simple actions and directions. The map was also used for further work on following directions. Approximately fifty new vocabulary items were recorded.

The sixth language session was held on February 6, 2004. The lesson began at 10:00 in the morning and ended at 12:15 in the afternoon. Activities included use of the photo book, object manipulation, a map, and a children's picture book for review and introduction and practice of animals and common objects. Approximately fifty new vocabulary words were recorded.

The seventh language session was held on February 9, 2004. The lesson began at 9:00 in the morning and ended at 11:00. Activities included practice of greetings and introductions, general review using the photo book, and introduction of religious vocabulary through the photo book. At least fifty new vocabulary items were recorded.

The eighth language session was held on February 11, 2004. The lesson began at 10:00 in the morning and ended at 12:00 noon. Activities included practice of greetings and introductions and review of religious vocabulary. At least fifty new vocabulary items were recorded.

The ninth language session was held on February 13, 2004. The lesson began at 9:00 in the morning and ended at 12:00 noon. Activities included review of greetings and introductions, review of animals using the children's photo book, discussion of

pregnancy and female issues using a pregnancy book, and a review of kitchen vocabulary by making and having lunch together. At least fifty new words were recorded.

The tenth language session was held on February 16, 2004. The lesson began at 9:45 in the morning and continued until 12:45 in the afternoon. Activities included review of animals using children's picture book, practice of greetings and introductions, review of religious terms, and introduction of major body parts through Total Physical Response. At least fifty new vocabulary words were recorded.

The eleventh language session was held on February 18, 2004. The lesson began at 1:00 in the afternoon and ended at 3:00. Activities included review of animals and various sentence structures through use of the photo book and review of body parts using Total Physical Response. New vocabulary regarding body parts was recorded, and several new verbs and descriptive words were introduced. At least fifty new vocabulary words were recorded.

The twelfth language session was held on February 19, 2004. The lesson began at 1:00 in the afternoon and ended at 3:00. Activities included review of body parts through Total Physical Response, discussion of verbal roots and derived forms, introduction of conversational phrases for hospitality. At least fifty new vocabulary items were recorded.

The thirteenth language session was held on February 23, 2004. The lesson began at 1:45 in the afternoon and ended at 3:34. Activities included an attempt to speak in Indonesian only for one and a half hours. English explanations were necessary, however. Days of the week, months of the year, holidays, time words, and numbers were introduced through use of a calendar. At least fifty new vocabulary items were recorded.

My Language Journal

My journal contained fifteen entries, each entry covering observations about myself in the language acquisition process, cultural observations, linguistic observations as well as a record of actual lesson plans. Observations about myself in the language acquisition process and cultural issues from the journal are presented below based on 1) apparent importance to the field of second language research and 2) degree of occurrence. Linguistics is developed at length under other sections. Review of my journal identified the following themes: mental fatigue, the need for repetition of vocabulary, encouragement of perceived progress, limitation of input, friendliness of the learning context, the need for comprehension, the need for private practice, the reinforcement of transcription, and successful friendship building.

Observations about Myself in the Language Acquisition Process

Mental fatigue. Mental fatigue occurred a number of times throughout my journal, and it seemed to significantly impact the amount of language absorbed and the duration that language sessions could be effective. On February 12, I anticipated having a longer than normal language session. I wrote, "I have three hours with her [Isabella], and I expect I will be totally brain dead by the end. I usually feel that way after only two hours." On February 23, I wrote, "By the time we got through calendar terms, both Ron and I were mentally shot. I am not even sure that we recorded our fifty new terms, but it didn't matter. My brain would go no further. I listened to so much that was beyond easy grasp that I couldn't even focus on what was mentally within reach. It was really an exhausting session."

Physical limitation due to stage of life and unexpected circumstances also contributed to my sense of exhaustion. On February 6, I wrote, “I am writing this the evening of the seventh for the language session of the sixth as I was too exhausted to think Friday evening. I had originally planned the week to contain four language sessions since I missed two last week due to my grandfather’s funeral. However, I have discovered that it is too much to do four [sessions] in a week at this point in my life, in part because of the physical limitations I am experiencing with this pregnancy.”

Repetition of vocabulary. I also noted my need for repetition of vocabulary. On January 26, I wrote, “...it is helpful to have multiple opportunities to hear the words, and it is helpful to be able to see Isabella’s mouth. Sometimes I even ask specifically as to sounds or spelling in order to get a more accurate idea as to what I am trying to produce. I am also having great opportunity to process. I ask Isabella to repeat phrases that whiz by me.” On February 3 I wrote, “For quite a while, a new word is just a bunch of strange sounds to me. It takes repeated exposure to the word before it comes out anything close to right. For example, yesterday, I was trying to learn the word for old which is *tua*. I kept saying *tahu* which I believe means *tofu*, and you can imagine the laughter that kept producing.” On February 6, I noted repetition was key: “...this last language session had a lot of review in it, and it surprises me how words which initially were obscure quickly become familiar and friendly. And I am experiencing this result despite my limitations of time.”

Encouragement of perceived progress. I was greatly encouraged by perceived progress. On February 2, I wrote, “I was happy to find that this morning on our way to

the language session I could tell Ron in Indonesian *Saya punya handphone kamu di tas saya*. (I have your cell phone in my purse.) Okay, so it wasn't quite accurate; still, I am starting to speak in a 'personal pidgin.'" Later, at language session I learned that I should have just said *Handphone kamu di tas saya*. Apparently, *punya* does not have the same scope of meaning as *have*, so I was saying something like *I own your cell phone in my purse*. On February 3, I wrote regarding phonetics, "I noticed that my approximations today are much closer than they were, say, the first day." Ability to express my own thoughts creatively inspired me. On February 13, I wrote, "This morning when I woke up after having a night full of contractions, I told my husband *Saya banyak kontraksion*. I hope that I expressed the idea that I had lots of contractions. It is so fun to try out the language. The only problem is that without Isabella, I never really know if I have said something completely confusing in Indonesian or if I am getting my idea across. A lot of times, Isabella laughs and explains another way that is more correct in Indonesian and mirrors English less." On February 6, I commented, "It is a little daunting if I focus on what still needs to be learned; I am very much a beginner in every sense." In May, I closed out my journal with a sense of accomplishment. I wrote, "The other day I woke up able to say two new things: *Mama cinta kekal Samuel* (Mama loves Samuel forever) and *Samuel menangis sebab lapar* (Samuel cries because he is hungry). (YES! I learned a causal expression!!!!) I can now say things like the following: *Tuhan menginginkan kita untuk hormat dan melayani Dia* (The Lord wants us to honor and serve Him). *Tuhan menginginkan kita untuk menolak dosa, tetapi manusia memilih dosa* (God wants us to refuse sin, but man chooses sin). *Saya berdosa; kamu berdosa* (I sin; you sin). *Manusia*

semua berdosa (All mankind sins). When I type this up, it looks rather impressive to me considering the short duration of my study, but when I speak, I require lots of time to think. My words don't flow, even though I have previously worked through these expressions.”

Limitation of input. I found limiting my vocabulary exposure to a level slightly above my current proficiency as Krashen (1981) recommends to be one of the greatest challenges of this experience. I found, “We are not lacking in our range of learning either in vocabulary, grammar, or cultural function.” On February 3, I wrote, “I am also continuing to find limitation of vocabulary range to be a challenge. Isabella knows we want to learn fifty new words each time. She is going through vocabulary items ahead of time listing what she wants to teach us. Of course, often we get beyond the very basic vocabulary. Today we learned *tamarind* –can't remember the Indonesian at the moment. It is the same as the word *sour*. This is, of course, excellent information. I am just not sure if it is especially relevant when I am still struggling to say please and thank you correctly... this beyond-the-basics vocabulary is probably why we are almost always beyond our fifty word limit. And WHO can learn more than fifty words a session!!” On February 16, I noted the following about learning body parts using Total Physical Response: “We started at the top of the head and worked our way down. By the time we got to the back and chest, we were out of time and overloaded with words again. Isabella wanted to ‘lock the door’ and continue until she got us all the way through the body parts, but we convinced her we already had more than we could learn in a day.”

The friendliness of the learning context. The naturalness and comfortableness of the learning context greatly affected my progress and sense of accomplishment. On February 2, I wrote, “I left our session today feeling like a very, very slow learner. I would like it if I could be out of the ‘hot spot’ more often so that I could do more unpressured listening.” Personal sense of failure produced decreased ability to function within the language sessions and decrease of enjoyment of language learning. On February 3, I wrote, “I am so thankful for a hands-on, fun day. For some reason, it helped so much to stand in the kitchen holding the spoon while I said *sendok*. It just made so much sense. Other times where I have employed TPR with object manipulation, it didn’t feel as natural, and though the activity wasn’t useless, it wasn’t as comfortable.” By February 13, I noted, “I sit and hear words for the first time, and I can’t get those strange sounds to make sense and stick in my head... I know for me, hearing the words in a relaxed environment is key to retaining the language. When I don’t feel pressured and I can hear the phrase as many times as I need to, I make genuine progress. It just sort of happens on its own, almost as though my subconscious takes over. When I feel pressured or I fail to listen to recordings or review, my progress is greatly stilted.”

Likewise, a positive learning environment increased learning. On February 6, I wrote, “I am having extremely happy, laughter-filled sessions –partly because of Isabella’s personality and partly because I truly do say some hilarious things. If laughter is the truest measure of success, then I am no doubt very successful.” However, the struggle was ongoing. On February 19, I wrote, “I feel that I bear the major responsibility of keeping the interaction going between us and Isabella while he (my

language partner) reaps the benefit of hearing the language without the pressure of responding. I had originally hoped to shift that role back and forth between the two of us as I know that I absorb more language when I am not under direct pressure.”

The need for comprehension. I struggled to implement certain aspects of the Thomson approach. On February 3, I wrote, “I have been thinking about how my six-week plan does not call for talking for the first month. I have found this to be quite impractical. I think it is a good idea, but with Isabella, we would both feel so awkward if there weren’t some sort of verbal give and take.” My felt need to contribute verbally to the language activity contributed to lessening the comfortableness of the learning context. I wrote, “I do think [my own] speech has added to some of my personal tensions.” On February 6, I wrote, “I am not having much luck at all with avoiding speech. I still believe it would be very much to my advantage if I could figure out a practical way to implement it (i.e., focusing on listening and comprehension versus mimicking the LRP).” I went on to say, “Most of the activity did require her speech instead of mine as I was clueless as to the names and pronunciations. I did parrot her some; she can’t even tell what I am trying to say sometimes. The *nya* and *nye* sounds are very difficult for me, and they are very important in Indonesian pronunciation. I feel confident that I will learn them with time, but sometimes with Isabella making me repeat them on the spot, I do feel a little intimidated.”

The need for private practice. Also, failure to complete part of planned procedure hindered acquisition. On February 9, I wrote, “Thankfully, Ron made it to this language session. Unfortunately, he will not make it to any of the other two sessions this week.

He felt that I had surpassed him in language learning in just one session last time. I think two more sessions missed may make catching up quite difficult.” On February 12, I wrote, “I am not sure how well I am doing at the moment. I know what the problem is: too much competition at home for the laptop and therefore not enough practice time with recordings. That makes me feel behind, and it is disappointing for Isabella too. She wants me to remember vocabulary.” I realized private practice of the language recorded was a very necessary part of the Thomson approach. I wrote, “Maybe I actually need to increase my time in listening to our recordings. I haven’t done as much of the listening as I intended when I first began; it just hasn’t been feasible.”

Reinforcement of transcription. I found great benefit in writing out the words presented in the language sessions. I wrote on February 13, “I also find transcribing from my recordings during review very helpful in solidifying the day’s lesson.”

Successful friendship building. My greatest gain during the language sessions was a new friend. On April 23, I wrote, “Isabella has encouraged me to come twice a week as often as I can. She assures me not to worry about whether I have reviewed any Indonesian; she just wants me to come as a friend.”

Cultural Observations

The following topics appeared to be of potential interest: racial background, food, taboo words, and religion.

Race. Indonesia has some significant racial baggage, unfortunately. So, one’s race can often be an issue. On February 2, I learned what my racial designation is. I wrote, “I found out today that I am called ‘a Western person’ because of my ‘golden hair

and eyes' (I am not really blonde), while my husband, though equally American and Western, because of his Asian features, is considered 'an Eastern person.' Our about-to-be-born son will be considered 'a mix between a Westerner and Easterner.'" At a recent party for an Indonesian university graduate, I noted, "Everyone just loved Samuel. He is a big draw for people; even the men gave him attention. I hear an Asian/Caucasian child who has dominant Asian features is very popular."

Food. I found food to be a great stress reliever and friendship builder. On February 3, I wrote, "Isabella wants to cook for us often she says – just something very simple. I think that is awfully kind of her, but I hesitate to take advantage of her hospitality. I accepted her offer for lunch on Thursday, and remembering that in Indonesia we were expected to provide payment of meals wherever we were, I offered to pay. She suggested that maybe we could just take her and her husband out as we had mentioned previously instead. She says we are too much friends to be paying for a lunch at her home. That seems like a comfortable American standard to me, and we are very happy to follow through with that suggestion."

Isabella enjoyed being introduced to American foods as much as I enjoyed being introduced to Indonesian foods. On February 18, I wrote, "Sharing teas is becoming a habit, actually. Now Isabella wants to exchange granola bars too. I packed some leftovers in the container she sent home with me today. I don't know if she has ever had 'Old Fashioned Beef Casserole,' but if she hasn't, she should try it." Food also provided an opportunity to solidify and expand friendship. On February 19, I noted, "We went to a Thai place as there is no Indonesian restaurant in the area. The food was delicious and

authentic. Isabella taught me how to eat *cumi-cumi*...funny, I can't remember the English word...ah! yes, squid. She also showed me how to squeeze the shrimp out of its tail – rather a milestone for me. I found that the legs come right off with the tail if you do it right, and that has relieved a long-term concern for me.” I found that Indonesian food is good! On February 23, I noted, “It was really good, of course. And my husband, coming from an Asian background, obviously enjoys her [Isabella's] style of cooking. I can see my future in the kitchen changing drastically over the next few years. No more soup and sandwiches! Ron will want *nasi goreng*, *mi goreng*, and *nasi kuning*. I also noticed that Isabella serves fried onions with almost everything. I asked if that was a common practice in Indonesian homes, and she said it was. I really like fried onion, and I plan on buying myself a jar.”

Taboo words. I found that taboo words were mostly sexual in nature. On February 6, I wrote, “Isabella keeps informing me of taboo words that I should know about. The thing is, she doesn't want to be recorded explaining it to me, and I really don't know if I want to be on record either.” On February 13, I wrote, “Isabella is extremely sensitive about words related to sexual organs. As we were working on terms related to female reproduction and childbearing, she preferred not to record words explicitly referring to male and female reproductive organs... I think her discomfort levels rise in relation to the words' misuse within Indonesian culture.”

Religion. I found that Islam, as the dominant religion, deeply affects the entire Indonesian culture. On February 9, I noted, “Yesterday, I learned that it is okay to call someone a pig or a monkey because pig just means the person is lazy and monkey means

the person is ugly. Apparently, no one takes these comments too personally. However, it is a great offense to call someone a dog. I am not exactly sure what picture *dog* draws in the Indonesian mind, but I suppose the root idea goes back to the Islamic dislike of dogs in general.”

Some of Isabella’s experiences as a religious minority in Indonesia were unpleasant. On February 12, I wrote, “Isabella also shared with us that she used to live in Chinatown in a district of Jakarta. She was, however, near a Muslim neighborhood, and she said that she and her family used to get headaches during Ramadan because of all the racket her neighbors would make during their holiday. She also said that certain television programs, such as *Baywatch*, and certain styles of clothing were often suddenly banned publicly at the social level during Ramadan. After Ramadan, everyone, including Muslims, would suddenly go back to old ways again. She [Isabella] expressed her distaste of much... of the inequality she experienced as a Chinese-Catholic minority. On Chinese New Year, she and her neighbors were forbidden to make the kind of noise her Muslim neighbors made during Ramadan.”

Analysis

Journaling according to the Thomson method greatly enhanced my self-awareness. I think as a tool for monitoring my own responses to the language learning situation journaling was very beneficial. Journaling provided a way for me to record cultural details that would otherwise be easily lost in the process of acculturation. I also think my journal entries provided potential encouragement for times of future

discouragement as I would have been able to look back at what I wrote and see obvious progress had the study been longer.

Journaling also provided an opportunity to objectively look back and assess what communication and cultural struggles I faced. Looking back after the fact, I see I have clearly recorded my deepest concerns. From the communication and cultural struggles identified, I then determined priorities for future language sessions and enhanced my acquisition progress. Because relationships and my own perceptions of myself impacted my language acquisition, I agree with Thomson that journaling is a useful tool worth further exploration.

The Lexical and Grammar Logs

Data from the recordings were transcribed and organized into the lexical log and the grammar log. The lexical log is a listing of lexical entries that comprised the bulk of the language taught during the language sessions. It includes phrasal expressions which function as a unit, whole words, and some features which contribute to word building with English glosses. The lexical log may be found in Appendix B. A total of 773 entries were made in the lexical log. Of those 773 entries, 51 were adjectives, 13 were adverbs, four were conjunctions, 7 were conversational cues, 20 were phrasal expressions, 12 were grammatical features, 493 were nouns, 24 were numeratives, 16 were prepositions, 15 were pronouns, 7 were question words, and 115 were verbs. Entries from the lexical log were used in analysis of word building features, the functional sentence pattern checklist, the grammatical checklist, the situations and topics checklist, and the specialized vocabulary checklist.

The grammar log is a table of phrases and clauses. It includes the Indonesian phrase or clause followed by a literal translation and an English gloss. The grammar log may be found in Appendix A. A total of 321 entries were made in the grammar log. Entries from the grammar log were analyzed after formal language sessions were concluded with help from the following two grammars: *Indonesian* by James Sneddon (1996) and *Indonesian Reference Grammar* by Ross Macdonald and Soenjono Darjowidjojo (1967). Results of analysis were organized according to the following checklists: word building features, the functional sentence pattern checklist, the grammatical checklist, the situations and topics checklist, and the specialized vocabulary checklist. These checklists are developed below and represent scope of study, not depth of study.

Word Building

Thomson's goals for stage one of second language acquisition involves acquiring the first one thousand vocabulary items in the first six to eight weeks of language study. Thomson recommends these vocabulary items be entered into a log as a formal record of progress. This study was the equivalent of approximately four weeks of language study, which made my goal 500 to 668 words. I exceeded my goals by logging 773 entries in the lexical log. The lexical log may be found in Appendix B. I chose to include affixes as separate entries in the lexical log in order to minimize overlap of forms. However, I did purposely allow some overlap of entries where the semantic quality changed dramatically. This seemed to me to be the most practical way to handle word building features. Indonesian affixes and other word building features are developed below. All

data was collected during language sessions. Analysis of data occurred after language sessions concluded with the help of two grammars: *Indonesian* by James Sneddon (1996) and *Indonesian Reference Grammar* by Ross Macdonald and Soenjono Darjowidjojo (1967).

In the course of study, I was exposed to the affixes listed in the table below.

Table 4.1

Indonesian affixes

-an
ber-
di-
-kan
meN-
meN...i
-nya
peN-
per...
se-
ter-

Indonesian words may be simple or complex. Simple words consist of the base alone. Complex words are formed by the base plus one or more affix and/or reduplication of the base or compounding.

Reduplication

Reduplication occurs across word classes. For example, in the example below, reduplication occurs in the class of adjectives, the class of verbs, the class of nouns, and the class of prepositions.

Table 4.2

Reduplication across word classes

Class	Indonesian	English
Adjective	<i>abu-abu</i>	<i>gray</i>
Verb	<i>cepat-cepat</i>	<i>hurry</i>
Noun	<i>anak-anak</i>	<i>children</i>
Preposition	<i>ditengah-tengah</i>	<i>in between</i>

Reduplicated nouns are commonly plurals of their unreduplicated forms. For example, *anak* means *child*, and *anak-anak* means *children*. However, the meaning can also shift to a completely different, though related, idea. For example, the word *langit* means *sky*, but the word *langit-langit* means *ceiling*. In some cases, reduplication is imitative in that one phoneme of the base is altered. An example of this is *warna-warni* which means *colorful*. The base is *warna* which means *color*. In the reduplicated segment, [a] is changed to [i].

Often, a sound change occurs when affixes and bases combine. In the example below, the circumfix *meN...i* is added to the base *tengah*. The result is *menengahi*. *N* becomes [n] and the initial *t* is omitted. In the addition of *i*, most likely the necessity of keeping the syllables CV causes *h* to be inserted before *i*, and then the *g* simplifies to zero.

(1) *Menengahi*

Me + tengah + i = metengahi = menengahi

Similar rules also apply to word formation processes involving the other affixes.

Compounds

Compounding also plays a significant role in word formation. The first example below is a compound formed by a noun and an adjective. The second example is formed from a verb and a noun. The second example has a grammatical role as both a verb and a noun.

(2) *Merah muda*

merah + muda

red (ADJ) light (ADJ)

‘Pink’

(3) *Makan malam*

makan + malam

eat (V) night (N)

‘Eat the evening meal’ or ‘Evening meal’

Inflectional Affixes

Indonesian contains two major inflectional affixes: the prefixes *meN-* and *di-*. These prefixes attach to transitive verbs to indicate active or passive. For example, the verbal root *bicara* becomes an active verb when preceded by *meN-* and a passive verb when preceded by *di-*. In the prefix *meN-*, *N* represents a nasal phoneme that changes according to the first sound of the base. In the example above, *meN-* is *mem-* in the surface structure.

(4) *Isabella dan Heidi membicarakan Samuel.*

isabella + dan + heidi + membicarakan + samuel

isabella and heidi discuss (V-active) samuel

‘Isabella and Heidi discuss Samuel.’

(5) *Samuel dibicarakan oleh Heidi dan Isabella.*

samuel + dibicarakan (V-passive) + oleh + heidi + dan + isabella

samuel discuss (V-passive) by heidi and isabella

‘Samuel is discussed by Heidi and Isabella.’

In addition to *meN-* and *di-*, Indonesian also has the following inflectional affixes: *se-*, *-kan*, *-i* and *-nya*. These are discussed below.

The prefix *se-*. The prefix *se-* is formative in cardinals and fractions, and it may occur with noun bases in place of the number *satu* (one).

Table 4.3

The prefix *se-* with noun bases

Base:		Entry:	
Indonesian	English	Indonesian	English
<i>ekor</i>	<i>animal</i>	<i>seekor</i>	<i>one animal</i>
<i>gelas</i>	<i>glass</i>	<i>segelas</i>	<i>one glass</i>
<i>belas</i>	teens place marker	<i>sebelas</i>	<i>eleven</i>
<i>empat</i>	<i>four</i>	<i>seperempat</i>	<i>one fourth</i>
<i>tengah</i>		<i>setengah</i>	<i>half</i>
<i>ribu</i>	<i>thousand</i>	<i>seribu</i>	<i>one thousand</i>

The suffix *-kan*. The suffix *-kan* has two roles when applied to active transitive verbs. It marks the object as patient, and it marks the object as beneficiary in active voice. Several examples are given below.

