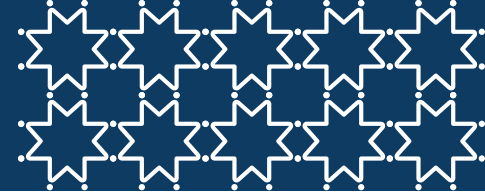


Fulbright ETA Monthly Highlights

Foreword



Welcome to the 2017-18 Cohort's first edition of the Fulbright ETA Monthly Highlights. The month of August has been a busy one for our Fulbright English Teaching Assistants. Arriving on July 23rd, they had a quick regroup and security briefing before shipping out for their first week at site. The ETAs moved into their housing, visited their schools, observed classes, and explored their sites.

After a week, the ETAs were brought back to Jakarta for a two-week Orientation full of sessions that encouraged the ETAs to listen, discuss, and think critically about the various aspects of Indonesian and American culture, education, health, and lifestyle. In addition to sessions, ETAs spent their mornings and afternoons studying Bahasa Indonesia with their language tutors in small groups. Some of the highlights of Orientation included meeting Ambassador Donovan, going on field trips to the markets, networking with alumni, and learning practical teaching activities to take back to the classroom. By the end, the ETAs were ready and equipped to return to their sites and truly begin their work as English Teaching Assistants.

Their first month brought all kinds of celebrations from Indonesian Independence Day to the Islamic holiday of Idul Adha and the ETAs jumped in fearlessly and enthusiastically. They began teaching their first classes and trying out new lesson plans. And outside of the classroom, they searched for new experiences, adventures, and friends.

The ETA Program, one of US State Department-funded Fulbright programs carried out in many countries throughout the world, places recent college graduates and young professionals as English teaching assistants in primary and secondary schools or universities overseas. The program helps improve foreign students' English-language abilities and knowledge of the United States while increasing the US student's own language skills and knowledge of the many host countries around the world.

In Indonesia, the Fulbright ETAs are placed in high schools (both SMA and madrasah) where they assist local English teachers. The program has now been going for 12 years and has affected many thousands of Indonesian students and their communities across the archipelago over that period. AMINEF, in charge of the Fulbright program in Indonesia since 1992, works closely with the Indonesian ministries of Education and Culture and Religious Affairs to administer the ETA program in Indonesia.

The Highlights recount in an informal way the stories and experiences of the ETAs, their co-teachers and students, and the people in the communities where they are placed. We hope they are informative and capture the special value of this program. We welcome your feedback

We'd love to get your feedback.

For ETAs: please share with us your favorite stories: which teaching method is most fun or you'd like to apply, or which activity you'd like to hear more of, or what is happening in your community?

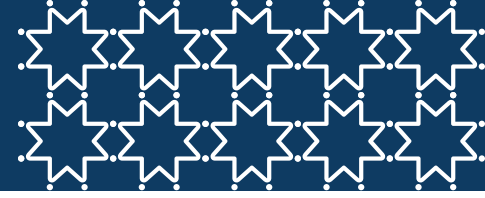
For Indonesian teachers, students and the general public: Send us your reactions: which stories struck you as interesting, which experiences are compatible with your own, how can Indonesians

learn from Americans and vice versa? We'll post your feedback in the next newsletter and you may win a special thank-you gift from us. Email us at: socmed@aminef.or.id

Many thanks to all of the ETAs for their wonderful stories and photos. Be sure to get next month's newsletter!

AMINEF American
Program and Communications Teams

Indonesia ETA Orientation



Twenty Fulbright English Teaching Assistants (ETAs) have recently begun their assignments assisting English teachers across Indonesia. This year, ETAs will be assigned to 14 different cities throughout the archipelago: Kendari, Malang, Balige, Manado, Surabaya, Tanjung Balai, Gorontalo, Demak, Pangkal Pinang, Labuan Bajo, Boyolali, Padang, Semarang, and Salatiga. They will live, assist English teachers, and learn at their sites for ten months.

