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Linguistic categorization of teacher perceptions about BIPA learner errors and learning challenges: a multiple case study

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a b s t r a c t

This descriptive qualitative study investigated teacher perceptions about common BIPA learner errors and challenges, to contribute to the formation of a larger profile of Indonesian language learners and assist both materials developers and classroom teachers in anticipating and addressing these challenges. The data in this multiple case study was collected through interviews of four experienced BIPA instructors representing a range of instructor backgrounds with regard to gender, years taught, international teaching experience, and teaching context, although all were from a language, linguistics or humanities background. Learners taught ranged from approximately 15 national backgrounds, with the largest group being Australians, and most being in the A1-A2 CEFR range. Errors and challenges were identified in the areas of phonology, morphology, semantics, syntax, pragmatics, and with regard to language contact. The participants disagreed about the usefulness of existing BIPA materials, with some suggesting the need for more specialized materials.

Introduction

One of the duties of the Language Development and Cultivation Agency of Indonesia *(Badan Pengembangan dan Pembinaan Bahasa)*, in the Ministry of Education,Culture, Research, and Technology (*Kementerian Pendidikan,Kebudayaan, Riset, dan Teknologi*), through the Center for the Development of Language Strategy and Diplomacy (*Pusat Pengembangan Strategi dan Diplomasi Kebahasaan,* hereafter referred to as PPSDK) and become Center for Language Strengthening and Empowerment (*Pusat Penguatan dan Pemberdayaan Bahasa*) in 2022, is the internationalization of the Indonesian language, as written in government regulation number 57 of the year 2014 and the Strategic Plan of the PPSDK from the years 2015-2019 (Amanat, 2019, p. 41). However, there are also those language experts who consider the Indonesian language to have already obtained the status of international language (Sastrio, 2017). To reach their stated goal over the past half decade, teachers of Indonesian as a foreign language (more commonly referred to as *bahasa Indonesia bagi penutur asing*, and hereafter referred to as BIPA) have been sent by the PPSDK to several countries around the world, including Malaysia and Egypt, among others.
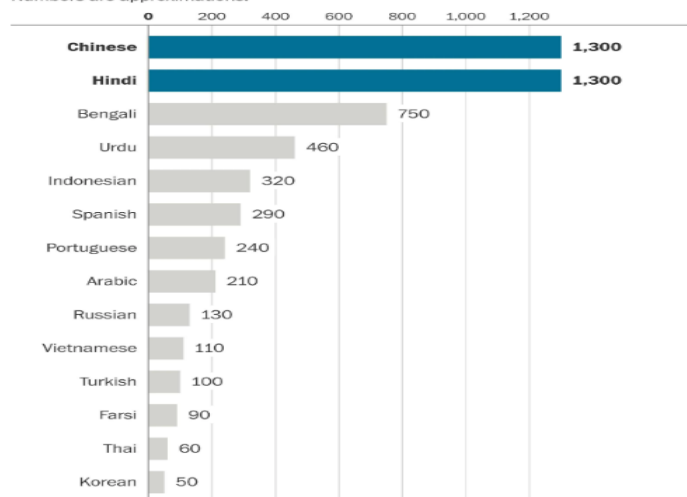
At the present time, BIPA is being studied in a number of nations, including: the Philippines (see Quinones, & Mayrena, 2020), Timor Leste (Amanat, 2019), Vietnam (Wurianto, 2022), the United States (Roesdiono, 2012, October 21), Thailand (Hertiki, 2020), and Poland (Hertiki, 2017). Handoko et al (2019, p. 24) make mention of 20 nations which are currently active in the field of BIPA, out of 23 nations targeted by the PPSDK as locations where they would like to support BIPA programs. Besides Thailand, with the largest number of active BIPA learners, and Timor Leste, with the second largest number, BIPA programs and learning activities are also active in Australia, Papua New Guinea, Tunisia, the Philippines, and Myanmar, and in smaller numbers, in Uzbekistan, Singapore, Russia and France.

In addition to the efforts of the PPSDK to develop the field of BIPA education, individual teachers and educational organizations are also active in efforts to internalize the Indonesian language, as "*sebuah keharusan politik, perdagangan, dan sosial budaya*", that is, a socio-cultural, political and commercial necessity for Indonesia (Wurianto, 2022, p. 2). Indonesian has become a capable language option to compete with other foreign languages as university elective courses or secondary school subjects, especially for citizens of ASEAN nations. Examples of this can be seen in the curricular options available at institutions of higher education in Ho Chi Minh City (Wurianto, 2022, p. 2), Manila (Quinones & Mayrena, 2020) and Poznan, Torun, Krakow and Warsaw in Poland (Hertiki, 2017, p. 1).

A study carried out at the Polytechnic University of the Philippines, Manila, found that the majority of BIPA learners surveyed *strongly agreed* that BIPA studies would provide further work opportunities in other ASEAN countries. This constituted the greatest motivating factor for learning Indonesian among a total of 11 options provided in the survey, such as being able to provide translation services or having more chances to befriend Indonesian citizens (which was the second highest motivation chosen on the survey) (Quinones & Mayrena, 2020, pp. 18—19). According to demographic projections from the United Nations, by the year 2050, Indonesia will be the developing country with the fourth largest population in the world, and foreign language learners are recommended to begin mastering Indonesian now, in order to be able to participate in the business and economic world of the future (see *Figure 1*, taken from Noack, 2015, September 24 as quoted by ICEF Monitor, 2019, October 8). According to Roesdiono (2012, September 11), Indonesian sounds 'exotic' to foreign ears and this increases learners' interest and the motivation of some learners to study it.

Languages spoken in fastest-growing emerging economies, ranked by demographic prospects

In millions of inhabitants living in countries with emerging economies by 2050. Numbers are approximations.

Language	Value
Chinese	1,300
Hindi	1,300
Bengali	750
Urdu	460
Indonesian	320
Spanish	290
Portuguese	240
Arabic	210
Russian	130
Vietnamese	110
Turkish	100
Farsi	90
Thai	60
Korean	50

Source: U.N. World Population Prospects/British Council
THE WASHINGTON POST

Figure 1

Despite some existing level of interest to study Indonesian, there is still a need to develop specialized materials for BIPA learners with specific backgrounds and experiences, according to their first language, level of mastery, and specific language learning goals. Susani (2022) explains the need to develop BIPA learning materials for those in the tour guide profession in Vietnam, while Reyes (2020) discusses the importance of considering professional goals and aims in planning Indonesian language learning programs in the Philippines. Roesdiono (2012, August 30) mentions another example of BIPA learners with specific language learning aims, that of foreign journalists working in Indonesia.