(6) *Meninggikan nama Tuhan.*

meninggikan + nama + tuhan

praise (V-object/patient) name god

‘Praise the name of the Lord.’

(7) *Saya mendoakan Heidi.*

saya + mendoakan + heidi

I pray (V-benefactor) Heidi

‘I am praying for Heidi.’

In passive voice, the suffix *-kan* marks the subject as patient. See the example given below.

(8) *Samuel dibicarakan oleh Heidi dan Isabella.*

samuel + dibicarakan + oleh + heidi + dan + isabella

samuel discuss (V- patient) by heidi and isabella.

‘Samuel is discussed by Heidi and Isabella.’

When applied to intransitive verbs, the suffix *-kan* functions as a causative marker. See the example below.

(9) *Heidi melahirkan.*

heidi + melahirkan

heidi birth (V-causative)

‘Heidi gives birth.’

The suffix *-i*. The suffix *-i* on active transitive verbs marks the object as the place or person to which or to whom the action is directed or the place where the action occurs. In such cases, the marker is considered to be locative. When passive, the suffix *-i*, marks the subject rather than the object. Several examples follow.

(10) *Dia tidak mengendarai motor.*

dia + tidak + mengendarai + motor

he not ride (V-locative) motorcycle.

‘He is not riding the motorcycle.’

(11) *Heidi dipengangi Isabella.*

heidi + dipengangi + isabella

heidi hold (V-recipient) isabella.

‘Heidi is being held onto by Isabella.’

The suffix *-i* also occurs on intransitive verbs as below. Frequently, intransitive verbs with the suffix *-i* are followed by a prepositional phrase which indicates the recipient.

(12) *Saya bernyanyi untuk Ron.*

saya + bernyanyi + untuk + ron

I sing (V-recipient) to ron

‘I am singing to Ron.’

The suffix *-nya*. The suffix *-nya* is a bound third person pronoun. It replaces the full form *dia* (he/she) in certain contexts and is used when animals and inanimate objects are referred to. There is no unbound form of *it* in the Indonesian language.

(13) *Ayah dan anak laki-lakinya*

ayah + dan + anak + laki-lakinya

father and child man (N-third person possessive)

‘A father and his son’

Apparently, it is possible to have the suffix *-nya* alongside the free possessor, perhaps for emphasis.

(14) *Di mana kamusnya Ron?*

di mana + kamusnya + ron

where dictionary (N-third person possessive) ron (N-free possessor)

‘Where is Ron’s dictionary?’

With possessive compound noun phrases, the suffix *-nya* is attached to the second noun only.

(15) *Ini ibu dan ayahnya.*

ini + ibu + dan + ayahnya

this mother and father (N-third person possessive)

‘This is her mother and father.’

It is possible for possessive *-nya* to occur on a noun used possessively to describe another noun as in the series below. Of particular interest is the phrase *teman anaknya Antoro* where Antoro possesses his son while his son possesses his friend. In English, this would be similar to saying *Antoro’s son’s friend*.

(16) *Ini Ron dengan Antoro, anaknya, dan teman anaknya Antoro.*

ini + ron + dengan + antoro +anaknya + dan + teman + anaknya + antoro

this ron with antoro child (N-his) and friend son (N-his) antoro.

‘This is Ron with Antoro, his son, and the friend of Antoro’s son.’

The suffix *-nya* can also be used as a marker for definiteness when the head noun is understood by context but not previously mentioned. A good example of this type of usage is the blessing frequently said by Christians before meals.

(17) *Tuhan, terima kasih atas makanannya.*

tuhan + terima kasih + atas + makanannya

lord thank you for food (N-definite)

‘Lord, thank You for the food.’

Derivational Affixes

In addition to the above mentioned inflectional affixes, Indonesian also has a number of derivational affixes including *-an*, *ber-*, *peN-*, *per-*, and *ter-*.

The suffix *-an*. The suffix *-an* derives nouns from words of other classes, most commonly from the class of verbs. For example, the verbal base *ingus* (sniff) becomes *ingusan* (a sniffer), *kembali* (return) becomes *kembalian* (change), and *kotor* (dirt) becomes *kotoran* (feces).

Table 4.4

Words with *-an*

Base:		Entry:	
Indonesian	English	Indonesian	English
<i>ingus</i>	<i>to sniff</i>	<i>ingusan</i>	<i>a sniffer</i>
<i>kembali</i>	<i>to return</i>	<i>kembalian</i>	<i>change (money)</i>
<i>kotor</i>	<i>dirt</i>	<i>kotoran</i>	<i>feces</i>

The prefix *ber-*. Some simple intransitive verbs with verbal bases must have the prefix *ber-* in order to be properly formed. Words of this sort include the following:

Table 4.5

Words with the prefix *peN-*

Base:		Entry:	
Indonesian	English	Indonesian	English
<i>tutup</i>	<i>to close</i>	<i>penutup pintu</i>	<i>bell boy</i>
<i>pintu</i>	<i>door</i>		
<i>tutup</i>	<i>to close</i>	<i>penutup</i>	<i>the ending</i>
<i>garis</i>	<i>line</i>	<i>penggaris</i>	<i>ruler</i>
<i>menggaris</i>	<i>draw a line</i>		

The circumfix *peN...an*. The circumfix *peN..an* derives nouns from either noun or verb bases. It indicates an affair which is associated with the base. For example, the noun base *buah* (fruit) becomes *pembuahan* (conception) with the addition of the prefix. The verbal base *buka* (to open) becomes *pembukaan* (dilation) with the addition of the prefix.

The prefix *per-*. Numeratives take the prefix *per-* to form fractions by affixing the prefix to the numerator. In the example below, the fraction three fourths has the *per-* attached to *empat* (four).

(20) *Rok tiga perempat*

rok + tiga + perempat

skirt three over four

‘A skirt of three-fourths length’

In the case of multiple affixes, *per-* is attached to the base before other prefixes. An example of this is *seperempat* (one fourth) where the proclitic *se-* precedes the prefix *per-*.

The circumfix *per...an*. Some nouns have the circumfix *per...an*. Examples of this include *perjalanan* (trip), *pergelangan tangan* (wrist), and *pertunjukan* (a show/play). In the first example, *perjalanan*, the circumfix emphasizes the result that comes from the corresponding *ber* verb *berjalan* (walk). In other words, *perjalanan* is the result that occurs from walking. The second example, *pergelangan tangan* (wrist), the base *gelang* (bracelet) receives the circumfix establishing it as the main noun of the compound. The noun *tangan* (arm including the hand) takes the position of the descriptive noun. Without the circumfix, the compound might be understood as *arm bracelet*. The addition of *per...an* changes the meaning to *the location of the arm bracelet* or *wrist*. In the third example, *pertunjukan* (a show/play) has the base *tunjuk* and corresponds to the verb *menunjuk* (point). In this case, the circumfix indicates an act associated with the verb.

Table 4.6

The circumfix *per...an*

	Corresponding words:	Entry:
Result:	<i>berjalan</i>	<i>perjalanan</i>
Location:	<i>gelang</i>	<i>pergelangan tangan</i>
Associated Act:	<i>menunjuk</i>	<i>pertunjukan</i>

The prefix *ter-*. The prefix *ter-* occurs on stative and accidental verbs. Often, the English translation renders *ter-* verbs as a form of *be* followed by a predicate adjective. The examples below are generally used in reference to people.

Table 4.7

The meaning of *ter-*

Base:		Entry:	
Indonesian	English	Indonesian	English
<i>buka</i>	<i>to open</i>	<i>terbuka</i>	<i>be very open, public</i>
<i>tutup</i>	<i>to close</i>	<i>tertutup</i>	<i>be very reserved</i>

Stative *ter-* verbs differ from passive verbs in that *ter-* verbs have no action and therefore no agent while passive constructs have both action and agent, even if the agent is not overtly expressed. Accidental *ter-* verbs communicate the unexpected and unintended. In the example below, how the door opened is a mystery.

(21) *Pintu tertutup sendiri.*

pintu + tertutup + sendiri

door open (V-accidental) alone

'The door opened by itself.'

Analysis

Thomson's method of language acquisition is unique in that it encourages an initial focus on acquiring massive amounts of vocabulary. Considering the results above, this goal was feasible and worked very well for me. Intuitively, it seems a reasonable priority to first get the "building blocks" of language (words) in possession before attempting to construct the "building" (speech), and this study lends support to that intuition. Approaching second language acquisition from this perspective enhanced my opportunity to excel in understanding, an essential step in second language acquisition. Certainly, it was inspiring to me to suddenly find the world of my target language opening up. So, focus on vocabulary building first has potential to plant the seed of comprehension and second to promote motivation through encouragement.

In my experience, I went from being unable to understand anything to being able to follow a familiar conversation in just about one month. I found the vocabulary I knew the best to be those entries that I learned through communicative activities surrounding a topic logically. They generally were those vocabulary items that were made memorable through communicative activities and that had been repeated. They also were those words that had been personally processed in private practice. Those words made their way most easily into phrases and clauses, and all vocabulary was acquired without

memory drills. I found pressure to perform to be detrimental to my comprehension and acquisition. This study lends support to delayed speech, a stress free environment, and providing context for the vocabulary used in communicative activities. It supports reinforcing words and their mental concepts through repetition, review, and private practice activities. This study also supports avoidance of memory drills for the purpose of vocabulary acquisition.

I found simple lexical entries to be most easily acquired. However, many Indonesian words are complex as is discussed above. Those words were quite difficult for me to acquire until I resolved the meaning of the morphemes. In some cases, this did not occur until after the language sessions were concluded and I was in the analysis stage of this study consulting the grammars. Therefore, this study supports the use of external guidance in second language acquisition.

Specialized Vocabulary

Thomson's goal for stage one of second language acquisition include learning vocabulary of significance to the language learner. Thomson recommends analyzing the learner's environment, struggles with the target culture, and future school or work life in order to identify potential vocabulary items that will uniquely meet the learner's needs. I had stated goals of learning religious, academic, and legal vocabulary as well as some common Indonesian names. I gained vocabulary in the following areas: common Christian terms (23 lexical entries), common Islamic terms (5 lexical entries), common local expressions (10 lexical entries), and names of major ethnic groups (2 lexical entries). I did not gain academic or legal vocabulary, and I did not make significant gains

in common male or female names. Indonesians do not carry a family name in the American sense. The specialized vocabulary checklist may be found in Appendix G.

Analysis

Thomson's method is unique in that it provides an emphasis on learner needs and goals. This is possible partially because the syllabus is not driven by grammar points or by the priorities of a third party, such as a teacher. Thomson's method provides opportunity for the learner to consider personal needs and make personal judgment calls as to what is most needed or less needed. It also provides guidance on how to perform that analysis and implement it into language studies.

I benefited from Thomson's individualized approach both in terms of specialized vocabulary and general vocabulary. Every part of this study was self-directed and reflects my interests, needs, or stage of life. It is uniquely me, and there was never a lesson in which I did not have intense interest.

In terms of the specialized vocabulary I aimed to cover, the results above represent limited success. Two major categories, academic and legal vocabulary, were not even introduced. This is in part due to my being overly ambitious in the number of topics I desired to cover and lack of discernment regarding the time needed to cover topics, although for longer term study the specialized vocabulary checklist was quite appropriate. I also feel that the pursuit of specialized vocabulary would have been augmented by an immersion experience where communication in Indonesian would have been mandatory for everyday life.

Given the results above, this study supports providing ample amounts of time to cover topics. This study also lends support to placing responsibility to acquire language in the lap of the learner and implementing learner involvement in syllabus and lesson planning. Given the overwhelming success I experienced in acquiring Indonesian, this study supports an individualized approach to second language learning as beneficial both in terms of progress in acquisition and motivation to continue learning.

Grammatical Relations

Thomson's grammatical goal for stage one of second language acquisition is to gain exposure to a wide variety of grammatical structures. Ideally, the learner should have covered all the major grammatical categories in some form before the first stage of second language acquisition is complete; the learner should have an overview of the whole language as a system. The learner should also be able to use some form of each category. This does not mean the learner will be fully proficient in each category, but the learner should have "a feel" for how to use the major grammatical categories in at least a rudimentary way. It is also beneficial if the learner maintains a checklist or record of major grammatical categories he or she encounters for development of conscious awareness. However, conscious awareness of grammatical categories should not be confused with actual acquisition, which involves the ability to use the forms as well as recognize them.

In this study, data collected in language sessions and compiled into the lexical and grammatical logs were analyzed with help from the following two grammars: *Indonesian* by James Sneddon (1996) and *Indonesian Reference Grammar* by Ross Macdonald and

Soenjono Darjowidjojo (1967). The results were organized according to the grammatical checklist and are developed below. In this study, compilation of the logs and analysis of checklists occurred after the last formal language sessions were finished due to time constrains.

Pronominal and Agreement Categories

Person and number in personal pronouns. I was exposed to the following pronominal and agreement categories: person, number, and various pronominal forms. The following table shows person and number along a spectrum of politeness in personal pronouns. Gender is not reflected in Indonesian pronouns; however, third person singular *dia* may only be used personally and cannot be applied to animals or inanimate objects in typical usage. In other words, there is no unbound *it* form in Indonesian. Rather, *-nya*, a third person enclitic commonly denoting possession, is used when such a form is called for. The suffix *-nya* is both personal and non-personal. Also of note are the first plural forms *kita* and *kami*. *Kita* is used when the speaker wishes to include the listener while *kami* excludes the listener.

Table 4.8

Person and number in personal pronouns

	Formal:	Polite:	Informal:
1st singular:	<i>saya</i>	<i>saya</i>	
2nd singular:		<i>anda</i>	<i>kamu</i>
3rd singular:		<i>dia</i> (personal)	<i>dia</i> (personal)
		<i>-nya</i>	<i>-nya</i>
1st plural:	<i>kita</i> (inclusive)	<i>kita</i> (inclusive)	<i>kita</i> (inclusive)
	<i>kami</i> (exclusive)	<i>kami</i> (exclusive)	<i>kami</i> (exclusive)
2nd plural:	<i>kalian</i>	<i>kalian</i>	<i>kalian</i>
3rd plural:		<i>mereka</i>	<i>mereka</i>
		<i>-nya</i>	<i>-nya</i>

Various pronominal forms. I was exposed to the following pronominal forms: personal, relative, reflexive, demonstrative, indefinite, and possessive. Interestingly, reciprocity is not expressed through pronouns in Indonesian.

Personal pronouns replace personal nouns and are listed in the above table. In the case of non-personal nouns, ellipsis or the enclitic *-nya* may be used or the full noun may be restated. If the non-personal noun is personified, then the personal pronoun *dia* may be used. In the first example below, the enclitic *-nya* is used in describing a dog in typical usage. The second example was spoken in context of telling a story. The shark is spoken of as a person, so *dia* is used.

(22) *Bulunya panjang sampai menutupi matanya.*

bulunya + panjang + sampai + menutupi + matanya

hair (N-its) long until cover eyes (N-its)

‘Its fur is so long that it covers its eyes.’

(23) *Ikan hiu memakan belut, tetapi dia menyalahkan ikan paus.*

ikan hiu + memakan + belut + tetapi + dia + menyalahkan + paus

the shark eat eel but he blame whale

‘The shark ate the eel, but he blamed it on the whale.’

The relative pronoun *yang* connects a subordinate clause to a noun descriptively or establishes a subordinate clause as a nominal. (See section on relative clauses below.)

It also places emphasis on the determiner *ini* and contributes to the formation of some compound question words. In the first example below, *yang* is used to connect the relative clause *yang memakai baju putih* to the main clause *ada anak laki-laki*. In the second example, *yang* is used for conversational emphasis. In the third example, *yang* is used in the formation of the compound question word *yang mana* (which).

(24) *Di foto ini, ada anak laki-laki yang memakai baju putih.*

di + foto + ini + ada + anak + laki-laki + yang + memakai + baju + putih

in photo this exists child man who wear shirt white.

‘In this photo, there is a boy who is wearing a white shirt.’

(25) *Yang ini?*

yang + ini

emphatic this

‘This one?’

(26) *Kamu mau yang mana?*

kamu + mau + yang mana

you want which one?

‘Which one do you want?’

The indefinite pronoun *banyak* means *many* and is used to describe count nouns.

(27) *Ada banyak bajaj di Glodak.*

ada + banyak + bajaj + di + glodak

exist many bajaj in glodak.

‘There are many bajaj in Glodak.’

The reflexive pronoun *sendiri* or *diri* means *own* or *self*. It may also be glossed as *alone* depending on context.

(28) *Pintu tertutup sendiri.*

pintu + tertutup + sendiri

door open itself/alone

‘The door opened by itself.’

The forms *ini* (this) and *itu* (that) are demonstrative pronouns when they occur alone, not in conjunction with a noun. (See section on definiteness for other uses of *ini* and *itu*.) In the examples below, *ini* is glossed *that* and *there*.

(29) *Heidi, itu ibu yang memakai jilbab putih.*

heidi + itu + ibu + yang + memakai + jilbab + putih

heidi that mother who wear veil white

‘Heidi, there’s a woman who is wearing a white veil.’

(30) *Ini bukan handphone Ron.*

ini + bukan + handphone + ron

this not cell phone ron

‘This is not Ron’s cell phone.’

Possession is indicated by the personal pronoun (either bound or free) following the noun.

(31) *Ini bukan cangkirnya Ron.*

ini + bukan + cangkirnya + ron

this not cup (N-his) ron.

‘This is not Ron’s cup.’

(32) *Bukan kantong plastik saya.*

bukan + kantong + plastik + saya

not bag plastic my

‘This is not my plastic bag.’

Expressions of Time. I was exposed to expression of time via adverbials of time and prepositional phrases of time. (See section on Adverbials below.) There is no tense inherent in Indonesian grammar. The examples below show expression of past, present, and future using *dulu* (first), *hari ini* (today), and *nanti* (later).

(33) *Mau ke kamar mandi dulu, boleh?*

mau + ke + kamar + mandi + dulu + boleh

want to room shower first can

'I want to use your bathroom first, okay?'

(34) *Hari ini tanggal duapuluh tiga Pebruari duaribu empat.*

hari + ini + tanggal + duapuluh tiga + Pebruari + duaribu + empat

day this date twenty three february two thousand four

'Today's date is February twenty-third two thousand four.'

(35) *Mau makan apa nanti malam?*

mau + makan + apa + nanti + malam

want eat what later tonight

'What do you want to eat later tonight?'

Aspect is indicated through premodifiers of completeness. The examples below use *sudah* (already), *belum* (yet) and *akan* (will) to show completeness.

(36) *Sudah makan cemilan belum?*

Sudah + makan + cemilan + belum

already eat snack yet

Did you already eat a snack?

(37) *Apa yang akan anda bicarakan?*

apa + yang + akan + anda + bicarakan

what one will you speak

‘What will you speak on?’

Noun roles. I was exposed to the use of nouns as subject, direct object, indirect object, and other oblique roles. The following three examples show nouns in a variety of positions within the sentence. Of particular interest here are the words *tanggal* (date), *Bahasa Indonesia* (the Indonesian language), and *Heidi*, which fill the roles of subject, direct object, and indirect object respectively.

(38) *Hari ini tanggal dua puluh tiga Pebruari duaribu empat.*

hari + ini + tanggal + duapuluh tiga + Pebruari + duaribu empat

day this date twenty three february two thousand four

‘Today’s date is February twenty-third two thousand four.’

(39) *Saya mengajari Heidi Bahasa Indonesia.*

saya + mengajari + heidi + bahasa + indonesia

I teach heidi language indonesian

‘I teach Heidi the Indonesian language.’

Semantic roles of nouns. I was exposed to various semantic roles played by nouns. Below, the roles interlocutor, beneficiary, company, means, destination, source, and location are filled by *pastor; bayi kami; the phrase Antoro, anaknya Antoro, dan teman Antoro; pisau dan garpu; sekolah; and foto ini* respectively. Often, the noun is an object of a preposition.

Interlocutor

(40) *Ron duduk ditengah-tengah anak laki-lakinya dan temannya Ron.*

ron +duduk +ditengah-tengah +anak +laki-lakinya +dan +temannya +ron

ron sit in between child man-his and friend-his ron.

‘Ron sits in between his son and his friend.’

Beneficiary (Also see section on Adverbials.)

(41) *Ruangan ini untuk bayi kami.*

ruangan + ini + untuk + bayi + kami

room this for baby our

‘This room is for our baby.’

Company

(42) *Ini Ron dengan Antoro, anaknya Antoro, dan teman Antoro.*

ini + ron + dengan + antoro + anaknya + antoro + dan + teman + antoro

this ron with antoro son antoro and friend antoro

‘This is Ron with Antoro, Antoro’s son, and Antoro’s friend.’

Means

(43) *Saya makan dengan pisau dan garpu.*

saya + makan + dengan + pisau + dan + garpu

I eat with knife and fork

'I am eating with a knife and a fork.'

Destination

(44) *Saya pergi ke sekolah.*

saya + pergi + ke + sekolah

I go to school

'I am going to school.'

Source

(45) *Heidi, ada telephone dari Isabella.*

heidi + ada + telephone + dari + isabella

heidi exist call from isabella

'Heidi, there is a call from Isabella.'

Location

(46) *Di dalam foto ini, Doug di sebelah kanan bajaj saya.*

di dalam + foto + ini + doug + di + sebelah + kanan + bajaj + saya

inside photo this doug on side right bajai my

'In this photo, Doug is on the right side of my bajaj.'

Types of nouns. I was exposed to the following types of nouns in Indonesian:

personal and non-personal, count and non-count, singular and plural, and counter.

Personal nouns included proper names and common words such as *orang* (person), *ibu*

(mother), and *anak-anak* (children). Non-personal nouns included animals and inanimate objects. The example below has two non-personal nouns: *bulun* (hair) and *mata* (eyes).

(47) *Bulunya panjang sampai menutupi matanya.*

bulunya + panjang + sampai + menutupi + matanya

hair long until cover eyes

‘Its fur is so long that it covers its eyes.’

I was exposed to count nouns including such words as *orang* (person), *botol* (bottle), and *motor* (motorcycle). Count nouns may be preceded by a numerative as in *seorang* (one person), *dua botol* (two bottles), and *banyak motor* (many motorcycles); whereas non-count nouns such as *air* (water) are accompanied by partatives such as *botol air* (bottle of water) before a numerative may precede.

I was exposed to singular count nouns which were made plural by a preceding numerative or a reduplicated base in some cases. For example, the words *perahu* (ship) and *anak* (child) are made plural below.

Table 4.9

Methods of pluralizing

Singular:		Plural:	
Indonesian	English	Indonesian	English
<i>perahu</i>	<i>ship</i>	<i>banyak perahu</i>	<i>many ships</i>
<i>anak</i>	<i>child</i>	<i>anak-anak</i>	<i>children</i>

I was exposed to Indonesian counter nouns, a class of words which has no English counterpart. Counter nouns precede and classify count nouns semantically before a

numerative may be applied. Counter nouns are possibly dying out in modern usage, so usage is not uniform. The three most common counter nouns are *orang* (human being) which occurs with personal nouns, *ekor* (tail) which occurs with animals, fish, and birds, and *buah* (fruit) which occurs with objects. Counter nouns also have a lexical meaning use outside of their role as classifiers. In other words, counter nouns occur both as classifiers and as regular nouns with a dictionary definition. Counter nouns are used most commonly with the proclitic *se-*, which is a bound form of *satu* (one). The example below shows *orang* used as a counter noun.

