



A. S. Hornby Educational Trust

REPORT ON A.S. HORNBY DICTIONARY RESEARCH AWARD PROJECT

Title: Incorporating Linguistic Landscape in a Plurilingual Dictionary to Support Students' Translanguaging in Borneo Underdeveloped Region: a Preliminary Pilot Study

Country: Indonesia

Dates: September 2020 – November 2021

Lead researcher: Agus Riadi

1. BACKGROUND AND OBJECTIVES

Indonesia has various linguistic and cultural backgrounds with a native population of 1340 ethnic groups and 2500 languages spread across five main islands: Sumatra, Java, Borneo (Kalimantan), Sulawesi, and Papua (Na'im & Syaputra, 2020). In one of West Borneo's eight less developed regions, Kayong Utara Regency (KKU), the people are conversant in at least three languages. Their language acquisition can be classified as follows: Ketapang as a mother tongue (L1), Pontianak as a local language (L2), Bahasa Indonesia as the national language (L3), and English as the target language (TL). There is an evident language variation in this region, so it is critical for language instructors to be sensitive to and act according to their plurilingual students' dynamic and complex language acquisition. However, this ostensibly ideal condition was thwarted by the enormous but burdensome demands of the national educational goals established in the current 2013 curriculum (Riadi, 2019). One of the most critical concerns of the curriculum implementation remains the enormous area that the national government must manage, resulting in disparities and insufficient dissemination of information and dispersal of curricular properties to the outer areas.

From the writer's observations in this region thus far, none of the English Language Teaching (ELT) materials for high school students supports the use of four languages, particularly a dictionary. As the gap between educational materials in this region widens, I am trying to maximise the use of linguistic objects, typically referred to as Linguistic Landscape (hence LL) which include any written form of English that appears in public places in the form of road signs, street names, stores, offices, billboards, and others (Riadi & Wartu, 2021). These objects are beneficial for English learning in terms of fostering learners' multimodal literacy and heightened sensitivity to specific sociohistorical linkages.

Another considerable difficulty is that, because Bahasa Indonesia is the national language, teachers prefer utilising it as the primary and official language in the classroom for all subjects, including English. As such, the employment of restrictive monoglossic practice will eventually diminish students' autonomy over their language choice and, as Kim (2017) contends, racialise students' identities. In this matter, I propose the concept of translanguaging (García & Wei, 2014); that the students' native languages can serve as a linguistic repertoire that can help them improve their grasp of the Target Language (TL), English. Due to the scarcity of ELT materials distributed in this region and teachers' perspectives on viewing students' existing repertoire as an autonomous language, adopting LL and translanguaging as a pedagogy ensures engaging language learning by providing contextual and accessible learning materials.

Adopting linguistic landscape and translanguaging as a pedagogy ensures engaging language learning by providing contextual and accessible learning materials.

2. DESCRIPTION OF RESEARCH

Given that the objective of this research is to develop extra ELT materials for the KCU region, Educational Design Research (Fauzan, et al., 2013), or EDR, is the most appropriate technique to be employed. The EDR principles enable me to examine the potential of incorporating students' initial language repertoire with written English signs into a dictionary to encourage their engagement in study. In this regard, I adopt a developmental studies method. Plomp and Nieveen (2013) argue that this method will assist researchers in designing, developing, and evaluating what they refer to as "interventions" (pVI) or "treatments" to develop teaching products or materials in an attempt to address educational issues.

This research was initially divided into three phases, each of which includes the following steps:

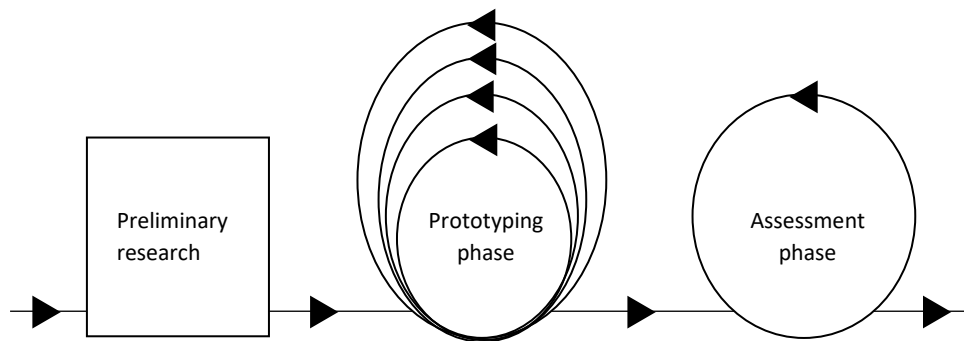


Figure 1. Developmental study flow chart for this research

1. Preliminary research:

- a. Needs Analysis: interviewing the students, English teachers, and the principal
- b. Context Analysis: reviewing the K-13-related documents (lesson plans, syllabuses, curriculum), classroom observations, investigating the presence of LL in the area of research
- c. Literature review: exploring grounded theories on LL, translanguaging, plurilingualism, students' engagement, and multimodal language learning
- d. Developing a conceptual framework