The institution which has taken the most prominent role in the effort to develop BIPA educational materials is the Ministry of Education and Culture, through the Language Development and Cultivation Agency, which released the first edition of "*Bahasa Indonesia Bahasa Sahabatku* (*the Indonesian language is the language of my friend*)", in two books, parts 1 and 2, in the year 2014. This first edition contained everyday topics such as family, school, work, and daily activities (Maryani, pp. 39, 54, 66). The second series was released in 2015, entitled simply "*Sahabatku Indonesia*" (*Indonesia, my friend*), and this was followed in 2016 with "*Sahabatku Indonesia: Untuk Anak Sekolah*" (marketed toward school age learners), in six levels: A1, A2, B1, B2, C1 and C2, according to the Common European Framework of Reference for Languages or CEFR) (Mahayana, 2019, p. iii). The materials of the 2016 edition were developed with a more holistic and integrated approach in mind, around texts and the development of an understanding of Indonesian culture at large, or, as explained in the introduction, this series has been, "dikembangkan dengan berbasis teks agar pemelajar secara terintegrasi dapat mengembangkan kompetensi berbahasanya dalam keempat keterampilan: menyimak, berbicara, membaca, dan menulis", with the addition of one other mail goal, that is the development of "wawasan keindonesiaan", or an Indonesian perspective (Meilinawati, 2016, p. iii).

In the year 2017, the PPSDK printed several more titles, targeted at learners from specific language backgrounds, *Sahabatku Indonesia* specifically for (1) Thai language speakers, (2) English language speakers, and (3) Arabic language speakers (Mahayana, 2019: iii). The latest series (2019) makes use of a revised system of measuring learner competence ranging from BIPA 1 to BIPA 7 (loosely corresponding to the previously used CEFR system), in four series. The four series in the new release are: (1) "*Sahabatku Indonesia bagi pemelajar BIPA umum*", for general language learners; (2) "*Sahabatku Indonesia untuk Pelajar*", with a focus on the needs of school-aged learners; (3) "*Sahabatku Indonesia: Berbahasa Indonesia di Jakarta*", which discusses local cultural elements of Jakarta (Akbar, 2019, p. iv); (4) supplementary BIPA learning materials in the form of local and national texts and topics, including the accompanying series, "*Sahabatku Indonesia: Memahami Indonesia Melalui Sastra*", discussing a range of Indonesian literary products like the short story, prose, poetry, and legends, among others. These latest materials, and in particular the supplementary ones, were designed to provide a bridge for citizens of countries around the world to know and understand Indonesia, that is a "*jembatan bagi warga dunia untuk mengenal dan memahami Indonesia*" (Mahayana, 2019, p. iii), with a strong focus on understanding Indonesian culture.

Despite the expansive development of locally developed BIPA materials over the past decade, including those with a target of specific first language background learners, opportunities for development still remain. The aforementioned materials for specific learners remain mostly translations of previous materials, to facilitate understanding of the contents and instructions, and do not yet include contents *specifically designed* for overcoming errors made and challenges faced by learners of specific foreign language backgrounds, despite the existence of some relevant research in this area. Research toward defining elements of an Indonesian and English *interlanguage*, for example, was conducted on Indonesian learners of English by Mardijono (2003), among others, who found difficulties in both morphology and syntax (p. 72). A number of common errors with affixes presented recurring challenges in Indonesian and English *interlanguage,* as described by Yong (2001); elements of difference which led to confusion can be seen in the following table, with additional notes from Johns (1977) about affixes in these two languages:

Tabel 1. Additional Notes

English inflectional affixes	Indonesian equivalents
3rd per. sing. present –s past tense -ed progressive aspect -ing past participle -en, -ed	Indonesian "verbs are not marked for person, tense or number" (Yong, 2001, p. 286); continuous aspect is indicated with a time phrase such as currently or temporarily (sedang/sementara) (p. 287)
plural -s	"nouns are not inflected for number" (Yong, 2001, p. 283)
possessive -'s, -s'	"possessive relations can be shown by a bound pronoun –nya or by the free personal pronouns dia (he/she/it) and mereka (they/them/their)" (Yong, 2001, p. 284)
comparative -er	*lebih* + adjective for comparative form (Johns, 1977, p. 215)
superlative -est	*paling* + adjective for superlative (Johns, 1977, p. 215)

The information presented in the chart above is relevant to the *interlanguage* challenges faced by Indonesian background learners of English, but more research is necessary to describe interlanguage errors in the opposite direction. To date there is still a need for a collection of studies in the field of BIPA education which can become a reference for BIPA instructors who meet with learners from a variety of language and national backgrounds, like *Learner English* (Swan and Smith,

2001), or *Practical English Usage, 3rd ed.* (Swan, 2005), which provide examples of inaccurate language usage, for the increase of teacher awareness. Kaniah and Palupi (2020) have begun this process with a study analyzing the structure of sentences and appropriacy of word choice in a foreign college student's Indonesian language essay. However, the connection between research into learner errors and challenges, and the creation of materials, is still an area with room for further development (Susani, 2022). The uniqueness of the current study is in its attempt to determine difficulties faced by a range of learners from a range of backgrounds. Although some previous studies have explored learner errors, they tend to focus on learners from only one specific language background rather than exploring a range of ability levels and language backgrounds. This study attempts to do so.

Formulation of the research problem

In light of the discussion above, this study set out to examine teacher perceptions of BIPA learner errors and challenges. The research focus was defined using the following questions: (1) What is the profile and background of current and active BIPA instructors? (2) What is the profile and background of current and active BIPA learners? (3) What difficulties and challenges are faced by BIPA learners, as classified into relevant linguistic branches? (4) Are existing BIPA materials sufficient to address the challenges uncovered, both (a) in relation to their level of mastery (ranging from BIPA 1 to BIPA 7) and (b) in relation to their first language background?

Aims and benefits of the study

In accordance with the aforementioned research focus, the anticipated aims of the study were to generate a description of (1) active BIPA instructor profiles, (2) active BIPA learner profiles, (3) identify common learner errors and challenges, and (4) determine the appropriacy of existing BIPA materials. Although some of the benefits of the study are theoretical, the majority are practical. It is hoped that this study will contribute to the linguistic literature of Indonesian as a foreign language and help with the creation of a larger profile of Indonesian language learners, as a resource for foreign language teachers.

Practically, it is hoped that this study will aid current and future BIPA instructors to anticipate learner challenges and better prevent them in classroom practice. It is hoped that the analysis of common learner errors and challenges can become input for authors, compilers, and editors of Indonesian language materials, both at the PPSDK for future editions of "*Bahasa Indonesia Sahabatku*" and elsewhere for other works. It is hoped that the study will aid in current and future authors' ability to successfully increase BIPA learners' speaking, reading, writing, and listening skills, and use of vocabulary and grammatical structures, through the creation and use of effective and appropriate language teaching materials.

