

EXPLORING STRATEGIES FOR INTEGRATING LINGUISTIC LANDSCAPES IN ENGLISH LANGUAGE TEACHING AT SULTAN QABOOS UNIVERSITY

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Abstract: *In contexts where English is learned as a foreign language, linguistic landscapes are increasingly recognized as a resource and a promising pedagogical tool for teaching and learning (Ferrarotti). However, their pedagogical applications remain underexplored. This paper investigates the potential of linguistic landscapes for English language teaching and learning at Sultan Qaboos University, the premier public university in Oman. By documenting the university's linguistic landscape through digital photography and developing related classroom activities that provide authentic contexts and connect classroom instruction with real-world language use, the study aims to identify whether linguistic landscapes can inspire motivating, task-based activities that promote English language skills' development and assist Omani students in active English language learning inside and outside the classroom. The practical classroom applications and adaptable learning trajectories developed in this study as well as offered insights for further research can contribute to a deeper understanding of the educational potential of linguistic landscapes in Oman's higher education context and beyond.*

Keywords: *linguistic landscape; English teaching and learning, pedagogical tool; Oman, Sultan Qaboos University.*

Introduction

Around the globe, English has not only become an international language for communication, science, business, trade, diplomacy, and entertainment but has also developed a role “as a symbol of prestige” (Ferrarotti 63), opening doors for many and enhancing opportunities for education, personal advancement and professional growth. Consequently, the study of English has become an important part of the academic scene worldwide. Approaches towards its teaching have varied from using traditional, teacher-centric approaches to more interactive, innovative approaches. One of the promising approaches that has emerged to “help students both to become more aware and also to be more active language learners” (Ferrarotti 63), and provide them with meaningful and authentic language learning experiences (Gorter) is the use of linguistic landscapes. However, the development and the specific use

of this authentic, real-world resource in English language education has still not been sufficiently explored, and the context of tertiary education in Oman is no exception. While acknowledging the focus of Oman's tertiary education on English as the language of oral and written academic discourse, formal and non-formal communication, and a medium of instruction in most institutions, this paper explores the educational possibilities that linguistic landscapes offer in English language education. It also delves into various ways in which prominent and visible signs in academic spaces of Oman's institutions of tertiary education can be used to raise students' language awareness, to offer them naturally occurring contexts for active English language learning inside and outside the classroom, to connect the classroom with real use of the language in the community, and to develop motivating tasks and activities for the enhancement of English language skills.

Understanding linguistic landscapes

The concept of linguistic landscape was originally referred to as “the language of public road signs, advertising billboards, street names, place names, commercial shop signs and public signs on governmental buildings” (Landry, Bourhis 25). Later, Kallen included tourist signs to the concept of linguistic landscape. More recently, linguistic landscapes have expanded to include the virtual and digital environment (Troyer 93-112). The theoretical foundations underpinning linguistic landscapes have been shifting, encapsulating a wide-array of perspectives, from being viewed as physical signs to becoming an interactive and shifting presence in the form of graffiti and even digital signboards. (Wiśniewska). For example, studies on linguistic landscapes that examined them from the perspectives of both applied linguistics and sociolinguistics have been primarily associated with language use in textual forms, displayed in public spaces, and focused on identity, policy, ideology and awareness-raising (Bachaus; Shohamy, Gorter; Kasanga). These studies have been mostly carried out in multilingual cities where the presence of multiple languages enrich the linguistic landscapes of such contexts, creating a diversified cultural ambiance and unfolding the varied identities of residents (Wiśniewska).

In other cases, monolingual societies have been also examined, targeting diverse research focus and aims (Coluzzi). Yet, even in such societies, the omnipresence of English has been observed because of its instrumental purposes, be they economical, educational, technological, political, touristic or cultural (Al Wahaibi). For instance, studies conducted in Oman have revealed that English is prominent in public spaces in spite of the national language, Arabic, being the language of official communication (Buckingham; Tuzlukova, Mehta). Linguistic landscapes have been viewed as more than static spaces with signages and hoardings. They are now viewed as

lived-in spaces that reflect ethnolinguistic variety, accommodation of minority communities, and informal spaces of identity formation. Studies of the way in which signages are used in protest marches add another dimension to linguistic landscapes as they add an activist, political angle (Seloni, Sarfati; Ben-Rafael et al.) to what was earlier viewed as passive and unchanging spaces. The way in which these spaces have become pedagogical tools is an important addition to linguistic landscape studies. Acknowledging the increased recognition of this aspect of linguistic landscapes, this paper explores Sultan Qaboos University's linguistic landscape to identify whether it can inspire the development of motivating, task-based activities to enhance Omani students' English language skills and assist them in active learning inside and outside the classroom.