2. Prototyping Phase:

This phase includes several mini-cycles as needed. Each mini-cycle contains the following procedures:

- a. Iteration of analysis
- b. Designing the prototype
- c. Experimenting
- d. Formative evaluation

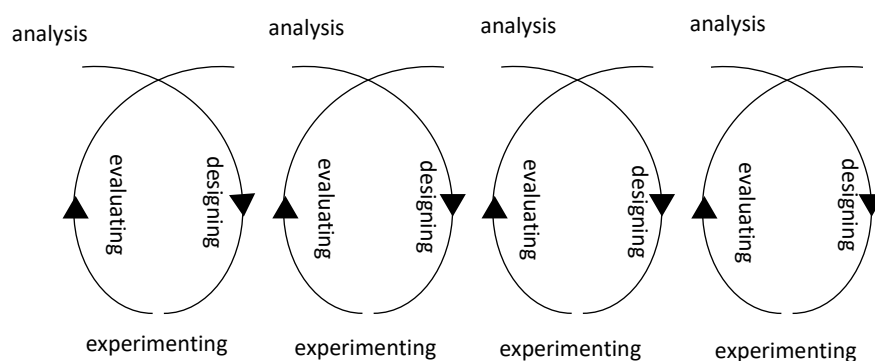


Figure 2. Classroom action research cycles

3. Assessment Phase:

- a. The final prototype of the dictionary from the previous phase is then trialled in other schools. Through multi-replication, the result of this research can be approved for the targeted schools in this region
- b. Include summative evaluation to determine that the treatment successfully meets the expectation and becomes a solid product

This initial objective of the research was to promote a plurilingual pictorial dictionary consisting of students' native languages and English by incorporating Linguistic Landscape images. The likely implications of this project were directed toward the scope of theory, policy, and practice. The first possible impact is enhancing students' engagement in learning English, as the teaching and learning process involved contextual materials (LLs and translanguaging) that the students recognised and were aware of before. Another ramification is to address the issue of scarce ELT materials in this region and drive the teachers' perspectives to move beyond the 'chalk and talk' teaching method. The ultimate goal of this project was to collaborate with the regional educational body and distribute the dictionary – the product of this research – to all schools in the region with 40 junior-secondary schools. It was expected to impact approximately 18,000 students.

2.1 Impact of Covid

The project activity commenced in November 2020 as I visited SMP N 1 (a junior high school) in Sukadana (figure 3 and 4) focusing on needs analysis and context analysis. The preliminary phase included an interview with the English teacher and the principal. At that point in time, I observed the situation of the students allowed to study at school due to Covid restrictions. The school board determined that only third graders were permitted to attend physical face-to-face classes because they were in the concluding stages of preparation for the national exam. Thus, I purposively chose fifteen third-grade pupils from Class A to participate in the study, with six male students and nine female students.

Unfortunately, due to the developing situation of the Covid pandemic, some alterations had to be made to adjust the research activities and achieve a smaller-scale goal. After the first phase, the number of Covid cases in Indonesia rose substantially, resulting in the postponement of the second phase agenda and modification of the overall project. Thus, the goal of the project shifted from the production and detailed trialing of the dictionary resource towards a narrower focus on the teacher's and students' reactions to the use of LL and translanguaging in the classroom using the initial sample, and the effect of this on their attitudes to language learning, their engagement and motivation.



Figure 3. Front view of the school building



Figure 4. Students' brief before class

3. RESULTS, EVALUATION AND DISSEMINATION

3.1 First Phase

Initially, this project was aimed at creating a plurilingual pictorial dictionary. Following the pandemic situation, the project was tailored to consist of only two phases, with the third phase – the assessment phase – taken out since it was impossible in practice to complete the dictionary with such impeded circumstances, let alone trial it in other schools. The goal was

thus altered into simplified research based on a pictorial dictionary prototype. The rest of this section discusses the remaining two phases, which cover the preliminary research and the prototyping phase.

In the first phase, I started by interviewing the class teacher and principal to gather information on the most recent situation regarding activities in the school. Both interviews yielded various conclusions, the majority of which concerned policy changes made during this pandemic and can be summarised as follows:

- The school decided to continue offering face-to-face teaching for third-grade students.
- The Basic Competencies for students, as indicated in the annual plan, were marginally reduced.
- Each teaching session was significantly reduced from 40 to 30 minutes, with one lesson requiring two sessions (a total of 60 minutes).
- The students only studied one subject for two hours per week.
- No textbook was available for use in class because the teacher claimed that the one designed by the government was inappropriate for the pupils' level in her school.