(48) *Ada seorang pria memakai kacamata.*

ada + seorang + pria + memakai + kacamata

exist one person male wear glasses

‘There is a man wearing glasses.’

Constituents of a noun phrase. Besides the aforementioned nouns, I was exposed to these additional constituents of a noun phrase: numbers, colors, various adjectives, and definiteness. These will be discussed below. No concrete data is available for the discussion of anaphoric reference, and to my knowledge I was not exposed to topical/non-topical features during the course of this study.

Indonesian numbers and indefinites are part of the class of numeratives. They are positioned before the noun modified in contrast to the class of adjectives which follow after the noun modified.

(49) *Satu gelas air tanpa es*

satu + gelas + air + tanpa + es

one glass water without ice

‘A glass of water without ice’

The cardinal units are: *satu, dua, tiga, empat, lima, enam, tujuh, delapan*, and *sembilan* (1-9). Some of the group numbers are: *puluh, belas, ratus*, and *ribu* (ten, teens, hundred, thousand). Cardinal and group numbers are combined to form the sequence of numbers. For example, *sepuluh, sebelas, dua belas, tiga belas* (10-13), *dua puluh, dua puluh satu, dua puluh dua, dua puluh tiga* (20-23), and so on. In counting, a small number before a large number is multiplied and a small number after a large number is added. So, *dua puluh* (literally *two-ten*) is two times ten or twenty while *dua puluh satu* (literally *two-ten-one*) is twenty plus one or twenty one.

Collective groups may be formed by adding a proclitic to many of the numbers: *pertama* (first), *kedua* (second), *ketiga* (third). These collectives are placed after the noun modified as are other adjectives.

Colors are part of the class of adjectives and are placed after the noun they modify. Some colors are compounds. In the example below, the compound *coklat muda* (light brown) and *kuning* (yellow) follow *buku* (book) to form the phrase *light brown book*.

(50) *Satu buku coklat muda dan kuning.*

satu + buku + coklat + muda + dan + kuning

one book brown light and yellow

‘This is a light brown and yellow book.’

I was exposed to the following colors forms: *merah* (red), *putih* (white), *kuning* (yellow), *merah muda* (pink), *biru* (blue), *hitam* (black), *jingga* (orange), *abu-abu* (gray), *coklat* (brown), *hijau* (green), *ungu* (purple)

Indonesian contains many other adjectives besides collectives and colors. Forms are morphologically simple with the exception of compounding. In addition to following the noun it modifies, adjectives may occur after the copula as *enak* (delicious) below.

(51) *Kulit ayam goreng enak.*

kulit + ayam + goreng + enak

skin chicken fried delicious

‘The skin of the fried chicken is delicious.’

Definiteness is established through the determiners *ini* (this) and *itu* (that). In the examples below, *itu* is appropriately glossed *the*.

(52) *Allah itu suci.*

Allah + itu + suci

god the holy.

‘God is holy.’

Noun constituents. I was exposed to the following combinations of noun constituents:

{{[Number] [count N]} [N]}

(53) *satu orang anak laki-laki*

satu + orang + anak + laki-laki

one human child man

‘a boy’

In the noun phrase above, the noun head *anak laki-laki* (boy) is modified by the count noun *orang* (classifier for personal nouns) and the numerative *satu* (one). The noun phrase requires the noun head, but the count noun and the numerative are optional for a complete noun phrase.

[N] ([Adj])

(54) *anak laki-laki yang memakai baju putih*

anak + laki-laki + yang + memakai + baju + putih

child man who wear shirt white

‘a boy who is wearing a white shirt’

In the noun phrase above, the head noun *anak laki-laki* (boy) is modified by the adjective phrase *yang memakai baju putih*. The adjective phrase consists of a relative clause following the head noun, and it is optional.

{{[number] [count N]}} [N] ([Adj])

(55) *seekor domba putih*

seekor + domba + putih

one-tail sheep white

‘a white sheep’

In the noun phrase above, the noun head *domba* (sheep) is modified by the count noun *ekor* (classifier for animals), the proclitic numerative *se-* (one), and the adjective *putih* (white). Similar to the first noun phrase above, the count noun and numerative precede the head noun and are optional. The adjective is positioned after the modified noun and is also optional.

[N] ([Determiner])

(56) *Rabu ini*

rabu + ini

wednesday this

‘this Wednesday’

In the noun phrase above, the head noun *Rabu* (*Wednesday*) is modified by the determiner *ini* (this). The determiner occurs after the head noun and is optional.

[Determiner]

(57) *Ini adik dan kakaknya.*

ini + adik + dan + kakaknya

this sibling and older brother

‘This is a sibling and his older brother.’

In the noun phrase above, the head noun is ellipted and the determiner *ini* (this) is retained. In this case the determiner is mandatory.

[Pronoun]

(58) *Mereka di Surabaya.*

mereka + di + surabaya

they in surabaya

‘They are in Surabaya.’

In the noun phrase above, the pronoun *mereka* replaces the head noun.

Negation. I was exposed to negation in the following forms: *bukan*, *tidak*, and *jangan*. *Tidak* negates predicates. *Bukan* negates a noun phrase that occurs within the predicate. The following example shows *tidak* negating the predicate *boleh* (can).

(59) *Heidi tidak boleh.*

Heidi + tidak + boleh

heidi no can

‘Heidi cannot.’

In the example below, the verb phrase is *bukan cangkirnya Ron* with the copula ellipted. The noun phrase is *cangkirnya Ron*.

(60) *Ini bukan cangkirnya Ron.*

ini + bukan + cangkirnya + ron

this not cup ron.

‘This is not Ron’s cup.’

In this next example, the noun phrase is ellipped, including the determiner. The verb phrase consists of the ellipped copula and *bukan kantong plastik saya*. The noun phrase is *kantong plastik saya*.

(61) *Bukan kantong plastik saya.*

bukan + kantong + plastik + saya

not bag plastic my

‘This is not my plastic bag.’

Sometimes, however, *bukan* replaces *tidak* for emphasis. The following examples were given in contrast to each other, which produced emphasis on the negative.

(62) *Ini saya punya.*

ini + saya + punya

this I own

‘This is mine.’

(63) *Ini bukan saya punya.*

Ini + bukan + saya + punya

this not I own

'This is not mine.'

Jangan negates imperatives.

(63) *Jangan nangis!*

Jangan + nangis

don't cry

'Don't cry!'

Questions. I was exposed to the following question words forms: *apa* (what – impersonal), *apakah* (would), *bagaimana* (how), *berapa* (how much), *di mana/kemana* (where), *yang mana/mana* (which one/which). I was exposed to both yes/no questions and content questions.

Yes/no questions commonly use interrogative intonation alone to communicate inquiry. The example below can be translated as *I want to go to the bathroom* when no interrogative intonation is used.

(64) *Mau ke kamar mandi?*

Mau + ke + kamar + mandi

want to room shower

'Do you want to go to the bathroom?'

Statements with a modal generally place the modal behind the subject. Questions containing a modal move the modal to a position preceding the subject. In the examples

below, *boleh* is a modal. The first example is a statement where *boleh* is behind the subject. The second example is a question where *boleh* precedes the subject.

(65) *Heidi tidak boleh.*

heidi + tidak + boleh

heidi no can

'Heidi cannot.'

(66) *Boleh menggendong Samuel?*

boleh + menggendong + samuel

can hold samuel

'May I hold Samuel?'

Some yes/no questions are marked with an optional *apa* or *apakah* to formally indicate inquiry. Questions marked in this way can be contrasted with content questions where *apa* plays a grammatical role and is therefore required overtly.

(67) *Apakah kamu mau makan dengan teman-teman saya.*

Apakah + kamu + mau + makan + dengan + teman-teman + saya

[Q-marker] you want eat with friends my

'Would you like to eat with my friends?'

Boleh inserted at the end of the sentence and the tag *yah* informally turn a statement into a yes/no question. It softens assertions and provides an element of politeness in some social settings.

(68) *Permisi, ke kamar mandi dulu, yah?*

permisi + ke + kamar + mandi + dulu + yah

excuse me to room shower first okay

'Excuse me, may I use your bathroom first?'

(69) *Mau ke kamar mandi dulu, boleh?*

mau + ke + kamar + mandi + dulu + boleh

want to room shower first can

'I want to use your bathroom, okay?'

Content questions frequently keep the same word order as their corresponding statements and insert the appropriate question word in place of the missing element.

(70) *Mau pergi kemana?*

mau + pergi + kemana

want go where

'Where are you going?'

When the missing element is in the predicate, the question word often occurs sentence initial.

(71) *Bagaimana perjalanan anda?*

bagaimana + perjalanan + anda

how trip your

'How was your trip?'

However, this movement does not appear to be mandatory as the following examples indicate.

(72) *Yang mana kamu mau?*

yang mana + kamu + mau

Which one you want?

‘Which one do you want?’

(73) *Kamu mau yang mana?*

kamu + mau + yang mana

you want which one?

‘Which one do you want?’

Non-imperative requests and orders. I was exposed to polite non-imperative requests and polite non-imperative orders as well as direct commands. Polite requests may be made through use of tag questions or by use of softeners such as *tolong* (please). (See section above on Yes/No Questions for examples of tag questions.)

(74) *Tolong berikan ember Kempis.*

tolong + berikan + ember + kempis

please get me bucket kempis

‘Please get me the Kempis bucket.’

Non-imperative orders also occur with softeners. Words such as *meminta/minta* (to ask/request) allow requests to occur in statements while keeping the mood imperative. Other words such as *mari* (let’s), and informal *ayo* (let’s) are invitational and very polite.

(75) *Dokter gigi meminta Heidi untuk membuka mulutnya.*

dokter + gigi + meminta + heidi + untuk + membuka + mulutnya

doctor teeth request heidi to open mouth

‘The dentist asked Heidi to open her mouth.’

Direct imperatives. Direct imperatives commonly begin with the verb. When the verb is transitive, the *meN-* prefix is usually dropped. The example below would be spoken by a mother to her child at bath time.

(76) *Buka baju!*

buka + baju

open clothes

‘Take off your clothes.’

In negative imperatives, *jangan* (don’t) precedes the verb.

(77) *Jangan nangis!*

jangan + nangis

don’t cry

‘Don’t cry!’

Ability and possibility. I was exposed to the expression of ability and possibility through the auxiliary *boleh*. The first example below expresses ability, and the second possibility.

(78) *Heidi tidak boleh.*

heidi + tidak + boleh

heidi no can

‘Heidi cannot.’

(79) *Boleh menggendong Samuel?*

boleh + menggendong + samuel

can hold samuel

‘May I hold Samuel?’

Voice. I was exposed to active and passive voice. Active voice in Indonesian is expressed through the prefix *meN-* on the verb. The word order is SVO with the actor as subject and the patient as object.

(80) *Saya menyanyikan sebuah lagu.*

saya + menyanyikan + sebuah + lagu

I sing (V-active) one-thing song.

‘I am singing a song.’

Passive voice in Indonesian is expressed through the prefix *di-* on the verb. The word order is S-V-Agent with the patient as subject and the actor as an optional agent. Passive is more frequent in Indonesian than in English. The first example below shows the passive without an agent. The last example shows the passive with an agent expressed.

(81) *Heidi ditunjuk* (to be the head of the firm).

heidi + ditunjuk + (to be the head of the firm).

heidi appoint (V-passive) (to be the head of the firm)

‘Heidi is appointed (to be the head of the firm).’

(82) *Buku dibuka Heidi.*

buku + dibuka + heidi

book open (V-passive) heidi

‘The book is opened by Heidi.’

Conjunctions. I was exposed to the following conjunctions: *dan* (and), *atau* (or), *tetapi* (but), *sedangkan* (while/whereas), *lagi* (as well as). I was exposed to conjoined subjects, conjoined objects, conjoined location, conjoined instruments, and conjoined sentences using conjunctions. I was also exposed to conjoining through parataxis. I was not exposed to conjoined verbs.

Conjoined nouns must be of the same kind. The following examples include conjoined subjects, objects, location, and instrument. The coordinated subjects are *isteri saya dan saya* (my wife and me). The coordinated objects are *kemeja putih dan dasi coklat* (white shirt and brown tie). The coordinated locations are *ditengah-tengah Ron dan Isabella* (in between Ron and Isabella). The coordinated instruments are *pisau dan garpu* (knife and fork).

Conjoined subjects

(83) *Di foto ini, (ada) isteri saya dan saya naik bajaj.*

di + foto + ini + (ada) + isteri + saya + dan + saya + naik + bajaj

in photo this (exist) wife my and me ride bajaj

‘In this photo, there is my wife and me riding a bajaj.’

Conjoined objects

(84) *Ada seorang pria memakai kemeja putih dan dasi coklat.*

ada + seorang + pria + memakai + kemeja + putih + dan + dasi + coklat

exist one-person male wear dress shirt white and tie brown

‘There is a man wearing a white dress shirt and a brown tie.’

Conjoined location

(85) *Heidi duduk ditengah-tengah Ron dan Isabella.*

heidi + duduk + ditengah-tengah + ron + dan + isabella

heidi sit in between ron and isabella.

‘Heidi is sitting between Ron and Isabella.’

Conjoined instrument

(86) *Saya makan dengan pisau dan garpu.*

saya + makan + dengan + pisau + dan + garpu

I eat with knife and fork

‘I am eating with a knife and a fork.’

Simple sentences may be conjoined to form complex sentences using any of the conjunctions listed above. However, *sedangkan* (whereas) is used exclusively at the clausal level. Below are two examples using *dan* (and) and *sedangkan* (whereas).

(87) *Dokter gigi meminta Heidi untuk membuka mulutnya, dan*

dokter + gigi + meminta + heidi + untuk + membuka + mulutnya + dan +

doctor teeth ask heidi to open mouth and

'The dentist asked Heidi to open her mouth, and

Heidi membuka mulutnya.

heidi + membuka + mulutnya

heidi open mouth

Heidi opened her mouth.'

(88) *Sedangkan bulan-bulan lainnya ada tigapuluh atau tigapuluh*

Sedangkan + bulan-bulan + lainnya + ada + tigapuluh + atau + tigapuluh +

Whereas months other exist thirty or thirty

'Whereas in the other months, there are thirty or thirty-

satu [hari].

satu + [hari]

one [days]

one [days].'

In a series, the coordinator usually appears once between the last two nouns, but repetition of the coordinator is also acceptable.

(89) *Ini Ron dengan Antoro, anaknya Antoro, dan teman Antoro.*

ini + ron + dengan + antoro + anaknya + antoro + dan + teman + antoro

this ron with antoro son-his antoro and friend antoro.

‘This is Ron with Antoro, Antoro’s son, and Antoro’s friend.’

(90) *Saya mau tiga pen dan satu lem dan dua penghapus.*

saya + mau + tiga + pen + dan + satu + lem + dan + dua + penghapus

I want three pen and one glue and two erasers

‘I want three pens, one glue, and two erasers.’

In addition to coordinating conjunctions, Indonesian can link two clauses, two phrases, or two words through parataxis. In the example below, the words joined through parataxis are *tigapuluh tigapuluh satu*.

(91) *Sedangkan bulan-bulan lainnya ada tigapuluh tigapuluh satu [hari].*

sedangkan + bulan-bulan + lainnya + ada + tigapuluh + tigapuluh + satu

whereas months other exist thirty thirty one

‘Whereas in the other months, there are thirty or thirty-one [days].’

Clauses. I was exposed to complement, embedded, relative, and dependent clauses which are detailed below. I was not exposed to relative commands; adverbial clauses of time, reason, means and manner; or dependent clauses of concession, contra-expectation, condition, and counter-fact.

Many intransitive *ber-* verbs take an optional complement. Complements may be prepositional phrases, adjectives, or noun phrases. The first example below shows the intransitive *ber-* verb *bernyanyi* without an accompanying complement. The second example shows *bernyanyi* with the complement *untuk Ron*.

(92) *Saya bernyanyi.*

saya + bernyanyi

I sing

‘I am singing.’

(93) *Saya bernyanyi untuk Ron.*

saya + bernyanyi + untuk + ron

I sing to ron

‘I am singing to Ron.’

Some simple and *meN-* verbs are intransitive and take obligatory complements.

In the examples below, the complements are *empat anak* and *lem itu di atas buku*.

(94) *Ayah dan ibu saya punya empat anak*

ayah + dan + ibu + saya + punya + empat + anak

father and mother my have four child

‘My father and mother have four children.’

(95) *Saya mau lem itu di atas buku.*

saya + mau + lem + itu + di + atas + buku

I want glue that on top book

‘I want the glue to be put on top of the book.’

Relative clauses are embedded in noun phrases and may occur in either statements or questions. In the relative statement below, the phrase *yang memakai baju putih* (who is wearing the white shirt) modifies the head noun *anak laki-laki* (boy).

(96) *Di foto ini, ada anak laki-laki yang memakai baju putih.*

di + foto + ini + ada + anak + laki-laki + yang + memakai + baju + putih

in photo this exist child man who wear shirt white

‘In this photo, there is a boy who is wearing a white shirt.’

In the relative question below, the phrase *yang kamu mau* modifies the ellipted head noun *handphone*.

(97) *Handphone yang mana (handphone) yang kamu mau?*

handphone + yang mana + (handphone) + yang + kamu + mau

cell phone which one (cell phone) that you want

‘Which cell phone is the one you want?’

Relative clauses may be either verbal or non-verbal. The form *yang* (which, who, that) functions as a relative pronoun connecting a subordinate clause to a head noun definitively or descriptively. *Yang* also nominalizes the relative clause in some contexts.

The defining relative clause is verbal in nature. In the defining relative clause *yang memakai baju putih* (who is wearing a white shirt) below, *yang* maintains a

grammatical role as subject within the subordinate clause and is followed by a verb that agrees with the head noun.

(98) *Di foto ini, ada anak laki-laki yang memakai baju putih.*

di + foto + ini + ada + anak + laki-laki + yang + memakai + baju + putih

in photo this exist child man who wear shirt white.

‘In this photo, there is a boy who is wearing a white shirt.’

In the descriptive, non-verbal relative clause *yang di atas buku* (that is on top of the book) below, *yang* is followed by a prepositional phrase.

(99) *Lem yang di atas buku*

lem + yang + di + atas + buku

glue that on top book

‘The glue that is on top of the book’

The object topic-comment relative clause *yang kamu mau* (the one you want) below modifies the ellipted head noun *handphone*. The ellipted *handphone* is the object of the main clause and also corresponds to the object of the relative clause as well.

(100) *Handphone yang mana (handphone) yang kamu mau?*

handphone + yang mana + (handphone) + yang + kamu + mau

cell phone which one (cell phone) that you want

‘Which cell phone is the one you want?’

Dependent clauses may be subordinated by a conjunction. Two common conjunctions used with dependent clauses are *untuk* (to) and *sampai* (until); however,

these conjunctions also double as prepositions in other contexts. In the following two examples, the dependent clause occurs after the main clause.

Adverbial Clause of Purpose

(101) *Dokter gigi meminta Heidi untuk membuka mulutnya, dan*

dokter + gigi + meminta + heidi + untuk + membuka + mulutnya + dan +

doctor teeth ask heidi to open mouth and

‘The dentist asked Heidi to open her mouth, and

Heidi membuka mulutnya.

heidi + membuka + mulutnya

heidi open mouth

Heidi opened her mouth.’

Adverbial Clause of Extent

(102) *Bulunya panjang sampai menutupi matanya.*

bulunya + panjang + sampai + menutupi + matanya

hair (N-its) long until cover eyes (N-its)

‘Its fur is so long that it covers its eyes.’

I was not exposed to participles; participles do not exist in Indonesian to my knowledge.

Adverbials. I was exposed to adverbials with the following semantic roles: recipient, location, time, beneficiary, accompaniment, and additive. Adverbials may be

either single words or phrases. I was not exposed to adverbials that show relation of reason, result, means, or purpose. I was not exposed to backgrounding adverbials.

Prepositional phrases beginning with *kepada* (to) may indicate recipient.

(103) *Saya mengajarkan Bahasa Indonesia kepada Heidi.*

saya + mengajarkan + bahasa + Indonesia + kepada + heidi

I teach language Indonesian to heidi

‘I am teaching the Indonesian language to Heidi.’

Prepositional phrases beginning with *di dalam* (inside) and *di* (in) may indicate location.

(104) *Heidi di dalam feri.*

heidi + di dalam + feri

heidi + inside ferry

‘Heidi is on the ferry.’

(105) *Di langit ada tiga benda: matahari, bulan, dan bintang.*

di + langit + ada + tiga + benda + matahari + bulan + dan + bintang

in sky exist three thing sun moon and stars

‘In the sky there are three things: the sun, the moon, and the stars.’

Single words such as *jam* (hour) and *tanggal* (date) as well as days of the week and month are adverbials or adjuncts that indicate time when preceding a specific number or following the word *hari* or *bulan*.

(106) *Makan pagi jam tujuh tigapuluh.*

makan + pagi + jam + tujuh + tigapuluh

eat morning hour seven thirty

‘Breakfast is at seven thirty.’

(107) *Rabu ini Hari Rabu Abu.*

rabu + ini + hari + rabu + abu

wednesday this day wednesday ash

‘This Wednesday is Ash Wednesday.’

(108) *Tanggal sembilan September duaribu empat*

tanggal + sembilan + september + duaribu empat

date nine september two thousand four

‘September nine two thousand four’

(109) *Bulan October tahun duaribu empat.*

bulan + october + tahun + duaribu empat

month + October +year two thousand four

‘October two thousand four’

Other time words such as *sudah* (already) and *belum* (yet) indicate the degree of completeness in time.

(110) *Sudah makan cemilan belum?*

sudah + makan + cemilan + belum

already eat snack yet

‘Did you already eat a snack?’

Hari (day) can combine with *ini* (this) to form the equivalent of *today*.

(111) *Hari ini tanggal duapuluh tiga Pebuari duaribu empat.*

hari + ini + tanggal + duapuluh tiga + Pebuari + duaribu empat

day this date twenty three february two thousand four

‘Today’s date is February twenty-third two thousand four.’

Some single words indicate relative time such as *dulu* (first) below.

(112) *Mau ke kamar mandi dulu, boleh?*

mau + ke + kamar + mandi + dulu + boleh

want to room shower first can

‘I want to use your bathroom first, okay?’

Prepositional phrases beginning with *sampai* (until) may indicate a duration of time.

(113) *Sampai nanti.*

sampai + nanti

until later

See you later.

Untuk (for) may be used as a preposition to express benefit.

(114) *Ruangan ini untuk bayi kami.*

ruangan + ini + untuk + bayi + kami

room this for baby our

‘This room is for our baby.’

Dengan (with) may be used as a preposition to express accompaniment.

(115) *Ini Ron dengan isterinya.*

ini + ron + dengan + isterinya

this ron with wife-his

‘This is Ron with his wife.’