ETAs first gathered for a Pre-Departure Orientation (PDO) in Washington DC from June 12-16, alongside Fulbright Student Researchers and Scholars going to Indonesia and several other Southeast Asian and East Asian countries. The ETAs enjoyed meeting each other, starting on their teaching pedagogy, learning about living in Indonesia, and networking with peers and alumni. The highlight of this experience was the invitation to the Indonesian Embassy where ETAs played the traditional Indonesian instrument angklung and tasted cuisines famous in Indonesia.

After arriving in Indonesia, ETAs gathered again in Gading Serpong from July 31 to Aug 13 to participate in an orientation held by the American Indonesian Exchange Foundation (AMINEF), the Fulbright Commission in Indonesia. During the orientation, AMINEF equipped the ETAs with various skills, such as intensive language training, historical and cultural understanding, as well as teaching techniques, so that upon returning to their sites they are better prepared for their roles as ETAs. During the latter portion of orientation, ETAs were joined by their co-teachers for training and practicum teaching, to enhance their ten months together. The ETAs and co-teachers interacted with various speakers from both America and Indonesia.

ETAs are now at their sites, engaging with their schools and communities. Read on to see what they have been doing!



SMKN 6 Surabaya Surabaya, East Java

To celebrate Indonesian Independence Day, different schools throughout Indonesia held many different events. Most of them featured games, races or athletic competitions. SMKN 6 Surabaya, decided to hold a Fun Walk. At 6:30 on the morning of August 18th (the day after Independence Day) **ETA Kelly Richard** walked across the school lawn in her bright green fun walk t-shirt and joined all of the other teachers in a warm up Zumba class! Despite it being a hot and sweaty adventure, all of the kids and teachers happily danced to both American and Korean pop music, warming up for the big walk.

After the warm ups (and at least 200 pictures) all of the students lined up with their classes, designated by cardboard signs, to walk through the surrounding neighborhoods. Kelly walked with her counterpart and chatted with students throughout the short 1-mile trek, alternating between answering questions about grammar and American culture, and singing English children's songs like Twinkle Twinkle Little Star and Jingle Bells. Despite the heat and the strange choices in serenade, Kelly couldn't help but feel like she was a part of this community- that these students and these teachers had invited her in without a second thought. It was then that she decided, she would do the very same.



SMK Muhammadiyah 7 Gondanglegi Malang, East Java

ETA Greg Sutton has hit the ground running in his first few weeks in Gondanglegi. Every Friday, he helps run lesson planning sessions for the other English teachers at the school to plan for the weeks ahead. He has enjoyed learning about the different approaches to the curriculum and lesson planning in the Indonesian system, and has shared American best practices and procedures with his colleagues. Along with his co-teachers, he has already designed lesson plans for several topics including offers, suggestions, and compliments.

Greg has also had the opportunity to meet with several students and coach them on their speeches for an upcoming English Olympiad. This event, which will take place on September 11 and 12 at Gajayana University in Malang, is a region-wide event that will host a competition for best English speech on the topic "Why English is important for our social lives." Greg has met with several students to coach them on pronunciation, vocabulary, and body language. He hopes to attend the event to cheer these students on later this month.



