Incorporating Linguistic Landscape (LL) for Developing ESL/EFL Learners' Linguistics Critical Literacy Competence: A critical literature review

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Abstract: This aimed at investigating and analyzing the significance of incorporating linguistic landscape (LL) into the process of acquiring/leaning English as Second Language (ESL), or Foreign Language (EFL) and finding the approaches and techniques of integrating linguistic landscape into those processes. Through the critical literature review method, this study was conducted through searching, reading, categorizing, analyzing, evaluating and synthesizing the previous studies combined with other relevant sources. Thus, this study documented two benefits findings. 1) Linguistic landscape helps ESL/EFL learners to advance their comprehension of linguistic critical literacy that includes sociolinguistics, morphological formation, semantics, pragmatics, and semiotics. 2) Experiential learning, situated learning, community-based learning and project-based learning are the effective and efficient approaches that must be applied to integrate linguistic landscape into the teaching and learning English as second language/foreign language.

Keywords: linguistic landscape, linguistics elements, ESL/EFL teaching and learning approach.

INTRODUCTION

Historically, the linguistic landscape has become an essential part of acquiring and learning English as Second Language (ESL) or Foreign Language (EFL) as Zeng and Luo (2019) documented that "the study of linguistics landscape has been learned since 1997 by Landry and Buorhis" (p.112). This documentary incorporated the study of linguistics landscape that includes the language of public road signs, advertising billboards, street names, place names, commercial shops signs, general signs in the government buildings, in the territory of region or urban agglomeration (Cenoz & Gorter, 2021; Landry & Bourhis, 1997). Additionally, linguistic landscape refers to the multimodal texts consisting of language form and function presented in public settings related to the certain social cultural community involvement (Hewitt-Bradshaw, 2015; Shohamy & Gorter, 2009). Similarly, Cenoz and Gorter (2021) conceptualized "linguistic landscape is the multimodal literacy (p.278), focusing on the visible written language, language signs and short functional texts (Chesnutt et al., 2013; Gorter et al., 2017). Hence, linguistic landscapes are the pedagogical tools functioned "to engage students in authentic literacy activities that extend beyond the classroom and school walls and thereby links learner's life in school to their community existence" (Hewitt-Bradshaw, 2015, p.160) through the language learning and acquisition process.

Furthermore, Klein (1986) argued that humans are all born with the capacity to learn and use language, but they are not born with a language which is not part of the human genetical endowment. This discourse philosophically leads to the conceptualization of theories, approaches, strategies, and techniques of second language acquisition. For example, Ortega (2011) defined that second language acquisition is the scholarly field of inquiry investigating the human capacity to learn languages other than the first childhood, adolescence or adulthood and one the first language or languages have been acquired. This conceptual framework is in line with the idea of second language acquisition and learning which are processed and developed beyond the first language (Gass., et al, 2020; Krashen, 1981) and the process of "developing knowledge and use of a language by children and adults who already know at least one other language" (Spada., et al, 2019, p.111), despite the argument that second language acquisition theories were developed along the lines of first language acquisition theories (Gitsaki, 1998). Nevertheless, Krashen (1981), in his comprehensible input theory also pointed out that both processes employed the equivalent methodical procedure of acquiring and learning the language sounds, language forms and language meaning towards the advancement of linguistics critical literacy competence, "language awareness and communicative competence" (Algryani & Syahrin, 2021, p. 360).

The correlation between linguistics landscape and second language acquisition has been revealed through several studies which are based on the concept documented by Lersen (2013) in which second language acquisition is a socio-cognitive approach applied for social action within the context of language form, meaning, function, proficiency (Solikhah & Budiharso, 2022; Zeng & Luo, 2019). In this approach, the study of the linguistic landscape is a fundamental aspect of second language acquisition and learning, exclusively in academic sociolinguistics literacy (Malinowski, 2019), addressing the relationship between linguistic elements and socio-cultural communities as Atkinson (2002) stated, the social and cognitive framework. Moreover, language landscape and second language acquisition have entered into specific studies as an advanced academic resource (Gorter et al., 2021; Hewitt-Bradshaw, 2015; Wisniewska, 2019), pedagogical comprehensible inputs in linguistics (Cenoz & Gorter, 2008; Daly, 2018; Dumanig & David, 2019; Hasan, 2020; Resurreccion & Solabo, 2017), linguistic landscape and sociolinguistics (Shohamy & Gorter, 2009), linguistic landscape and social

contexts, semiotics and pragmatics (Bhatia, 1992; El-Yasin & Mahadin, 1996; Farahian & Rezaee, 2015).