Single words such as *juga* (also) focus attention on added information.

(116) *Paulos, temannya Ron, juga.*

paulos + temannya + ron + juga

paulos friend-his ron also

‘Paul, Ron’s friend, also.’

Analysis

In consideration of the results presented above, it is clear that it is possible to gain wide exposure to grammar through communicative endeavors. The results above represent success in achieving Thomson’s goal for stage one of second language acquisition. It is noteworthy that very few of these grammatical categories gained exposure through intentional planning, though I did try to implement some lesson planning around that area. I found it difficult to foresee what area of grammar would be

touched or untouched by the day's communication. I found that when language was dealt with primarily as a system of communication, all aspects of that language which were not beyond comprehension to me found their way into my presence, often without my awareness. In fact, when I finished my formal language sessions, I felt that probably I had not covered all the categories I had intended. I was unconscious of the scope presented above and completely unburdened by memorization of grammar points.

Therefore, this study supports the idea that grammatical exposure can be successfully gained through emphasis on communication, and it therefore implies that a syllabus arranged according to language features is at a minimum unnecessary, potentially even unhelpful. However, in some cases of difficulty where my understanding was limited because of grammar, I found conscious understanding of grammar to be extremely helpful. It allowed me to "jumpstart" the acquisition process when it did not flow automatically from the context.

In other cases, my educational background promoted a desire on my part to understand what the language was doing. In one instance, regarding morphemes, I felt confusion because of not understanding what the language was doing, even when I knew the meaning of the utterance. So, I do not feel this study negates the potential benefit that may be found in development of metalinguistic knowledge, especially if the learner experiences confusion rooted differences between the first and target languages or if the learner's background causes metalinguistic knowledge to be a tool, rather than a new topic to be learned. However, this study does support placing conscious learning of grammar in the category of a tool rather than a focus of the second language classroom.

Functional Sentence Patterns

Thomson's goal for stage one of second language acquisition is to gain wide exposure to the types of sentence patterns available in the target language. Ideally, the learner should be exposed to all major categories of sentence patterns in some form before the first stage of second language acquisition is complete; the learner should have gained a "snapshot" of how sentences work in the target language. The learner should also be able to use some form of each sentence pattern as comprehension expands. This does not mean the learner will be fully proficient with each kind of sentence, but the learner should have "a feel" for how to use the major sentence patterns in at least a rudimentary way. It is also beneficial if the learner maintains a checklist or record of major sentence patterns that he or she encounters for development of conscious awareness. However, ability to diagram sentences should not be equated with actual acquisition, which involves ability to use the sentence patterns as well as recognize them.

I was exposed to a wide range of sentence patterns. The data below reflects the basic word order in Indonesian as being subject-verb-object with the subject and predicate being nuclear components in most sentences. However, several variations occur that do not exist in English such as *ada* constructs described below, subjectless clauses, and clauses with no predicate center. Also, the absence of tense requires placement of time adverbials which differs from English. Below, the sentence pattern type is listed along with examples.

Simple Descriptions

In the simple descriptions below, there are three sentence types: the *ada* plus subject construct, a subject-verb-object construct, and a subject-verb construct with accompanying adjuncts.

(117) *Ada seekor domba putih makan baju.*

ada + seekor + domba + putih + makan + baju

exist one-animal sheep white eat shirt.

‘There is a white sheep eating a shirt.’

(118) *Isteri saya minum Sprite.*

isteri + saya + minum + sprite

wife my drink sprite

‘My wife drinks Sprite.’

(119) *Samuel jalan kaki ke supermarket.*

samuel + jalan + kaki + ke + supermarket

samuel walk foot to supermarket.

‘Samuel is walking to the supermarket.’

Simple Instructions

In the simple instructions below, the first example is direct as would be spoken to a child. The second example is softened by the word *tolong* (help).

(120) *Buka baju.*

buka + baju

open clothes

'Take off your clothes.'

(121) *Tolong berikan ember Kemps.*

tolong + berikan + ember + kemps

please get me bucket kemps

'Please get me the Kemps bucket.'

The examples below are also instructions. The first is a statement made an instruction by context. The second is an invitational command made polite by the word *ayo* (come).

(122) *Saya mau ember Kemps.*

saya + mau + ember + kemps

I want bucket kemps

'I want the Kemps bucket.'

(123) *Heidi, ayo! Ke supermarket!*

heidi + ayo + ke + supermarket

heidi come on to supermarket

'Heidi, come on! Let's go to the supermarket!'

Instructions do not appear to change in sentence pattern based on the number of people spoken to. The first example below could be spoken to one or more people. The second example is spoken to one individual directly.

(124) *Pergi ke arah utara*

pergi + ke + arah + utara

go to direction north

‘Going in a northern direction’

(125) *Heidi, pergi ke supermarket jalan kaki.*

heidi + pergi + ke + supermarket + jalan + kaki

heidi go to supermarket walk foot

‘Heidi, walk to the supermarket.’

Sentences that Identify and Describe

In the identifying and descriptive sentences below, *ada* is preceded by an adjunct and followed by the subject. In the first sentence, *ada* is optional.

(126) *Di foto ini, (ada) isteri saya dan saya naik bajaj.*

di + foto + ini + (ada) + isteri + saya + dan + saya + naik + bajaj

in photo this (exist) wife my and me ride bajaj

‘In this photo, there is my wife and me riding a bajaj.’

(127) *Di keluarga saya, ada dua anak perempuan dan dua*

di + keluarga + saya + ada + dua + anak + perempuan + dan + dua +

in family my exist two child woman and two

‘In my family, there are two girls and two

anak laki-laki.

anak + laki-laki

child man

boys.’

Combining Descriptive Words with Names for Objects

In the first example below, the predicate center consists of a noun phrase, which plays the role of object. The head noun *anak-anak* is preceded by a numerative. The second example is subjectless, the entire clause consisting of the predicate, and the predicate center consisting of a noun phrase. The head noun is *burung* (bird), and it is preceded by the count noun *ekor* and the proclitic numerative *se-* (one). The head noun is followed by a prepositional phrase.

(128) *Ini tiga anak-anak.*

ini + tiga + anak-anak

these three children

‘These are three children.’

(129) *Seekor burung merah dengan sayap warna-warni*

seekor + burung + merah + dengan + sayap + warna-warni

one-animal bird red with wing colorful

‘The red bird with the colorful wings’

In the examples below, the predicate center contains a verb and a noun phrase.

The head noun *buku* is preceded by the numerative *satu* and followed by the color adjective *merah*.

(130) *Dia punya satu buku merah.*

dia + punya + satu + buku + merah

he own one book red

‘He has one red book.’

Conjoining Physical Objects

In the sentence pattern below, the determiner *ini* stands alone as the subject followed by a noun phrase as the predicate center. The compound head noun *isteri saya* (my wife) and *saya* (me) is conjoined by the conjunction *dan* (and). In the second example, the sentence pattern follows the subject-verb-object construct, and a series of objects is conjoined by the repetition of *dan* in the object position.

(131) *Ini isteri saya dan saya.*

ini + isteri + saya + dan + saya

this wife my and me

‘This is my wife and me.’

(132) *Saya mau tiga pen dan satu lem dan dua penghapus.*

saya + mau + tiga + pen + dan + satu + lem + dan + dua + penghapus

I want three pen and one glue and two erasers

‘I want three pens, one glue, and two erasers.’

In the example below, the sentence pattern follows the *ada* plus subject construct.

The verb *ada* is preceded by an adjunct. The subject is the compound noun *anak perempuan* (girl) and *anak laki-laki* (boy). The nouns are preceded by numeratives and conjoined by the conjunction *dan* (and).

(133) *Di keluarga saya, ada dua anak perempuan dan dua anak laki-laki.*

di + keluarga + saya + ada + dua + anak + perempuan + dan + dua +

in family my exist two child woman and two

‘In my family, there are two girls and

anak + laki-laki

child man

two boys.’

Identification and Description of Actions and Experiences

In the sentence below, the action *duduk* (sit) is identified. The sentence pattern is *ada* plus the subject as described above. The subject is the embedded clause *tiga laki-laki duduk di atas motor*. *Duduk di atas motor* is the predicate of the embedded clause.

The numerative *tiga* (men) precedes the head noun *laki-laki* (men).

(134) *Ada tiga laki-laki duduk di atas motor.*

ada + tiga + laki-laki + duduk + di atas + motor

exist three men sit on top of motorcycle

‘There are three men sitting on top of motorcycles.’

In the following descriptive sentence, the sentence structure is subject-verb with a following adjunct. The predicate center is *duduk*, and the head noun is *anak laki-laki* (boy).

(135) *Anak laki-laki duduk di samping saya.*

anak + laki-laki + duduk + di + samping + saya

child man sit on side me

‘The boy is sitting next to me.’

The next sentence is descriptive of action. The sentence structure is subject-verb-direct object plus an adjunct. The verb *menyanyikan* (sing) carries the prefix *meN-* and the suffix *-kan*. The prefix marks the verb as active voice, and the suffix marks the verb as having a patient object. The direct object *lagu* (song) is preceded by the count noun *buah* and the proclitic numerative *se-*.

(136) *Saya menyanyikan sebuah lagu untuk Ron.*

saya + menyanyikan + sebuah + lagu + untuk + ron

I sing (V-active, patient) one-thing song to ron

‘I am singing a song to Ron.’

Understanding Agent, Experiencer, and Patient

Any verb with the suffix *-kan* must be transitive as in the examples below.

Typically, *-kan* marks the verb as having a patient. In the active voice the patient is the object; the patient must follow the verb. In the passive voice, the patient precedes the verb as the subject of the sentence. Below, *Samuel* is the patient in both examples.

(137) *Isabella dan Heidi membicarakan Samuel.*

isabella + dan + heidi + membicarakan + samuel

isabella and heidi discuss (V-active, patient) samuel.

‘Isabella and Heidi discuss Samuel.’

(138) *Samuel dibicarakan oleh Heidi dan Isabella.*

samuel + dibicarakan + oleh + heidi + dan + isabella

samuel discuss (V-passive, patient) by heidi and isabella.

‘Samuel is discussed by Heidi and Isabella.’

To the best of my understanding, the following examples are incomplete sentences as the *-kan* suffix requires an object. In the first example, *Heidi* is the agent. In the second example, *Samuel* is the experiencer.

(139) *Heidi melahirkan*

heidi + melahirkan

heidi birth (V-active, causative)

‘Heidi gives birth to’

(140) *Samuel dilahirkan*

samuel + dilahirkan

samuel birth (V-passive, causative)

‘Samuel is born.’

Pronoun Usage

Indonesian has a number of pronoun forms. Pronouns take the place of nouns.

Ini consistently marks the end of a noun phrase. Below are examples of the demonstrative, the relative, and the personal pronouns respectively.

(141) *Ini saya punya.*

ini + saya + punya

this I own

‘This is mine.’

(142) *Saya mau yang ini.*

saya + mau + yang + ini

I want one this

‘I want this one.’

(143) *Dia punya apa?*

dia + punya + apa

he own what

‘What does he have?’

Indirect objects

Transitive verbs that end in the suffix *-i* as below may indicate that the verb takes a recipient. In the examples, the recipient is an indirect object..

(144) *Saya mengajari Heidi Bahasa Indonesia.*

saya + mengajari + heidi + bahasa + indonesia
I teach (V- active, recipient) heidi language indonesian
'I teach Heidi the Indonesian language.'

(145) *Ron mengajari anak-anak Al-Kitab.*

ron + mengajari + anak-anak + al-kitab
ron teach (V-active, recipient) children bible
'Ron teaches children the Bible.'

Beneficiaries

Benefit may be indicated through prepositional phrases. In the examples below, *untuk Ron* indicates for whose benefit the song is sung. In the first example, focus is on the direct object *lagu* (song), so the verb takes the *-kan* suffix. In the second example, no direct object exists, so focus shifts to the recipient and the verb takes the suffix *-i*.

(146) *Saya menyanyikan sebuah lagu untuk Ron.*

saya + menyanyikan + sebuah + lagu + untuk + ron
I sing (V-active, patient) one-thing song to ron
'I am singing a song to Ron.'

(147) *Saya bernyanyi untuk Ron.*

saya + bernyanyi + untuk + ron

I sing(V-recipient) to ron

'I am singing to Ron.'

Location Phrases

Location may be indicated through prepositional phrases such as *di laut* below.

The suffix *-i* on verbs may also indicate the object is locative as in *menutupi matanya*

(cover eyes) below where *matanya* is a locative object.

(148) *Di foto ini, ada satu feri di laut.*

di + foto + ini + ada + satu + feri + di + laut

in photo this exist one ferry in ocean

'In this photo, there is one ferry in the ocean.'

(149) *Bulunya panjang sampai menutupi matanya.*

bulunya + panjang + sampai + menutupi + matanya

hair (N-its) long until cover eyes (N-its)

'Its fur is so long that it covers its eyes.'

Possessors

Possessor include pronominal forms such as *dia* (he) below and the suffix *-nya* as in the object *motornya* (his motorcycle).

(150) *Dia berjalan dengan motornya.*

dia + berjalan + dengan + motornya

he walk with motorcycle

'He is walking with his motorcycle.'

Instruments

Instrument may be indicated through the use of prepositional phrases. In the following example, *dengan pisau dan garpu* is a prepositional phrase of instrument.

(151) *Saya makan dengan pisau dan garpu.*

saya + makan + dengan + pisau + dan + garpu

I eat with knife and fork

'I am eating with a knife and a fork.'

Associates

Associates may be indicated through prepositional phrases. Below, the preposition *dengan* (with) is used.

(152) *Ini Ron dengan Antoro, anaknya, dan teman anaknya Antoro.*

ini + ron + dengan + antoro +anaknya + dan + teman + anaknya + antoro

this ron with antoro child (N-his) and friend son (N-his) antoro.

'This is Ron with Antoro, his son, and the friend of Antoro's son.'

Source

Source may be indicated through the use of prepositional phrases. Below, the preposition *dari* (from) is used.

(153) *Heidi, ada telepone dari Isabella.*

heidi + ada + telephone + dari + isabella

heidi exist call from isabella

‘Heidi, there is a call from Isabella.’

Goal

The example below expresses goal.

(154) *Saya pergi ke sekolah.*

saya + pergi + ke + sekolah

I go to school

‘I am going to school.’

Possession

Possession of kinship and friendship is expressed using personal pronoun forms or the enclitic *-nya*. In the first example below, the personal pronoun follows the noun *isteri* (wife). In the second example *teman* (friend) carries the enclitic *-nya*.

(155) *Ini isteri saya dan saya.*

ini + isteri + saya + dan + saya

this wife my and me

‘This is my wife and me.’

(156) *Paulos, temannya Ron, juga.*

paulos + temannya + ron + juga

paul friend-his ron also

‘Paul, Ron’s friend, also.’

In the next example, possession of body parts is understood. No possessor is needed.

(157) *Saya membuka kelopak mata.*

saya + membuka + kelopak mata

I open eyelids

‘I open my eyelids.’

Time

The past is expressed through time words. Below, *sudah* (already) indicates past time as does *kamari* (yesterday). Also see section on time words below.

(158) *Sudah makan cemilan belum?*

sudah + makan + cemilan + belum

already eat snack yet

‘Did you already eat a snack?’

(159) *Kamari hari Minggu.*

kamari + hari + minggu

yesterday day sunday

‘Yesterday will be Sunday.’

Making General Statements About Things that Happen or Used to Happen

Generalities are expressed by primary verbs such as *minum* (drink) and *membuka* (open) below.

(160) *Saya minum air.*

saya + minum + air

I drink water

‘I drink water.’

(161) *Saya membuka kelopak mata.*

saya + membuka + kelopak mata

I open eyelids

‘I open my eyelids.’

Time words

Time words express time of day, day of the week, month of the year, seasons, and relative time. Below, relative time is expressed by *hari ini* (today); day of the week is expressed by *hari Senin* (Monday).

(162) *Hari ini hari Senin.*

hari + ini + hari + senin

day this day monday

‘Today is Monday.’

Agentless passives

The passive below has no object following the *di-* verb, and therefore no agent.

(163) *Heidi ditunjuk* (to be the head of the firm).

heidi + ditunjuk

heidi appoint (V-passive)

‘Heidi is appointed (to be the head of the firm).’

Simple yes or no questions

Simple yes/no questions use question words such as *bagaimana* (how) below or statement construct with rising intonation. Question words in yes/no questions do not have a grammatical role within the sentence.

(164) *Heidi, bagaimana [kehamilan], bagus?*

heidi + bagaimana + [kehamilan] + bagus

heidi how pregnancy good

Heidi, how is your pregnancy going, well?

(165) *Mau ke kamar mandi?*

mau + ke + kamar + mandi

want to room shower

‘Do you want to go to the bathroom?’

Content questions

Content questions also make use of question words such as *apa* (what) below. However, content questions replace the missing element within the sentence and therefore play a grammatical role.

(166) *Masakan itu di dalam daging apa?*

masakan + itu + di dalam + daging + apa

dish that inside meat what

‘What kind of meat is in that dish?’

Denying and Forbidding

Negation of nouns requires the form *bukan* (not). *Bukan* occurs before the negated noun *handphone* in the example below. *Tidak* (no) negates verbs and verb phrases. In the last two examples below, *tidak* occurs before the modal *boleh* (can) and before the verb phrase *mengendarai motor* (ride motorcycle). In the latter, *tidak* negates the entire verb phrase.

(167) *Ini bukan handphone Ron.*

ini + bukan + handphone + ron

this not cell phone ron

‘This is not Ron’s cell phone.’

(168) *Heidi tidak boleh.*

heidi + tidak + boleh

heidi no can

‘Heidi cannot.’

(169) *Dia tidak mengendarai motor.*

dia + tidak + mengendarai + motor

he not ride motorcycle

‘He is not riding the motorcycle.’

The preposition *tanpa* (without) carries the idea of negation as do some verbs such as *pantang* (forbidden).

(170) *Satu gelas air tanpa es*

satu + gelas + air + tanpa + es

one glass water without ice

‘A glass of water without ice’

(171) *Heidi pantang gula.*

heidi + pantang + gula

heidi forbidden sugar

‘Heidi can’t have sugar.’

Conjoining sentences

Conjunctions such as *tetapi* (but) and *dan* (and) conjoin sentences. Below, the first example shares the same subject in both clauses. The second clause uses the pronoun form *dia* (he) to refer back to *dikan hiu* (the shark). In the second example, the subject of each clause is different, so the subject is overtly stated.

(172) *Ikan hiu memakan belut, tetapi dia menyalahkan paus.*

ikan hiu + memakan + belut + tetapi + dia + menyalahkan + paus

the shark eat eel but he blame whale

‘The shark ate the eel, but he blamed it on the whale.’

(173) *Dokter gigi meminta Heidi untuk membuka mulutnya, dan*

dokter + gigi + meminta + heidi + untuk + membuka + mulutnya + dan +

doctor teeth ask heidi to open mouth and

‘The dentist asked Heidi to open her mouth, and

Heidi membuka mulutnya.

heidi + membuka + mulutnya

heidi open mouth

Heidi opened her mouth.’

Relative clauses

Relative clauses begin with *yang* (who, which, that) and generally follow the modified noun. Below, the relative clause modifies *ibu* (mother).

(174) *Heidi, itu ibu yang memakai jilbab putih dan baju abu-abu.*

heidi +itu + ibu + yang +memakai +jilbab + putih +dan +baju +abu-abu

heidi that mother who wear veil white and clothes gray

‘Heidi, there’s a woman who is wearing a white veil and gray clothes.’

Primary Agent

In the active voice, the agent occurs in the subject position. In the first example below, *Heidi* is the agent. In the passive voice, the agent, if expressed, occurs in the object position. In the second example below, *Bella* is the primary agent.

(175) *Heidi melahirkan.*

heidi + melahirkan

heidi birth (V-active, causative)

‘Heidi gives birth.’

(176) *Heidi dipengangi Isabella.*

heidi + dipengangi + isabella

heidi held (V-passive, patient) isabella.

‘Heidi is being held onto by Isabella.’

Desire and Want

The word *mau* describes *want* or *desire*. In the examples below, *mau* occurs as the verb in the subject-verb-object construct and as the verb of a subjectless clause.

(178) *Saya mau ember hijau.*

saya + mau + ember + hijau

I want bucket green

‘I want the green bucket.’

(179) *Mau minum apa?*

mau + minum + apa

want drink what

‘What would you like to drink?’

Direct Discourse

Direct discourse is fronted with personal address such as *bapak* (sir) below. In the example below, the main clause is subjectless.

(180) *Bapak, mau beli apa?*

bapak + mau + beli + apa

sir want buy what

‘Sir, what do you want to buy?’

Analysis

The results above represent success in reaching Thomson’s goal for sentence patterns in the first four weeks of second language acquisition. Though I was not exposed to seventeen categories of sentence patterns (manner of action; degrees of uncertainty; degrees of desirability; sentences with the words such as began, started, continued, finished, or became; if clauses; temporal clauses; reason clauses; result clauses; purpose clauses; indirect discourse; comparatives; secondary agent.; or words such as say, think, believe, wish, and know), I believe this was due to the time constraints of this study and the high comprehension level needed for communicating in these more advanced clause types. I believe that further study would resolve this issue.

In consideration of the results presented above, it is clear that it is possible to gain wide exposure to sentence patterns through communicative endeavors. It is noteworthy that very few of these sentence patterns gained exposure through intentional planning, though I did try to implement some lesson planning around that area. I found it difficult to forecast how Indonesian would express ideas, and therefore, it was almost impossible

to know what sentence patterns would be utilized during a language session. I found that when language was dealt with primarily as a system of communication, all aspects of that language which were not beyond comprehension to me found their way into my presence, often without my awareness.

Similar to the conclusions drawn regarding consciously learned grammar, I found great benefit from understanding about the verb form *ada* and its use before the subject. I also found great benefit from learning consciously about how morphemes affect the total meaning of the sentence as there is great disparity between Indonesian and English in that area. However, conscious learning of these forms is the first step in the acquisition process for me, a process that must proceed along communicative lines.

Situations and Topics

Thomson's goal for second language acquisition is to acquire the target language through communications. Ideally, the learner should learn to express all that a native speaker can express. In order to facilitate these communications, Thomson suggests a checklist of situations and topics that should be addressed at some point in the second language acquisition process. These situations and topics are addressed according to the felt needs of the learner. I was exposed to the situations and topics listed in the paragraphs below. The Situations and Topics Checklist may be found in Appendix F.

I learned a high number of expressions in the following areas: naming articles of clothing (33 entries), naming shopping items (66 entries), and use of currency (2 entries plus numbers 1-1,000).

I had a moderate number of expressions in the following topics and situations: asking for clarification (9 entries), using public transportation (11 entries), asking the price of items (12 entries), getting directions (12 entries), ordering at a restaurant (18 entries), talking about self and family (19 entries), asking location of items (20 entries), and talking about religion (21 entries).