SMKN 3 Pangkalpinang Pangkalpinang, Bangka Belitung

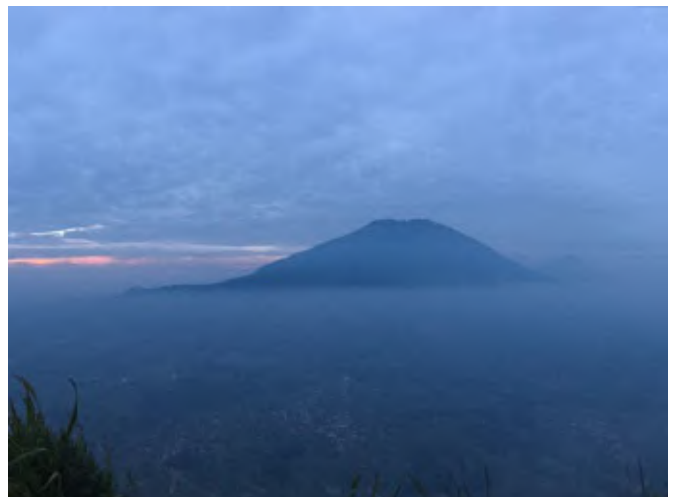
When **ETA Kate Morrow** first arrived at SMK 3, she talked to her counterpart about starting an English Club at the school. Less than a month later, English Club had its first official meeting. Kate now has two clubs right, one for students and one for teachers, because the teachers showed a lot of interest in learning as well. In the Teacher's English Club, Kate had 14 teachers join her early on a Friday morning to learn about questions, answers, and future tense grammar. She was thrilled that all of the club members were so excited to learn, and the teachers spent almost the entire hour asking questions about the language and how to use it.

The magical moment for Kate, however, was after English Club ended. The teachers headed back to the teacher's room so they could teach their classes, but the conversations Kate overheard while walking did not resume in fast-paced Indonesian. Rather, they all started talking about their weekend plans in English, still practicing what we had just covered until everyone had to go to their classes.

SMAN 1 Salatiga Salatiga, Central Java

August was full of new experiences for **ETA Nitika Johri**. While settling in with her students and fellow teachers during the week, she spent the weekends exploring the area and trying to make Indonesian friends. One Saturday morning, Nitika left her home at 2AM with her host sister, Ninon, and Ninon's friends for a sunrise hike. During the hike up Gunung Andong, Nitika practiced her very rudimentary Bahasa Indonesia with her new friends, and learned more about the geography of Central Java. When they reached the peak an hour before sunrise, they sat together in the warung, eating instant noodles and tempe goreng, sipping kopi, and chatting with other hikers from Magelang.

Although it was difficult to converse in broken Bahasa and English, Nitika enjoyed talking about the differences in American and Indonesian identities, and discussed current politics in both countries. After watching the sunrise, the hike down offered views of five more volcanoes and many beautiful rice paddies. Nitika learned about agriculture and crops in Central Java, and how her new friends found environmental protection to be very important. Nitika was struck by how friendly and curious everyone she met was, and had a blast hiking!



SMA Eben Haezar Manado Manado, North Sulawesi

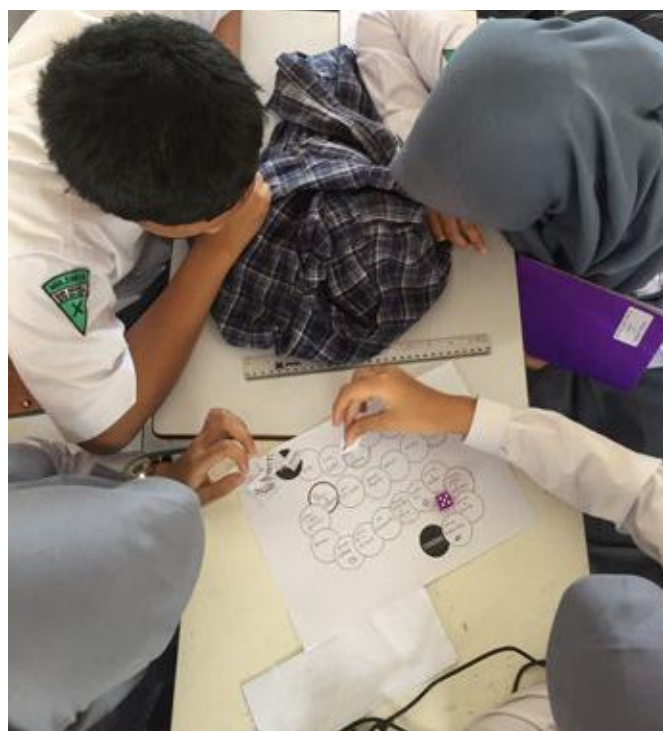
The highlight of August for **ETA Katia Oltmann** was judging the Independence Day Yell-Yell competition for SMA Kristen Eben Haezar. Yell-Yell is the Indonesian equivalent to cheer-leading, but at Eben Haezar, cheering-leading is not just limited to sports. Each class is expected to make a three to five minute routine dedicated to celebrating Indonesian Independence. In addition to cheering for the nation, the students also celebrated themselves, as each class usually mixed into their routine some songs or chants about why their class is better than all the others.

