European Online Journal of Natural and Social Sciences 2026;
Vol.15, No 2 pp.195-206
ISSN 1805-3602

Integrating Linguistic Landscape into Reading Instruction for English Majors: A Pedagogical Design and Practice

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Received for publication: 08 August 2026.
Accepted for publication: 10 October 2026.

Abstract

As the goals of English learning shift from mastering linguistic knowledge to developing comprehensive language competence and literacy, English major reading instruction needs to expand both the sources and methods of reading materials. Language landscapes, as visible linguistic resources in real social contexts, possess authenticity, situationality, and multimodality, offering new resources and practical spaces for English major reading pedagogy. Grounded in English major reading courses, this paper treats language landscapes as authentic, context-rich "micro-texts" and explores their integration into reading instruction by proposing a six-stage teaching model: observation, reading, interpretation, comparison, expression, and reflection. Through tasks such as discovering and collecting language landscapes, reading and linguistic analysis, comparing language and culture, classroom presentations in English, and reflective learning, students are guided from grasping basic textual information to contextual interpretation, cultivating linguistic awareness, and deepening cultural understanding, ultimately transforming their reading insights into English expression. Teaching practice demonstrates that language landscapes enrich the textual resources available in English major reading instruction, facilitate students' transition from text comprehension to contextual interpretation, and provide authentic learning environments that support the development of linguistic awareness, cultural understanding, and independent inquiry skills. This study offers a practical instructional design approach for integrating language landscapes into English major reading teaching and provides a new pathway for connecting textbook texts with real-world linguistic environments.

Keywords: linguistic landscape, English majors, reading instruction, authentic micro-text

Introduction

Problem Statement

Reading is a crucial means for English major students to acquire language knowledge, develop linguistic competence, and cultivate critical thinking skills. Traditional reading instruction in English programs primarily centers on textbook texts, aiming to enhance students' reading abilities through vocabulary study, sentence analysis, passage comprehension, and discussion activities. While this model offers advantages such as systematic content and clear objectives, it largely relies on classroom materials, limiting students' opportunities to engage with and analyze real-world language usage.

Language landscape (Linguistic Landscape) generally refers to the visible language texts and their combinations in public spaces, including public signs, advertisements, place names, campus signs, and tourist signs, etc. Compared with the selected and organized textbook texts, language landscape has stronger authenticity, contextuality, and sociality, and can place language in a specific

usage environment. Recent research shows that language landscape is not only an important object for observing social language phenomena, but also can serve as a teaching resource for language learning and language awareness cultivation. Gorter, Cenoz, and van der Worp (2021) pointed out that learners can focus on language use in the real environment by observing and analyzing the language texts in public spaces and link language learning to real social contexts.

For English major reading teaching, language landscape can be regarded as a special authentic micro-text. It is usually short in length, concentrated in information, but simultaneously contains language forms, communication purposes, usage contexts, and certain cultural information. When students read language landscape, they not only need to understand the vocabulary, sentence patterns, and basic information, but also need to analyze the language choices and expression functions of the text in the specific scene where it is located. Thus, language landscape can further extend the reading activity from simple information acquisition to context understanding and meaning construction.

In addition, the bilingual or multilingual phenomena in language landscape provide relatively intuitive materials for language comparison and cultural understanding. Students can further think about the relationship between language choice, translation expression and specific cultural context by comparing the vocabulary choices, sentence structures and expression methods of different language versions. Existing studies have shown that students' participation in the observation, collection and analysis of language landscape can help promote language learning and language and cultural understanding (Li, Lee, & Choi, 2022). Therefore, introducing language landscape into English major reading teaching not only expands the sources of reading texts, but also provides a real and specific learning context for language awareness and cultural understanding.

Based on the above understanding, this article attempts to introduce language landscapes into the English major reading courses, converting the real language texts encountered in students' daily lives into teaching resources with reading value. This article does not take the systematic teaching of language landscape-related theoretical knowledge as its main goal; instead, it uses language landscapes as a medium for students to conduct real text reading, language analysis, and cultural exploration, enabling students to develop their English reading abilities in the process of discovering and reading real language.