Previous studies

Previous studies of relevance can be drawn from several areas, for example, (1) those relating to *general* BIPA learner errors, and (2) those which relate to BIPA errors in specific linguistic branches. Some insights into *interlanguage* between Indonesian and English (as an example of one first language of BIPA learners) can also be found in studies of Indonesian language background learners of English (see Yong, 2001 for a detailed overview of this topic), and some of these sources were used in the development of the research instrument for this study. The discussion of previous studies here will focus on (1) structural usage errors (related to syntax and semantics): Kaniah & Palupi (2020); Andhika (2019); and Widianto (2021) and (2) issues of pronunciation (related to phonetics and phonology): Nurfitriani & Putra (2021); Leksono & Kosasih (2020); and Widianto (2021).

Kaniah & Palupi (2020) conducted a descriptive qualitative analysis of sentence structure and word choice in an essay written by a foreign college student as part of an Indonesian language proficiency test. The essay consisted of thirteen sentences, and the analysis focused on structures and use of vocabulary in order to classify each sentence as acceptable or appropriate in standard Indonesian. An example of a sentence from the essay is: (1) "*Dari sekarang, saya memberitahu tentang kelebihan mobil listrik kepada pembaca umum yang baca petulisan ini*" (2020, p. 90), which, after revision and correction, could be written as, "*Dari sekarang saya memberitahu tentang kelebihan mobil listrik kepada pembaca umum yang membaca tulisan ini*" (2020, p. 91), or (2) "*Salah satu yang kelebihan adalah yang mobil listrik bisa kurangi polusi di udara*" (2020, p. 91), which could be corrected to become, "*Salah satu kelebihannya adalah mobil listrik bisa mengurangi polusi di udara*" (2020, p. 91). Kaniah and Palupi concluded that errors affecting accuracy could be caused by (a) lack of understanding of sentence structure, (b) lack of familiarity with sentence patterns, (c) inaccurate or inappropriate use of base words, (d) inaccurate use of affixes, and (e) inaccurate use of conjunction (2020, p. 98).

Andhika (2019) analyzed the use of Indonesian grammar in texts produced by Cristal High School, grade 11 students, in Dili, Timor Leste. Out of 20 respondents, Andhika identified several categories of errors, among others: (1) word choice and use of synonyms (for example, choosing between "*Andi* **mengemukakan** *pendapatnya*", "*Andi* **mengutarakan** *pendapatnya*" and "*Andi* **menyuarakan** *pendapatnya*" (2020, p. 86); (2) use of words in phrases, with examples like "*Dia punya ibu*" instead of the more appropriate "*ibunya*" and "*para hadirin sekalian*", which should be simply "*hadirin sekalian*" (2020, pp. 86-87); (3) ineffective sentences because of errors which lack a systematic use of language, have an excessive use of words, run-on ideas, and/or ambiguous ideas (2020, p. 87). An example of an ineffective sentence is, "*Ibu guru masuk ke dalam ruang kelas*", which should be simply, "*Ibu guru masuk ruang kelas*" (2020, p. 87). However, despite providing a number of examples, this study did not go into depth or detail about the specific *reasons* for *why* these sentences should be classified as ineffective.

Finally, Widianto (2021) found several general errors in his beginner level course (BIPA 1) in Hanoi, Vietnam. Among others, there were errors with (1) spellings of '*nya*' which were often rendered as '*nha*'; (2) the writing of capital letters in the middle of words (which could be due to the difference in alphabet between Vietnamese and Indonesian) (2020, p. 57); (3) the formulation of *adalah* + adjective, as in the example, "*Bangunan-bangunan di kota itu adalah cantik*" which should not make use of *adalah* (2020, p. 58); (4) the use of the word *jam* after a number in the telling of times, as in the example, "*Sekarang pukul tujuh jam sepuluh menit*", influenced by Vietnamese language patterns (2020, p. 58).

With regard to phonology, Nurfitriani and Putra (2021) found several examples of phonological interference from Japanese learners at PT Sakai Mulia Koken Indonesia, such as: (1) the changing of certain phonemes; (2) the addition of phonemes; (3) the loss of phonemes; (4) the reduction of phonemes (2021, p. 50). Examples of this interference include: the changing of /h/ to /f/; /t/ to /ch/ and /l/ to /r/ (2021, p. 49). Leksono and Kosasih (2020) conducted a study on the pronunciation of Indonesian vowel sounds by Thai speakers and concluded that while there were some differences in the pronunciation of vowels, Thai speakers did not experience any particular difficulty in the production of Indonesian vowel sounds and noted some differences among those who had already studied English as a second language (2020, p. 27). Several difficulties identified by Widianto (2021) in Vietnam related to pronunciation were, among others: (1) [r] at the end of a word being lost, (2) [r] at the beginning of a word changing into a [z]; (3) [s] at the end or in the middle of a word changing into a [t]; (4) [l] at the end of a word being lost or becoming [n] (2021, p. 56).

Definition of terms

This study makes use of the following terms in relation to various branches of linguistics: (1) phonetics and phonology, (2) morphology, (3) semantics, (4) syntax, (5) pragmatics, and (6) language contact. The definitions of these terms will be given below.

Phonetics is defined as the study or examination of the production, transmission and receiving of the sounds of a language (Kridalaksana, 1982, p. 44), while phonology is the branch of linguistics that examines the sounds of a language according to their function (1982, p. 45). In this study, the terms phonetics and phonology will be used to discuss all issues related to difficulties and challenges experienced by BIPA learners with regards to Indonesian pronunciation, including specific sounds, word or sentence stress and intonation. Morphology is defined by Kridalaksana as the branch of linguistics which examines morphemes and their combinations, or that part of the structure of language which includes words and parts of words, that is, morphemes (1982, p. 111). In this study of BIPA education, the majority of issues related to morphology will be in connection with the Indonesian affix system, including prefixes and suffixes, infixes and circumfixes.

Although the linguistic definition of semantics includes a variety of meanings and parts, such as the structure of a language with regard to meaning and utterances and also the structure of texts (Kridalaksana, 1982, p. 149), what is intended by the use of this term in this study is a focus on the meanings of words. The meanings of words become particularly important for students of a foreign language, especially with regard to issues of the selection and use of discrete vocabulary items, and confusion caused by polysemy, among others. Syntax is defined as the setting and relationship between words, or between larger units in a language (Kridalaksana, 1982, p. 154), and for the purposes of this study, the term is meant to refer to difficulties encountered by BIPA learners with regard to phrases and sentences.

According to Kridalaksana, the term pragmatics is defined as the conditions which bring about the sense of appropriacy in the use of a language and communication (1982, p. 137). In this study, the term pragmatics refers to the use of language in connection with specific cultural references and settings. For example, what is explained by Machali (2012, p. 84) about a government event in which members of the press were involved, which closed with the phrase, "*juga amplopnya sekalian,*" or "*and here are your envelopes*". This phrase was intended to inform the attending journalists that they would be receiving a bribe (2012, p. 85). If a BIPA learner is unaware of the cultural context behind this phrase, then the pragmatic meaning of the word *envelope* here will be hidden.