Thus, I concentrated my efforts on the third grade and observed their classroom. However, during the pre-research period, it was not possible to conduct interviews with the students because of scheduling conflicts. Moreover, due to the fact that I had to be extremely cautious when it came to any physical engagement, I couldn't make direct contact with them during school hours and it was impossible for me to engage with the students outside of the classroom because any personal information, including mobile phone numbers, is confidentially restricted by the school.

As a result, I carried on to the next phase, which was to gather all of the K-13-related documents used by the school and the teacher. At that point, I also collected the LL from various locations around the school and managed to photograph 218 signs with English language terms.

3.2 Second Phase

The second phase was structured around the data analysis starting with categorising the words contained in the LLs, designing the layout, and finally experimenting with the prototype. This section will explain how the previously-collected photographs transformed into lemmas of the pictorial dictionary prototype and were used in the classroom.

3.2.1 Categorisation

The categorisation stage involved deleting the photographs that were irrelevant to the study,

coding the selection, and regulating the lemma inclusion criteria. Formerly, I had collected around 250 LL photographs. However, some needed to be eliminated for several reasons: a) the targeted signs were partially or fully obscured by other objects, b) there was insufficient lighting to collect high-quality images, c) the colour of the signage had faded, d) the signs contained too many words or used small fonts that were hard to read, e) the data collection process was hampered by the presence of too many persons near the targeted signs. After the data reduction, the remaining 218 photographs were then coded based on the street they were captured. There are seven streets around the school, each designated A to G; each letter is followed by the sequence number of the street signs.

The words identified from the LL are primarily composed of three languages: Bahasa Indonesia, English, and Ketapang (i.e., Figure 5). There are, surprisingly, other languages used in the signs, including Arabic, Latin, and Javanese. However, these extra languages are in the minority, with only one or two signs that include each language appearing on the streets. The result demonstrates that there are 5150 words inscribed in the 218 signs, and among them, there are 865 English words that can be beneficial for students' exposure to English (see Table 1). Similar to the categorisation stage, I encountered several obstacles in selecting the words as entries to the pictorial prototype in the classifying stage. The initial plan was that the entries would be divided into categories based on themes picked in accordance with the students' textbook. Once more, this was arranged to boost students' language learning engagement as these themes suit the geographical and social situation around the region.



Figure 5. LL sign that uses Ketapang language (*induk*)

I filtered the themes and classified them into four categories: biodiversity, daily activities, living space, and communication. However, as I skimmed the textbook that the teacher adopts, it did not reflect the prevailing situation of their area. Subsequently, I discovered that not every English word I had filtered had a corresponding meaning in the students' L1s. Some technical terms involving technology such as *scan* and *print* do not have immediate equivalents in Pontianak and Ketapang. These relatively newly-added words or neologisms (Asif, et al., 2021) possess specific challenges to translate and it is still hard even after searching for local vernacular equivalents or descriptive paraphrase. Furthermore, as Bahasa Indonesia, Pontianak, and Ketapang are in the same language family, a great deal of the English equivalents in the three languages have the same word spelling with unique variation in its pronunciation or stress. In regard to these findings, I readjusted the lemma inclusion criteria by searching for the already-fixed equivalent words in students' L1s containing one or two words maximum – rather than the descriptive definition – to keep the prototype simple and user-friendly for the junior-high-school students. The second readjustment was that I focused on the English words as the primary entry and targeting Bahasa Indonesia and Ketapang. Finally, to increase the students' engagement with the prototype, I checked for the English equivalent in students' L1s with distinct word spelling.

Street	Signs	Words	English words
A	11	447	62
B	33	489	99
C	19	833	97
D	81	1695	349
E	32	587	97
F	4	169	22
G	38	930	139
Total	218	5150	865

Table 1. English words count

Of these, I managed to classify 36 lemmas for the prototype with different equivalent forms from the other languages, which signifies the language distinction of students' first languages. To ensure the accuracy, acceptability, and readability of the translated lemmas and example sentences in the prototype, I used three assessment rubrics (see Appendix 1) proposed by Nababan, et al. (2012). They further suggest that to maintain the validity and reliability of the translated texts; we need to ask for three raters for each category with criteria as follows: 1) For the accuracy, it has to be professionals or certified translators; 2) for the acceptability, it requires readers who are familiar with the structure and grammar of the target text; 3) for the readability, it can be anyone who is able to read the text. Still, due to some research limitations, I adapted the criteria to suit the situation. In this regard, I asked two certified English and

Bahasa Indonesia translators to verify the classified words in terms of accuracy, and three elders in KKU for the acceptability criteria. While for the readability, I obtained feedback from lay people in KKU. In general, they all offered constructive suggestions to the final draft of the prototype entries (Appendix 2). These selected lemmas are made up of 15 English entries, 18 Bahasa Indonesia entries, and three Ketapang entries. After this categorising stage, I undertook the design of the layout of each lemma for the pictorial dictionary prototype.