Specifically, this article constructs a teaching path of "observation - reading - interpretation - comparison - expression - reflection". First, guide students to discover and collect language landscapes around them, converting the language texts in the real environment into reading objects; then, through text understanding and language analysis, guide students to move from language form to contextual interpretation; on this basis, through the comparison of Chinese and English language landscapes, pay attention to the connection between language expression and cultural background; finally, through English presentation and learning reflection, extend the reading comprehension to language application, viewpoint expression, and learning transfer.

Therefore, this article aims to explore an English major reading teaching design based on real language resources, with contextualized reading as the core, and active exploration as the characteristic. It focuses on discussing how language landscapes can be transformed into operational reading teaching resources, and how corresponding teaching tasks can guide students to move from text understanding to language interpretation, cultural comparison, and English expression.

Theoretical Foundation and Related Research

Language Landscape and Language Learning

A language landscape (LL) typically refers to the visible language texts and their combinations in public spaces. As related research has gradually expanded from the description of social

language phenomena to the field of language education, language landscapes have begun to be regarded as an important resource connecting classroom learning with the real language environment. Gorter, Cenoz, and van der Worp (2021) pointed out that language signs in public spaces can provide learners with authentic language input and offer opportunities to observe language usage and develop language awareness. Compared with screened and arranged textbook materials, language landscapes have stronger authenticity, contextuality, and visuality, enabling learners to come into contact with and observe the actual use of language in specific social environments.

In recent years, researchers have further focused on the teaching value of learners' participation in language landscape observation and exploration. Li, Lee, and Choi (2022) found that students' participation in the collection, analysis, and interpretation of language materials in public spaces helps promote language learning and language and cultural understanding. Solmaz (2023) guided learners through language landscape tasks to focus on the use of English in the real environment and its diversity. These studies illustrate that the teaching value of language landscapes lies not only in providing authentic language input but also in prompting learners to actively observe, analyze, and interpret real language phenomena in the real world. Wiśniewska (2024) reviewed relevant studies from 2003 to 2023 and further demonstrated that language landscapes have been applied in multiple teaching fields such as language learning, language awareness, and cultural understanding.

For English major reading teaching, these studies provide new possibilities for expanding reading resources. Public signs, advertisements, prompts, tourist information, and bilingual texts in language landscapes, although short in length, have clear communicative purposes and specific usage contexts, and can offer students real language input different from textbook passages.

Language Landscape and Reading Instruction

Language landscape has a direct connection with reading instruction. The language and text in public spaces are visible texts that need to be recognized, understood, and interpreted. When learners encounter a language landscape, they not only need to understand the vocabulary and sentence structures, but also need to understand their meaning in the context of the location, target audience, and communication purpose. Therefore, reading language landscape is not limited to text recognition, but is a reading activity that links language form with specific contexts.

Recent research shows that language landscape teaching has gradually expanded from simple language observation to activities such as language analysis, cultural interpretation, and pragmatic understanding (Wiśniewska, 2024). Budinčić and Zubkova (2023) pointed out from the perspective of English specialized teaching that language landscape can be used as a real teaching resource to cultivate learners' language awareness, pragmatic ability, and critical thinking. Wangdi and Savski (2023) also found that language landscape exploration can guide learners to pay attention to language choices and their social significance.

The multimodal characteristics of language landscape further expand the possibilities of reading instruction. Public signs often contain information such as text, images, fonts, and spatial positions, and learners need to combine different information to understand their communicative meaning. This reading method enables English major students to further focus on the usage context, communicative function, and text meaning of language after understanding its vocabulary and sentence structures. Therefore, introducing language landscape into reading instruction is not simply adding real English materials from real-life situations, but expanding the sources of reading texts and reading methods.

Authentic Texts, Language Awareness and Cultural Understanding

Authentic texts are language materials that are produced in real language use contexts and are not specifically written for language teaching. Language landscape is characterized by its au-

thenticity, contextuality, and visuality. Although it is usually short in length, it can simultaneously present language forms, communicative purposes, and specific usage contexts. Therefore, this article regards language landscape as a kind of authentic micro-text and uses it as a supplement to traditional reading materials, guiding students to understand the meaning and function of language in specific contexts.