Linguistic landscape and language pedagogy

Emerging research has been geared towards investigating linguistic landscapes from educational perspectives, including by viewing them as authentic sources of learning (Dumanig, David; Roos and Nicholas; Tuzlukova and Mehta; Algryani and Syahrin). In much scholarly work, linguistic landscapes are perceived as a language learning space (Malinowski), being employed as a teaching and learning resource for the development of language awareness and enhancement of communicative skills. Interest in linking linguistic landscapes with language pedagogy is still in its nascent stages, resulting in limited scholarship, particularly in specific contexts such as the Arabian Gulf. The early work of Gorter explores some interesting connections between linguistic landscapes and “schoolscapes” (80), illuminating the evolving approaches and conceptual frameworks within this interdisciplinary field. In his research, Gorter observes the landscape of a school, along with language-related aspects surrounding them, allowing an insightful glimpse into the nexus between education, language and space. Through critical analysis of linguistic elements such as signage, symbols, and textual forms within school settings, Gorter shows complex language usage demonstrated in the process of constructing and negotiating social identities, power dynamics, and cultural illustrations in diverse educational settings. A central dimension of this study is the key role that power relationships and social structures play in influencing linguistic landscapes in school environments. As Bernardo-Hinesley (13) notes, schools function as controlled environments where learners could be introduced to language, as well as to language ideology. Sayer further explores the teaching potential of linguistic landscapes, whereby teaching practitioners can engage students with everyday signs which they come across in their immediate social contexts like public signage, names of streets, advertising signs, and shopfronts. Such

multimodal features add graphic, spatial, and audio forms which accommodates various learning styles as well.

An important role of linguistic landscapes in language teaching and learning is to leverage easily available and accessible sources (Ferrarotti). To illustrate, Clemente et al. detail the educational values of teaching language learners to recognize and comprehend the linguistic landscapes. The learning outcomes include but are not limited to the ability to read, understand and critically question the different landscapes that surround us and their changes through time means. To achieve these learning outcomes, “an interdisciplinary and truly holistic educational approach” (Clement et al. 271) should be used. Algryani and Syahrin emphasize the critical and creative function of the linguistic landscape in language learning. The pedagogical potential of linguistic landscape in language teaching practice is further expounded in Cenoz and Gorter who point out to the pragmatic roles of verbal and non-verbal literacies as relevant and meaningful language sources. One study shows how students could be involved in data collection and data analysis of public signs in Japan (Rowland) while another empirical study employed activities based on the exploration of linguistic landscapes to improve learners’ linguistic competence and intercultural abilities (Chestnut et.al.).

Wiśniewska further sheds light on the bidirectional connection between linguistic landscapes and language competence. Citing Malinowsky, Wiśniewska illustrates the notion of acquiring a foreign language from linguistic landscapes, as being portrayed in “perceived, conceived and lived” places (440). Within these places, a variety of language learning occurs. To be more precise, for example, “the perceived space involves reading, listening, observation and documentation” (Wiśniewska 440). Shohamy and Gorter regard Lefebvre’s concept of “lived space” (237) as a space where attitudes and perceptions become central to convey how linguistic landscape is experienced. As a result, this space can become a venue for practicing expressing diverse emotions and attitudes in a variety of genres in dialogues with others and oneself, such as conversations, interviews, diaries, storytelling and others. Wiśniewska maintains that “the linguistic landscape provides verbal and visual input for language learning” (429). That is, employing language environments in various forms can open up a stimulating platform for students to engage their linguistic skills through critically articulating their opinions on such artistic resources, hence aligning language and content learning with raising socio-political and art awareness. Hewitt-Bradshaw explains that linguistic landscapes endorse socially-constructed language learning situations, hence providing practitioners with real-life resources to relate to their classroom learning experiences. In other words, by utilizing linguistic landscapes as a teaching instrument, students are interactively involved in literacy practices beyond the confined classroom walls, rendering

their learning activities relatable to their immediate social context. As such, practices that utilize linguistic landscape increase students' awareness about the function of languages used for communicative purposes in their societies (Dumanig, David). To quote Sayer (143),

As an EFL teacher, I often struggle to find ways to connect the content of my language lessons in the classroom to the real-world students' encounter outside the classroom. We know that exposure and practice are two essential elements for L2 acquisition; however, in most EFL settings throughout the world, students' opportunities for exposure and practice beyond the classroom are limited.