I was exposed to a few expressions in the following areas: expressing appreciation (1 entry), expressing a compliment (1 entry), excusing oneself (1 entry), talking with a medical pharmacist about medical drugs (1 entry), exchanging money (1 entry), requesting an object (1 entry), refusing to comply with a request for an object (1 entry), making an apology (1 entry), introducing oneself (1 entry), giving/receiving an invitation (2 entries), asking to use a private toilet (2 entries), talking with a doctor (2 entries), answering a phone (2 entries), offering an object (2 entries), giving orders to a child (2 entries), asking permission (2 entries), asking the time (2 entries), making a social introduction (3 entries), greetings (6 entries).

I was not exposed to language regarding the following situations and topics: giving a gift, asking for a public toilet, giving tips, hiring a maid, talking with government officials, answering questions graciously regarding U.S. foreign policy, complying with a request for an object, requesting an action, complying or refusing with a request for an action, requesting assistance, offering assistance, accepting or declining an offer of assistance, accepting an offer, declining an offer, giving instructions to an employee, making a promise or commitment to future action, expressing regret, expressing sorrow over another person's situation, initiating an encounter, making small

talk during an encounter, hesitation while speaking, interrupting, terminating an encounter, granting permission, refusing permission, indicating a desire to enter a home, and bidding someone to enter a home.

Analysis

The results above represent satisfactory progress in learning expressions concerning situations and topics. Though there were twenty-seven areas that were not addressed at all, I believe this issue would have been resolved through extended study. Those areas that were addressed provided an effective platform for language acquisition and content for discussion and lesson planning. Listing those topics in checklist form provided ideas for lesson planning and a way to evaluate my priorities in learning to express myself. This study supports placing situations and topics in a primary role both in the syllabus and in the classroom. Communicating about situations and topics is fundamental in second language acquisition. It is the one necessary thing; if nothing else may be done in second language acquisition, communicating about situations and topics is it.

Summary

My experiment using the Thomson method to acquire a beginning level of Indonesian has been inspiring. I consider myself to have successfully become a student of the Indonesian language. I began developing conversationally in the Indonesian language and interpersonally in the Indonesian culture. After one month of study, I exceeded my goal of 500 to 668 vocabulary items. I was introduced to a wide range of lexical and grammatical features, and I worked at conversation surrounding a number of situations and topics. I gained deeper understanding of the Indonesian culture of my Language Resource Person and developed a lasting friendship with her.

I have also discovered more about myself as a language learner. For example, I realize that I can naturally see patterns in language, but I have to really work hard to hear words and pronounce words. I also have to work at keeping my focus on communication, rather than thinking about analysis of language. I have also learned more about what makes a good language learning environment as I have experienced the benefit of a friendly learning context, repetition of vocabulary, seeing personal acquisition progress, limitation of input, a focus on comprehension, and incorporation of writing into my learning process. Based on my experience, I would recommend the Thomson method to almost anyone interested in accelerated, personalized second language acquisition.

In chapter five, the entire study will be reexamined in light of the current research cited in chapter two of this capstone. The implications of my findings for second

language teachers and learners, future research needed, and the limitations of this study will be discussed.

CHAPTER FIVE: CONCLUSIONS

In chapter four, the results of this study were presented and analyzed in order to answer the question: What factors in Thomson's method contributed to successful second language acquisition for me in my language context? In chapter five, the entire study will be reexamined in light of the current research cited in chapter two of this capstone. The implications of my findings for the second language classroom will be discussed. This chapter will close with an overview of the limitations of the study, future research needed for this project, and concluding thoughts.

Reflections

In many ways, exploration of the Thomson method is both timely and in step with current trends of second language acquisition. Within the course of this study, I came into contact with or gained knowledge of at least three other people pursuing second language acquisition via the Thomson method – one in Asia and two in Africa, and there is a larger movement of second language learners making use of the Thomson method worldwide. The Thomson method provides an organized synthesis of current thought on second language acquisition and the practical tools for pursuing effective second language acquisition. The Thomson method can be applied to acquiring almost any second language regardless of whether the language is written or unwritten or commonly learned or not. The Thomson method meets the needs of a wide range of language

learners, and its good results seem to be propelling it forward as a method worthy of consideration and pursuit.

When I began this self-directed study, my goal was to learn as much Indonesian as possible within the course of this study. By learning Indonesian, I meant to work toward understanding Indonesian spoken to me and responding in appropriate ways, either through speech or action. I wanted to work toward processing language in Indonesian. I wanted to put my own thoughts into Indonesian. I expected to dedicate significant amounts of time to the task of learning Indonesian, and I planned activities that promoted acquisition through comprehension and communication of real messages.

My verbal communication in Indonesian was limited, even toward the end of the study. In part, this was because I lacked the necessary stockpile of Indonesian vocabulary to communicate full ideas. I found the morphological complexity of Indonesian difficult, and I learned a limited number of words that had affixes. I also had not mastered a variety of sentence structures practically through communication, and therefore, the effort to speak Indonesian only in week four of the language sessions was too early.

It is obvious that without an organized plan for learning Indonesian, I would not have succeeded in acquiring any Indonesian whatsoever. The Thomson method provided me with a framework through which I could think through difficulties and concentrate effort toward resolving them. Without the Thomson method, I would not have had a native speaking language helper or a photo book. I also would have been easily distracted from focusing on understanding communications and may not have had the tools

necessary for experiencing Indonesian as its own communication system (versus translation). I might also have lacked a clear vision for how to work my way through the maze of the language acquisition process and may have even doubted my ability to acquire a language.

Even with my limited access to the Indonesian language, I was at an advantage in my language endeavors compared to many language learners. In addition to having a strong background in linguistics, I was using what stockpile of vocabulary I did have while I continued growing my vocabulary range, and the vocabulary I did learn was not a memorized list. It was really processed mentally, and this is due, I believe, to the strong availability of non-linguistic information alongside linguistic expression inherent in the Thomson method.

The level of language acquisition in this study was affected by social-contextual factors, complexity factors, and personal factors. At the social-contextual level, acquiring Indonesian under the circumstances of this study was colossally difficult. A number of circumstances contributed to this. First, my contact for learning Indonesian was one bilingual speaker. We often found it convenient to speak in English for real communication needs. Second, I had almost no access to Indonesian culture, and when I did join a group of Indonesian people, they usually switched to English out of politeness to me. So, I had almost no way to hear a lot of Indonesian spoken, very limited opportunity for conversational practice, and shared no life experience with Indonesian speakers. In this context, geographical distance made having an explicit strategy of

language acquisition extremely important. In this sense, my social context worked against my acquisition of the language.

Despite the social-contextual disadvantage, I did experience some degree of success in acquiring Indonesian. After I had studied the language for a brief time, maybe three weeks or so, I went to ICF (Indonesian Christian Fellowship) at the University of Minnesota. They had a guest speaker, Doug Miller, for the meeting who was an American who had lived in Indonesia for twenty-eight years and had learned Indonesian as a second language. He spoke plainly and simply about the needs in Indonesia. I assumed I would understand nothing, but I was surprised to find myself recognizing word and morpheme boundaries, understanding a few phrases, and being able to follow the main ideas as Miller spoke. In this case cultural knowledge (in that I shared an American and Christian background with the speaker) and a little bit of language knowledge mixed to produce successful comprehension for me.

I think this sign of progress under less than ideal circumstances makes a strong case for the use of the Thomson method. I benefited from a learning context that was friendly, where repetition of vocabulary and comprehension was emphasized, input controlled, and weaknesses compensated for. I was free to progress at my own rate according to my own personal agenda. Immediate use of acquired language heightened my sense of progress. In this sense, my social context worked for my acquisition of the language and to some degree outweighed the negative impact of being far away from Indonesia.

Another socio-contextual factor that influenced my learning situation was the partial loss of my language partner part way through the study. My husband, Ron, had intended to participate fully in the study but was not able to be as dedicated as we had anticipated. This had both a negative and a positive impact. Negatively, I bore the burden completely for directing language activities, and I lost my opportunity to watch and learn from another learner performing the activities. Interestingly, however, Ron's absence allowed for a greater level of female bonding between Isabella and myself, and our friendship deepened during Ron's absence. Our conversation also took a much more personal turn during Ron's absence, and we came to prefer his absence because we had more fun.

Two complexity factors affected my level of language acquisition: the relative complexity of the language and the absolute complexity of the language (Thomson, 1993a; Thomson, 1993c; Thomson, 2000b). The relative complexity of the language was on the less difficult end of the spectrum. By relative complexity, I mean the difficulty that I faced in learning Indonesian as a native speaker of English as compared to an English speaker studying some other language, such as Russian or Arabic. Relative complexity interplays my language background with all the potential language acquisition experiences available in the world and categorizes them from hardest to easiest.

For example, it is generally stated by native speakers of English that learning Spanish is "easy." This is a comparison of relative complexity based on the amount of

language assumptions that can be passed from English to Spanish. In the same sense, Indonesian is considered an “easy” language for an English speaker to learn.

There are many differences in the structures of Indonesian and English. For example, I found that Indonesian uses morphemes to carry meanings that English communicates by adding whole words as in the use of the enclitic *-nya* for third person possessive and suffix *-kan* to indicate the causative. Indonesian uses time adverbials such *nanti* (later) and *sudah* (already) to tell when things happen; whereas English has tense. There are also some very distinctive clause structures. For example, Indonesian does not require a subject in all its sentences, and in other structures the predicate center is non-verbal, something quite foreign to English.

However, all Indonesian follows a subject-verb-object sentence pattern and can be translated into English fairly literally. Ideas in Indonesian may be expressed similarly to ideas in English. This makes the language less difficult for a speaker of English to learn, relatively speaking (Thomson, 2000b).

The absolute complexity of Indonesian was also on the less difficult end of the spectrum. Absolute complexity is determined by how many complicating linguistic factors the language has (Thomson, 2000b). For example, a language that contains a high number of morphemes, agreement or gender, such as German or Greek, would be considered to have more absolute complexity. Also, languages that have complex phonetics, tones, or high/low forms, such as Mongolian or Mandarin, would be considered more complex in the absolute sense.

Indonesian does not have a lot of agreement or gender, complicated phonetics, or many high/low forms. For example, Indonesian has open and closed syllables and a very consistent relationship between phonemes and alphabet symbols. Phonemes in Indonesian are either shared by the English language, similar to English phonemes, or easily approximated by English phonemes. One sound that is unlike English is *c*, which is a rounded [ts]. I tended to approximate *c* as the English *ch*, and this did not interrupt communication. Indonesian also has the following stops: [t], [k], [p], and [b]. However, in Indonesian aspiration did not occur on initial stops as it does in English. Even though this distinction may not be classified as difficult in the absolute sense, it did cause my [p] and [b] to be unlike Indonesian and contributed to misunderstanding and breakdown of communication.

It is interesting that one part of the Indonesian language that involved more morphological complexity caused me significant difficulty. That happened to be the verbs. In my journal, I complained of my difficulty in mastering verbs, and in the data produced, though I learned quite a few simple verbs, verbs that involved affixes were limited. So, though Indonesian may be said to be similar to English in some ways, morphological complexity still slowed the learning process way down.

Two personal factors that possibly affected my language acquisition were ability to see grammatical patterns in language and difficulty discerning the sounds that make up new words. It remains to be seen whether my ability to see grammatical patterns will help overall in acquisition or not. I do not believe it has helped me actually speak a great deal in the beginning stages, though I was not fully aware of the scope of grammar I had

encountered until I began the process of data analysis. Possibly, analytic aptitude may prove beneficial later on when I have more vocabulary mastered and more topics about which I can speak, but that remains to be seen. I am personally increasingly convinced that understanding grammar is irrelevant to speaking the language, except in cases where understanding a grammatical point clears an obstacle from the language learner's pathway. Certainly, this study has encouraged me toward Krashen's (1981) view that language really acquired is a subconscious process. Perhaps some personal factors do contribute to the ease or difficulty with which the subconscious process happens, but I could never gain natural control of Indonesian through only conscious learning.

In fact, I make the comment that success felt like a subconscious process. On February 13, I wrote, "Language learning is both a very challenging and difficult endeavor and also surprisingly simple process. I sit and hear words for the first time, and I can't get those strange sounds to make sense and stick in my head. But, after listening to them within a relaxed environment a few times, they really start to stick. I find myself finally remembering *rabbit* (kelinci) after numerous moments of forgetfulness. And tonight, there it is. I know it. It is in my head, and I am not even reviewing the recording. I know for me, hearing the words in a relaxed environment is key to retaining the language. When I don't feel pressured and I can hear the phrase as many times as I need to, I make genuine progress. It just sort of happens on its own, almost as though my subconscious takes over."

I do feel inability to discern phoneme distinctions – such as whether a stop was bilabial or dental – had some impact on language learning. This mild hearing difficulty

caused me some extra effort in learning what sounds actually make up Indonesian words. I found in the process of transcription that some of my spelling was off because of my hearing. So, then transcription helped to correct my misconceptions. However, I do not feel that my journal reflected the above personal factors of aptitude as being definitive of my success or failure in second language acquisition.

If I were to continue the endeavors of this study now, I would focus heavily on communication around topics and situations. I feel this was both my weakest area of language acquisition and the main point of what I was trying to do. I would limit any focus on grammar, unless something about the grammar hindered me from understanding, in favor of using language. Because I naturally approach language from an analytic viewpoint, I must take special pains to use what Indonesian I have and to place myself in situations where I need to communicate in Indonesian. A good goal for the future would be to learn about four to six hundred more Indonesian vocabulary words and a few more sentence structures in language practice and to then again attempt to speak only Indonesian for at least a limited time period during my formal language sessions.

Eventually, I will need to make a commitment to speak only Indonesian to Indonesian speakers. I will need to find a role within the community that gives me the kind of exposure to Indonesian that will allow me to have a lot of exposure to the language and a lot of practice speaking the language. These will necessarily be priorities for me because I naturally shy away from putting myself into such vulnerable positions.

Implications

This study has given me a higher regard for the value of a knowledgeable person helping the learner avoid common language pitfalls. If I had had to learn all my Indonesian alone without the input of a grammar book, my understanding would be much smaller than it is. I would still be wondering how *berwarna* (a verb form of the noun *color*) could be a verb, and I would be struggling to understand how the sentence *Lautnya berwarna biru* (The ocean has the color blue) could actually make sense. Guided instruction shortens the learner's battle to understand.

However, if as Krashen believes, second language acquisition truly is a subconscious process, then something more than instruction about the language is necessary to produce a speaker of a second language. It is understandable to me then that I struggled with Russian unsuccessfully and that many of my peers have failed to become fluent speakers of second languages. We focused on facts about the language rather than on using the language. It is imperative that serious language learners take another route to language acquisition. This is especially important in the English as a second language classroom as the goal is to produce speakers of English, not just scholars of English.

This means that the learning environment should provide an opportunity to grow a vocabulary stockpile while using the same stockpile for real communication alongside non-linguistic supports such as the photo book and object manipulation. It should provide an environment where input is controlled and focus is on comprehension. The learning environment should provide conversational practice and immediate feedback within a fun, friendly environment as well as lots of target language exposure. The learning environment should be a place where strengths and weaknesses are compensated

for and the learner receives guidance through the language acquisition process. The learning environment should be a place that promotes processing the target language as its own system of communication and should also provide a balance between learning features of the target language, cultural exposure, and relationship building.

In the case of traditional learning environments, this is, of course, a lot to ask of one teacher and one classroom. However, I think it is possible, even in traditional classrooms, if we are willing to consider a new model for the second language classroom.

Second language acquisition is unlike other academic subjects, so we should not be surprised if the second language classroom requires a structure unlike other classrooms. Often, we have created the very environment that we then try to change through communicative activities. We need to consider whether our classrooms are built around the nature of second language acquisition or around other cultural norms.

I believe the Thomson method suggests a better model. For example, an English as a second language program for immigrant adults in the United States could be divided into levels and classes in the traditional way. The classes could then be divided into small groups of two to four. The small groups could meet with a native speaker, who might be an aspiring language teacher who has not yet completed formal training or might be anyone with whom the teacher feels comfortable working, for formal language activities according to the Thomson method, and they could meet as a class for guidance in understanding the process of language acquisition.

The teacher, who would require a high level of training, could deal with specific language features, monitor motivation, and assign appropriate tasks for use in the

language sessions with the native speaker. The learner would be responsible for establishing goals according to the Thomson method and do needs analysis under the guidance of the teacher. The learner might also benefit from keeping a journal and maintaining checklists as educational background allows. Primary responsibility for the learner should be preparation for language sessions, participation in language sessions, and language processing in private practice. The teacher could monitor language sessions by visiting sessions periodically, and the teacher could also have interviews with individuals to discuss personal challenges and to assess progress.

The learner would benefit from the comfort of learning in a small group, the freedom to progress at his own rate, lots of exposure to the target language, individualized attention, immediate and real feedback in language sessions, and the potential to form a friendship with a native speaker while maintaining the advantage of guided instruction. The learner should also benefit from the motivational experience of rapid vocabulary acquisition and language sessions filled with topics of personal interest.

This would be a more natural way of achieving communicative goals in the second language classroom. Hopefully, learners would be equipped for managing their own acquisition and continuing their acquisition on their own in every day life after they graduate from formal instruction. I believe the Thomson method holds great potential for the American English as a second language classroom.

Future Research

Second language acquisition in the United States could be positively shifted toward a more effective model. If we believe communicative theory to be foundationally

accurate, then we ought to apply it practically. The Thomson method has potential for helping toward that end. However, this study is the smallest of baby steps in exploring this potential.

The Thomson method is a synthesis of many theories, approaches, and methods that have been used over the last twenty years, especially Krashen's ideas. In this sense, the Thomson method is not new; however to my knowledge, no one has yet implemented the Thomson method as a whole in the English as a second language classroom, though parts certainly have been explored throughout the years. It is assumption on my part that my personal experience with the Thomson method would translate into an effective method for running an English as a second language program. An excellent next step in this study would be for a teacher of English as a second language who is familiar with the Thomson method to apply the Thomson method to an English as a second language classroom temporarily.

The ideas presented above are a rough shadow of what might actually be done in the traditional learning environment. The ideas need to be fine tuned, a model created, and a syllabus compiled. Division of responsibilities between the language teacher and the students should be carefully weighed depending on the backgrounds of the students. A Language Resource Person must be found and trained for each small group. Exactly how the Thomson method should be applied in detail has yet to be determined.

Because of the subjective nature of diary studies, similar studies of the Thomson method should be repeated many times by many diverse people in order to gain a broad picture of second language acquisition via the Thomson method. In no way does this

study resolve the debate between subconscious and conscious learning. It simply provides anecdotal evidence in favor of Krashen's claim of subconscious learning.

Limitations

I would do a number of things differently if given the opportunity to repeat this study. First, I do not feel I adequately trained my Language Resource Person in delayed production. If I were to do this study over, I would not say new words that my Language Resource Person introduced to me. I would spend much more effort developing her expectation for me not to talk at first, and I would insist kindly that I am working with her to understand, not to talk. In this study, I fell into a pattern of repeating the new words to please my Language Resource Person. I said the new words badly, and then my Language Resource Person naturally attempted to correct me. I then felt worse and worse about my language acquisition attempts, and some of the language session was wasted in counter-productive attempts to speak when I should have remained focused on understanding large amounts of vocabulary. Though repetition is beneficial when it is reinforcing positive aspects of language acquisition (such as hearing a vocabulary item multiple times for the sake of reinforcing understanding) in this situation, repetition was applied to the wrong element – to speaking when at my current level of acquisition I needed to maintain focus on understanding.

There is a reason Thomson encourages focus on understanding first. As mentioned in the literature review, vocabulary must be firmly entrenched in the memory with its visualization before that word is known to the learner. Memory and visual image are reinforced each time we hear and understand that word. Eventually, the learner is

able to reproduce that word closely to the way the word is stored in the learner's memory, but only with time and repetition. In other words, when the learner first hears a word, he or she is often unable to closely mimic the sound produced by the native speaker. With time and repetition, the learner retains a native-like memory of that word but is still unable to produce a native-like sound when speaking that word. Eventually, the memory does translate into native-like production on the part of the learner. The point is that understanding is the platform upon which repetition should be exercised. I believe that I shortchanged myself seriously by trying too much speech initially without adequate attention to the process of building a good memory of the appropriate sounds and a solid visualization of the object or action. I felt considerable stress trying to speak, but I did not know how to rearrange my sessions to accommodate my listening needs.

Second, I would handle the recording of vocabulary differently. In language sessions following a formal activity, I spoke the word into the microphone, and then Isabella repeated after me in Indonesian. Thomson suggests recording the other way around with the Language Resource Person speaking first and the English translation coming second. I believe this affects the listener's ability to process the target language. It is undesirable to have the English first as the learner needs to comprehend and picture the target language without interference from the first language.

I also would record the entire language session, and at the end of the sessions, I would record new vocabulary separately. I fussed around quite a bit trying to figure out how much to record, and I recorded everything some days and only the basics on others.

I feel that recording everything is the most ideal. Processing that much information takes quite a bit of time afterwards, but if the time is available, it would be well spent.

Third, I never tried story strips as a conversational tool, and I would like to. I believe my efforts to learn simple conversational exchanges would have been simplified. Instead, I tried to use role play, but this provided too much variability, whereas the pictures in story strips stay the same.

Fourth, when I employed object manipulation as a means of acquiring common nouns, I did not use the opportunity to learn verbs that commonly go with the nouns. In failing to use that opportunity, I fell behind in my acquisition of verbs, and I delayed my ability to say meaningful sentences. I would expand my use of object manipulation and go slower if necessary to keep balance in my acquisition.

I would also introduce new words more slowly, and I would take the whole language session a little less seriously. Thomson recommends about thirty vocabulary items per language session during full time language study (Thomson, 1989). I felt so motivated to learn large amounts of vocabulary that I pushed too much. I could not meet with my language resource person as frequently as Thomson recommended, so I tried to do fifty vocabulary items a session. I think I would have learned just as much if I had relaxed a little bit more. I would introduce new words one at a time, stop when words began blurring together and repeat the words until I felt comfortable again. I would even take a few words out of the activity if necessary. I plan in future language sessions to only tackle the number of words that I can comfortably master; probably that amount will

max out at around thirty words per session regardless of what my language study schedule looks like.

Conclusion

Clearly, my study of Indonesian is just beginning. I have accomplished one month of language study in which I acquired over eight hundred expressions, was exposed to a wide range of lexical and grammatical features, worked at conversation around a number of situations and topics, and began a journey into a second culture through friendship with my Indonesian Language Resource Person. I have identified a number of factors that influenced me in my learning context, some of which will follow me into the future, and ways in which I must compensate for personal weaknesses. This study has whetted my appetite for further pursuit of acquiring Indonesian as my second language. I look forward to developing relationships and networks with Indonesian speakers, reinforcing my Indonesian language ability through communication, and gradually joining the Indonesian speech community.

The Thomson method provided me with a clear picture of the process of language acquisition, the difference between language acquisition and learning, and reasonable expectations for the language learner. The Thomson method also provided a practical framework and workable goals which I believe can be incorporated into various learning environments, and it holds potential for remodeling our current second language classroom. As Thomson effectively points out, language study is one part of the complex process of becoming part of a new community. It is a very important part, one that requires deliberate and reflective planning, evaluation, and strategizing (1993c). In my

experience, the Thomson method is an excellent tool for stretching toward the ideal in second language acquisition.