3.2.2 Designing the layout

Some critical components of the prototype include the English word and its equivalent in Bahasa Indonesia, Pontianak, and Ketapang. The prototype equally provides the phonetic transcription for pronunciation of the English word, example sentence, and picture (see Figure 6). In constructing the example sentences, to avoid unnecessary controversy among students, I adapted the common structure and themes used in the students' textbook as well as the contexts where the word is used in the LL sign. For example, when consulting the word 'pregnant' in the Cambridge Advanced Learner's Dictionary, the example given is 'My mother stopped smoking when she became pregnant'. In this sense, I chose a sentence for the pictorial dictionary that would be more general and neutral for young learners.

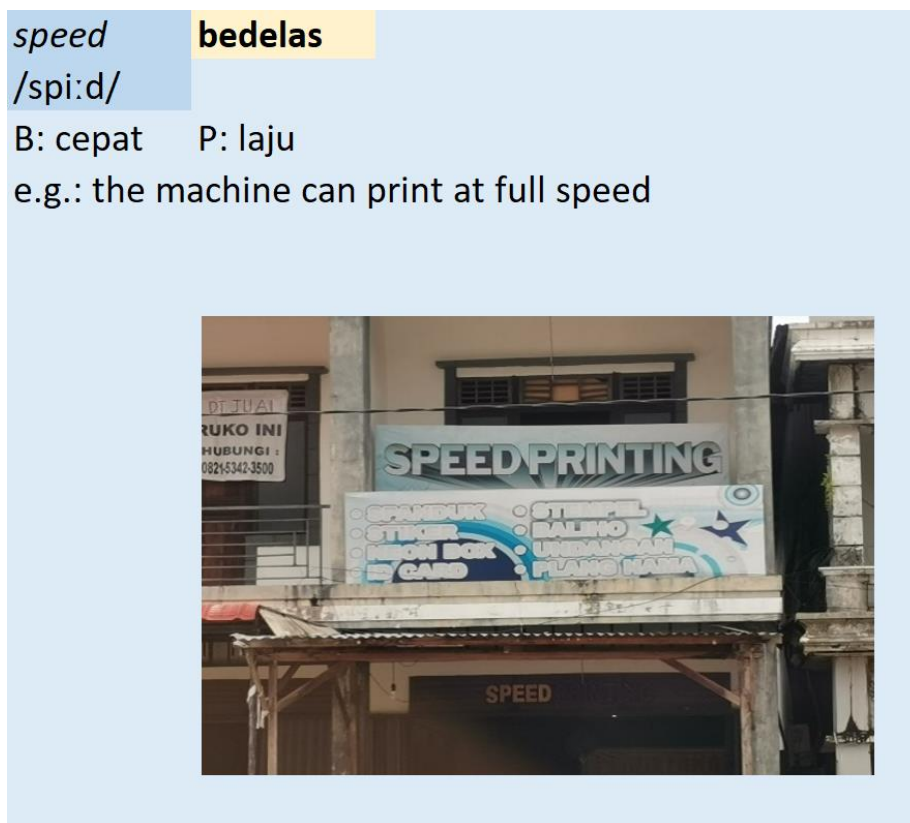


Figure 6. First design of the prototype

3.2.3 Experimenting

The first trial was conducted in April 2021 amid the Covid pandemic in Indonesia. It took place in the classroom with face-to-face sessions between the English teacher and 15 students while I remotely observed the process online through Zoom. The English teacher and I discussed whether to perform the experiment online or offline. However, as the school board chose to administer the teaching-learning process offline for the third graders, the teacher suggested that the prototype trials could be combined into the teaching materials during the face-to-face sessions. Since the teaching hours had been significantly reduced, and the teacher had her own learning competencies to be achieved, she agreed to spare 20 out of 60 minutes of the class session to be used for this agenda.