A further dimension of leveraging linguistic landscape in language learning is also the potential for users to recognize, document and analyze linguistic changes and trends in their environment, leading to enhancing research possibilities in real life contexts. The involvement of learners and practitioners alike in the process of data collection can potentially contribute to raising awareness about the crucial role and value of mono- and multilingualism (Hancock). Cenoz and Gorter argue that linguistic landscapes help to increase students' mindfulness of language learning to recognize their attitudes towards languages and, eventually, augmenting their autonomous language learning efforts. Likewise, another study described learners' critical engagement with the linguistic environment within their reach, reporting increased consciousness about linguistic and cultural diversity in their societies (Roos, Nicholas). Arguably, studies into linguistic landscapes allow learners to wear the hat of sociolinguists through consciously thinking about multilingual activities inside and outside their educational premises, contributing substantially to the improvement of their literacy and pragmatic skills (Muth).

While there have been multiple contexts within which linguistic landscapes have been leveraged as authentic teaching and learning sources, research within the Arabian Gulf has been minimal. This is perhaps owing to the novelty of this pedagogical tool, as well as the official language policies of the educational institutions where English may not be reflected adequately enough to become a resource for language learning. For example, Goma found that Arabic and English co-existed within Bahrain University's public spaces, along with other languages used by the expatriate population. However, this was not seen as a teaching resource, but as reflecting demographic and linguistic connections. Similarly, Hopkyns and Van Den Hoven also explored the public messaging in Abu Dhabi during the Covid pandemic of 2020 and discovered a disproportionate marginalization of expatriate community languages. In Oman, the linguistic landscape of selected locations across the country and their potential for English language pedagogy is in focus of

contemporary studies (Buckingham; Tuzlukova and Mehta). However, these studies mainly examine the linguistic landscape of Omani cities and towns as reflecting demographic patterns and economic aspirations in tourism, business and infrastructure. The pedagogical potential of the linguistic landscape of higher education in Oman has only recently begun to be explored.

Linguistic Landscape in the context of Oman's academia

In Oman, Algryani and Syahrin, set out to delve into the pedagogical value of using Arabic/English public signs in a translation course. The focus of their research was on enhancement of “students’ critical literacy, language awareness, and translation skills through reflecting on the use of linguistic landscape as a teaching and learning material” (357). The data obtained in their study from focus group conversations and retrospective reflections written by the participating teachers, showed positive results pertaining to the educational gains of harnessing linguistic landscape in language learning and teaching. At a recognition level, students were able to identify the status of English in Oman, being mainly used as a lingua franca and functioning “as a means of intercultural communication among expatriate communities” (Algryani, Syahrin 368). It is a finding which corroborates Al Tai and Najwani’s exploration of Sultan Qaboos University students’ awareness of the linguistic landscape outside the classroom. According to their study, using public signages could act as a useful intervention in teaching language owing to the error-free nature of this authentic, real-world source, thus making it an appropriate source of teaching and learning. They conclude that using linguistic landscape in the English classroom was useful to “... promote active learning”, and “...deepen their understanding of language in authentic contexts” (3131).

Dumanig and David’s empirical study set in Al Buraimi, a small city in Oman, also explores the utilization of the available linguistic landscapes in teaching and learning practices. They argued that the English language proficiency of Omani learners is quite inadequate because of its limited usage and role. As a solution, they draw attention to the potential of pedagogical strategies that incorporate the immediate linguistic landscape in addressing the limited exposure of Omani students to English language use in real-world contexts. The data in this study echoes similar results of other linguistic landscape studies in that visibility and salience of languages on public and commercial signs in a given territory or region contributes to students’ enhanced linguistic awareness. As such, Dumanig and David critically observe the current scenario in the Omani context of English language teaching where students are confronted with challenges to acquire English due to the heavy reliance on commercial textbooks. Their recommendation to use more authentic sources resonates with the study by Li et al. (119) who

encourage integration of linguistic landscape “to conduct a practice-oriented, teacher-led and student-centered pattern of English learning and improve students' English learning ability” (Li et al.119).