The term *language contact* is defined as the influence of language users from differing languages upon each other's language while they interact (Kridalaksana, 1982, p. 93), and according to Sneddon et. al, (2010) this contact is now constantly occuring for speakers of Indonesian. In this study, difficulties related to language contact may appear when BIPA learners believe that specific vocabulary items in Indonesian which appear similar to those in their mother tongue have the same meaning, when they do not. An example of this might be in the case of *false friends*, such as the word *favorite* in Indonesian, and *favorite* in English. In Indonesian, the word *favorit* signifies (1) a person who is likely to win a race or competition, or (2) something is greatly liked or admired, but in English the word *favorite* signifies something which is liked in greater proportion to all others (similar to the Indonesian *terfavorit*).

Method

This study used a descriptive qualitative method with data obtained through participant interviews in a multiple case study. According to Wahyuningsih (2013, p. 31), case studies must be anchored to real life events and data from daily life and must describe all aspects around the object of study, including those directly related, indirectly related and even those not related at all to the object

of study (p. 34). In an effort to do so, the subject of discussion which took place in each interview included the background and experience of each BIPA instructor, as an example of information not related to the object of study, the general background and of the students each instructor had taught, as an example of information indirectly related to the object of study, and the typical mistakes and challenges these learners faced, as the principal object of study.

The source of data for this study came from four recorded interviews with experienced BIPA instructors from a variety of teaching backgrounds, which were then transcribed into written texts. The four participants in the case study were selected in order to represent a range of experience levels, educational backgrounds in terms of both level and field, and the type of institution at which their experience was mainly derived. There was some incidental variety in first language background, international experience, and gender, but these were not factors in the selection of the participants. Overall, the participants consisted of one 45-year-old male, and three females, ages 28, 32 and 39. All participants had some association with Javanese in their first language background, although this was in combination with several other languages.

The data was collected from the following participants:

Instructor A

The first participant, a 32-year-old female, is a self-employed online tutor with approximately 8 years of BIPA teaching experience at the time of interview. Her language background was Indonesian, throughout her formal education in Indonesia, with some exposure to Javanese from grandparents in Purwokerto, Central Java, and some exposure to Mandarin from her father's side of the family, who were of Malaysian and Singaporean descent. *Instructor A* had some international living experience in Singapore and Australia, with some educational experience there, but her formal education was in Indonesia. She studied communications for her undergraduate degree and had taken several courses in the teaching of Indonesian as a foreign language, the longest of which was through a program run by APBIPA (*Asosiasi Pengajar BIPA*), now affiliated with Universitas Ngurah Rai in Denpasar, Bali.

Instructor B

The second participant, a 28-year-old female, is a self-employed online tutor with 2 years of BIPA teaching experience at the time of interview. She is originally from Brebes, Central Java, and uses Brebes Javanese at home with her family. Her undergraduate degree is in Indonesian Language and Literature, and her graduate degree is in Linguistics.

Instructor C

The third participant, a 45-year-old male, had worked as an English and Indonesian teacher at the Indonesia Australia Language Foundation (IALF) in excess of 20 years. He comes from Probolinggo, East Java, and uses both the East Javan dialect of Javanese as well as Madurese with his family at home. He is a graduate of the English Language Education program at Universitas Malang for his undergraduate studies, and also has a Master of Arts in Educational Management from the University of Birmingham, in the UK.

Instructor D

The fourth participant, a 39-year-old female, is a lecturer in the English Language Education department at PGRI Adi Buana University in Surabaya, reviewer for *Jurnal Pendidikan Bahasa dan Sastra Indonesia* (JPBSI) and is responsible for the East Java branch of the Association for the Teaching and Promotion of Indonesian as a Foreign Language (more commonly known as *Afiliasi*

Pengajar dan Pegiat Bahasa Indonesia bagi Penutur Asing, or *APPBIPA*). She has taught for several government sponsored short-term BIPA programs abroad and published several research articles based on these experiences. Her participation in the world of BIPA began in 2016, during which she spent 4 months teaching at several universities in Poland and continued during a 3-month assignment in Vietnam in 2018, and a 4-month assignment working with a placement (initially face-to-face and subsequently online) in Thailand from 2019 to 2020.

Research Instrument

The research instrument, given below, has been divided into three sections: (1) the background of the BIPA instructor; (2) an overview of the types of BIPA learners each instructor had taught; (3) a discussion of common BIPA learner errors.

Table 2. Interview Topics for Discussion

	Interview topics for discussion
	Part 1: Background of the BIPA instructor/interviewee (5-10 minutes)
1	Age, gender, first language / language used in the home during childhood (see Roesdiono, 2012, October 21)
2	Formal education as well as BIPA related training (both at institutions of higher learning and also other kinds of educational institutions) (see Hernina, 2020)
3	Experience in (foreign) language education / experience as a BIPA instructor
4	Typical materials used when teaching BIPA learners
5	Location and setting (online / private courses / university / other)
	Part 2: Background of the instructor's typical learners (5-10 minutes)
1	Age, nationality and first language
2	Motivation for learning Indonesian
3	Ability level
4	Interference from first language (if you can provide any specifics about particular groups of learners)
	Part 3: Difficulties and common BIPA learner errors (30 minutes)
1	Phonetics and Phonology (Examples of anticipated learner errors for reference) - Difficulties with the pronunciation of sounds related to the Indonesian '*r*' (see Nurfitriani & Putra, 2021; Widianto, 2021) - Word and sentence stress (see Yong, 2001, p. 282) - Difficulties related to elements of intonation
2	Morphology (Examples of anticipated learner errors for reference) - Use of particular affixes for a variety of purposes (for example the circumfix "*ke...an*" which is usually used to form a noun as in *keadaan* or *kebijaksanaan* can also be used in other ways such as in the adjective *kecapaian* ('kecapekan' informal) or the verb *ketinggalan*) - Difficulties understanding the Indonesian verb system or differentiating between the use of transitive, bitransitive verbs, etc. - Difficulties with the variations in meaning of suffixes like *-i* and *-kan*
3	Semantics & Vocabulary Use (Examples of anticipated learner errors for reference) - Polysemy (for example: *malas*, with the primary meaning of "*lazy or not wanting to work*" and secondary meaning of "*disinclined to do something*") - Difference in use of translated words (for example "*good night*" spoken at the time of parting company, but "*selamat malam*" as a kind of greeting (see Roesdiono, 2012, May 31; Roesdiono, 2014, September 7; Roesdiono, 2013, November 12; Roesdiono, 2016, October 27)