First Cycle

The cycle of classroom action research was set in motion with an introduction from the teacher and a brief explanation of the activity on that day. The teacher attempted to relate the earlier 40-minute material with the words in the pictorial dictionary prototype to begin the session. In that week, the basic competence that needed to be achieved was about Present Continuous Tense. Therefore, during the preparation, I drafted a dozen sentences containing the selected words from the prototype. The students used these sentences as an extra exercise, with the teacher asking them first to translate the sentences using the prototype provided (Figure 7). Although this was the first time that the students had encountered learning material incorporating their first languages, the majority of them demonstrated positive attitudes such as displaying cheerful faces when they first noticed the immediate translation of some English words into their native languages, murmuring and whispering with a bit of smirk to their nearest friend, and actively asking questions of how the teacher would pronounce the L1 words out loud.

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Figure 7. Teaching-learning activity of 15 students in class A (first cycle)

The first thing they noticed was the most considerable proportion of each page of the pictorial dictionary, the photograph. They instantly recognised where the picture was originally located as they frequently caught a glimpse of the sign on their way to school. Typical remarks from the students included, “What a playful dictionary this is!”, “I cannot stop laughing”, and “I’ve never been competent to use my mother tongue in learning time before, but now I can indeed learn English by it”. Such genuine responses echoed the situation of the teaching-learning process, where the traditional practice in the classroom was the teacher expecting the students to communicate in English or Bahasa Indonesia, for example to respond the teacher’s question or even to request permission to go to the toilet. The teacher confirmed that it was the typical perception among educators that the national language was a ‘proper’ language in a formal educational context, an attitude which devalues the students’ mother tongue by implying that their L1s are ‘improper’. In this manner, the students gradually come to believe that it is impolite to talk to the teacher in a language other than Bahasa Indonesia, or preferably, English. For this reason, the students found the prototype hilarious and an innovative fun way to learn English vocabulary.

“I’ve never been competent to use my mother tongue in learning time before, but now I can indeed learn English by it.” (student)

After completing the exercise, the students were given a chance to provide a general review of the prototype: what they thought of it and what improvement should be added to it. More than half the students agreed that they also needed the example sentence translated into Ketapang. This way, they felt that it would bring more context and help them understand the word being discussed. The students also needed to make extra effort in the beginning as they struggled to understand the phonetic transcription placed below the English word. The teacher drilled the students to pronounce some conventional phonetic symbols, including vowels, for a few minutes to deal with this problem. The rest of the discussion was typically focused around familiarising the students with the overall format of the prototype, the position of the English word equivalents in their L1s and recalling the location of the LL signs.

Second Cycle

After the first iteration, the teacher and I discussed and reflected on how the initial trial had performed. We decided to implement some improvements based upon the students’ feedback (figure 8). To resolve the students’ difficulties pronouncing the English words, the phonetic transcription of the Ketapang language was added so they could compare how to pronounce the specific phonetic letter in their mother tongue and the target language. The translation of the example sentence into Ketapang would be added as well to assist them in internalising the word. We did not, however, find other additional information, for instance part of speech, plural form, or origin, to be necessary as they would distract the students from the key target of using the pictorial dictionary, which is learning English by using their L1s and LL. In this sense, we decided to keep the overall presentation of the pictorial dictionary as simple as possible.

The students instantly recognised where the picture was originally located as they frequently caught a glimpse of the sign on their way to school.