Furthermore, the relevant studies have also been conducted in specific linguistic elements areas such as integrating linguistic landscapes into the English word formation tasks in English morphology courses (Algryani & Syahrin, 2021; Kweldju, 2021), developing language meaning and context (Jabbarovna, 2020; Liu & Chen, 2021; Poseiko, 2019), linguistic landscape develops syntax competence and writing skill of ESL/EFL (Hayik, 2020; Li et al., 2020), linguistic landscape, vocabulary and grammatical categories (Ariani & Artawa, 2021; Dumanig & David, 2019; Riadi & Warti, 2021).

Based on the investigation, the previous studies did not sufficiently, systematically and particularly elaborate both the benefits of integrating LL into the ESL/EFL learning to develop ESL/EFL learners' linguistics critical literacy competence, and the approaches, techniques of applying LL into ESL/EFL teaching and learning process. Therefore, the purpose of this study is investigating, analyzing, categorizing the significance of incorporating LL in the developing ESL/EFL learners' linguistics critical literacy competence and to find the approaches, strategies to integrate LL into the content area of ESL/EFL teaching and learning strategies. Thus, this study is guided within the following research questions:1) What are the benefits of linguistic landscape integration into ESL/EFL acquisition/learning? 2) How can the linguistic landscape be integrated into the ESL/EFL acquisition/learning? This paper comprises of four parts; introduction, research method, discussion and analysis, conclusion and implications.

RESEARCH METHOD

This study utilized the critical literature review aims to critically investigate, categorize, evaluate and analyze the previous literature on particular topic, identifying strengths, weaknesses, contradictions, controversies, and inconsistencies in research findings (Pare & Kitsiou, 2017). Thus, the interrelated procedures were employed in this study. The first is searching and reading the numerous of previous study in order to identify the gap (s) that was addressed. The second is analyzing and assessing the relevant findings of the previous study. The third is evaluating and categorizing the findings based on the selected themes and sub topics. The fourth is synthesizing the findings accurately and systematically based on the reoccurring themes.

DISCUSSION

Based on the critical literature review of the previous studies and other related sources, the linguistic landscape yields two critical categories ESL/EFL learners which will be discussed in the following section.

Linguistic landscape and linguistics critical literacy competence

Linguistic landscape supports ESL/EFL learners developing their critical linguistic literacy competence in the aspect of sociolinguistics, morphology, semantics, pragmatics, and semiotics. The research that was conducted by Riadi and Warti (2021) on linguistic landscape: a language learning media in an underdeveloped region found that "there are abundant LL signs that could promote

students' learning of English in improving their vocabulary, pragmatic competence, multimode literacy, grammatical features and understanding the social aspects" (p.46).

The first is concerning the fundamental relationship between linguistic landscape and sociolinguistics. This discourse is based on conceptual paradigm that "Linguistic landscape is a sociolinguistics study that emerged due to the development of language and social activities in society" (Solikhah & Budiharso, 2022, p.56). In this scenario, ESL/EFL learners can develop their comprehension of language functions in terms of building reasons, promoting collaboration (Gorter, 2017; Rahardi, 2021; Solikhah & Budiharso, 2022). For example, the research carried out by Hu (2022), found that public signs become the instrument for demonstrating informative language function such as in the Philippines rural community (Floralde & Valdez, 2017) and in Sultanate of Oman in which LL facilitates the delivery of language functions to the community members indirectly and implicitly (Algryani & Syahrin, 2021; Sayer, 2010). In this instance, the significant purpose of language function is establishing and maintaining social cultural diversity as Sanchez (2023) has investigated LL both in academic and social settings in Japan, where public signage is displayed in multiple languages utilized to represent and respect the diverse backgrounds of individuals and community involvement.