4	Syntax	
	(Examples of anticipated learner errors for reference)	
	- Sentences in which nouns or verbs can be removed without affecting the meaning	
	- Inverted sentences	
	- Use and misuse of classifiers: *sehelai / sebuah / seekor /* etc.	
5	Pragmatics & Culture	
	(Examples of anticipated learner errors for reference)	
	- Understanding cultural references (such as "*dengan amplopnya sekalian*" (see Machali, 2012, pp. 84-85; Pratama, 2021)	
	- Appropriacy for use of titles in direct address: *kakak / ibu / bapak / mas / mbak / anda / kamu* (see Roesdiono, 2012, August 27)	
	- Language register in use (for example: *kalau* used in place of *bahwa* in spoken language)	
	- Does the existance of local and regional languages throughout Indonesia represent an obstacle for BIPA learners in looking for opportunities to practice using and developing their Indonesian skills?	
6	Language Contact	
	(Examples of anticipated learner errors for reference)	
	- The use of *false friends* such as (*air* and *air* which make use of the same letters in English and Indonesian, but which have different meanings; or *menu* and *favorit* which are both derived from English and yet now have associated meanings which are distinct from their etymological source words)	
	- Confusion in cases of polysemy in a foreign language which have two words in Indonesian (for example *orange* in English which becomes *jeruk & warna oranye*; or *us* and *we* in English which become *kami & kita* with entirely different rules for usage and meaning – see Roesdiono, 2012, August 24; Da Silva, 2013)	
	Part 4: Relevance and adequacy of existing BIPA materials (5-10 minutes)	
1	Are existing, generally available BIPA materials (for example, from PPSDK or another source / institution) appropriate and relevant enough to overcome typical learner errors and challenges?	
2	Is there a need for the further development of specialized materials according to the general errors made by BIPA learners from a specific language background?	
3	Is there a need for the further development of specialized materials according to the general errors made by BIPA learners with differing levels of language mastery?	

Data Collection & Analysis

The collection and analysis of data for this study were conducted over the course of approximately 2 months. The data collection stage consisted of four recorded interviews with experienced BIPA instructors. Each interview was conducted using the program *Zoom*, predominantly in Indonesian with some English, and recorded. The interviews lasted approximately 1 hour each and generally followed the topics given in the research instrument above, with some flexibility given to the participants to steer the direction of the discussion based on personal experience and interests. At times when a participant wished to skip a particular topic because of a lack of input or discuss the topics in a different order than given in the instrument, this freedom was allowed. Prior to conducting each interview, the participants were sent a copy of the topics listed in the research instrument, to communicate the intent of the interview and provide an example of cases of anticipated errors in order to help spark participant memories of similar, related cases.

The intended timings for each section of the interview were approximately 5—10 minutes for exploring the teacher profile, 5—10 minutes for compiling a profile of BIPA learners, 30 minutes for discussion of common errors, and 5—10 minutes for discussing the appropriacy of existing BIPA materials. All interviews were conducted by the primary author of this study in order to reduce the probability of variance in the interview procedure. The data was analyzed descriptively. In the first stage, each of the recorded interviews were transcribed into text form. In the second stage, the

information contained in the transcripts was categorized according to the parameters set out in the research instrument, and this data was subsequently organized into paragraphs.

Results and Discussion

BIPA Learner Profiles
Instructor A's learners

Instructor A's Indonesian learners have included university foreign exchange students, foreign journalists, and polyglots studying the language for recreational purposes. Although she has some experience with American, English, Dutch, Korean, Japanese, and Chinese learners, the majority of students studying with *Instructor A* are from Australia and Singapore, although those studying from Singapore are not always Singaporean nationals, but rather can include those living in Singapore (perhaps of a European background) who frequently conduct business in Indonesian markets. Most of the Singapore-based learners are young professionals in the 25–30-year age range, while the majority of Australian learners with *Instructor A* are teenagers (ages 13-15) and university students. Most of *Instructor A's* students reach their peak at a B1 or B2 level (in her words, "*mentok di B1-B2*") and she almost never comes in contact with C1 or C2 level learners.

Instructor B's learners

Instructor B's learners are mostly Australian adults who want to travel to Indonesia and speak with local Indonesians. They are typically A1 and A2 level learners; some have done independent study with online videos or language learning applications like *Duolingo* before starting lessons.

Instructor C's learners

Over a period of instruction greater than 20 years, the vast majority of *Instructor C's* learners were at the A1 and A2 proficiency levels. They all came for in-person lessons at the language center, some in smaller groups of 3—5 and others for private lessons; most were adult learners. In Bali, classes frequently lasted 2 weeks while learners were traveling. Some study-tour groups of junior high school age learners (13—15 years old) would last for a week. While the majority of learners were Australian, there were also some from America, England, Italy, Spain, and Argentina.

Instructor D's learners

Instructor D's learners can be categorized into three main groups, according to her foreign placements: first, Polish learners in university elective courses (at Warsaw University and Krakov University), and those studying at the Indonesian Embassy in Warsaw (whose needs were more for communication due to travel and business-related needs); these learners were mostly A1—A2 level, with some B1. Second, Vietnamese learners at the University of Social Sciences and Humanities in the Indonesian study program; all these learners were learning and speaking Indonesian in skills courses (reading, writing, listening, and speaking) and grammar (1, 2, 3). These learners ranged from A2 to C1 in ability, with many of the higher-level users having already spent some time in Indonesia as members of exchange programs or Indonesian government scholarship recipients. Some of these learners could also play the *gamelan* or had other extensive cultural knowledge as a result of their exchange program experience. Third, learners at Maejo University in Chiang Mai, Thailand, some taking elective language courses and others (like tour guides or traveling Buddhist monks) studying in a language course offered by the university. *Instructor D* also had some experience teaching individuals, such as the general manager of JW Marriot Hotel in Surabaya and some Regional English Language Fellows from the US Embassy in Jakarta who had been placed at local universities in Surabaya.

Learner Challenges Categorized by Applied Linguistic Branches

What follows is a compilation of the errors and challenges uncovered through participant interviews. Most of these challenges have been organized according to the linguistic branches outlined in the research instrument, with the expansion of the final category to include additional comments which came up in conversation, as each of the participants expressed specific suggestions and insights about methodology, usually in relation to the discussion of materials. This final notes have been included at the end of the *Results and Discussion* section. One note to make here is that during her interview, *Instructor D* shared information from several research projects which she had already conducted on specific groups of her own learners. These articles have been cited here in the results and discussion section, not in the literature review, because they came up as a part of the data collection process.

Phonetics & phonology

As expected, some difficulties with Indonesian language pronunciation were identified with certain speakers of Asian background languages. *Instructor A* mentioned Chinese, Japanese and Korean speakers as having difficulty with [r] and [ng] (or "ŋ" in the IPA) sounds, and suspects many East Asian speakers may have trouble with these sounds, but not speakers of Tagalog. She approximated a mis-pronunciation of the word *dengan* as something like "*dung-ngan*".