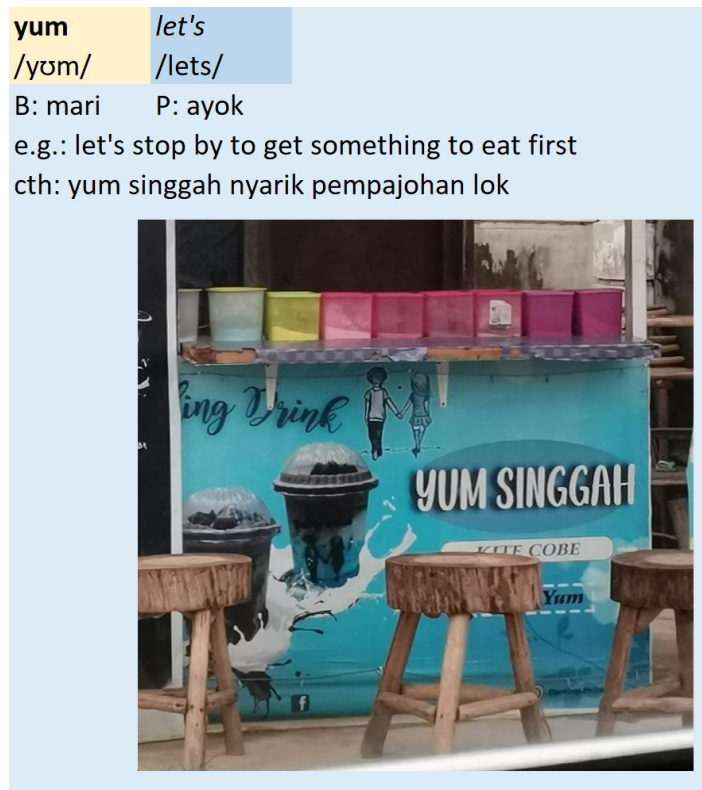


Figure 8. Second design of the prototype

The following week after the first cycle, the teacher and I set up the second trial with the same 15 students of class A. The activity began with the teacher asking questions to review how far the students remembered what they had learnt in the first cycle. She exhibited the photograph of a food stall in figure 8 and asked them, “Does anybody know where this stall located?”, and “How do we pronounce this word (pointing) in English?”. This triggered various responses as the students partly recalled the words in question. One student replied, “isn’t it the one near the fish market?”, and another student responded to the second question with “I know what “yum” means in Bahasa Indonesia, but I’m not really sure what the word is in English”. “Come”, isn’t it?”. A few students started to use their mother tongue to talk to their friends as soon as they saw the word ‘yum’. In my understanding of what they said, they were trying to convey the amusing side of that word and examples of how they would use it in their daily conversation. They additionally provided a further example of a distinctive tone they would use if they said the word to someone of their age or to their parents.

The discussion continued as the teacher provided thought-provoking examples, alluding to their L1s. In the following activity where they had a 5-minute personal talk with the teacher, some students who were quieter, but considered bright by the teacher, started to engage in the discussion. They discussed the different colours used in the prototype and asked about other L1 words that they had in mind and their equivalents in English. This situation constituted

a specific challenge for the teacher as she was only fluent in two out of the three students' L1s, and to maintain the dynamic flow of the discussion, the teacher had to hand over to me, and I provided the explanations requested. The key idea of this exercise was to create a classroom atmosphere where the students felt equal and that every student had the same opportunity to express their thoughts and receive feedback in any way they felt was more enjoyable. The students enjoyed the experimentation activity, and later, they willingly offered constructive criticism to improve the prototype.

Even though the core objective of this project is not to increase the students' English vocabulary or to improve their understanding of their L1s, at the end of the session, the students showed promising progress by answering the teacher's questions about their mother tongue equivalent words in English and vice versa in shorter time. They also knew how to pronounce most of the key phonetic letters in the prototype. Despite such favourable outcomes, there were, however, a minority of students who felt detached from the rest of their friends on how to understand and use the prototype. They considered such additional material confusing as it consisted of too many languages, and they were accustomed to traditional English-Bahasa Indonesia/Bahasa Indonesia-English dictionaries. One of them explained, "I just don't get it why I need to learn local languages first in order to learn English. It is time consuming as well as confusing. I think the usual learning method would be much easier". This remark matches with the fact as the teacher explained afterwards that these students came from big cities (their parents were assigned to KKU) and have no or only a limited knowledge of Ketapang and Pontianak languages. To accommodate such difficulty and in keeping with our objectives to facilitate their language learning, the teacher and I agreed to provide them a supplementary exercise after class. We wrapped up our session by assigning them in pairs (those who are transferred paired up with local students) to identify any of their L1s that appeared in any sign around their neighbourhood and write the words down.

The teacher added that the students' level of engagement was increasing due to access they gained in utilising their mother tongue and local language in internalising new English vocabulary.

A couple of days later, the teacher and I evaluated the second cycle of this project. She highlighted that the majority of the students were gradually indicating a progressive attitude in

the learning process. She added that, in general, the students' level of engagement was increasing due to access they gained in utilising their mother tongue and local language in internalising the new English vocabulary. Qualitatively speaking, she felt an unparalleled level of interaction between her and her students, and between the students themselves in the post-treatment compared to the ordinary situation prior to the prototype treatment. Regarding the students' feedback, we decided to modify the layout of the prototype by placing the four languages along with their phonetic transcriptions in the same row on top and differentiating them by colours (figure 9). This was done to simplify the association of each language with its representative colour where the students will remember that gold represents Ketapang, blue with English, green with Bahasa Indonesia, and orange with Pontianak. This modification is projected to make the pictorial dictionary more user-friendly as incorporating various colours, pictures, fonts, and sounds will support young students to recall the target words or what García and Wei (2014) propose as 'multimodal social semiotics' in which these multimodalities aid multilingual interaction of the students.

