Agus Riadi

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

Agus Riadi, an English lecturer at Politeknik Tonggak Equator, Indonesia, designed and trialled pilot entries for a pictorial plurilingual dictionary based on the linguistic landscape around a school in West Borneo to encourage and facilitate translanguaging in the English language classroom.

The context: In Kayong Utara Regency, an underdeveloped region in West Borneo, people learn and use multiple languages, with Ketapang as a mother tongue (L1), Pontianak as a local language (L2), Bahasa Indonesia as the national language (L3), and English taught in school. Most teachers and teaching resources use Bahasa Indonesia as the main language of instruction, including for English classes. Agus' project set out to encourage use of all four languages in the classroom by providing a contextualized and accessible plurilingual resource.

The resource: Agus chose to use the local linguistic landscape to engage students with the language(s) around them. He photographed shop signs and adverts, in both local languages and English, to use as the basis for his dictionary entries. Through various stages of prototyping, he combined these images with translations of the target words in all four languages, information about pronunciation, and examples in both English and a local language.

Who? Originally, he had planned to trial the resource in several schools, but due to Covid restrictions at the time of the study (in late 2020 and early 2021) with only some students attending school in person and travel restrictions preventing Agus from visiting the area, he settled on a single class of 15 junior high school pupils and observed the classroom trial remotely via Zoom.

In the classroom: Working together with the class teacher, Agus designed a sequence of activities to introduce the resource to students over a number of lessons. He observed the classes remotely and discussed progress and refinements to the resource with the teacher at each stage.

The reaction from the students was overwhelmingly positive both to the use of their home languages in class and to the images which they recognized from the local area. The approach clearly engaged them in learning and the teacher reported that they not only remembered the vocabulary from the trial but continued to ask about language they came across on signs after the project. One student commented:

> *"I've never been competent to use my mother tongue in learning time before, but now I can indeed learn English by it."*

Conclusions: Although Agus wasn't able to extend the project as far as originally planned, the students' reactions to the pilot resource were nonetheless extremely encouraging. He concludes that in terms of using the linguistic landscape, the trial revealed how the abundant language learning materials around the students' neighbourhood can help make up for the dearth of learning materials available and from a translanguaging perspective:

> *"The presence of their L1s in the classroom conveyed a joyful atmosphere to language learning, resulting in the students' positive engagement throughout the course."*

Summary by Julie Moore on behalf of the ASHDRA panel