APPENDIX A

Grammar Log

Grammar Log

Entry:

(Di) mana kembalian saya?

Where change my

Where's my change?

(Saya mau pergi) belanja.

(I want go) shopping.

Ada air, kopi, te, es jeruk.

Exists water, coffee, tea, orange juice

There's water, coffee, tea, and orange juice.

Ada apa aja?

Exists what

What do you have?

Ada banyak bajaj di Glodak.

Exists many bajaj in Glodak

There are many bajaj in Glodak.

Ada banyak.

Exists many

There are many.

Ada limapuluh dua minggu dalam setahun.

Exists five ten two week in one year

There are fifty-two weeks in one year.

Ada masjid di jalan...

Exists mosque on street....

There is a mosque on X Street.

Ada seekor domba putih makan baju.

Exists one animal sheep white eat shirt

There is a white sheep eating a shirt.

Ada seekor.

Exists one animal

There is one animal.

Ada seorang laki-laki memakai kemeja putih dan jaket hitam berdoah.

Exists one person man active-wear dress shirt white and jacket black preaching

There is a man wearing a white dress shirt and a black jacket preaching.

Ada seorang pendeta memakai kemeja putih dan dasi hitam.

Exists one person religious leader active-wear dress shirt white and tie black

There's a religious leader wearing a white dress shirt and a black tie.

Ada seorang pria memakai kaca mata.

Exists one person male active-wear glasses

There is a man wearing glasses.

Ada seorang pria memakai kemeja putih dan dasi coklat bermain organ.

Exists one person male active-wear dress shirt white and tie brown play keyboard

There is a man wearing a white dress shirt and a brown tie playing the keyboard.

Ada seorang.

Exists one-person

There is a person.

Ada tiga bajaj dan banyak orang.

Exists three bajaj and many people

There are three bajaj and many people.

Ada tiga benda di langit.

Exists three things in sky

There are three things in the sky.

Ada tiga laki-laki duduk di atas motor.

Exists three men sit on top of motorcycle

There are three men sitting on top of motorcycles.

Ada tiga mobil di jalan Tamrine.

Exists three cars in street Tamrine

There are three cars on Tamrine Street.

Agama Kristen

Religion Christian

Christian religion

Allah Bapak

God Father

God the Father

Allah itu suci.

God the holy

God is holy.

Anak laki-laki duduk di samping saya.

Child man sit on side me

The boy is sitting next to me.

Anda mau minum apa?

You want drink what

What would you like to drink?

Apa ini?

What's this?

Apa nih?

What's this?

Apa si?

What is it? or What do you want to say?

Apa yang akan anda bicarakan?

What one will you speak

What will you speak on?

Apakah kamu mau makan dengan teman-teman saya.

Would you want eat friends my

Would you like to eat with my friends?

Ayah dan anak laki-lakinya

Father and child man-his

A father and his son

Ayah dan ibu saya punya empat anak.

Father and mother my have four child

My father and mother have four children.

Bagaimana perjalanan anda?

How have trip you

How was your trip?

Bagaimana isteri anda?

How wife you

How is your wife?

Bapak Ron

Mr. Ron

Bapak, mau beli apa?

Sir, want buy what

Sir, what do you want to buy?

Bapak, mau cari apa?

Sir, want look at what

Sir, what would you like to see?

Belak kanan.

Turn right.

Belak kiri.

Turn left.

Belanja ke mana?

Shopping where

Where are you shopping?

Bella dan Heidi membicarakan Samuel.

Bella and Heidi active-discuss Samuel

Bella and Heidi discuss Samuel

Bella di samping Heidi.

Bella on side Heidi

Bella is next to Heidi.

Bella menyalahi Heidi... (emphasis on reason)...

Bella active-hold Heidi...

Bella holds onto Heidi and doesn't want to let go because...

Bella menyalahkan Heidi...(because)...

Bella active-Heidi...

Bella holds onto Heidi and doesn't want to let go because...

Bermain piano

Play piano

Besok hari Selasa.

Tomorrow day Tuesday

Tomorrow is Tuesday.

Besok lusa hari Rabu.

Yesterday was day Wednesday

Yesterday was Wednesday.

Boleh menggendong Samuel?

Can active-hold Samuel

May I hold Samuel?

Brapa duit?

How much money?

Buka baju.

Open clothes

Take off your clothes.

Buka buku.

Open book

Open the book.

Bukan kamu punya.

Not you own

This doesn't belong to you.

Bukan kantong plastik saya.

Not bag plastic my

This is not my plastic bag.

Buku dibuka Heidi.

Book passive-open Heidi

The book is opened by Heidi.

Bulan Pebuari panya ada duapuluh dalapan atau duapuluh sembilan.

Month February possess exists two ten eight or two ten nine

In February, there are only twenty-eight or twenty-nine days.

Bulan ini bulan Pebuari duaribu empat.

Month this month February two thousand four

This month is February two thousand four.

Bulan Oktober tahun duaribu empat

Month October year two thousand four

October two thousand four

Bulunya panjang sampai menutupi matanya.

Hair-its long until active-cover eyes-its

Its fur is so long that it covers its eyes.

Campuran orang barat dan orang timor

Mix person west and person east

A mix of a westerner and an easterner

Cinta kasih

the love between us

Coklat tua

Brown dark

Dark brown

Dari rumah Bella

From house Bella

From Bella's house

Di bawah

Underneath

Di dalam foto ini, ada banyak orang di feri.

Inside photo this, exists many people in ferry

In this photo, there are many people on the ferry.

Di dalam foto ini, Doug di sebelah kanan becak saya.

Inside photo this, Doug on side right becak my

In this photo, Doug is on the right side of my becak.

Di dapur saya, ada banyak bumbu-bumbu.

In kitchen my, exists many spices

In my kitchen, there are many spices.

Di foto ini, (ada) isteri saya dan saya naik becak.

In photo this, (exists) wife my and me riding becak

In this photo, there is my wife and me riding a becak.

Di foto ini, ada anak laki-laki yang memakai baju putih.

In photo this, exists child man who active-wear shirt white.

In this photo, there is a boy who is wearing a white shirt.

Di foto ini, ada satu feri di laut.

In photo this, exists one ferry in ocean

In this photo, there is one ferry in the ocean.

Di foto ini, teman saya, seorang bankir duduk di atas motor di Gereja di Glodak.

In photo this, friend my one person banker sit on top of motorcycle in Gereja in Glodak

In this photo, my banker friend sits on a motorcycle in Gereja in Glodak.

Di Indonesia, ada ojak.

In Indonesia, exists hired drivers

In Indonesia, there are hired drivers.

Ikan hiu makan balut, tetapi dia menyalkian ikan paut.

The shark eat eel, but he active-blame whale

The shark ate the eel, but he blamed it on the whale.

Di keluarga saya, ada dua anak perempuan dan dua anak laki-laki.

In family my, exists two child woman and two child man

In my family, there are two girls and two boys.

Di kertas jingga, ada dua foto kita di Indonesia.

On paper orange, exists two photo us in Indonesia

On the orange paper, there are two photos of us in Indonesia.

Di langit ada tiga benda: matahari, bulan, bintang.

In sky exists three things: sun, moon, stars

In the sky there are three things: the sun, the moon, and the stars.

Di laut, ada banyak perahu.

In ocean, exists many ships

In the ocean, there are many ships.

Di mana botol air kamu?

Where bottle water your

Where is your bottle of water?

Di mana buku Yesus Kristus?

Where book Jesus Christ

Where is the book about Jesus Christ?

Di mana cangkir Heidi?

Where cup Heidi

Where is Heidi's cup?

Di mana kamus punya Ron?

Where dictionary own Ron

Where is the dictionary belonging to Ron?

Di mana kamus Ron?

Where dictionary Ron

Where is Ron's dictionary?

Di mana kamusnya Ron?

Where dictionary-his Ron

Where is Ron's dictionary?

Di mana mangkuk kamu?

Where bowl your

Where is your bowl?

Di mana pena?

Where pen

Where is a pen?

Di mana telepon Ron?

Where telephone Ron

Where's Ron's telephone?

Di samping bawah

On side bottom

On the bottom side

Di samping kanan

On side right

On the right side

Di samping kiri

On side left

On the left side

Dia berjalan dengan motornya.

He walk with motorcycle-his

He is walking with his motorcycle.

Dia khotbah.

He preaches. Or

He scold. (depends on context)

Dia punya apa?

He own what

What does he have?

Dia punya satu buku merah.

He own one book red

He has one red book.

Dia tidak mengendarai motor.

He not active-ride motorcycle

He is not riding the motorcycle.

Dibuka

Open (passive)

It is open.

Disini juga.

Here also.

Disini loh!

Here

Ditutup.

Closed (passive)

It is closed.

Dokter gigi meminta Heidi untuk membuka mulutnya, dan Heidi membuka mulutnya.

Doctor teeth active-ask Heidi to active-open mouth-her, and Heidi open mouth-her.

The dentist asked Heidi to open her mouth, and Heidi opened her mouth.

Dua mobil hijau

Two car green

Two green cars

Handphone yang mana yang kamu mau?

Cell phone which one that you want

Which cell phone is the one you want?

Hari ini hari Senin tanggal duapuluh tiga Pebuari duaribu empat.

Day this day Monday date two ten three February two thousand four

This Monday is February twenty-third two thousand four.

Hari ini hari Senin.

Day this day Monday

Today is Monday.

Hari ini tanggal duapuluh tiga Pebuari duaribu empat.

Day this date two ten February two ten four

Today's date is February twenty-third two thousand four.

Hari Rabu ini, hari Rabu abu. Masa pantang dan guwasa.

Day Wednesday this, day Wednesday Ash. Period of time forbidden and fasting.

This Wednesday is Ash Wednesday. (It is) a period of forbidden time and fasting.

Heidi bagaimana (kehamilan) bagus?

Heidi how pregnancy good

Heidi, how is your pregnancy, good?

Heidi berbakaiaan bagus.

Heidi coordinated good

Heidi looks nice.

Heidi di dalam feri.

Heidi inside ferry

Heidi is on the ferry.

Heidi dipengangi Bella.

Heidi passive-hold Bella

Heidi is being held onto by Bella.

Heidi ditalahi Bella...(reason)... (passive)

Heidi passive-blame Bella...

Heidi is blamed by Bella...

Heidi ditalahkan Bella ...(reason)... (passive)

Heidi passive-blame Bella...

Heidi blamed Bella... (for what reason)

Heidi ditunjuk...(to be the head of the firm).

Heidi passive-appoint...

Heidi is appointed...

Heidi duduk ditengah-tengah Ron dan Bella.

Heidi sit in between Ron and Bella

Heidi is sitting between Ron and Bella.

Heidi melahirkan. Samuel dilahirkan.

Heidi active-born. Samuel passive-born

Heidi gives birth. Samuel is born.

Heidi membuka buku.

Heidi active-open book

Heidi opens the book.

Heidi menutupi moltnya.

Heidi active-cover mouth-her

Heidi covered her mouth.

Heidi naik motor.

Heidi rides a motorcycle.

Heidi pantang gula.

Heidi forbidden gula

Heidi can't have sugar.

Heidi tidak boleh.

Heidi no can

Heidi cannot.

Heidi, ada telephone dari Bella.

Heidi, exists call from Bella

Heidi, there is a call from Bella.

Heidi, ayo! Ke supermarket!

Heidi, come on! To supermarket!

Heidi, come on! Let's go to the supermarket!

Heidi, itu ibu yang memakai (jilbab) putih dan baju abu-abu.

Heidi that mother who active-wear (veil) white and clothes gray

Heidi, there's a woman who is wearing a white (veil) and gray clothes.

Heidi, pergi ke supermarket jalan kaki.

Heidi, go to supermarket walk foot

Heidi, walk to the supermarket.

Heidi, yu! Jalan-jalan?

Heidi, come on! Wander?

Heidi, come on! You want to wander?

Hijau dan jingga

Green and orange

Ibu dan anak laki-lakinya.

Mother and child man-her

A mother and her son.

Ibu Heidi

Mrs. Heidi

Ini adik dan kakaknya.

This sibling and older brother-his

This is a sibling and his older brother.

Ini adiknya.

This younger sibling

This is a younger sibling.

Ini anak laki-laki.

This child man

This is a boy.

Ini anak perempuan mereka.

This child woman their

This is their daughter.

Ini anak perempuan.

This child woman

This is a girl.

Ini ayah dan anak perempuan.

This father and child woman

Here is the father and his daughter.

Ini bayinya.

This baby

This is the/his/her baby.

Ini bapak polisi.

This man police

This man is a policeman.

Ini brapa?

This how much

How much is this?

Ini bukan cangkirnya Ron.

This not cup-his Ron

This is not Ron's cup.

Ini bukan ember saya.

This not bucket my

This is not my bucket.

Ini bukan handphone Ron.

This not cell phone Ron

This is not Ron's cell phone.

Ini bukan saya punya?

This not I own

This is not mine.

Ini buku merah.

This book red

This book is red.

Ini cangkirnya saya.

This cup-poss my

This is my cup.

Ini dua bapak.

This two men

These are two men.

Ini dua ibu-ibu.

This two mothers

These are two women.

Ini dua laki-laki.

This two men

These are two men.

Ini dua orang.

This two people

These are two people.

Ini dua perempuan.

This two women

These are two women.

Ini dua teman saya.

This two friend my

These are two of my friends.

Ini dua wanita.

This two women

These are two women.

Ini ember saya.

This bucket my

This is my bucket.

Ini empat orang.

This four people

These are four people.

Ini handphone saya.

This cell phone my

This is my cell phone.

Ini Heidi minum Sprite.

This Heidi drink Sprite

This is Heidi drinking Sprite.

Ini Heidi minum.

This Heidi drink

This is Heidi drinking.

Ini ibu dan anak laki-laki.

This mother and child man

Here is the mother and boy.

Ini ibu dan ayahnya.

This mother and father-her

This is her mother and father.

Ini ibunya.

This mother-her

This is her mother.

Ini isteri saya dan saya.

This wife my and me

This is my wife and me.

Ini isteri saya, Heidi, naik motor dengan teman saya.

This wife my, Heidi, riding motorcycle with friend my

This is my wife, Heidi, riding a motorcycle with my friend.

Ini kamu punya.

This you own

This is yours.

Ini keluarga.

This family

Here is a family.

Ini keluarga American.

This family American

This is an American family.

Ini keluarga Caasi.

This family Caasi

This is the Caasi family.

Ini orang asing.

This person foreign

This is a foreigner.

Ini Ron dengan isterinya.

This Ron with wife-his

This is Ron with his wife.

Ini Ron dengan Pastor Antoro, anaknya, dan teman anaknya Pastor Antoro.

This Ron with Pastor Antoro, his son, and the friend of Pastor Antoro's son

This is Ron with Pastor Antoro, his son, and the friend of Pastor Antoro's son.

Ini satu anak laki-laki.

This one child man

This is a boy.

Ini satu bapak.

This one man

This is one man.

Ini satu buku merah.

This a book red

This is a red book.

Ini satu keluarga Indonesia.

This one family Indonesian

This is an Indonesian family.

Ini satu laki-laki.

This one man

This is a man.

Ini satu pria.

This one male

This is a man.

Ini saya dan Pastor Antoro.

This me and Pastor Antoro

This is Pastor Antoro and me.

Ini saya punya handphone.

This I own cell phone

This cell phone belongs to me.

Ini saya punya.

This I own

This is mine.

Ini suami isteri.

This husband wife

This is a husband and wife.

Ini teman Heidi.

This friend Heidi

This is my friend Heidi.

Ini tiga anak-anak.

This three children

These are three children.

Ini.

This

This one.

Isteri saya minum Sprite.

Wife my drink Sprite

My wife is drinking Sprite.

Itu anak laki-laki.

That child man

That is a boy.

Itu ember Heidi.

That bucket Heidi

That is Heidi's bucket.

Itu kaka adik.

That brother sister

That is a brother and a sister.

Itu wanita.

That woman

That is a woman.

Jalan kaki ke supermarket.

Walk foot to supermarket

I am walking to the supermarket.

Jalan maju.

Walk forward.

Jalan mundur.

Walk backward.

Jalan-jalan ke mana?

Wander where

Where are you going to wander?

Jam berapa anda mau mandi?

Hour what you want shower

What time do you want to take a shower?

Jeffry dan saya memili da makan daging.

Jeffry and I active-choose ? eat meat

Jeffry and I choose to give up meat.

Kamari hari minggu.

Tomorrow day Sunday

Tomorrow will be Sunday.

Kamu mau yang mana?

You want which one?

Which one do you want?

Kamu teman saya.

You friend my

You are my friend.

Kamusnya Ron

Dictionary-his Ron

Ron's dictionary

Kaos yang mana?

T-shirt which one

Which t-shirt do you want?

Ke mana?

Where are you going?

Kulit ayam goreng enak.

Skin chicken fried delicious

The skin of the fried chicken is delicious.

Lagi ngapain?

What are you doing?

Lautnya berwarna biru.

Ocean-its color blue

The ocean has the color blue.

Lem di atas buku.

Glue on top book

The glue is on top of the book.

Lem yang di atas buku.

Glue that on top of book

The glue that is on top of the book.

Lem yang mana?

Glue which one

Which glue?

Limaribu limaratus

Five thousand five hundred

Lurus tarus.

Straight keep going

Go straight.

Makan dong!

Eat

Go ahead, eat!

Makan pagi jam tujuh tigapuluh.

Eat morning hour seven three ten

Breakfast is at seven thirty.

Mana dompet saya?

Where wallet my

Where's my wallet?

Masakan itu di dalam daging apa?

Dish that inside meat what

What kind of meat is in that dish?

Mata ditutup Heidi.

Eyes passive-close Heidi

The eyes were closed by Heidi.

Mau kantong plastik.

Want bag plastic

I want the plastic bag.

Mau ke kamar mandi?

Want to room shower

Do you want to go to the bathroom?

Mau ke mana?

Want where

Where do you want to go?

Mau ke mana nih?

Where are you going?

Mau makan apa nanti malam?

Want eat what later tonight

What do you want to eat later tonight?

Mau minum apa?

Want drink what

What would you like to drink?

Mau minum.

Want drink

I want a drink.

Mau pergi ke sekolah.

Want go to school

I am going to school.

Mau pergi ke mana?

Want go where

Where are you going?

Memanjangi rambut

Active-grow out/keep long hair

Mememdekan rambut

Active-cut short hair

Meninggikan nama Tuhan.

Active-Praise name God

Praise the name of the Lord.

Mereka di Surabaya.

They in Surabaya

They are in Surabaya.

Mereka empat laki-laki.

They four men

They are four men.

Mereka mau pen.

They want pen

They want a pen.

Mereka mengendarai sepeda.

They active-ride bicycle

They are riding bicycles.

Mereka menyanyikan lagu Shalom Baptist Church.

They active-sing song Shalom Baptist Church

They sing a song about Shalome Baptist Church.

Mereka teman-teman Ron.

They friends Ron

They are Ron's friends.

Naik apa?

Ride what

By what means of transportation will we travel?

Nanti.

Later.

Orang agama Kristen

Person religion Christian

Christian

Orang timor lahir barat

Person east born west

Easterner born in the West

Paduan suara

Combined harmonically sound

Choir

Pagi, Bella. Dan kamu?

Morning, Bella. And you?

Pastor duduk ditengah-tengah anak laki-lakinya dan temannya Pastor.

Pastor sit in between child man-his and friend-his Pastor

Pastor sits in between his son and his friend.

Paul di sebelah kiri becak.

Paul on side left becak

Paul is on the left side of the becak.

Paulos, temannya Ron, juga.

Paulos friend-his Ron also

Paul, Ron's friend, also.

Pen yang mana?

Pen which one

Which pen?

Pensil di atas buku.

Pencil on top of buku

The pencil is on top of the book.

Pensil di dalam buku.

Pencil under book

The pencil is under the book.

Pensil di samping atas buku.

Pencil on side top book

The pencil is on the top side of the book.

Pensil samping kiri buku.

Pencil on side left book

The pencil is on the left side of the book.

Pergi ke arah utara

Go to direction north

Going in a northern direction

Pergi ke supermarket jalan kaki.

Go to supermarket walk foot

I am walking to the supermarket.

Permisi, ke kamar mandi dulu, ya?

Excuse me, to room shower first okay

Excuse me, may I use your bathroom first?

Pintu dibuka Heidi.

Door passive-open Heidi

The door is opened by Heidi.

Penghapus di samping kanan buku.

Eraser on side right book

The eraser is on the right side of the book.

Pintu tertutup sendiri.

Door open alone

The door opened by itself.

Rabu ini Hari Rabu Abu.

Wednesday this Day Wednesday Ash

This Wednesday is Ash Wednesday.

Roh Kudus

Spirit Holy

Holy Spirit

Rok tiga perempat

Skirt three over four

A skirt of three-fourths length

Ron di samping kiri Heidi

Ron on side left Heidi

Ron is on Heidi's left side.

Ron memakai kaos tanpa lengan.

Ron active-wear t-shirt without arm

Ron is wearing a sleeveless t-shirt.

Ron mengajari anak-anak Alkitab.

Ron active-teach children Bible

Ron teaches children the Bible.

Ron mengajari orang Madura Alkitab.

Ron active-teach people Madurese Bible

Ron teaches the Madurese people the Bible.

Ron mengajarkan Alkitab.

Ron active-teach Bible

Ron teaches the Bible.

Ron punya kamus.

Ron owns dictionary

Ron has a dictionary.

Ron, ada telephone dari ibu.

Ron exists call from mother

Ron, there is a call from your mother.

Ruangan ini untuk bayi kami.

Room this for baby our

This room is for our baby.

Sampai nanti.

Until later.

Samuel dibicarakan oleh Heidi dan Bella.

Samuel passive-discuss by Heidi and Bella

Samuel is discussed by Heidi and Bella.

Samuel jalan kaki ke supermarket.

Samuel walk foot to supermarket

Samuel is walking to the supermarket.

Satu buku coklat muda dan kuning.

One book brown light and yellow

This is a light brown and yellow book.

Satu ember merah.

One bucket red

This is one red bucket.

Satu ember warna-warni.

One bucket colorful

This is a colorful bucket.

Satu gelas air tanpa es

One glass water without ice

A glass of water without ice

Satu gelas hijau dan jingga.

One glass green and orange

This a green and orange glass.

Satu ibu dungan anak laki-lakinya.

One mother with child man-her

There is a mother with her boy.

Satu ibu muda. (while pointing within a context)

One mother young

There is a young mother.

Satu nenek tua.

One grandmother old

There is an old grandmother.

Satu pensil merah muda.

One pencil red light

This is a light red pencil.

Satu tas hitam

One purse black

This is a black purse.

Saya berdoa.

I pray

I am praying.

Saya bernyanyi untuk Ron.

I sing to Ron

I am singing to Ron.

Saya bernyanyi.

I sing

I am singing.

Saya cinta kamu.

I love you.

Saya makan ayam.

I eat chicken

I am eating chicken.

Saya makan dengan pisau dan garpu.

I eat with knife and fork

I am eating with a knife and a fork.