The second is that incorporating LL into ESL/EFL content area can significantly advance ESL/EFL learners' morphological knowledge of lexical categories, word formation and parts of speech (Chern & Dooley, 2014; Martínez, 2003; Mbibeh, 2021). A study that has been focusing on this aspect is that employing LL can develop ESL/EFL learners' competence in derivational and inflectional morphemes, collocation, free and bound morphemes (Samaca & Suazo 2019). Moreover, this research also revealed that LL is essential for being the content of analyzing the morphophonemic in bilingual due to the "morphophonemic change as part of the strategies in their word production" (Samaca & Suazo, 2019, p. 4) "knowledge of vocabulary, spelling and grammar" (Algryani & Syahrin, 2021, p. 360). Additionally, Kweldju (2021) also critically investigated the incorporation LL into English word-formation task in an English morphological course through Intensive English Word Formation (IEWF) in the public spaces. The central thesis of this study is that learning morphological process through LL is meaningful and beneficial for driving ESL/EFL learners to achieve "high-order learning skills" (Kweldju, 2021, p.45), through investigating, analyzing the grammatical errors and the syntactical analysis discovered in LL (Ariani & Artawa, 2021; Thongtong, 2016). Kweldju (2021) also pointed out that ESL/EFL learners could obtain the understanding of lexical formation, noun phrases, verb phrases, prepositional phrases functioned to construct a complete and meaningful sentence or clause.

Furthermore, ESL/EFL learners could learn morphological processes such as "borrowing, accronyms and eponyms, compounding, derivation, clipping and back formation" (Qudeisat & Rababah, 2021, p. 541) and acquired the knowledge of both meaning and contextual background of word formation in LL (Samaca & Suazo, 2019). For example, a relevant study conducted by Martinez (2003) concerning the globalization and the linguistic landscape

along the US - Mexico Border, has significantly supported the idea in which ESL/EFL learners can learn compounding patterns and lexical borrowing of morphology "differentiating social identities within the city in response to fundamental globalization processes" (p.67), based on the identification of innovative and conservative morphology in LL. Similarly, this study is similarly related to the research findings proposed by Buckingham (2015), Dumanig and David (2019), that ESL/EFL learners can comprehend the functions and content words based on the grammatical categories in LL and connect them with "multi-racial, multi-ethnic, and multilingual" (Dumanig & David, 2019, p.4).

The third, LL is the source for ESL/EFL learners for studying semantic and pragmatic. Chern and Dooley (2014) documented that ESL/EFL learners can use to make meaning from LL which has been regarded as "an example of authentic input that can support second language acquisition for promoting pragmatic competence, multimodal literacy skills and multilingual competence" (Gorter et al.,2021, p.164). In this process, ESL/EFL learners highlight and investigate the different levels of meaning through languages in the public places and how they are composed (Gorter & Cenoz, 2007; Li et al., 2020) towards the advancement of their pragmatic competence (Poseiko, 2019; Rowland, 2013; Ruthi & Bibiana, 2016). Another study, Liu and Chen (2021) researched the role of political demonstration slogans from the perspective of pragmatic identity that enables ESL/EFL learners analyzing fundamental concepts connecting linguistic identity with language function in LL. For instance, "Black Lives Matter" demonstrates a transformative dynamic involving "three subjects in the march, namely black, white, and yellow" (Liu & Chen, 2021, p.11).

Moreover, understanding LL empowers ESL/EFL learners to coordinate the substance of linguistic elements with the diversity social and cultural context as presented by Pham (2021) in research of a pragmatic cultural analysis of American English versus Vietnamese use in shops signs. This study significantly confirmed that ESL/EFL learners can analyze and categorize the different meaning of each lexical item in LL based on "norms, values, behaviors, and attitude" (Pham, 2021, p.30) of distinctive cultural framework and develop their critical language skills connected to the social, cultural, economic and political circumstances (Inya, 2019; Roos & Nicholas, 2019). For instance, the text Yoruba and Islamic indicate "religion-cultural and loyalist reasons while the use of Arabic confirmed the inherent attachment of the language to the Islamic religion and fostered are religion-based collective identity between the signwriter and the sign reader" (Inya, 2019, p.1446).

The fourth is that language landscape become the medium for ESL/EFL learners to acquire semiotics or symbolic (Rowland, 2016), since the inclusion of LL in ESL/EFL learning is relevant to experiential learning concept (Lave & Wenger, 1997; Moon, 2004) and community - based language learning (Owen & Wang, 1996). For example, Shang and Xie (2020) found "the language displayed on signs in city space can fully provide a rich semiotic resource enabling learning in real-life situations" (p.35), which is cannot be separated from social context (Ariffin et al., 2020; Cenoz & Gorter, 2008). In the same line, Haji-Othman (2020) conducted research on