At the same time, bilingual or multilingual phenomena in language landscape provide intuitive materials for language awareness and cultural understanding. Students can focus on vocabulary selection, expression methods, and the connection between language and social culture by observing and comparing different language versions. Existing research shows that language landscape activities can provide opportunities for learners to observe real language use, cultivate language awareness, and understand cultural differences (Gorter et al., 2021; Li et al., 2022). Therefore, introducing language landscape as an authentic micro-text into English major reading instruction can expand reading resources while guiding students to move from understanding language forms to contextual understanding and cultural thinking.

Methodology

Design of Integrating Language Landscape into English Professional Reading Teaching

Design Concept

Integrating language landscape into English professional reading teaching is not merely adding some English signs in public spaces as supplementary materials for the classroom. Instead, it attempts to expand the sources of reading texts and the ways of reading. Traditional English professional reading teaching mainly focuses on continuous texts in the textbooks, and students follow the pre-set tasks to understand vocabulary, analyze sentences, and interpret the text. The introduction of language landscape can extend the reading activities to real language environments, allowing students to come into contact with language materials outside the textbooks and understand the form, meaning, and function of language in specific contexts.

Based on this understanding, this article uses language landscape as a real and contextualized micro-text. Public signs, advertisements, notices, tourist signs, campus slogans, and bilingual signs, although short in length, usually have clear communication targets, communication purposes, and usage contexts. When students read these texts, they not only need to understand the textual information but also need to explain its meaning by combining the text's location, target audience, and communication purpose. Therefore, language landscape can provide real reading resources for English professional reading teaching that are different from traditional text-based ones.

In the teaching process, this article emphasizes a moderate transition from "teachers providing texts" to "students discovering texts". Teachers guide students to observe and collect language landscapes around them, converting everyday language phenomena into reading objects; students then participate in the discovery, reading, analysis, and interpretation of the texts. Thus, the reading activities extend from obtaining information from pre-determined texts to observing, understanding, and constructing the meaning of real language.

Therefore, the teaching design of this article follows three basic concepts: first, using real language as reading resources; second, using contextualized reading as the main approach; and third, extending to active exploration and comprehensive expression. On this basis, reading comprehension is combined with language analysis, cultural comparison, and English expression to construct a learning process from text discovery to meaning understanding, language application, and reflection and transfer.

The goal of integrating language landscapes into the reading teaching of English majors is not to add a new type of reading material, but to expand students' reading abilities and language learning methods by leveraging real language environments. Based on the characteristics of the English major reading courses, this article divides the teaching objectives into four aspects: language ability, reading ability, language awareness and cultural understanding, as well as autonomous learning and expression.

Table 1. Learning Objectives for Integrating Linguistic Landscapes into Reading Instruction

Objective Dimension	Specific Objectives
Language Competence	Understand vocabulary, phrases, sentence structures, and common expressions in linguistic landscapes, with attention to how English is used in authentic contexts.
Reading Competence	Construct meaning from textual, visual, spatial, and contextual information, and develop skills in information extraction, inference, analysis, and interpretation.
Language Awareness and Cultural Understanding	Attend to differences in linguistic expression and the relationships between language choices and sociocultural contexts, thereby enhancing language awareness and intercultural understanding.
Autonomous Learning and Communication	Actively discover and collect language materials from their surroundings and use English to communicate observations and viewpoints through discussion, comparison, presentation, and reflection.

The goal of integrating language landscapes into the reading teaching of English majors is not to add a new type of reading material, but to expand students' reading ability and language learning methods by leveraging real language environments. Based on the characteristics of the English major reading course, this article divides the teaching goals into four aspects: language ability, reading ability, language awareness and cultural understanding, and autonomous learning and expression.