Saya mau ember hijau.

I want bucket green

I want the green bucket.

Saya mau ember Kemps.

I want bucket Kemps

I want the Kemps bucket.

Saya mau handphone itu.

I want cell phone that

I want that cell phone.

Saya mau lem itu di atas buku.

I want glue that on top of book

I want the glue to be put on top of the book.

Saya mau lem yang (ada) di atas buku.

I want glue that/one exists is on top of book

I want the glue that is on top of the book.

Saya mau makan ayam.

I want eat chicken

I would like to eat chicken.

Saya mau minum te.

I want drink tea

I would like tea.

Saya mau pergi belanja.

I want go shopping

I am going shopping.

Saya mau tiga pen dan satu lem dan dua penghapus.

I want three pen and one glue and two erasers

I want three pens, one glue, and two erasers.

Saya mau tiga pen.

I want three pen

I want three pens.

Saya mau yang ini.

I want one this

I want this one.

Saya membuka kelopak mata.

I active-open eyelids

I open my eyelids.

Saya mendoakan Heidi.

I active-pray Heidi

I am praying for Heidi.

Saya mengajari Heidi Bahasa Indonesia.

I active-teach Heidi language Indonesian

I teach Heidi the Indonesian language.

Saya mengajarkan Bahasa Indonesia kepada Heidi.

I active-teach language Indonesian to Heidi

I am teaching the Indonesian language to Heidi.

Saya menjalankan...

I active-operate (something).

Saya menunjuk Heidi.

I active-point Heidi

I am pointing at Heidi. or I am appointing Heidi.

Saya menunjukan Heidi jalan...

I active-show/direct Heidi street...

I am directing Heidi to Street...

Saya menyanyikan sebuah lagu untuk Ron.

I active-sing one thing song to Ron

I am singing a song to Ron.

Saya menyanyikan sebuah lagu.

I active-sing a thing song

I am singing a song.

Saya mempunya anak laki-laki.

I active-possess child man

I have a boy.

Saya minum air.

I drink water.

Saya minum te.

I drink tea

I am drinking tea.

Saya mau lem yang (ada) di atas buku.

I want glue that exists is on top of book

I want the glue that is on top of the book.

Saya pergi sekolah.

I go to school

I am going to school.

Saya punya ini cangkir.

I own this cup.

Saya punya kamus.

I own dictionary

I have a dictionary.

Saya punya.

I own

Mine.

Saya sayang kamu.

I care a lot for you.

Sedangkan bulan-bulan lainnya ada tigapuluh atau tigapuluh satu.

Whereas months other exists three ten or three ten one

Whereas in the other months, there are thirty or thirty-one.

Seekor burung merah dengan sayap warna-warni

One animal bird red with wing colorful

The red bird with the colorful wings

Selemat dating! Apa kabar?

Welcome! How are you?

Selemat pagi, Ron.

Good morning, Ron.

Suami dan istrinya

Husband and wife-his

A husband and his wife

Sudah makan cemilan belum?

Already eat snack yet?

Did you eat a snack yet?

Reply: Sudah or belum

Already or yet

Tanggal sembilan September duaribu empat

Date nine September two thousand four

September nine two thousand four

Tapi tahun duaribu empat, ada limapuluh tiga minggu.

But year two thousand four, exists five ten week

But in the year two thousand four, there are fifty-three weeks.

Tolong berikan ember Kempes.

Please get me bucket Kempes

Please get me the Kempes bucket.

Truk hijau muda

Truck green light

A light green truck

Tuhan, terima kasih atas makanannya.

Lord, thank You for food-the

Lord, thank You for the food.

Ulang tahun Bella hari saptu duapuluh delapan.

Repeat year Bella day ? two ten eight

Bella's birthday is the twenty-eighth.

Warnanya laut biru. (as to a child)

Color-its ocean blue

The color of the ocean is blue.

Yang ini?

This one?

Yang mana Heidi punya?

Which one Heidi own

Which one is Heidi's?

Yang mana kamu mau?

Which one you want

Which one do you want?

Yang mana punyanya Heidi?

Which one own-hers Heidi

Which one is Heidi's?

APPENDIX B

Lexical Log

Lexical Log

Class:	Entry:
Adjective	Abu-abu gray
Adjective	Asam sour
Adjective	Asin salty
Adjective	Bagus beautiful (for things)
Adjective	Baik nice (for people)
Adjective	Besar big
Adjective	Biru blue
Adjective	Buntung disabled/without a body part, barricaded
Adjective	Celeng drunk/crazy (slang)
Adjective	Coklat brown/chocolate
Adjective	Delapan eight
Adjective	Dingin cold
Adjective	Enak delicious
Adjective	Gede big (slang)
Adjective	Gendut fat
Adjective	Habis gone/finish
Adjective	Hamil pregnant

Adjective	Hangat warm
Adjective	Hijau green
Adjective	Hitam black
Adjective	Jingga orange
Adjective	Kecil small
Adjective	Kotor dirty
Adjective	Kuat strong
Adjective	Kuning yellow
Adjective	Kurus thin
Adjective	Lebar wide
Adjective	Luas spacious
Adjective	Lurus straight
Adjective	Mahal expensive
Adjective	Manis sweet
Adjective	Mati (for animal) Meninggal (for person) dead
Adjective	Mengandung pregnant/ contain of...
Adjective	Merah red
Adjective	Merah jambu pink
Adjective	Muda light/young
Adjective	Paduan combined in harmony

Adjective	Pahit bitter (sounds like <i>pait</i> with no <i>h</i>)
Adjective	Panas hot
Adjective	Panjang long
Adjective	Pantang forbidden
Adjective	Pendek short
Adjective	Putih white
Adjective	Sedikit a little
Adjective	Sejuk cool
Adjective	Sempit narrow
Adjective	Subur fertile
Adjective	Tinggi tall
Adjective	Tua dark/old
Adjective	Ungu purple
Adjective	Warna warni colourful
Adverb	Belum yet
Adverb	Bukan not (modifies nouns)
Adverb	Dulu/Dahulu the past
Adverb	Juga also
Adverb	Maju forward
Adverb	Mundur backward

Adverb	Nanti later
Adverb	Sebelum before
Adverb	Selama for about..... eg: Selama 4 tahun for about 4 years
Adverb	Sendiri by itself, alone
Adverb	Sesudah after
Adverb	Sudah already
Adverb	Tidak no (modifies verbs)
Conjunction	Atau or
Conjunction	Dan and
Conjunction	Sedangkan Whereas
Conjunction	Tetapi/tapi but
Cues	Ayo! Come on!
Cues	Dong! No meaning – a slang word used at end of the sentence
Cues	Eh! Hey!
Cues	Loh! That one! There it is! “Itu loh!”
Cues	Nih “Apa nih” in place of apa ini
Cues	Sih “Apa sih!” What do you want to say? What is it?
Cues	Yuk! Let’s go!
Expressions	Amin. Amen.
Expressions	Apa ini? What’s this?

Expressions	Apa kabar? How are you?
Expressions	Apa nih? What is this?
Expressions	Apa saja? What do you have?
Expressions	Kembali. You're welcome.
Expressions	Lagi ngapain? What are you doing? (slang)
Expressions	Mau ke mana? Where are you going? (informal)
Expressions	Naik apa? Ride what?/By what means of transportation will we travel?
Expressions	Sampai nanti! Until later!
Expressions	Saya mens. I have my period.
Expressions	Saya punya (something). I own/have (something).
Expressions	Selamat datang! Welcome!
Expressions	Selamat malam! Good evening!
Expressions	Selamat pagi!/Pagi! Good morning!/Morning!
Expressions	Selamat siang! Good day!
Expressions	Selamat sore! Good afternoon!
Expressions	Selamat tinggal! Goodbye! (for a long time)
Expressions	Terima kasih. Thank you.
Expressions	Yah. Yes.
Grammar	-an
Grammar	ber-

Grammar	di-
Grammar	-kan
Grammar	me-
Grammar	me...i
Grammar	me+tengga+I = metenggai = menengahi
Grammar	-nya
Grammar	pe-
Grammar	pe...an
Grammar	se-
Grammar	ter-
Noun phrase	Abu ash/dust
Noun phrase	Adik younger sibling
Noun phrase	Agama religion
Noun phrase	Agama Buddha Buddhist religion
Noun phrase	Agama Hindu Hindu religion
Noun phrase	Agama Islam Islamic religion
Noun phrase	Agama Katolik Catholic religion
Noun phrase	Agama Kristen Christian religion
Noun phrase	Agustus August
Noun phrase	Air water

Noun phrase	Air ketuban	amniotic fluid
Noun phrase	Air liur saliva (formal)	ludah (slang)
Noun phrase	Air mata	tears
Noun phrase	Akhir	the end terakhir
Noun phrase	Alat-alat	appliances
Noun phrase	Alat-alat dapur	kitchen appliances
Noun phrase	Alat-alat makan	appliances for eating
Noun phrase	Alat-alat masak	appliances for cooking
Noun phrase	Alis/alis mata	eyebrow
Noun phrase	Alkitab	Bible
Noun phrase	Allah	God
Noun phrase	Allah Bapak	God the Father
Noun phrase	Al-Quran	Koran
Noun phrase	Anak	child
Noun phrase	Anak laki-laki	boy
Noun phrase	Anak perempuan	girl
Noun phrase	Anak-anak	children
Noun phrase	Apotek	pharmacy
Noun phrase	April	April
Noun phrase	Arah	direction

Noun phrase	Ari-ari placenta
Noun phrase	Ayah father
Noun phrase	Ayam chicken
Noun phrase	B.H. bra (slang)
Noun phrase	Babi celeng crazy pig/warthog
Noun phrase	Babi rusa warthog
Noun phrase	Badak rhino
Noun phrase	Badan body
Noun phrase	Bahasa language
Noun phrase	Bajaj public transportation
Noun phrase	Baju clothes
Noun phrase	Baju pengantin wedding dress
Noun phrase	Baju renang swim suit for female
Noun phrase	Baju terusan one-piece dress
Noun phrase	Baju tidur sleeping clothes
Noun phrase	Ban belt or wheel
Noun phrase	Ban mobil wheel of a car
Noun phrase	Ban pinggang belt
Noun phrase	Bankir banker
Noun phrase	Bapak father (used in direct address)/Mr.

Noun phrase	Barat west
Noun phrase	Batu rock
Noun phrase	Bawah bottom
Noun phrase	Bayi baby
Noun phrase	Bebek duck
Noun phrase	Becak public transportation bike
Noun phrase	Belut eel
Noun phrase	Benda thing
Noun phrase	Beras uncooked rice
Noun phrase	Berunjuk rasa protest
Noun phrase	Besok tomorrow
Noun phrase	Besok lusa day after tomorrow
Noun phrase	Biara monastery/convent
Noun phrase	Bibi rural aunt/maid
Noun phrase	Bibir lips
Noun phrase	Binatang animal
Noun phrase	Bintang stars
Noun phrase	Bintang laut starfish
Noun phrase	Bis bus
Noun phrase	Bola ball

Noun phrase	Bolo mata	eyeball
Noun phrase	Botol	bottle
Noun phrase	Botol susu	milk bottle for baby
Noun phrase	Buah	fruit
Noun phrase	Buah dada	(fruit of the) breast
Noun phrase	Buaya	crocodile/alligator
Noun phrase	Bubuk	powder
Noun phrase	Bubur	watery rice, porridge
Noun phrase	Buku	book
Noun phrase	Bulan	month/moon
Noun phrase	Bulan-bulan	months
Noun phrase	Bule	Caucasian (slang)
Noun phrase	Bulu	body hair
Noun phrase	Bulu Ketiak	underarm hair
Noun phrase	Bulu mata	eyelashes
Noun phrase	Bumbu	spice
Noun phrase	Bumbu-bumbu	spices
Noun phrase	Burung	bird
Noun phrase	Burung unta	camel bird/ostrich
Noun phrase	Cabe	chili

Noun phrase	Campuran	mix
Noun phrase	Campuran orang barat dan orang timur	mix of an easterner and a westerner
Noun phrase	Candi	religious site
Noun phrase	Cangkir	cup
Noun phrase	Celana	pants
Noun phrase	Celana dalam pria	men's underwear
Noun phrase	Celana Jeans	Jeans
Noun phrase	Celana pendek	shorts
Noun phrase	Cinta kasih	the love between us
Noun phrase	Cucu	grandchild
Noun phrase	Cumi-cumi	squid
Noun phrase	Dada	breast
Noun phrase	Dadu	dice
Noun phrase	Daging	meat
Noun phrase	Dagu	chin
Noun phrase	Dahi	forehead
Noun phrase	Dapur	kitchen
Noun phrase	Darah	blood
Noun phrase	Dasi	tie

Noun phrase	Delman wagon/cart
Noun phrase	Desember December
Noun phrase	Dokter doctor
Noun phrase	Dokter gigi dentist
Noun phrase	Domba sheep
Noun phrase	Dompot wallet
Noun phrase	Duit (slang) money
Noun phrase	Dunia Earth
Noun phrase	Ember bucket
Noun phrase	Empeng pacifier
Noun phrase	Es Jeruk orange juice
Noun phrase	Es krim ice cream
Noun phrase	Pebuari February
Noun phrase	Feri ferry
Noun phrase	Foto photo
Noun phrase	Gajah elephant
Noun phrase	Garam salt
Noun phrase	Garis line
Noun phrase	Garpu fork
Noun phrase	Gas odor in the air

Noun phrase	Gaun pesta formal party wear
Noun phrase	Gelang bracelet/bangle
Noun phrase	Gelas glass
Noun phrase	Gerbang tol toll booth
Noun phrase	Gereja church
Noun phrase	Gigi teeth
Noun phrase	Golok butcher knife
Noun phrase	Gula sugar
Noun phrase	Gula batu rock sugar
Noun phrase	Gula halus powdered sugar
Noun phrase	Gula Jawa dark, Javenese sugar
Noun phrase	Gula pasir table sugar
Noun phrase	Gunting dapur kitchen scissors
Noun phrase	Gunting masak cooking scissors
Noun phrase	Gunting scissors
Noun phrase	Gurita octopus
Noun phrase	Guru teacher
Noun phrase	H.P. handphone
Noun phrase	Halus soft, fine
Noun phrase	Hansip security police (dress in green)

Noun phrase	Hari day
Noun phrase	Hari ini today
Noun phrase	Harimau tiger
Noun phrase	HeNoun phrasehone (slang) cell phone
Noun phrase	Hewan animal
Noun phrase	Hewan laut animal of the sea
Noun phrase	Hidung nose
Noun phrase	Hidup life
Noun phrase	Ibu mother/Mrs.
Noun phrase	Ibu jari / Jempol thumb “mother of the fingers”
Noun phrase	Ibu-ibu women
Noun phrase	Ikan hiu shark
Noun phrase	Ikan lumba-lumba dolphin
Noun phrase	Ikan paus whale
Noun phrase	Indonesia Indonesia
Noun phrase	Induk mother of an animal
Noun phrase	Indung telur mother of the egg/ovary
Noun phrase	Ingus snot
Noun phrase	Ingusan a sniffer
Noun phrase	Isteri wife

Noun phrase	Jaket jacket
Noun phrase	Jalan street
Noun phrase	Jalan buntu dead end
Noun phrase	Jam /pukul hour (e.g.: jam 3 or pukul 3 – pukul is more formal)
Noun phrase	Jambu an exotic fruit
Noun phrase	Janin fetus
Noun phrase	Januari January
Noun phrase	Jari fingers
Noun phrase	Jari manis ring finger
Noun phrase	Jari telunjuk pointer finger (telunjuk describes jari)
Noun phrase	Jari tengah middle finger
Noun phrase	Jari-jari radius
Noun phrase	Jenggot beard (generally long)
Noun phrase	Jerapah giraffe
Noun phrase	Jilbab Muslim veil
Noun phrase	Juli July
Noun phrase	Jumat Friday
Noun phrase	Juni June
Noun phrase	Kaca mata glasses/spectacles
Noun phrase	Kakak older sibling

Noun phrase	Kakek grandpa
Noun phrase	Kaki foot
Noun phrase	Kamar enclosed room
Noun phrase	Kamar mandi bathroom
Noun phrase	Kambing goat
Noun phrase	Kamis Thursday
Noun phrase	Kamus dictionary
Noun phrase	Kanan right
Noun phrase	Kandungan fetus
Noun phrase	Kantong bag – grocery bag
Noun phrase	Kantong mata bags under eyes
Noun phrase	Kaos t-shirt
Noun phrase	Kaos dalam inside shirt/ white undershirt
Noun phrase	Kaos kaki socks
Noun phrase	Kaos lengan pendek shirt with short arms
Noun phrase	Kapal boat
Noun phrase	Kapal tarbang plane
Noun phrase	Karet Rubber
Noun phrase	Karet gelang rubber band
Noun phrase	Kasih care (may get meaning from context)

Noun phrase	Kebaya traditional Javanese dress
Noun phrase	Kecap soy sauce
Noun phrase	Kelenteng Buddhist temple
Noun phrase	Kelingking pinky finger
Noun phrase	Kelip paperclip
Noun phrase	Kelopak petal
Noun phrase	Kelopak mata eyelids
Noun phrase	Keluarga family
Noun phrase	Kemarin yesterday
Noun phrase	Kembalian change
Noun phrase	Kemeja dress shirt
Noun phrase	Kendaraan all means of transportation
Noun phrase	Kepala head
Noun phrase	Kepiting crab
Noun phrase	Keponakan laki-laki nephew
Noun phrase	Keponakan perempuan niece
Noun phrase	Kerang shell
Noun phrase	Kereta api train
Noun phrase	Kereta cart
Noun phrase	Keringat sweat

Noun phrase	Keriput wrinkles
Noun phrase	Kertas paper
Noun phrase	Ketiak underarm
Noun phrase	Kijang antelope
Noun phrase	Kiri left
Noun phrase	Kitab thick book
Noun phrase	Kitab Suci Holy Bible
Noun phrase	Kolekte offering
Noun phrase	Kompor stove
Noun phrase	Komputer computer
Noun phrase	Kontraksi contraction
Noun phrase	Kopi coffee
Noun phrase	Kotoran feces (formal)
Noun phrase	Kotoran hidung nose junk
Noun phrase	Kotoran mata sleep in eye
Noun phrase	Kotoran telinga ear wax
Noun phrase	Kristen Baptis Baptist
Noun phrase	Kristen Protestan Protestant Christian
Noun phrase	Kuali wok
Noun phrase	Kuda horse

Noun phrase	Kuda laut seahorse
Noun phrase	Kudanih hippo
Noun phrase	Kuil (slang) temple
Noun phrase	Kuku nails
Noun phrase	Kulit leather/skin
Noun phrase	Kulkas refrigerator
Noun phrase	Kulkas atas freezer
Noun phrase	Kulkas bawah refrigerator
Noun phrase	Kumbang bee
Noun phrase	Kumis mustache
Noun phrase	Kupu-kupu butterfly
Noun phrase	Kutang traditional wrap for breast support
Noun phrase	Lada pepper
Noun phrase	Lagu song
Noun phrase	Laki-laki man
Noun phrase	Landak porcupine
Noun phrase	Langit sky
Noun phrase	Langit-langit roof of the mouth, ceiling
Noun phrase	Lapangan terbang / airport (slang) airport
Noun phrase	Laut ocean

Noun phrase	Leher neck
Noun phrase	Lem glue
Noun phrase	Lem kuat superglue
Noun phrase	Lengan upper arm
Noun phrase	Lengan panjang long sleeves
Noun phrase	Lidah Buaya Aloe vera (plant)
Noun phrase	Lidah tongue
Noun phrase	Lipat fold
Noun phrase	Lipatan mata fold in eye
Noun phrase	Listrik electric, power
Noun phrase	Lobster lobster
Noun phrase	Loyang baking pan, brass
Noun phrase	Ludah saliva (slang)
Noun phrase	Macan tiger
Noun phrase	Macan Kumbang panther
Noun phrase	Madura the island of madura/madurese
Noun phrase	Mai May
Noun phrase	Makan pagi breakfast
Noun phrase	Makanannya food-his
Noun phrase	Malam tonight/night

Noun phrase	Mandi shower
Noun phrase	Mangkok bowl
Noun phrase	Maret March
Noun phrase	Masa period of time
Noun phrase	Masakan food dish
Noun phrase	Mata eye
Noun phrase	Matahari sun
Noun phrase	Meja table
Noun phrase	Menara large, tower-like building such as the Eiffel Tower
Noun phrase	Mendirikan building
Noun phrase	Mens period
Noun phrase	Mesjid mosque
Noun phrase	Mikrolet mini bus used for public transportation
Noun phrase	Minggu Sunday/week
Noun phrase	Minuman something you drink
Noun phrase	Minyak oil
Noun phrase	Mobil car
Noun phrase	Motor motorcycle
Noun phrase	Muka face
Noun phrase	Mulut mouth

Noun phrase	Musik music
Noun phrase	Nabi prophet
Noun phrase	Nabi Musa Prophet Moses
Noun phrase	Nadi veins
Noun phrase	Nama name
Noun phrase	Nasi cooked rice
Noun phrase	Nenek grandma
Noun phrase	Neraka Hell
Noun phrase	November November
Noun phrase	Obat-obat medicine
Noun phrase	Oister (slang) – no formal way of saying this! oyster
Noun phrase	Ojek hired driver – normally riding a motorcycle
Noun phrase	Oktober October
Noun phrase	Om city uncle
Noun phrase	Orang person/people
Noun phrase	Orang asing outsider/foreigner/UFO
Noun phrase	Orang barat westerner
Noun phrase	Orang beragama Buddha Buddhist
Noun phrase	Orang beragama Hindu Hinduist
Noun phrase	Orang beragama Islam Muslim

Noun phrase	Orang beragama Katolik	Catholic
Noun phrase	Orang beragama Kristen	Christian
Noun phrase	Orang timur	easterner
Noun phrase	Orang timur yang lahir di barat	easterner born in the west
Noun phrase	Orang-orang	people
Noun phrase	Organ	body part
Noun phrase	Orgen	electric keyboard
Noun phrase	Pacar (slang)	romantic friend/boyfriend-girlfriend
Noun phrase	Padi	rice on plant
Noun phrase	Paduan suara	choir
Noun phrase	Paduan warna	the colors of your clothing are combined harmonically
Noun phrase	Pagi	morning
Noun phrase	Pakaian	clothes
Noun phrase	Paman	rual uncle
Noun phrase	Panic	pot, pan
Noun phrase	Panti asuhan	orphanage
Noun phrase	Pasangan hidup	life partner
Noun phrase	Pasangan	partner
Noun phrase	Pasir	sand
Noun phrase	Pastur	pastor