In the studies conducted so far in Oman, there is an increasing recognition that linguistic landscape-based conversation practices in classrooms helped students develop their translation knowledge and abilities, as they were able to put their learned theoretical knowledge into practice. This also helps to raise awareness about the quality of the displayed textual signage, and hence empower students, resonating with the national Oman Vision 2040 to encourage and facilitate critical thinking. An important limitation in the available literature, however, is the absence of specific tasks, exercises and projects which could be used to promote English language learning using linguistic landscapes. Research often tends to limit itself to attitudes of learners, the potential role of authentic sources, as well as the ideological repercussions of activating such teaching methods. Clear and concise task-based teaching which could be duplicated in varying contexts is largely missing in this aspect of English language teaching in Oman. The present study attempts to investigate the extent to which linguistic landscapes within a university could be used as an effective pedagogical tool for language learning, as well as the development of other associated soft skills such as critical thinking, collaboration, application, as well as research, was the focus of the present study. It does so by providing specific examples of tasks which were shared with intermediate-level students of a Foundation program in Oman.

The Example of Sultan Qaboos University

Using Landry and Bourhis' theory of linguistic landscapes, this study focused on ways in which the multimodal and semiotic references available in public spaces within a university could be leveraged to teach English to undergraduate learners. The study focused on the premier public university of Oman, Sultan Qaboos University, established in 1986 in order to provide quality tertiary education to primarily the national population. At Sultan Qaboos University, the English language serves as the medium of instruction in most courses, with only some Humanities subjects like Sociology and History being an exception. It also functions as the language of oral and written academic discourse, and as the medium of formal and informal communication across the university campus. Moreover, within the university's academic space, English operates as a lingua franca and is recognized as the language of professional and scholarly exchange. As a result, it is widely visible, often alongside the Arabic language, in public spaces throughout the university, and constitutes one of “the most important components of communication activity” (Crystal, 2015). As English is not

only an important language of communication but also widely available everywhere, including public spaces such as road signs, direction signposts, banners, notices, and on buildings and corridors, it is possible to leverage this linguistic landscape to teach the language at various levels.

With these signs in mind, various activities were created for students to help them engage with the language around them. The objectives around implementing such activities included (a) activating student awareness and interest in the presence of language around them, (b) developing students' observation skills by helping them to identify, categorize and rationalize the use of specific terms and items, (3) offering an authentic language context for continued, out of class learning experience and (4) facilitating 21st century skills of collaboration and creativity by working in small and large groups for projects. Possible learning trajectories involved various in-class and out of class activities. What follows are some examples of activities developed and adopted by the instructors in foundation English language courses with students of different level of English proficiency.

Methodology

The development of this study followed the approaches discussed in Gorter (2018) to include the research site; the units of analysis, and the use of photographs as data (Gorter, 2019). Sultan Qaboos University's public, teaching, learning, research and academic spaces were chosen as a research site and data source. The focus was on the visible language texts on signs as notices on public display given as "information or instruction in a written or symbolic form" (Soanes and Stevenson 1645). These texts were both monolingual (Arabic or English) and bilingual (Arabic and English).

The process of data collection involved a technique that is characteristic of many linguistic landscapes studies, namely, taking digital photographs of the signs (Cenoz, Gorter; Sayer). The mobile phones' cameras were "the key piece of equipment" (Puzey 398) used. More than 300 digital photographs of the signs on the buildings, in the classrooms, corridors, halls, the library, and other locations were taken to be used for further data interpretation and analysis.

The good quality high readability photographed signs were transferred to Google Drive in the form of a database. These were further analyzed and classified with the focus on the distribution of the languages in the signs and include such variables as the number of languages, composition and size of languages on monophonic (Arabic or English) and homophonic (Arabic and English) signs as suggested in the study by Cenoz and Gorter (2006). The analysis also incorporated the acknowledgement of the four most important functions of language learning (Gorter et al.), namely, (a) teaching subject content or language, since signs in the educational spaces contain not only a

message about teaching, but the same phrase could also be employed in a language class; (b) promoting the English language in the context of academia (this is because signs may raise awareness about the value of the English language for the students and, in this case, serve as a constant reminder that English is an important language in Oman’s academia; (c) teaching values since some signs may convey pedagogical messages about values, and (d) increasing intercultural awareness among students and teachers. Emerging research advocates the use of linguistic landscape as a valuable learning space to facilitate language learning, support students’ development of critical language awareness (Khan). Acknowledging the need to provide English language learners at Sultan Qaboos University in both foundation and credit English language programs with sufficient exposure to the English language by highlighting its presence in the authentic academic context, the monophonic (English) and homophonic (Arabic and English) signs from the linguistic landscape database were used to develop engaging and motivating teaching materials. Some of the activities conducted are as follows.