After the evaluation, unfortunately, the teaching-learning sessions for the third graders came to an end. All of the classes were in preparation for the national exam, and study switched to drilling the students to practise answering past exam questions. This had a considerable impact on the project, so we decided to end the trial after the second cycle. However, in the following weeks, after the teacher kept interacting in and outside of the class with the students, some of them still raised questions about specific vocabulary they had seen on street signs and tried to relate them with the pictorial dictionary prototype. That way, the teacher asserted that they started to be getting familiar with the pictorial dictionary as well as the process of internalising a current word by using the prototype. We project that the level of participation in the discussion, and engagement in general, will keep increasing if the students are continuously exposed to the prototype in a way that finally accustoms them to the concept of using their language repertoire, instead of disregarding it, in learning a target language.

In the following weeks, after the teacher kept interacting in and outside of the class with students, some of them still raised questions about specific vocabulary they had seen on street signs.



Figure 9. Third (final) design of the prototype

4. OVERALL REFLECTIONS AND FUTURE PLANS

Through my experience on this project, I have learned that the students' understanding of how to utilise a dictionary is limited to a level where they will open it only when the teacher demands all of them to look up a particular word and directs them all the way to find the word. In addition, as the teacher emphasised, only 40% of students in the class own dictionaries and the one they are using is an outdated and incomplete bilingual dictionary of English and Bahasa Indonesia. An observation also confirmed that they rarely consult their dictionaries to identify the meaning of any complex word during the study time at school, or if they do, it takes more than three minutes on average to find the equivalent of an English word mentioned by the teacher. These observations reveal that they had limited skills in exploiting lexicographic resources.

After being introduced to the plurilingual pictorial dictionary prototype, the students began to get familiar with a different format of lexicographic resources other than the traditional bilingual English-Bahasa Indonesia dictionary. This pictorial dictionary is projected to be the first dictionary in West Borneo to employ three languages, including local languages as the

equivalents of the target language, English. The presence of phonetic transcription in the prototype and how the teacher introduced them to the students further contributed significantly to the students' general perceptions of the dictionary. One student commented, "I began analysing the pattern of how to pronounce certain sounds in my mother tongue and apply them when synthesising the new sound in the target language" – a process similar to Burton and Rajendram's theory of cross-linguistic transfer (2019). We believe this practice will lead to independent learning whenever they encounter a new word and try to find out how it should be pronounced.

Another thing the trials revealed was that the abundant learning materials around the students' neighbourhood in the form of LL signs were perceived as resourceful, contextual, and easy-to-get data to attract the students' attention and increase their engagement in the teaching-learning process. The teacher placed an extra effort on moving beyond the chalk-and-talk teaching method by observing any English words written on the signs around the school prior to her English class, to which she had hardly paid attention in the past. She describes gradually leaving the old teaching practice and adjusting to the current curriculum's expectations by gathering the LLs and utilising them to make up for the dearth of ELT materials in KKU.

In regard to the incorporation of Ketapang, Pontianak, and Bahasa Indonesia into the pictorial dictionary, this process of translanguaging proved to be successful in providing a meaningful approach to language learning. Firstly, the students began to acknowledge that their first language could also be adopted to learn English. They further worked to compare the different equivalents of the English words they have learned with their language repertoire and later initiated the meaning-making process, a concept known as 'Metalinguistic Awareness' (Chalmers, 2019). Such a process helps the students to establish their sociocultural identities by developing a more critical understanding of their own languages and cultures. It also helped the students acquire English language while at the same time preserving their existing language repertoire (Garcia & Wei, 2014, p66). The presence of their L1s in the classroom conveyed a joyful atmosphere to language learning, resulting in the students' positive engagement throughout the course.

Previously, in my proposal, I planned to present this project to the regional educational government and requested their assistance in distributing the ultimate product of this research to other related schools or bodies. However, as the project's final objective had to be simplified, any formal dissemination activity will need to be postponed. Regardless of the changes, it is undeniable that the results so far highlight a positive trend in terms of the development of low-cost lexicographic resources in KKU and in terms of the students' attitude towards the use of additional lexicographic means in their language learning. In any case, I

will present the result of this project to the school principal to raise awareness of how beneficial it is utilising the available resources in the form of LL and encouraging the students to use their L1s to assure the continuity of an engaging ELT in a less developed region such as KKU. The same goes for the educational body where the result of this project could present evidence of how the issue of disparity and inadequate learning materials in this region can be resolved with what the students and teachers have at their disposal.

For what has been achieved so far, I believe that the use of Linguistic Landscape and translanguaging in developing a low-cost lexicographic resource should be deepened and broadened. Working on this project for more than one year, I have learned that the work behind designing a dictionary never has been or never will be easy and to attain it will require laborious work and dedication for the betterment of English language teaching. Therefore, my long-term plan is to create an extensive set of plurilingual resources for students in KKU. At the time of writing, I plan to take this project one step further by creating a research proposal for a doctoral degree in lexicography.