visualizing change: linguistic and semiotic landscape of Tutong Town, which is essential for ESL/EFL learners as Sahril and Hermanto (2019) argued, LL generally provides semiotic landscape for ESL/EFL learners to understand the markers representing communities and social development. In this process, ESL/EFL learners can analyze the social semiotic manifestation representational interactive meaning in society (Sheng & Buchanam, 2022) since Jolayemi and Olayemi (2017) suggested that "the meaning of signs has to be learnt, and their values can change, depending on the context in which they are used or situated" (p.1). In additon, ESL/EFL learners can analyze LL's role based on the semiotic perspective as "communicative symbols" (Jolayemi & Olayemi, 2017, p.11) representing certain social communicative purposes such as Biro (2022) found "semiotic elements that are part of marketing messages are consciously created and used by businesses to mark locality and ethnicity" (p.83), the communicative symbols connect "human mobility, social class and different political regimes" (Goebel, 2020, p.201).

Strategies in developing ESL/EFL Learners' linguistics critical literacy competence

The previous studies have highlighted strategies for integrating linguistic landscape into the process of ESL/EFL teaching and learning English leading to the development of ESL/EFL learners' linguistic-critical literacy skill (Algryani & Syahrin, 2021; Barrs, 2020; Da Silva, 2023; Dumanig & David, 2009; Ferrarotti ,2017; Hewitt-Bradshaw, 2015; Lencova, 2020; Riadi & Warti,2021). Thus, Cenoz and Gorter (2008) suggested that LL must be employed into the process of designing the ESL/EFL teaching and learning materials based on the certain approaches such as experiential learning (Moon, 2004), situated learning (Lave & Wenger, 1991) and community - based learning (Owen & Wang, 1996). Consequently, implement those approaches, ESL/EFL teachers must" be more creative and apply their theoretical knowledge in practice in order to make LL an efficient medium in foreign language teaching" (Lencova, 2020, p.163) based on the selected approach.

Furthermore, a study on linguistic landscape as a learning space for contextual language learning conducted by Aladjem and Jou (2016) documented four procedures of employing LL. Those steps are "searching for language exponents in the daily life, locating an exponent and documenting it, posting to a social network (facebook), and adding at least a short description, commenting on peer post and replying to peers' comments" (Aladjem & Jou, 2016, p.67). In the context of situated learning, Walinski (2013) also has introduced three interrelated procedures of employing LL in ESL/EFL teaching and learning settings such as getting started with tutoring and instruction, experimental investigation segment, data gathering and analysis.

Moreover, developing ESL/EFL learners' linguistics critical literacy competence with linguistic landscape can be formulated through designing practical translation activities. Algryani and Syahrin (2021) has researched on utilizing learners' linguistic landscape as pedagogical resources in the translation classroom; a case study in the Sultanate of Oman. In this study, the process of transferring the message from the source language in linguistic landscape to the target language is the process of developing ESL/EFL learners'

competence in terms of "knowledge of text genres, language use, and appropriateness in given context" (Algryani & Syahrin, 2021, p.358).

CONCLUSION

Incorporating linguistic landscape (LL) into English second language / foreign language learning can significantly develop ESL/EFL learners' linguistics critical literacy competence. The first and foremost, ESL/EFL learners could understand the relationship between language forms, function, meaning with social communities. Additionally, ESL/EFL learners can advance their linguistics aspects comprehension in morphology *(word formation, lexical categories, inflectional and derivational morphemes, free and bound morphemes and part of speech),* semantic and pragmatic *(meaning making, lexical meaning, contextual meaning, the relationship between the meaning of each lexical item with the contexts).* Moreover, ESL/EFL learners could develop their semiotic understanding particularly symbols and context, markers representing communities and social development, semiotic representing social interactive. Thus, to achieve such competence, experiential learning, situated learning, community - based learning, project -based learning are the approaches of incorporating linguistic landscape that must be integrated into the content area of ESL/EFL teaching and learning process, combined with the practical activities such as translation.

This study generates some implications for the pedagogical aspects of the ESL/EFL teaching and learning process. First, ESL/EFL teachers should integrate the linguistic landscape into teaching and learning materials based on appropriate approaches. ESL/EFL teachers should incorporate the linguistic landscape into language forms and functions' teaching and learning content in systemic functional linguistics, semiotic systems, and bilingual and multilingual approaches. Secondly, ESL/EFL learners can involve themselves in the community, which leads them to critique the types of public signs and support the effective and efficient functioning of the language landscape in their community. Third, curriculum designers should include and integrate linguistic landscape content to create a school environment full of linguistic landscapes to enhance ESL/EFL learners' linguistic competence and critical literacy.

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