Katia really enjoyed being on the three-person panel of judges and rated performances by the students' unity, charisma, and creativity in using props. The best part of judging, in her opinion, was getting to see every routine. Some of her favorite moments in the competition included hearing multiple covers of "Despacito," watching students triumphantly run around with the Indonesian flag, and, for the finale of one routine, seeing a student leap over his classmates.



SMKN 4 Malang Malang, East Java

During the last week of August, 10th grade students at SMKN 4 Malang were learning about how to ask and show intention. In order to practice both speaking and writing skills, **ETA Elena Dietz** and two of her co-teachers, Ibu Anis and Ibu Dwi, used a board game. After explaining the rules and dividing up the students into groups of 3-4, the students were to roll the dice and use the verb they landed on to make a sentence using intention. During the first round, they would write their sentence and then speak it and during the second round, the students were to only speak a sentence. This gave the co-teachers the opportunity to look at the students' written sentences and give general feedback on the white board, in order to correct common errors. After a few rolls, the students really began to get the hang of the game and towards the end, the room was filled with joyful shouts from the winners and high-fives all around!



MAN 1 Kendari Kendari, Southeast Sulawesi

ETA Meghan Cullinan has enjoyed beginning her teaching experience this month at MAN 1 Kendari. Inspired by orientation workshops about the importance of using games to facilitate language learning, Meghan decided to work with her co-teachers to incorporate a game into the first topic of the year, Talking about Yourself. After meeting with her co-teachers at their weekly lesson planning meeting, Meghan and her co-teachers developed the Guess the Question game for students to play to help them work backwards to develop introduction questions that matched different hypothetical answers. Students were broken up into groups and took turns drawing a hypothetical answer from a stack of cards while the other students quickly tried to create the corresponding question.

For many of her 10th grade students, the activity was a very new experience. As a result, it was challenging to explain the directions to students and model the game in such large classes. Meghan worked with her co-teachers to circulate the room and check in with every group early on in the game to make sure they got started playing the game correctly. After some chaotic first 10 minutes of the game, students began to understand the activity and the volume in the room rose as students enthusiastically shouted introduction questions they had learned in the beginning of the lesson. Students worked together to help one another and even developed their own rules to make the game fair for their individual group members.



SMKN 7 Semarang Semarang, Central Java

During one of his first formal weeks of teaching, **ETA Sam Chen** decided to attend a meeting of his school's English Competition Club. Though he intended to begin his involvement as an observer, upon joining the club, he was immediately tasked with preparing a group of 30+ students for an upcoming Speech Competition. With nothing prepared, and limited background in competitive language, Sam did what he does best: played games!

Using some of the activities he learned at Fulbright Orientation in Jakarta, Sam kept the students active and energized at the end of a long school day. Ultimately, the students learned to speak loudly, make eye contact and use animated gestures during their speeches, all while having fun.

At the end of the club period, Sam and his students discussed how the university system works in America, and took a picture to send back home to his sister, who started her freshman year at Boston College that day



SMK Stella Maris Labuan Bajo Labuan Bajo, East Nusa Tenggara

The day after Indonesia's 72nd Independence Day, **ETA Arshelle Carter** joined her students for a "carnival" walk (think: parade) through the streets of Labuan Bajo. The students of SMK Stella Maris chanted loudly and showcased great pride for their school. Using a bullhorn, one student demonstrated his English language skills by describing the school's four vocational programs: tourism, hotel, nautics, and mechanics. During the walk, Arshelle and the students danced, laughed, and enjoyed performances by the other carnival walk participants.