5. CONCLUDING COMMENTS

This project is my first experience in designing an ELT material in the form of a dictionary. My underlying thought – and I believe what most people imagine – was that a dictionary was a pretty simple and straightforward work. However, as I immersed myself in the process, I realised that this demands an immense amount of thought and meticulous planning at every research stage, including analysis, designing, experimenting, and evaluating. Even so, there are still miscalculations and misinterpretations that I have made in conducting the research. My deepest gratitude goes to the Hornby Trust panel and others who have placed their trust in me and advised me all the way. I thank you for the excellent opportunity to learn more about dictionaries, and it is a wonderful experience to recognise experts in the field of lexicography and to be given a chance to be a part of the world community through Euralex.

6. ACKNOWLEDGEMENTS

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APPENDICES

Appendix 1. Translation Quality Assessment by Nababan

Accuracy

Translation Category	Score	Parameter
Accurate	3	The content of source text words, technical terms, phrases, clauses, sentences or text are accurately conveyed into the TL. There is neither content distortion nor unnecessary addition or omission.
Less accurate	2	The content of the source text words, technical terms, phrases, clauses, sentences or text are most accurately conveyed to the TL. There are a little distortion and unnecessary addition or omission that affect the content of the segment but it is not significant.
Not Accurate	1	The content of the source text words, technical terms, phrases, clauses, sentences or text are not accurately conveyed to the TL sentence. There are some problems with the choice of lexical items and with the relationships between phrase, clause and sentence element. There are some unnecessary addition or omission.

Acceptability

Translation Category	Score	Parameter
Acceptable	3	The translation product feels natural. Technical terms are commonly used in their field and familiar to the readers. Words, phrases, clauses, and sentences that are used are in accordance with the rules of the target language.
Less Acceptable	2	The translation product generally feels natural, but there is a little problem in the use of technical terms or grammatical errors occur slightly.
Not Acceptable	1	The translation product is unnatural or feels like a work of translation. Technical terms are not commonly used and familiar to the reader. Words, phrases, clauses, and sentences are not in accordance with the rules of language.

Readability

Translation Category	Score	Parameter
High Readability Level	3	Word, phrase, clause, and sentence translation can be understood easily by the reader.
Medium Readability Level	2	The translation generally can be understood by the reader. However, there are certain parts that should be read more than once to understand the translation.
Low Readability Level	1	Translation is difficult to understand by the reader.

Appendix 2. Final lemma draft for the prototype

Code	English	Bahasa	Pontianak	Ketapang
B19	Speed	Cepat	Laju	Bedelas
D43	Pregnant	Mengandung	Hamil	Bunting
D67	Mini	Kecil	Kecik	Alus
E26	Bullying	Merundung	Ngacau	Ngatik
F4	Shocking	Mengagetkan	Kejot	Tekerayak
G14	Beauty	Indah	Cantek	Jangak
G20	Go Ahead	Maju Ke Depan	Bujor	Teros
G32	Cash	Tunai	Kes	Kontan
B1	Tailor	Penjahit	Penjaet	Tukang Jaet
B8	Spare Part	Suku Cadang	Mesen	Alat
B9	Drive	Mengemudi	Nyetir	Nyoper
B9	Your	Milikmu	Punye Awak	Sik Kau
C3	Residence	Kediaman	Perumahan	BTN
D19	Mom	Ibu	Mamak	Umak
D19	Kids	Anak	Budak	Biak

Code	Bahasa	English	Pontianak	Ketapang
B10	Air	Water	Aek	Aik
B27	Tersedia	Available	Tesedie	Ade
G21	Jangan	Do Not	Osah Nak	Usaham
B29	Kosmetik	Cosmetic	(Alat) Besolek	Tacap
B33	Inilah	This/It's	Ni Lah	Inim
B23	Cuma	Only	Cume	Kah
C18	Tidak	Not/No	Tadak	Adak
D5	Aneka	Various	Bemacam	Beragam
D45	Cantik	Cute/Beautiful	Cantek	Jangak
D47	Ambil Aja	Just Take (it)	Ambek Jak	Ambik Yak
D79	Ga	No	Tak	Adak
D79	Harge	Price	Harge	Rege
D79	Sama	Same	Same	Semiah
E12	Suka-Suka	As You Like	Suke-Suke	Sukak Ati
E26	Pada	To	Pade	Tok

G9	Coba	Try	Cobe	Terai
G18	PP (Pulang Pergi)	Shuttle	Bolak Balek	Kulu Kilik
G18	Berangkat	Leave	Pegi	Turon

Code	Ketapang	English	Bahasa	Pontianak
D50	Yum	Come/Let's	Mari	Ayok
G7	Krispy	Crispy	Renyah	Garing
D45	Induk	Essence	Biang	Indok