Activity 1: Find your way at your university

This activity is designed for new students who have just entered the university and need to find their way around it as quickly as possible. They are given a map of Sultan Qaboos university which can be found on the university’s website. Here are the main objectives of such a task:

- to make a new batch of Foundation students familiar with the layout of their university;
- to help them locate various buildings and landmarks of the university on the map;
- to present their findings in speaking and writing.

Such activity aims to reach the following learning outcomes:

- to prepare a detailed outline including main points and details;
- to produce paragraphs with topic sentences and supporting points;
- to prepare and give a mini-presentation with a visual aid.

Once the students have identified these places on the map, they will upload their images on their Google Classroom. Then they are asked to take a picture of one of these places and describe it in 100 words. They are expected to answer the following questions:

Where can you see these signs? Can you identify the language/languages written on the signs? What kind of information do you think is being communicated?

Activity 2: How well do you know your university?

This is the second activity in the getting-to-know-your-university sequel and follows this procedure. At first, students receive a page with 10 signs of different nature that can be found on campus of Sultan Qaboos University. One key word has been removed from each sign.

As students explore the university campus, they need to fill in the missing word. Finally, students need to pick one sign and write a short paragraph to express their opinion about the importance of this place for students and staff at Sultan Qaboos University and upload it in their Google Classroom.

Here is a visual excerpt from such activity (see Figure 1):

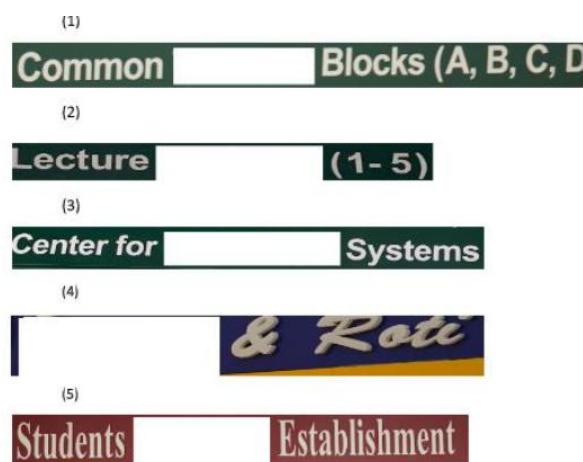


Fig. 1. Signs on the university campus with missing information (This visual excerpt was created by the authors for an in-class activity)

These are the main objectives of using such tasks in an ESL class:

- to find out how well students got know their university so far;
- to check their ability to find out the meaning behind different signs on campus;
- to let them express their opinion about the importance of such places at the university.

This activity proves to be a good supplement to a writing class that focus on writing opinion essays. In this case, such activity becomes more relevant to the students' academic context and makes it more personalized and meaningful to them.

Activity 3: Compare and contrast signs on your campus

In this activity, students are asked to take at least 2 pictures of the linguistic landscapes (e.g., signs, billboards, posters, etc.) at a specific geographical location at Sultan Qaboos University, for example, at the Centre for Preparatory Studies, College of Economics and Political Sciences, F block, etc. (see Figure 2).



Fig. 2. Compare two signs on the university campus (These photographs were taken by the authors for an in-class activity)

Students are asked to consider the following points:

Where did you see this sign? Can you identify the language/languages written on the signs? What kind of information do you think is being communicated? Which sign communicates the message more effectively? How can you make it better?

After this, students were asked to interpret the meaning of linguistic landscapes in a form of a written response (One paragraph of around 50-100 words), and then submit the photos and their response on Google Classroom. Such activities can extend writing assignments in the classes that target students' critical thinking skill and improve their compare and contrast essays. Similar to Activity 2, such tasks create personalized context for their essay writing.

Activity 4: Dynamic scavenger hunt

A common and popular activity among young learners, this format aimed at engaging students with the linguistic landscape of the area around the Centre for Preparatory Studies at SQU where the Foundation courses are conducted. Students were split into groups of 3 or 4 members and were asked to participate in a Scavenger Hunt which included searching and identifying

signs and visuals which were pre-identified for them. Based on this activity, they further engaged in classifying the collected signs, after which students could share their findings and identify common categories and their purposes (see Figure 3 below). The activity concluded with a collective discussion focused on recognizing how the linguistic landscape can shape their everyday experiences on campus and contribute to their language learning journey.