Once they reached the final point of the carnival, the government office, Arshelle, and the students performed a two-minute skit. Arshelle's role was to act as a tourist while the tourism students acted as her guides. The students used their English language skills to detail the actions of students from the nautics program who were knitting a fishing net. This was all narrated by one of Arshelle's co-teachers in Bahasa Indonesia.



SMAK St. Ignatius Loyola Labuan Bajo Labuan Bajo, East Nusa Tenggara

ETA Kyra Ghosh had the opportunity to attend two weddings in Labuan Bajo this month! She has never attended a wedding in the United States, and these were the first weddings she had attended since her first wedding in Dakar, Senegal 2 years ago. Her ride to the first wedding party was in a school bus playing loud music with flashing colored lights. She was accompanied by her site mate, **ETA Arshelle Carter** and twenty of her students. The ride was strange for it reminded her of a party bus from America.

As soon as she arrived at the wedding she was ushered by her co-teacher to shake the hands of the bride, groom and their entire families. There were rows and rows of plastic chairs lined up to face a raised stage containing a curated arrangement of slightly gaudy red chairs and a couch. The next few hours consisted of a wide array of singers who seemed to suddenly appear from the crowd, speeches in rapid Bahasa Indonesia, a large buffet style dinner, and a ceremonial mutual feeding of the wedding cake by the bride and groom. The ceremony ended in a large dance party which she unfortunately was not able to participate in as the dances were all well-known and pre-choreographed Indonesian dances. Her co-teachers however happily obliged. She was incredibly grateful to have participated in this wedding party for it allowed her to feel more a part of the community and grow closer to her co-teachers in a context outside of school.



SMAN 2 Balige

Balige, North Sumatra

As an English Teaching Assistant in Balige, **ETA Amy Quirion** started this program with the intention of assisting local English teachers in their communication skills as well as helping students enhance their speaking skills while fostering a positive classroom environment. Amy is starting a weekly professional development club to work with English teachers to build their lesson plans, focus on critical thinking, and encourage more English speaking in the classroom. In doing this, she is also working on encouraging involvement throughout all schools in Balige.

Amy is eager to build an English Teachers community where they can share ideas and make the ETA program more sustainable. By encouraging teachers to teach critical thinking and higher order thinking, it will promote speaking in the classroom from students and will allow for students to think on a higher level and advance in English skills. Alongside the Teacher Club, she is also taking part in three hours a week of English conversation club for students and 1.5 hours of English conversation club for teachers. To say the least, Amy is staying busy!



MAN 2 Kab. Gorontalo

Gorontalo, Gorontalo

ETA Ian Morse quickly realized that many of the students – as well as the residents of Ilomangga, the village where he teaches – have a very limited vocabulary in English. Rarely do people understand more than “Hello mister! How are you?” In the first English club meeting, Ian introduced a few alternative ways of greeting people on the street. “What’s up?” “What are you doing?” “Where are you going?” It was successful. Some students greeted him on the street in a few more ways. Daily in the classroom, however, teachers introduce many more words and phrases to students than they can keep track of.

In the second week, Ian gave a new rule to each class: students must write down all new words in their notebook. At the end of each class, students can play games with the new words they’ve learned. At the end of the year, they will have their own dictionary. Students quickly picked up on the new rule, yelling out “New word!” whenever they heard something unfamiliar. There was a new, vibrant (and loud!) energy in the classroom that wasn’t there before. One of the best things as a teacher is to see that your students are rushing to meet you halfway.



SMA Swasta Sisingamangaraja Tanjungbalai, North Sumatra

Breaking the ice as a new teacher can be difficult. Students are afraid of the stranger that has suddenly appeared in their classroom. **ETA Sheldon Ruby** does weird things sometimes and we don't understand why, so why should we speak to him? Because he likes Taylor too. Sheldon capitalized on the excitement he saw his students had for Taylor Swift's new song by bringing it into the classroom to use as a listening exercise.

The song was the perfect speed for a fill in the blank listening exercise. Listening to Swift's new song got students talking about American culture and some of the issues within American society. Students wanted to discuss whether Taylor was a feminist, whether Americans like feminists, and if racism exists in America. It was a fantastic way of getting the students to open up to their new teacher and gave Sheldon new ideas for future classes.