Instructor B includes Taiwanese learners among those who struggle with [r] and gives *menggangu* as a difficult word with [ng]. She adds that some learners mistakenly read out Indonesian words beginning with the letter [u] as in the pronunciation of the English word *university*. *Instructor B* also identified learner difficulties with words containing a double [g], with some learners experiencing confusion about the pronunciation patterns of words with a single or a double [g] (say for example, *tangap* vs. *tanggap*). A related issue is presented in one of *Instructor D's* articles about Polish learners, with the examples given of words like *tengah, kangen, bangun* and *tangan* being pronounced as **tenggah, *kanggen, *banggun* and **tanggan*, respectively (Hertiki, 2017, p. 4).

Regarding certain aspects which do not represent a challenge, *Instructor C* explained that intonation is not a problem for any English speaking learners because the patterns are similar, with rising intonation for questioning. He also mentioned a particular ease of pronunciation for Spanish and Italian speaking learners because of some similarity in the sound of certain vowels. *Instructor A* added that while [r] may present difficulty for some native English speakers (particularly from Australia, in her experience), it is not so difficult as to become an obstacle for communication.

One special note about pronunciation came from *Instructor B*, who responded to Yong's (2001) claim that certain Indonesian speakers prefer a "penultimate" word stress, while Malay prefers "final" (p. 282), by saying that she does not believe Indonesian word and sentence stress (or even intonation patterns) can be generalized across geographic regions, so that the Indonesian spoken in Sumatra, Java, Borneo, Sulawesi or any other island, may each exhibit elements of their own unique phonological patterns.

Morphology

Some learner errors of morphology that frequently came up were constructions with passive, one form of which requires the prefix [*di-*]. *Instructor B* explained that many lower level learners forget to use this prefix. Two of four participants discussed a variety of learner challenges with Indonesian passive constructions, with *Instructor A* emphasizing the contribution of language contact to the challenges and *Instructor B* focusing more on a description of the common errors. A mistake that is very common with BIPA learners in one variant of Indonesian passive, can be seen in the

phrase, "*buku yang saya *membaca*," which should be *baca*, using the base form of the word in this construction, without any prefix.

Instructor B explained several other challenges with affixes such as the difficulty of differentiating between the use and meaning of suffixes [-*i*] and [-*kan*], as seen in the example of the words *menduduki* and *mendudukkan*. She explained that *menjauhkan* is to push or move an object away, while *menjauhi* is when the speaker or subject of the sentence distances him/herself from the object, but then added that the confusion stems partly from the fact that these suffixes can also be used for a variety of other meanings. Other common errors include use of the particle [-*nya*] but forgetting to start the verb with the prefix [*me-*], and a tendency for BIPA learners to overuse the personal pronoun [-*ku*] in places where it would not be naturally used by native speakers, for example, *"pergi ke rumah ibuku"* where *"rumah ibu"* would suffice. *Instructor D* mentioned a number of spelling and punctuation errors made by some of her Thai learners such as: (a) misspellings, like "*salam untuk keluarge*" and "*sililah*" instead of "*silsilah"* (Hertiki, 2020, pp. 8, 13); (b) use of capital letters in the wrong place or a lack thereof; (c) inappropriate use of a root word, as in the phrase, "*kamu canda kan*" instead of "*kamu bercanda kan*".

Semantics & vocabulary use

Some of the richest discussions with participants were about the need to differentiate between particular words with similar meanings, and the errors caused by either (a) two words with similar meanings in Indonesian, like *kita* and *kami* (discussed by *Instructors A, B and C*), (b) confusion caused by a word with multiple meanings such as *mau* (for a desire or for a prediction – taken from *Instructor A*), or (c) words which have polysemy in a foreign language but not in Indonesian, for example *pick up* in English, which could refer to meeting a child after school or grabbing a glass of water, but which in Indonesian would be differentiated by the words *menjemput* and *mengambil* respectively. Another example of category (a) above would be *tidak* and *bukan*, two forms of *not*; of category (b) above is *lagi*, referring to an additional object or to time, among others; another example of category (c) above is *selama* and *untuk* which communicate different aspects of the English word *for* (these examples are all taken from *Instructor B*).

Instructor A emphasized the importance of differentiating between the types of words in category (c), with the example of *bantu* and *tolong*, two Indonesian words meaning *help* but which cannot be used interchangeably. She felt very strongly that BIPA teachers and materials designers need to explore the range of meaning which can be communicated in a particular word with examples, so that learners will not get the false impression they have mastered a word by only memorizing one use as seen in one sentence or one translation. As an example, she discussed the word *selamat*, which can appear in *selamat pagi* (good morning), *selamat natal* (Merry Christmas), *selamat makan* (enjoy your meal) or even simply as *selamat* (congratulations).

In addition to other errors of translation (which will be discussed further in the language contact section), *Instructor B* included the example of learner error *nama apa* instead of *nama siapa*. *Instructor D* mentioned that some lower level Polish learners struggled to remember the difference between similar sounding words, as in *teman/taman*, *kira/kiri*, *kakak/kakek/nenek*, *ribu/rabu*, *murah/merah/marah* (and she wrote about this in one of her studies, see Hertiki, 2017, p. 4).

Syntax

Several common BIPA learner errors related to syntax were identified by more than one instructor. Both *Instructor A* and *Instructor B* identified learner challenges with passive forms: *Instructor A* mentioned that there are more types of passive structures in Indonesian than in English, as an example of one learner first language, and that they are also more commonly used, than in

English. *Instructor B* gave an example of a challenging structure, the form generally referred to as *passive type two* (see Sneddon et. al, 2010, p. 257), as in the phrase *"buku yang saya membaca"*, which should not include the prefix *mem-* in this structure but make use of the base verb only (this error can be categorized as either morphological or syntactical because of the impact of the larger phrase upon the morphology of the passive verb). *Instructor A* added that certain words can be erased in passive structures without detracting from the grammaticality of a sentence and this can also cause confusion for some learners about determining whether or not a sentence is grammatically correct.

Other common errors, particularly from beginner and lower level learners, can be categorized as problems with the order of words in a phrase. Examples of these errors include: (a) the inversion of an adjective and corresponding noun, (b) the inversion of a subject and determiner in a noun phrase, and (c) the misplacement of specific words, like *saja*, in a sentence (*Instructor B*). *Instructor D* provided examples from lower level Polish learners of error type (b) above, as in: "**apa buku*", "**saya mobil*", and "**saya nama*", which should be corrected to "*buku apa*" (what/which book), "*mobil saya*" (my car), and "*nama saya*" (my name) (see Hertiki, 2017, p. 4).