These goals reflect a progressive relationship from "understanding language" to "understanding the text" and then to "understanding the language usage context". Among them, reading ability is the core, language awareness and cultural understanding are important extensions, and English expression is the language practice of the reading and analysis results.

Teaching Model

Based on the authenticity, contextuality and multimodality of language landscapes, this paper constructs a six-stage teaching model: "Observation – Reading – Interpretation – Comparison – Communication – Reflection". This model forms a progressive process from discovering the language landscape to constructing the meaning, and then to applying language and achieving learning transfer. Its basic logic is: real language landscape → discovering the reading object → understanding the text information → interpreting the language and context → comparing language and culture → English expression → reflection and transfer.

Specifically, "Observation" addresses the issue of "what is seen", "Reading" addresses the question of "what the text expresses", "Interpretation" further answers "why it is expressed this way", "Comparison" guides students to think about "how different languages and cultures express", "Communication" converts the reading results into English output, and "Reflection" helps students review the reading process and form new understandings.

Table 2. Six-Stage Pedagogical Model for Integrating Linguistic Landscapes into Reading Instruction

Teaching Stage	Guiding Question	Teacher Activities	Student Activities	Reading and Learning Focus	Main Output
Observe	What do I see?	Provide examples or guide students to discover linguistic landscapes in their surroundings	Observe, photograph, and record	Linguistic forms, combinations of written language, visual information, and the surrounding context	Photos and observation notes
Read	What does it say?	Guide students to identify textual information and provide necessary scaffolding	Read the text, extract information, and understand words and expressions	Vocabulary, sentence structures, and basic information	Reading notes
Interpret	Why is it expressed this way?	Guide students to analyze the text in relation to the setting, target audience, and communicative purpose	Analyze linguistic choices, forms of expression, and context	Language functions, contextual meaning, and pragmatic features	Text analysis
Compare	How do different languages express the same meaning?	Provide Chinese and English or other language versions for comparison	Compare vocabulary, sentence structures, translations, and cultural expressions	Linguistic differences, translation features, and cultural information	Comparative analysis
Communicate	How can I explain it?	Organize discussions, reports, and presentations	Introduce, explain, and evaluate the linguistic landscape in English	Integrated language use and oral communication	English presentation
Reflect	What have I learned?	Pose reflection questions and guide students in summarizing their learning	Review the reading process, summarize their insights, and consider how to apply them in new contexts	Metacognition, language awareness, and transfer of learning	Reflection

The six stages are not separate from each other but form a continuous learning process. "Observation" enables students to discover the reading material, "reading" and "interpretation" constitute

the core reading activities, "comparison" expands the linguistic and cultural meanings of the text, "expression" realizes the language output of the reading results, and "reflection" promotes the transfer of learning experiences to new language contexts. Thus, the language landscape is no longer just the pictures displayed in the classroom, but becomes a real text that needs to be discovered, read and interpreted.

Teaching Task Design

Based on the above six-stage teaching model, this article organizes teaching activities into a continuous task chain. The task design no longer regards language landscapes merely as reading materials provided by teachers, but combines text discovery, text reading, text analysis, and outcome expression, enabling students to gradually complete the learning process from "discovering the text" to "interpreting the text".

Firstly, in the text discovery task, students search for representative English or bilingual language landscapes in the campus and daily life environment and record their locations, usage scenarios, and basic contents. Teachers can provide examples to explain what kind of language landscapes have better reading and analysis value, helping students avoid simply "taking pictures and checking off".

Secondly, in the text interpretation task, students read and analyze the collected language landscapes. Teachers provide necessary reading supports based on the difficulty of the language landscapes, guiding students to identify key words, understand basic information, and further think about language selection, expression methods, target audience, and communication purposes. For bilingual language landscapes, students can also be guided to compare the differences in vocabulary, sentence structures, and information organization between different language versions.

Finally, in the comprehensive expression and reflection task, students select representative language landscapes in groups and introduce their content, usage scenarios, and language characteristics in English, and explain or evaluate related language phenomena. After the presentation, students review their reading process through brief reflections and think about what new language and cultural understandings they have gained from the language landscapes.