SMAN 15 Padang Padang, West Sumatra

Grantee involvement in local communities is a cornerstone to the Fulbright Experience. Indonesian Independence Day was a prime example of **ETA Jam Sulahry** getting out of his comfort zone. Being immersed in a foreign country on the other side of the world (literally) is no walk in the park. For Jam, a large part of the struggle in the first month was trying to assimilate into the culture.

On Indonesia's Independence Day he quickly made the most of his time engaging in traditional activities such as Tarik Tambang (Tug-of-War) with his students and headmaster to Lomba Mencari Koin with the PE teacher. Being able to not only see, but engage in these activities have been critical to his adjustment in a brand new environment. It's okay to go into something without all the information or something completely foreign to you, sometimes you need to get out there, try your best, and have a smile on your face; the rest will follow.



SMAN 1 Limboto Gorontalo, Gorontalo

ETA Nabeel Ahmad, at SMAN 1 Limboto, attended Eid prayer at Masjid Bait ur-Rahman. Eid al-Adha is an Islamic festival that commemorates the willingness of Prophet Abraham (Ibrahim) to follow Allah's (God's) command to sacrifice his son, Ishmael. After Eid prayer, it is custom to say minal aidin wal faizin and shake each other's hands. Nabeel also met the mayor of Limboto after Eid prayer. In Limboto, Gorontalo, after morning Eid prayer, Nabeel went to his headmasters' house to witness the slaughtering of a cow. The slaughtering of the cow is referred to as qurbani. The cow is then donated to the poor with a small portion used for immediate cooking. Nabeel took part in grilling satay sapi using the meat of the slaughtered cow. Following grilling satay, Nabeel hosted SMAN 1 Limboto students at his personal house to relax and catch up on everyone's Eid celebration.



SMAN 11 Padang Padang, West Sumatra

In Teachers Club, like English Club, which is an after-school program hosted by **ETA Alex Bue** about America and Indonesia and the values we share, the gurus at SMAN 11 Padang learned to introduce themselves. This is important because Padang is a tourism hub, home to the world's best surf spot in the Mentawai Islands which is about five hours away by boat. Most visitors to Padang are Australians, but their interactions with the city are limited, monopolized as it were by the foreign-owned charter cruises that remove from the picture everything except the airport, hotel, and surfing. Interactions are duly complicated by the language barrier, with few tourists speaking Bahasa Indonesia, and then compounded by cultural differences. Questions commonly asked by way of introduction in Indonesia - "Have you eaten? Where are you going?" - and their salutations - "Mister!" - are often lost in translation to a foreigner, which is to say they don't necessarily translate into the meaningful exchange of which both parties are capable.

In the picture are Rini and Alex. She and Alex and the other teachers took turns playing the parts of resident and tourist. Rini is crouching because, having just asked Alex where he is from, she has moved beyond the threshold of familiar questions into uncharted conversation. She is preparing to ask "Is this your first time in Padang?" and she is nervous. But, after the photograph was taken, Rini would complete the exercise and find the immediate discomfort of crossing cultures to be less in degree than the reward, as Alex has found his first month in West Sumatra.



SMAN 3 Pangkalpinang Pangkalpinang, Bangka Belitung

The very first day of teaching can be the most challenging yet rewarding experience for new teachers.

On her first day, **ETA Nageen Sherani** taught her Grade 10 class how to give and receive compliments. Since the topic itself was simple to understand and many students were already familiar with compliments, she decided to focus the lesson on incorporating new vocabulary which students could use to give more creative compliments.

