

OXFORD STUDIES IN SOCIOLINGUISTICS

Language and Superdiversity

INDONESIANS KNOWLEDGING
AT HOME AND ABROAD

Zane Goebel

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Zane Goebel

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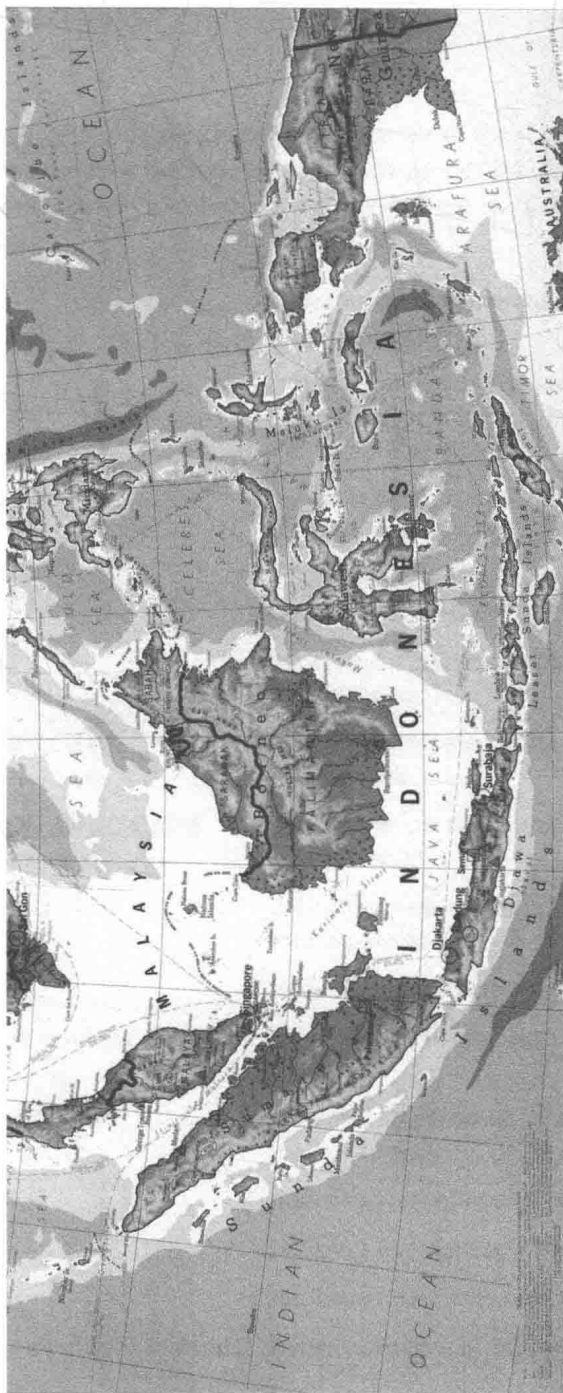
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Some of this book builds on and refines my earlier work. With recourse to a wide range of secondary sources written by area specialists from various disciplinary backgrounds, chapters 2 and 4 significantly expand on ideas I first started writing about in Goebel (2008, 2010b). Chapter 3 fleshes out ideas I started to pursue in Goebel (2011b), while also incorporating current thinking in the area of language alternation and superdiversity. Chapters 7 and 8 expand analysis and arguments presented in Goebel (2011a, 2011c, 2012a, 2012b, 2013) by linking them with some of the book's main themes, namely, knowledging, superdiversity, togetherness talk, and the multiple functions of talk. The arguments presented in these chapters have also benefited from the generous feedback offered

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Zane Goebel
Melbourne, Australia, May 2014



The Indonesian archipelago

Source: Adapted from Norton Ginsburg, 1968, Southeast Asia. Chicago: Denoyer-Geppert Company. Accessed May 4, 2014, at <http://www.davidrumsey.com>.

TRANSCRIPTION CONVENTIONS

Orthographic conventions are as similar as possible to the standard Indonesian spelling system set out by the Indonesian Department of Education and Culture (1993). Unless otherwise indicated in my analysis, I use the following transcription conventions:

Plain font	Indicates forms stereotypically associated with Indonesian.
<i>Italics</i>	Indicates ambiguous forms that are stereotypically associated with both Indonesian and regional languages.
Bold	Indicates forms stereotypically associated with Sundanese.
BOLD SMALL CAPS	Indicates forms stereotypically associated with Betawi.
BOLD CAPS	Indicates forms stereotypically associated with Javanese.
<i>BOLD ITALICS CAPS</i>	Indicates forms stereotypically associated with English.
<u>BOLD UNDERLINED CAPS</u>	Indicates forms stereotypically associated with Chinese.
<i>BOLD ITALIC SMALL CAPS</i>	Indicates forms stereotypically associated with Japanese.
. between words	Indicates a perceivable silence.
Brackets with a number (.4)	Indicates length of silence in tenths of a second.
=	Indicates no perceivable pause between speaker turns.
[Indicates start of overlapping talk.
' after a word	Indicates final falling intonation.
? after a word	Indicates final rising intonation.
+ surrounding an utterance/word	Indicates raising of volume.

A hatch # surrounding an utterance/word	Indicates lowering of volume.
> at the start and end of an utterance	Indicates utterance spoken faster than previous one.
< at the start and end of an utterance	Indicates utterance spoken slower than previous one.
: within a word	Indicates sound stretch.
CAPS	Indicates stress.
Brackets with three? (i.e., ???)	Indicates word that could not be transcribed.
In extract words inside ()	Indicates a multimodal description.
In English gloss words inside []	Indicates implied talk or words used to make the gloss readable.
In English gloss words inside (())	Indicates implied background knowledge.
<u>underline</u>	Indicates the repetition of words or utterances between adjacency pairs.
<u>broken underline</u>	Indicates that the word or utterance was repeated in prior talk, although it may not always be in the immediately preceding turn.
<u>Double underline</u>	Indicates laughing while speaking.

Providing glosses of transcripts that are in other languages is always problematic, especially when what is represented is a conversation accompanied by multimodal information. In the following chapters there are many transcripts of this kind and I have tried to balance this challenge with typesetting constraints. The outcome of this is a compromise where glosses of transcripts cannot be interpreted as line for line equivalents.

Language and Superdiversity

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