This task chain corresponds to the six-stage teaching model, but the two have different functions: the six-stage model answers "how teaching is carried out", while the task chain answers "what students do specifically". Through this design, language landscapes simultaneously fulfill the functions of both reading materials and learning task carriers, and students transform from text recipients to discoverers, readers, and interpreters of the text.

It should be noted that language landscape materials have considerable openness and diversity, so teachers need to appropriately screen and design scaffolds based on students' language proficiency and course objectives. For language that is relatively simple in public signs, focus can be placed on training information extraction and sentence understanding; for bilingual signs with obvious translation characteristics or cultural differences, students can be further guided to analyze language selection, expression methods, and communication purposes. This ensures both the openness of real language materials and the service of language landscape activities to the goals of English professional reading teaching.

Teaching Practice and Implementation

Teaching Implementation Process

This teaching practice is carried out in accordance with the teaching schedule of the English major reading course. It is organized using the method of "classroom introduction - extracurricular discovery - group exploration - classroom presentation - reflection and summary". The language

landscape activities are not regarded as an independent extracurricular project, but rather as an extension of textbook reading, connecting classroom reading with the real language environment.

The first stage: Language landscape introduction and reading preparation

The teacher first uses cases such as campus signs, public notices, commercial advertisements, tourist signs, and bilingual signs to guide students to pay attention to English words in the real environment. In the classroom, no preset answers are given directly; instead, a problem chain is used to guide students to observe the text and its usage environment, for example:

Where can you find this sign?

Who is it intended for?

What does it mean?

Why is it expressed in this way?

Through these questions, students gradually shift their focus from the surface information of the text to the usage context and communication purpose of the text. At the same time, the teacher provides necessary reading and analysis scaffolds, including methods such as keyword identification, information extraction, context inference, and language comparison, to prepare students for subsequent independent exploration.

The Second stage: Discovery of language landscapes and group exploration

Students can work in groups to search for representative English or bilingual language landscapes in the campus and daily life environment, and establish a language material library through filming and recording. The materials can include campus signs, public notices, commercial advertisements, tourist signs, menus, and bilingual signs, etc.

After collecting the materials, students screen them based on their reading value and analytical value, and select materials with clear communication purposes, language characteristics, or cultural information to conduct group exploration. Students first understand the basic information of the text, then further analyze vocabulary, sentence patterns, expression methods, target audience, and communication functions, and explain the meaning of the text in the context. For bilingual materials, they further compare the expression differences of different language versions, consider language choices, translation expressions, and cultural factors.

The focus of this stage is not to collect as many language landscapes as possible, but to enable students to experience the process from discovering the text to selecting the text, from reading the text to interpreting the text.

The Third stage: Classroom presentation and reflection improvement

After completing the group exploration, students select representative language landscapes to form presentation materials and introduce and explain their discoveries in class. The presentation content includes the basic information of the language landscape, the environment where it is located, the text meaning, language characteristics, and the group's analysis and understanding.

During the presentation, other groups can raise questions or provide supplementary viewpoints regarding language expression, communication functions, and cultural differences. The teacher will make appropriate comments based on the students' analysis and guide students to pay more attention to the relationship between language form and specific context.

After the presentation, students complete a brief learning reflection, review the process from discovering the language landscape to completing the analysis, think about the connections and differences between English in real-life situations and that in the textbooks, and what new understandings they have gained in real-language reading.

Thus, language landscape teaching forms a complete implementation process from classroom introduction to outdoor discovery, from independent reading to group exploration, from classroom presentation to reflection improvement.

The third part has provided specific explanations of the tasks from the perspective of teaching design. In actual teaching, each task unfolds in accordance with the logic of "discovery - reading - interpretation - comparison - expression - reflection", and is appropriately adjusted based on the actual situation of the students.