In the first activity, each student received a slip with a complimenting expression. The expressions belonged to various categories (Attire, Personality, Performance, etc.). For instance, "You are an amazing guitar player" or "You have a great sense of humor" belonged in the Performance and Personality category, respectively. All the students then came to the board to place the compliment in the appropriate category and each expression was reviewed with the class. With many new examples on the board, the students learned that there are multiple ways of complimenting someone. They realized that compliments can describe both the physical and the nonphysical attributes of a person. To wrap up the lesson, the students played the "Popcorn Compliments" game by throwing a plastic ball to a friend in the class and giving them a creative compliment. It was great to see some students use the new vocabulary they had just learned in the lesson!



SMAN 7 Kendari Kendari, Southeast Sulawesi

ETA Alexandra Turcios and Counterpart Ibu Ani attended a meeting with enterprising community members seeking to make the pilgrimage to either Hajj or Umrah more accessible to the poor and disadvantaged. Alexandra, in return, had the opportunity to gain insight on the intersections of business and religion, while learning about one of the sacred pillars of Islam.

Although the Indonesian government provides Hajj subsidies to prospective pilgrims, it was an interesting lesson in learning about Indonesian entrepreneurship and goodwill to help others on their spiritual journey. She engaged in a conversation about the barriers of Hajj or Umrah and was able to gain a nuanced understanding of the difficulties Indonesians confront. It turned from a business meeting into an enlightening experience of empathy-building.

After enjoying a traditional Indonesian lunch, the group had a fun photo shoot. It was an afternoon filled with food, smiles, and plenty of photos to go along. Alexandra looks forward to continue building the relationships she made that day, and deepening her understanding of Islam's five pillars.



MAN Demak

Demak, Central Java

On Wednesday August 23, 2017, **ETA Matt Poissant** visited Kua Kreo with Pak Fauzan. The thing that became immediately obvious to Matt were the squads of monkeys hanging around this park. When Matt and Pak Fauzan arrived they went to go buy some peanuts to feed the monkeys. Matt was given a handful which he gave to different monkeys as he passed by them but it wasn't long until he noticed a squad following close behind him. The monkeys started screaming and fighting each other, so Matt dropped the rest of the peanuts and briskly sauntered away. Then Matt and Pak Fauzan came across a bridge and Pak Fauzan began talking about how this area relates to the history of Demak.

One of the Wali Sanga, the revered saints who spread the religion of Islam in Indonesia, especially on the island of Java, was said to have come to Kua Kreo in order to get the wood from the forest so he could build the Demak Great Mosque. He was said to have befriended the monkeys and then consulted with spirits in a cave for 40 days and when he emerged, he was allowed to use the wood from the forest to construct the mosque that is now in the center of Demak. Pak Fauzan showed Matt the cave where the Wali Sanga was said to have consulted with spirits.v



SMAN 1 Boyolali

Boyolali, Central Java

Shortly after arriving on site, **ETA Khalid Osman** met Pak Irwan, the neighborhood leader with extensive knowledge of Javanese folklore. Located in the Boyolali Regency, Gunung Merapi is affectionately known as the "Mountain of Fire," living up to its namesake as the most active volcano in Indonesia. A gifted orator, Mr. Irwan, shared the legend of Kyai Petruk—the guardian of Merapi. Javanese mythology states that an individual may reach the summit, if the mountain's protector believes their intentions are pure. Always up for a challenge, Khalid made plans to hike the volcano with a friend. At high noon, he began the arduous climb towards the summit and arrived at Pasar Bubrah nearly nine hours later. A few hours into the climb, Khalid found himself in the middle of a downpour. By sheer luck, he encountered fellow Indonesian climbers who had set up camp and welcomed him into their tent.

As they waited for fair weather, they exchanged stories and political views. Khalid's tent mates were university students and avid hikers. A few hours later, the storm dissipated and the friends bid each other farewell as they made plans to reunite in the future. Shortly thereafter, Khalid arrived at the summit where he embraced the starry night sky, illuminated by the moon. The view, coupled with the climb, left Khalid breathless. He was grateful to Kyai Petruk for allowing him a safe journey to the summit of Merapi. Though he wished he could remain longer, it was getting dark and he needed to return home. As he descended the Mountain of Fire, Khalid reflected on his journey to the top and looked forward to his next adventures in Indonesia.



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