Finally, *Instructors A, B* and *D* each provided one final, unique example of syntactic challenges. *Instructor A* explained the unusual case in which certain words, particularly in spoken language, can be used in such a way as to seemingly go against their grammatical function within a phrase and yet remain in accepted popular use, such as in the phrase, "*waktu saya SD*", where *SD* stands for *sekolah dasar*, a noun phrase. Intuitively the introduction of a time clause with *waktu* seems to call for a verb in the predicate, but instead it is complemented with a noun phrase. Perhaps this can be interpreted as an example of when certains words can be omitted from or implied in a phrase, in this case, the verb. Although *Instructor C* held that learners did not struggle to master the use of classifiers like *orang*, *ekor*, or *buah*, *Instructor B* mentioned that lower level learners frequently misused certain classifiers in a noun phrase, specifically producing "**suatu orang*" in place of "*seseorang.*" *Instructor D,* in a study of errors appearing in student generated

Figure 2

comics from an intermediate level class of Vietnamese students, found the following conversation (pictured in *Figure 2* at right): "*Apakah kamu ada kakak laki-laki?*" "*Ya, aku ada 1 kakak, dia lebih tinggi daripadaku, tapi saya pikir dia *kurang ganteng lebih daripada aku, hehe*" (Hertiki, 2021, p. 12). She interpreted the intended meaning to be something like, "*saya lebih ganteng daripada dia.*" *Instructor A* agreed that structures with *kurang* often create challenges for BIPA learners, but she characterized it as an issue of translation rather than syntax and her view will be presented in the *Language Contact* section below.

Pragmatics and culture

All participants agreed for the need to familiarize learners with differences in register and particularly the need to differentiate between the more formal "*Anda*" and more commonly used hierarchical forms of address like "*mas/mbak/bapak/ibu*". *Instructor C* highlighted that *mas* and *mbak* are reflective of Javanese culture and many other regions around Indonesia have similar equivalents

which are derivatives from local languages. He held that learners have no trouble understanding when to use these forms of address and that even beginner learners can quickly master the use of these titles.

Instructor A insisted that the word *Anda* is not in common usage in any form and to teach learners to use it would be to mislead them about the state of the Indonesian language as it is currently used. She added that some textbooks still rely too heavily on the word *Anda* for direct address. *Instructor B* agreed that the word *anda* should be avoided because of how rarely it is used in every day spoken language. Only *Instructor D* saw a place for both *Anda* and other more regionally-specific or context-specific forms of address. This may be a result of the unique context of the learners she typically worked with, those studying at university for longer periods of time, seeking general language mastery, compared to those studying in more informal settings for shorter periods of time, seeking primarily conversational competence.

With regard to conversational competence in specific contexts with specific learner goals, *Instructor C* added that there is little danger of offense in learning and using different titles as forms of direct address because many Indonesians tend to be particulary understanding or accommodating of foreign speakers, and perfect accuracy or even appropriacy in language use is not necessary for meaningful conversation to occur. He told about a time he brought BIPA learners to a traditional market in Bali and heard the learners use inappropriately direct language in a negotiation exercise, after which the local sellers merely smiled, but he was sure a local Indonesian using the same type of language would not be received as warmly. *Instructor D* believed that the existence of local and regional languages throughout Indonesia did not represent any limiting factor in learners' opportunities to engage in natural language practice, and suggested that learner preparation include some elements of both Indonesian as a national language (*Anda*) and also vocabulary from regional languages (*mas/mbak*).

Language contact

While foreign language learners face the more general issue of language contact leading to language change, when the vocabulary or even structures of one language influence those of another, there is also the issue of language transfer, when users of a second language assume it operates under some of the rules and patterns of their mother tongue, leading to interlanguage. Most of the examples provided by participants in this study were of the latter kind, although *Instructor D* was able to provide several examples of the former. *Instructor D* provided several examples of Indonesian derivatives from English words such as *mal, fokus* and *video*. She found that her intermediate Vietnamese BIPA learners sometimes spelled these words according to their English origins, as in *mall,* and *focus*, and used *video call* instead of the correct *panggilan video* (Hertiki, 2021, p. 15). As more and more foreign loan words come into the Indonesian language, this confusion about identifying the correct spelling or form of a word with foreign origins will become a greater challenge for BIPA learners.

With regards to interlanguage, *Instructor C* identified an example of polysemy in Indonesian that requires two separate words in English: *resep* – for both the English word *recipe* and also *prescription.* This scenario can lead to confusion when a learner needlessly searches for discrete vocabulary items, or alternatively when a learner has trouble distinguishing which meaning of the Indonesian term is intended. *Instructor B* provided an example of the opposite – when the Indonesian term is more limited than in the foreign language, such as *menjemput,* as in the phrase *menjemput anak saya dari sekolah*, or *picking up my child from school*, which lead to a learner error of "**menjemput segelas air*" with an intended meaning of *picking up a glass of water*, that should have been with *mengambil* instead (note, this example was briefly introduced in the semantics section above).

Several other examples of translation style errors from English language background learners included: (1) "*nama apa*," as in the English "*what's your name*," instead of *siapa*; (2) "*di satu menit*," like the English "*in a minute*," where the Indonesian *di* is preferred for location rather than time; (3) a tendency to choose "*tidak sudah*" a direct translation of English "*not yet*" where *belum* would be preferred (these examples were all given by *Instructor B*). *Instructor A* summarizes this problem when discussing differences between "*kurang*" and "*lebih sedikit*" as translations of the English word "*less*": "*...banyak yang salah pakai itu. Karena mereka mentok di satu terjemahan, jadi kalau misalkan* less *itu mereka pakai kurang, semuanya mereka pakai* kurang *gitu untuk menerjemahkan itu*," concluding that cases of polysemy in one language but not the other very frequently lead to the inappropriate choice of a word. She added that this kind of mistranslation can also be committed by native speakers of Indonesian, suggesting this is a larger issue of language use in general, not confined to the realm of BIPA learners alone.

Appropriacy of existing BIPA materials

The four participants in the study had a range of opinions about the appropriacy or relevance of the government sponsored materials published through PPSDK, although all strongly agreed about the need for the adaptation of materials to meet learners' needs and goals. *Instructor C* had never used any of the *Sahabatku Indonesia* texts, as others were available at the language center and instructors there were encouraged to develop their own materials. He strongly believed that existing BIPA materials place too much emphasis on language forms and structures, and are lacking in fluency or communicative practice exercises. Evaluating existing materials with reference to the "*present, practice, produce*" foreign language teaching paradigm, *Instructor B* asserted that "there is just too much presentation, not enough practice, and not to mention production." He compared existing BIPA materials with English language coursebooks and posited that future BIPA materials need to expand in the direction of cultivating "communicative skills."