Noun phrase	Pedas hot
Noun phrase	Pelabuhan dock where you line up for ferry
Noun phrase	Pembuahan conception – the process, applicable to human, animal and also fruit/flower
Noun phrase	Pembukaan beginning, dialation, opening
Noun phrase	Pena pen
Noun phrase	Pendeta religious leader of the Christians
Noun phrase	Pengantin wanita bride
Noun phrase	Penggaris/garisan ruler
Noun phrase	Penghapus/hapusan eraser
Noun phrase	Pensil pencil
Noun phrase	Penutup gelas lid for a glass
Noun phrase	Penutup mata blindfold
Noun phrase	Penutup the end Penutup pintu – bell boy
Noun phrase	Penutupan end (of a story)
Noun phrase	Perahu ships
Noun phrase	Perempuan woman
Noun phrase	Pergelangan tangan wrist
Noun phrase	Perjalanan trip
Noun phrase	Pertunjukan a show/ a play

Noun phrase	Petunjuk directions
Noun phrase	Piano piano
Noun phrase	Pinggang waist
Noun phrase	Pintu door
Noun phrase	Pipi cheeks
Noun phrase	Piring plate
Noun phrase	Pisau knife
Noun phrase	Piyama pajamas
Noun phrase	Plastik plastic
Noun phrase	Polisi police (dress in white or blue)
Noun phrase	Popok diaper
Noun phrase	Pria male
Noun phrase	Pundak shoulder
Noun phrase	Punggung back
Noun phrase	Pura Hindu temple
Noun phrase	Putar kembali u-turn
Noun phrase	Puting susu nipple
Noun phrase	Rabu Wednesay
Noun phrase	Radio radio
Noun phrase	Rahim uterus

Noun phrase	Rambut head hair
Noun phrase	Ranjang bed
Noun phrase	Rawon – a specific Javanese dish
Noun phrase	Roh Kudus Holy Spirit
Noun phrase	Rok skirt
Noun phrase	Romo Catholic leader
Noun phrase	Ruangan open room
Noun phrase	Rumput grass
Noun phrase	Rumput laut seaweed
Noun phrase	Rupiah Indonesian money
Noun phrase	Sabtu Saturday
Noun phrase	Salah (root) wrong
Noun phrase	Salasa Tuesday
Noun phrase	Samping side
Noun phrase	Sandal sandahl/flip-flops
Noun phrase	Saos/saus cabe chili sauce
Noun phrase	Saos/saus tomat tomato ketchup
Noun phrase	Sarung Indonesian cloth for kebaya (used by man and woman)
Noun phrase	Sarung tangan gloves
Noun phrase	Saudara sepupu cousin

Noun phrase	Saus/saos	sauce
Noun phrase	Sayang	darling (as in a name for your spouse)
Noun phrase	Sayap	wing
Noun phrase	seekor	one animal
Noun phrase	Segelas	one glass (e.g.: segelas air – a glass of water)
Noun phrase	Sekolah	school
Noun phrase	Selatan	south
Noun phrase	Sendok	spoon
Noun phrase	Sendok bebek	“duck” spoon for eating Chinese soup
Noun phrase	Sendok masak	cooking spoon
Noun phrase	Sendok nasi	rice scooper
Noun phrase	Senin	Monday
Noun phrase	Sepatu	formal dress shoes
Noun phrase	Sepatu hak tingi	high heels
Noun phrase	Sepatu olahraga	exercise shoes
Noun phrase	Sepeda	bicycle
Noun phrase	September	September
Noun phrase	Setir	steering wheel
Noun phrase	Siku	elbow
Noun phrase	Singa	lion

Noun phrase	Softex brand name for femine pads
Noun phrase	Sperma sperm
Noun phrase	Stasiun station
Noun phrase	Stoking (slang) stockings
Noun phrase	Suami husband
Noun phrase	Suara sound
Noun phrase	Sumpit chopsticks (the thing for squeezing)
Noun phrase	Surga Heaven
Noun phrase	Susu milk
Noun phrase	Susu bubuk powdered milk (can be used for adults powder milk and baby powder milk)
Noun phrase	Tahu tofu
Noun phrase	Tahun year
Noun phrase	Tai feces (slang)
Noun phrase	Taksi taxi
Noun phrase	Tali puser umbilical cord
Noun phrase	Taman park
Noun phrase	Tamu bulanan monthly guest
Noun phrase	Tangan whole arm including hand
Noun phrase	Tangan buntung sleeveless shirt

Noun phrase	Tangan panjang long sleeve shirt
Noun phrase	Tangan pendek long sleeve shirt
Noun phrase	Tanggal date
Noun phrase	TaNoun phrasea lengan without arm
Noun phrase	Tante city aunt
Noun phrase	Tas purse/bag
Noun phrase	Tatakan preventative under
Noun phrase	Tatakan iler bib
Noun phrase	Teh tea
Noun phrase	Telapak kaki sole of foot
Noun phrase	Telapak tangan palm
Noun phrase	Telepon telephone, a call
Noun phrase	Telinga ears
Noun phrase	Telur egg
Noun phrase	Teman friend
Noun phrase	Teman laki-laki boyfriend/any male friend
Noun phrase	Teman perempuan girl friend
Noun phrase	Teman-teman friends
Noun phrase	Tempat place
Noun phrase	Tidak subur infertility

Noun phrase	Timur east
Noun phrase	Tip-ex brand name for correction pen
Noun phrase	Tomat tomato
Noun phrase	Topi hat
Noun phrase	Trek truck
Noun phrase	Tuan sir
Noun phrase	Tuhan God
Noun phrase	Tulang bone
Noun phrase	Tulisan what is written
Noun phrase	Tumbuhan laut plant of the sea
Noun phrase	Tutupan gelas lid for a glass
Noun phrase	Tutupan lid for a glass, pot, etc.
Noun phrase	Uang paper money
Noun phrase	Ubur-ubur jellyfish
Noun phrase	Udang prawn/shrimp
Noun phrase	Ulang tahun birthday
Noun phrase	Unta camel
Noun phrase	Utara north
Noun phrase	W.C. “weysay” public toilet
Noun phrase	Wanita female

Noun phrase	Warna color
Noun phrase	Warung snack shop
Noun phrase	Wihara Buddhist temple
Noun phrase	Wol wool
Noun phrase	Yesus Kristus Jesus Christ
Noun phrase	Zebra zebra
Numerative	Banyak many
Numerative	Belas tens
Numerative	Dua two
Numerative	Dua pertiga two over three/two thirds
Numerative	Dua belas twelve
Numerative	Empat four
Numerative	Enam six
Numerative	Lima five
Numerative	Ratus hundreds (e.g. dua ratus – two hundreds)
Numerative	Ribu thousands (e.g. tigaribu – three thousands)
Numerative	Satu one
Numerative	Satu juta one million
Numerative	Sebelas eleven
Numerative	Sebuah a thing

Numerative	Sembilan nine
Numerative	Seorang one person
Numerative	Seperempat one over four/one fourth
Numerative	Sepuluh/puluh ten
Numerative	Seratus one hundred
Numerative	Seribu one thousand
Numerative	Setengah one half
Numerative	Tiga three
Numerative	Tiga perempat three over four/ three fourths
Numerative	Tujuh seven
Preposition	Dari from
Preposition	Dengan with
Preposition	Di atas on top of, on the top
Preposition	Di bawah underneath
Preposition	Di belakang- at the back of
Preposition	Di dalam inside, beneath, under
Preposition	Di depan in front of
Preposition	Di in/on/to
Preposition	Di samping next to
Preposition	Ditengah-tengah in between

Preposition	Ke to
Preposition	Per over
Preposition	Sampai until (may also be a Conjunctionunction)
Preposition	TaNoun phrasea without
Preposition	Tengah between
Preposition	Untuk to/for
Pronoun	Anda you (formal)
Pronoun	Dia he/him/his/she/her
Pronoun	Diri self
Pronoun	Di sini here
Pronoun	Ini this
Pronoun	Itu that
Pronoun	Kalian you (pl)
Pronoun	Kami us/our
Pronoun	Kamu you/your
Pronoun	Kita we/us
Pronoun	Lainnya other
Pronoun	Mana where's
Pronoun	Mereka them/they/their
Pronoun	Saya I/me/my

Pronoun	Yang which/that
Question	Apa what
Question	Apakah would
Question	Bagaimana how
Question	Berapa how much
Question	Di mana where
Question	Ke mana to where
Question	Yang mana which one
Verb phrase	Ada exists
Verb phrase	Akan will
Verb phrase	Belajar learning/study
Verb phrase	Belanja shopping
Verb phrase	Beli buy
Verb phrase	Belok turn
Verb phrase	Berbicara talking
Verb phrase	Berdiri standing
Verb phrase	Berdoa praying
Verb phrase	Berhenti stop
Verb phrase	Berjalan walking
Verb phrase	Berjalan kaki trespassing

Verb phrase	Berlari running
Verb phrase	Bermain/main play (high degree of activity)
Verb phrase	Bernyanyi/nyanyi singing
Verb phrase	Berpakaian putting the clothes on
Verb phrase	Berwarna the color (eg. langit berwarna biru – the sky is blue (in color))
Verb phrase	Bicara/berbicara talking
Verb phrase	Bicarakan/membicarakan one person talks to a group/public discussion
Verb phrase	Boleh can
Verb phrase	Cari looking (for something- like missing items)
Verb phrase	Cepat-cepat hurry
Verb phrase	Cinta love (old-fashioned sounding)
Verb phrase	Cuci wash
Verb phrase	Dibicarakan is discussed (passive)
Verb phrase	Dibuahi receiving impregnation (action of women)
Verb phrase	Dimatikan was turned off (passive)
Verb phrase	Dinyalakan was turned on (passive)
Verb phrase	Dipegangi (passive) holding and not wanting to let go
Verb phrase	Disalahi (passive) something being blamed with emphasis on reason
Verb phrase	Ditunjuk (passive) pointing/appointing
Verb phrase	Doa pray

Verb phrase	Dorong push (not used in reference to giving birth)
Verb phrase	Duduk sit
Verb phrase	Ejakulasi ejaculate – normally has negative connotation!
Verb phrase	Goreng fry
Verb phrase	Hapus erase
Verb phrase	Jalan kaki walk by foot
Verb phrase	Jual sell
Verb phrase	Khotbah preaches/ scolds (slang)
Verb phrase	Lahir birth
Verb phrase	Lari run
Verb phrase	Maaf excuse me, I'm sorry
Verb phrase	Makan eat
Verb phrase	Mari come (here)
Verb phrase	Masak cook
Verb phrase	Mau want
Verb phrase	Melahirkan gives birth
Verb phrase	Melebarkan widen something
Verb phrase	Memakai wearing
Verb phrase	Memanasi heat up
Verb phrase	Memanjangi grow out/keep long

Verb phrase	Mematikan to turn off
Verb phrase	Membicarakan to discuss
Verb phrase	Membuahi impregnating (action of men)
Verb phrase	Membuka/buka open
Verb phrase	Memegang hold something
Verb phrase	Memengangi (active) holding and not wanting to let go
Verb phrase	Memendekan cut short
Verb phrase	Memilih choose
Verb phrase	Meminta asked
Verb phrase	Mempelajari study something
Verb phrase	Mempunyai have
Verb phrase	Mendinginkan cooling something
Verb phrase	Mendoakan praying for someone
Verb phrase	Menduduki sitting on something
Verb phrase	Menengahi separate fighters, pull apart, come between a physical fight
Verb phrase	Mengajar teaching
Verb phrase	Mengajari teach someone (requires both IO and DO to follow)
Verb phrase	Mengajarkan teaching something (requires what subject is taught to follow as DO)
Verb phrase	Mengaji (Muslim) pray/call to prayer

Verb phrase	Mengendarai riding something with engine (e.g. car)
Verb phrase	Menggendong hold/carry(a baby)
Verb phrase	Menghangati warm up
Verb phrase	Meninggikan praise
Verb phrase	Menjalani follow rules (focus on rules)
Verb phrase	Menjalankan follow rules (I'm doing the job) operate something (requires an object) (focus on person following or operating)
Verb phrase	Menulis writing
Verb phrase	Menunjuk pointing/appointing
Verb phrase	Menunjukkan directing/showing the way
Verb phrase	Menutup close
Verb phrase	Menutupi hide, cover secretly
Verb phrase	Menyalahi blame (requires an IO and DO)
Verb phrase	Menyalahkan blame (requires a DO)
Verb phrase	Menyalakan to turn on
Verb phrase	Menyanyikan sings something
Verb phrase	Menyembah prostration/bowing down (can have a negative connotation)
Verb phrase	Menyetir driving
Verb phrase	Menyusui nursing (a baby)
Verb phrase	Minum drink

Verb phrase	Naik action of getting into vehicle
Verb phrase	Nyala burn
Verb phrase	Ovulasi ovulation
Verb phrase	Parkir park
Verb phrase	Pegang (root that does not occur alone) hold
Verb phrase	Pergi go
Verb phrase	Permisi excuse me (I'm coming through)
Verb phrase	Puasa fasting
Verb phrase	Punya have/own (seems to occur toward the end of the sentence)
Verb phrase	Punyanya his/her (emphatic)
Verb phrase	Pura-pura pretend
Verb phrase	Sayang care a lot for
Verb phrase	Sembahyang pray/prostrate (not commonly used by Christians)
Verb phrase	Suara habis can't talk
Verb phrase	Tau know
Verb phrase	Tekan perut push/press stomach
Verb phrase	Telunjuk pointing
Verb phrase	Terbuka very open, public (generally refers to a person)
Verb phrase	Tertutup very reserved (generally refers to a person)
Verb phrase	Terus keep going

Verb phrase	Tolong help, please
Verb phrase	Tulis write
Verb phrase	Tunggu wait
Verb phrase	Tutup close
Verb phrase	Ulang repeat
Total:	773

APPENDIX C

Template for Daily Lesson Plan

Template for Daily Lesson Plan

Date:

Available time:

Objectives: Students will be able to

Grammatical:

Functional:

Speaking:

Spelling:

Assumptions:

Materials:

Structured Activities

Activity 1:

Activity 2:

Activity 3:

Private Activities

Tape: _____

Journal: _____

Planning Notebook: _____

Social Activities

Language informant:

Friends:

Passing acquaintances:

Planned Outings:

APPENDIX D

Grammatical Checklist

Grammatical Checklist

Person and Number

Entry:	Introduced
First person singular	✓
Second person singular	✓
Third person singular	✓
First person plural	✓
Second person plural	✓
Third person plural	✓

Gender

Entry:	Introduced
Masculine	
Feminine	

Pronominal Forms

Entry:	Introduced
Personal	✓
Relative	✓
Reflexive	✓
Reciprocal	✓
Indefinite	
Demonstrative	✓
Possessive	✓

Tense/Aspect

Entry	Introduced
What has happened	✓
What is happening	✓
What will happen	✓

Noun Roles

Entry:	Introduced
Subject	✓
Direct Object	✓
Indirect Object	✓
Interlocuter	✓
Beneficiary	✓
Company	✓
Means	✓
Destination	✓
Source	✓
Location	✓

Constituents of a Noun Phrase

Entry:	Introduced
Generic Nouns	✓
Counter Nouns	✓
Numeratives	✓
Colors	✓
Definiteness	✓
Anaphoric reference	
Topical/non-topical features	
Maximal/minimal constituents	✓

Negation

Entry:	Introduced
Forms	✓

Questions

Entry:	Introduced
Question words	✓
Yes/No questions	✓
Content questions	✓

Imperatives

Entry:	Introduced
Polite non-imperative requests	✓
Polite non-imperative orders	✓
Direct imperative	✓

Modality

Entry:	Introduced
Ability	✓
Possibility	✓

Voice

Entry:	Introduced
Active	✓
Passive with agent	✓
Passive without agent	✓

Coordination and Related Phenomena

Entry:	Introduced
Conjunction forms	✓
Parataxis	✓
Conjoined verbs	✓
Conjoined nouns	✓
Conjoined objects	✓
Conjoined location	✓
Conjoined instrument	
Conjoined sentences	✓

Clauses

Entry:	Introduced
Complement	✓
Embedded statements	✓
Embedded commands	
Embedded questions	✓
Relative	✓
Dependent adverbial clauses of time	
Dependent adverbial clauses of purpose	✓
Dependent adverbial clauses of reason	
Dependent adverbial clauses of extent	✓
Dependent Adverbial clauses of means and manner	
Dependent clauses of concession	
Dependent clauses of contra-expectation	
Dependent conditional	
Dependent counter-factual	

APPENDIX E

Functional Sentence Pattern Checklist

Functional Sentence Pattern Checklist

Entry:	Introduced:
Simple descriptions	✓
Simple instructions (most polite form, to a child, to one and more individuals)	✓
Sentences that identify and describe	✓
Combining descriptive words with names for objects (i.e. objects with complex descriptions such as size, color, shape, condition, and quantity)	✓
Conjoining physical objects	✓
Identification and description of actions and experiences	✓
Understanding agent, experiencer, and patient	✓
Pronouns usage	✓
Indirect objects	✓
Beneficiaries	✓
Location phrases	✓
Possessors	✓
Instruments	
Associates	

Source	✓
Goal	✓
Possession (kinship terms, body parts, and typical nouns)	✓
The manner of action	
Past	✓
Future	✓
Making general statements about things that happen, or used to happen	✓
Time words (today, this morning, tonight, tomorrow, days of the week, months, seasons, year, etc., and words for telling time.)	✓
Agentless passives	✓
Simple yes or no questions	✓
Content questions	✓
Degrees of uncertainty, desirability	
Denying and forbidding (negation)	✓
Began, started, stopped, continued, finished, became	
Conjoining sentences (shared subject and different subjects)	✓

Relative clauses	✓
If clauses	
Temporal clauses	✓
Reason clauses	✓
Result clauses	
Purpose clauses	✓
Primary agent	✓
Secondary agent	
Comparisons	✓
Say, think, believe, desire, want, wish, know	✓
Direct discourse	✓
Indirect discourse	

Participles

Entry:	Introduced
--------	------------

Adjectival

Adverbial

Adverbials

Entry:	Introduced
--------	------------

Reason relation

Result

Means

Purpose

Recipient	✓
-----------	---

Location	✓
----------	---

Time	✓
------	---

Beneficiary	✓
-------------	---

Accompaniment	✓
---------------	---

Backgrounding

Additives	✓
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APPENDIX F

Situations and Topics Checklist

Situations and Topics Checklist

Entry:	Introduced:
Shopping (name items, use currency, ask location of items and prices)	✓
Getting directions	✓
Using a bus	
Traveling by plane	
Riding a bike	✓
Taking a ferry	
Greetings	✓
Expressing appreciation	✓
Expressing a compliment	✓
Giving/receiving an invitation	✓
Giving a gift	
Excusing oneself	✓
Asking for a public toilet	
Asking to use a private toilet	✓
Giving tips	
Ordering at a restaurant	✓
Talking about self and family	✓
Asking about someone's children/family	✓

Asking about someone's schooling/background	✓
Asking about someone's health	✓
Asking about someone's employment	✓
Dealing with beggars	
Hiring a maid	
Talking with government officials	
Talking with a doctor about body parts	✓
Talking with a doctor about illness	✓
Talking with a pharmacist about medical drugs	✓
Talking about religion	✓
Answering questions graciously about U.S. foreign policy	
Exchanging money	✓
Going to the bank	
Answering a phone	✓
Naming clothing articles	✓
Requesting an object	✓
Complying with a request for an object	
Refusing to comply with a request for an object	✓
Requesting an action	
Complying with or refusing to comply with such requests	
Requesting assistance (asking a favor)	

Complying with or declining a request for a favor	
Offering an object	✓
Accepting the offer	
Declining the offer	
Offering assistance	
Accepting or declining the offer of assistance	
Giving instructions to an employee	
Giving orders to a child	✓
Making a promise or commitment to future action	
Making an apology	✓
Expressing regret	
Expressing sorrow for the other person's situation	
Initiating an encounter	
Making initial small talk in an encounter	
Hesitating while speaking	
Asking for clarification	✓
Interrupting	
Terminating an encounter	
Making a social introduction	✓
Introducing oneself	✓
Asking permission	✓

Granting permission	
Refusing permission	
Asking the time	✓
Indicating a desire to enter a home	
Bidding someone to enter a home	

APPENDIX G

Specialized Vocabulary Checklist

Specialized Vocabulary Checklist

Category:	Vocabulary:	Introduced:
Religious	Common Christian terms	✓
	Common Islamic terms	✓
	Common local expressions	✓
Academic	Theological terms	
	Biblical references	
	Linguistic terms	
Names	Common male names	
	Common female names	
	Common family names	
	Major ethnic groups	✓
Legal	Visas	
	Taxes	
	Applications	

APPENDIX H

Six-Week Plan for Indonesian Language Study

Six-Week Plan for Indonesian Language Study

Week: Goals:

One I plan to be introduced to my Language Resource Person and hopefully make some positive first connections with her. I need to help her understand what I am doing with my thesis and get her permission to use her name in my journal and thesis. I do not plan on speaking in the language sessions, just listening. I plan to learn my first one hundred and fifty words. I hope to identify word order and simple sentence patterns for statements. I hope to start with human relations and work into other simple nouns and verbs. I would like to begin working on numbers and money. I would like to explore simple nouns and verbs, negatives, adjectives as time allows.

Two I plan to continue with the strategy I have established for week one and to learn another 150 vocabulary words. I hope to hear and comprehend some very simple conversational phrases. I would like to learn about common modes of transportation, giving/receiving directions, common kitchen items/Indonesian cooking, names of animals and vegetables, color, size, and shape. I would like to learn to request an object and how to comply/ decline compliance with a request. I would like to explore direct and indirect objects and be introduced to yes/no questions as time allows.

Three I plan to continue in listening and recording as established in weeks one and two.

I will talk only as I am comfortable in doing so. I want to learn another 150 vocabulary items, and I hope to see a number of categories marked off on my checklists. I would like to discuss religion, religious terminology, and perhaps some demographic information on Indonesia. This may be a good time to discuss people groups, clothing articles, and landscape. I would like to explore time words and relative clauses in an introductory way.

Four I plan to continue in listening and recording as established in weeks one through

three. I will talk only as I am comfortable in doing so. I would like to learn another 150 vocabulary items including some simple conversational phrases or sentences as appropriate. I would like to hear commands in polite form and direct form. I would like to contrast this with simple description. Also, I would like to explore how to talk about things that commonly happen or that used to happen, and I would like to be introduced to expressions of frequency and amount.

Perhaps use common errands, such as going to the bank or ordering at a restaurant, as a context, or possibly everyday occurrences such as giving tips or requesting a public toilet.

Five During the first session this week, I plan to speak only (broken) Indonesian to my LRP for one hour with a ten minute recess. The other hour will be used as in other language sessions. From this point forward, half the language session should be spent on two-way communication in Indonesian. However, formal activities to expand knowledge of sentence structure and vocabulary will continue in the other half of each session. I plan to continue learning 150 vocabulary items this week. I would like to explore emotions and verbs that describe experiences as well as passives. It would also be good to learn how to give and receive invitations and compliments; how to ask questions about family, background and work; and how to express sorrow or regret.

Six I will continue in the pattern established in week five. I will learn another 150 vocabulary words. Hopefully, all independent sentence patterns have been covered. I will go back to structured language activities in order to do remedial review or to establish knowledge of new structures that arise. If possible, I would like to establish some social connections with Indonesian speakers outside of my LRP. I would like to explore comparisons, conjoining at the sentence level, and degree of certainty/probability. This might be a good time to learn how to make promises or future commitments.

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