Fig. 3. Photograph of language visuals found in the corridors of the CPS (This photograph was taken by the authors for an extra-curricular activity)

Activity 5: Analysis and categorization

In a more advanced research project class, students were introduced to some signs found around them which were both, in Arabic and English, but positioned differently. They were provided with 10 such photos in a shared Google Drive. In groups or pairs, students had to then categorize these photos according to the criteria which they thought was relevant to their study. This could be thematic (in terms of whether the sign was on a classroom, a parking space or a student center), according to whether the sign was bilingual or monolingual, or what the placement of Arabic and English were (top and bottom or parallel to each other). Students were given Gorter's article 'Linguistic landscapes and trends in the study of schoolscapes' as the resource to understand linguistic landscapes. They were then asked to answer the following questions: (a) What are your findings based on these photographs? (b) What is the significance of your findings? (c) How would you use your data to understand the linguistic landscape of your university? As a project to teach research findings, observation and implications, this activity used the language landscape with which students were familiar to learn research methods. They would later use this exercise in their own research activity which is similar to an undergraduate capstone project. After implementing

these activities, it was noted that similar to the results obtained in the study by Li et al. incorporating linguistic landscape to enhance students' English learning was "an innovative attempt" (131). Through the exploration of Sayer's "environmental English" (143) in Sultan Qaboos University' linguistic landscape, students were introduced to the university from a different perspective, and its linguistic landscape provided the environment for language learning that was "closely related to daily life, under which students can learn English in a relaxing atmosphere" (Li et al. 131).

Conclusion

The findings in this study indicate that the linguistic landscape of Sultan Qaboos University is a commonly available and 'pedagogically rich' (Billett and Noble) resource for Omani students' English language learning inside and outside the classroom. It affords a range of opportunities to support English language learning through engaging tasks and activities. This corroborates with previous research, including by Solmaz who underscored the transformative potential of such activities, especially in "facilitating a meaningful language learning experience, promoting intercultural awareness, cultivating students' critical thinking abilities and bridging the classroom and the world outside" (1). The findings also clearly demonstrate that the focus on linguistic landscape transcends a single discipline or context, namely the English language teaching and learning, and can be effectively used to explore some of the gaps and opportunities in the use of English in Arabic medium universities, and can be also adapted in interdisciplinary contexts.

The implications on the English language curriculum as well as national language policies is also worth focusing upon in the context of using linguistic landscapes. Textbooks could benefit from incorporating modules which fall back on authentic sources of language, either as supplementary projects or as group activities. In fact, as learning from authentic sources is an aspired goal in the contexts of English language teaching, any strategy that is interactive and student-centered needs to be implemented and improved upon. As stated by Li, if the overall goal of language learning is cognitive learning and application, this can be successfully achieved through the use of the linguistic landscape, if properly implemented. The onus to create and facilitate student motivation for learning falls upon the teachers whose awareness of a variety of pedagogical tools around them could add to a rich repertoire of teaching strategies. Given that English continues to be the most important language of communication outside the national language, educational policies could also focus on using public signages as a marker of national identity and encourage teachers to use publicly available visuals as learning tools. While this study investigated how exploration of linguistics landscapes can be effectively used for students' enhancement of language skills, the

emerging challenges remain unexplored. These include time constraints, teacher education and other external limitations like the physical movement of students outside the classroom. Offering possible solutions to such challenges remains imperative as this authentic learning resource remains an untapped educational source full of potential.

Further research in this area could benefit from expanding the database of examples provided to study them across multiple institutional contexts, allowing for a comparative analysis. The expansion of the database of the signage photographs taken in other institutions of higher education in Oman may lead to more optimal analysis, interpretation, presentation and use. In addition, other studies could contribute to this research by adding other activities which could include a variety of academic and soft skills, while targeting other levels of students as well. This could include a focus on linguistic variation, translanguaging practices and observing semiotic diversity on campuses, in addition to investigating learner differences. Longitudinal studies could also investigate student engagement and its intersection with identity, intercultural competence and language awareness. An additional dimension worth further exploring is the use of linguistic landscape to develop intercultural competence and life-long skills of collaboration and critical thinking. By targeting a broader spectrum of learners, a similar study could evaluate the ways in which such strategies could be used across multiple domains, extending its application beyond language learning. The results of this research indicate that linguistic landscapes in the academic contexts can offer students naturally occurring contexts for active English language learning inside and outside the classroom, connecting the classroom with real use of the language in the community, and developing motivating tasks and activities. To this end, taking full advantage of the educational potential of linguistic landscapes through real world examples and data can be an important and relevant intervention in English language teaching and learning as it allows for active learning and language awareness.

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