Instructor A was not familiar with the *Sahabatku Indonesia* 2019 series, but knew the 2016 and earlier editions. She most frequently used self-made materials, with some resource books (such as Sneddon et. al, 2010) as supplements, explaining that many BIPA textbooks teach an *ideal* language not langage as it is used in daily life (a theme corroborated by *Instructor C*). In addition to her critique of *Anda*, she also described the following example of limitations in existing materials:

> …pendekatan bahasa sehari-hari jadi bahasa – gini – kalau kita pakai buku BIPA, kalau kita mau beli kopi ya, ah *boleh saya minta capucino* misalkan, begitu, atau ada juga ekspresi: *permisi, saya mau pesan capucino*. Ah… sebenarnya itu kan juga ekspresi yang tidak dipakai orang Indonesia untuk beli kopi! Biasanya kita bilang, *saya mau capucino – satu*. Ya, itu kan, itu kan lebih simpel dan banyak dipakai. Sebenarnya untuk pemula, mereka lebih suka yang mana? Pasti yang simpel gitu. Kenapa saya harus bilang, *boleh-saya-minta-capucino – boleh-saya-minta-capucino-satu* itu kan terlalu panjang tapi itu yang dipakai di buku untuk pemula gitu…

Finally, she reemphasized the need for creating materials for specific purposes (i.e. Indonesian for conducting business meetings).

Instructor B had some familiarity with the materials from PPSDK but felt that those materials are more appropriate for long-term learners aiming to take a proficiency test. She typically used the PPSDK materials as inspiration to help select appropriate topics according to the level of her learners. The majority of materials she uses with her learners are self-made.

Similarly, *Instructor D* referred to her work with the general manager of JW Marriot Hotel in Surabaya, and some of the English Language Fellows from the Regional English Language Office at the US Embassy in Jakarta, as examples of when the PPSDK materials were inappropriate for her needs. However, unlike the other three participants, *Instructor D* was a very strong advocate for the effective use of the PPSDK materials for long-term learners or those studying in university, perhaps partly because of her role with the Association for the Teaching and Promotion of Indonesian as a Foreign Language. During her interview, she went out of her way to present the various supplementary resources released to accompany the latest (2019) edition of "*Sahabatku Indonesia*", such as the "*Sahabatku Indonesia: Memahami Indonesia Melalui Sastra*" series for advanced learners, a set of seven books exploring Indonesian culture through various text types like the short story, novel, and poems, as well as other PPSDK resources like "*Sahabatku Indonesia: Berbahasa Indonesia di Jakarta*".

All of the study's participants gave various recommendations for future BIPA teachers and materials developers, either with regard to the development of future materials specifically, or to the use of certain teaching methodologies more generally. *Instructor A* advocates for a much greater focus on vocabulary knowledge than what has been typically provided in past materials, ranging from the exploration of polysemy and differences between the use of specific terms in learners' first and second languages, to collocations and distinguishing between the use of closely related synonyms. She strongly commended APBIPA for their use of a learner proficiency test other than the UKBI (*Uji Kemahiran Berbahasa Indonesia*), a general Indonesian language test for native speakers. *Instructor B* adds that a study of collocations could help avoid some features of interlanguage, and recommends that future textbooks include certain special notes about common errors that can be avoided and which learners should be particularly careful about, after relevant studies have been conducted. Her observation that Indonesian speakers from different regions make use of differing intonation and word and sentence stress patterns suggests that materials developers can aim to provide a wide sample of accents in set materials, with audio recordings that reflect this phonological variety.

Several participants expressed very strong beliefs about methodology which inform their classroom practice and can be used as input for the creation of future materials. *Instructor C* strongly advocates for a more communicative approach with extensive fluency building resources that can be used between learners of particular levels, even to the point of advocating for a less stringent approach to correcting learner errors, in the use of affixes, for example. *Instructor D* strongly advocates for the use of various multimedia and online applications in the BIPA classroom, such as *Wordwall,* Kahoot, and *Quizziz*, arguing that classroom activities which more actively engage learners lead to more effective learning and long term retention. She also advocates for the sharing of self-made materials between active BIPA teachers as well as BIPA teachers in training, and showed a video made by an undergraduate teacher in training, introducing a traditional dance (*Tarian Zapin*) from the Riau islands, which can be used as material for understanding and exploring regional cultures.

Conclusions

The aims of this study were to (1) describe existing BIPA instructor profiles and (2) that of their respective learners, (3) to identify common learner errors and challenges and (4) to explore the appropriacy of existing materials. The BIPA instructors who participated in this study represented a range of formal educational backgrounds, with university degrees in English language education, Indonesian language and literature, communications studies, linguistics, and educational management, with one instructor having completed a non-degree-seeking BIPA education course. There was a 17-year age range between the youngest and oldest instructors, and considerable variety in their use of

regional languages in the home. The instructors' professional contexts also varied from self-employed to working at a language course or with universities, both locally and abroad.

The instructors' respective learners represented a range of language and cultural backgrounds and ability levels. While the instructors had experience with approximately 15 nationalities, the vast majority of learners for three of the four instructors were Australian, with some Singaporean, European and American learners after that. One instructor had experience teaching overseas, in Poland, Thailand and Vietnam. The majority of learners taught by all four instructors were in the A1—A2 ability range on the CEFR scale, with only some in the B1—B2 range and a very small number in the C1—C2 range. Some learners were studying formally at university or as part of a student exchange program or study tour, while others were studying for business or tourism purposes.

Regarding common learner errors and challenges, the study identified a range in the areas of (a) phonology, such as the pronunciation of [r] and [ng], and confusion between [g] and [gg] sounds; (b) morphology, such as errors with passive constructions and confusion between forms that require a base verb or an inflected verb with prefix; (c) semantics, such as the challenge of differentiating between similar synonyms and understanding the richness of vocabulary knowledge regarding collocation and polysemy; (d) syntax, such as the misplacement of words in a phrase or sentence; (e) pragmatics, such as appropriate uses of the pronoun *Anda* and understanding elements of register and local language use; (f) language contact, such as issues in the spelling of loanwords, and the translation of words either lacking or exhibiting polysemy in either the first or second language but not the other.

Regarding the appropriacy of existing materials, this study offered several insights, namely:

(1) The need for continued development of appropriate materials which are (a) specific to participants' needs in light of particular linguistic backgrounds, and (b) specific to the needs of the participants' learning goals, whether for personal reasons like travel or family, professional or academic, and (c) designed in light of the need for the development of particular skills, for example, communication skills.

(2) The need for a greater awareness of PPSDK resources among BIPA teachers, for example, the 2019 series with all of its related supplementary materials, in order to both standardize and enrich the teaching of BIPA and also to generate relevant feedback for the further development of subsequent editions of these resources in the future, made possible through frequent use and application in language classrooms.

(3) An opportunity for greater collaboration across teachers' organizations, particularly in the sharing of self-made materials among members of the larger BIPA instructor community.

It must be emphasized here that the focus of this study was teacher perceptions, in order to get the broadest sense of common learner errors and challenges. This study can draw no hard conclusions about the actual frequency of learner errors based on submitted student work, and future studies can be directed toward that end, in the style of Kaniah and Palupi (2020), Andhika (2019) and Hertiki (2021). It is hoped that the common errors and challenges identified through this present study can become the focus of future studies which include quantitative design elements to help determine the actual frequency of these types of errors.

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