Among them, "Language Landscape Hunt" mainly undertakes the function of discovering real texts, and students observe and collect to establish their own language material library; "Reading the Landscape" and "Analyzing the Language" constitute the core reading activities, guiding students to move from basic information understanding to further analysis of vocabulary, sentence patterns, language functions and contextual meanings; "Cultural Comparison" is mainly used for bilingual or multilingual materials, guiding students to pay attention to the expression differences between different language versions; "English Presentation" and "Reading Reflection" convert the reading and analysis results into English expressions and learning reflections.

Therefore, teaching tasks do not simply stack multiple activities but form a learning process that gradually progresses from text discovery, text understanding, text interpretation to result expression. Teachers provide corresponding reading supports at different stages, while retaining the space for students to independently choose and interpret the text.

Students' Learning Outcomes

The learning outcomes formed by the teaching practice mainly include four types: language landscape materials, reading analysis results, English presentation results, and learning reflections.

Firstly, students form language landscape pictures and related records through independent observation and collection, converting campus and daily life language and text into real reading materials.

Secondly, students complete text reading, language analysis and cultural comparison around the selected language landscape, forming analysis records or comparison results. These materials can reflect students' understanding of vocabulary, sentence patterns, language functions and usage contexts.

Thirdly, students present in English classes in the form of PPT, converting reading and analysis results into relatively complete oral English expressions, and further supplementing and correcting their understanding in response to peer questions and discussions.

Finally, students review the entire learning process through reflection records, thinking about the connection between real language use and textbook texts, as well as the relationship between language expression and cultural context.

Overall, this teaching practice has formed a diverse set of learning outcomes consisting of language landscape materials, reading analysis records, group comparison results, English classroom presentations and learning reflections. These outcomes are mainly used to present the process of students' participation in language landscape reading and exploration, and provide references for teachers to adjust teaching tasks and optimize reading supports.

Results and Discussion

Integrating linguistic landscapes into English major reading instruction expands both the range of reading resources and the ways students engage with texts. The teaching practice suggests that authentic linguistic landscapes can connect classroom reading with real-world language use,

while also requiring appropriate material selection, instructional scaffolding, and student participation. The following reflections focus on four aspects.

Expanding Reading Resources

Traditional English major reading instruction mainly relies on textbooks and teacher-selected supplementary materials. Linguistic landscapes provide an additional source of authentic reading materials. Public signs, advertisements, notices, tourism information, menus, and bilingual signs are typically brief but information-rich, with clear communicative purposes and specific contexts of use. Their integration also encourages students to view language in their everyday surroundings as potential reading material. However, not all linguistic landscapes are equally suitable for teaching. Some may be linguistically too simple, while others may contain nonstandard expressions or limited cultural information. Therefore, teachers need to select and adapt student-collected materials according to course objectives and use them as a supplement to, rather than a replacement for, textbook texts.

From Text Comprehension to Contextual Interpretation

Linguistic landscapes closely connect textual information with the physical and social context in which texts appear. Reading them therefore requires students to move beyond understanding what a text says to considering why it is expressed in a particular way and what communicative function it serves. By analyzing location, target audience, language choices, and communicative purposes, students can gradually develop an awareness of reading language in context. This provides a useful way to extend reading from basic information processing to contextual interpretation and text analysis.

Enhancing Language Awareness and Cultural Understanding

Bilingual and multilingual linguistic landscapes provide particularly accessible materials for language comparison and cultural understanding. By comparing different language versions, students can examine differences in vocabulary, sentence structure, information organization, and ways of expression, and consider how these differences relate to audience, communicative purpose, and sociocultural context. Such activities shift students' attention from simply asking whether an expression is correct to considering why it is expressed in a particular way. In this sense, linguistic landscapes can help English majors develop greater awareness of the relationship between language use and cultural context.

Supporting Autonomous Inquiry and Critical Reading

Linguistic landscape activities give students greater opportunities to discover, select, and analyze their own reading materials. Rather than simply completing teacher-provided reading tasks, students participate in identifying texts, asking questions, discussing possible interpretations, and evaluating language use. This process can also provide an entry point for critical reading, particularly when students compare different translations or evaluate the appropriateness and communicative effectiveness of expressions. At the same time, student autonomy needs to be supported by appropriate teacher scaffolding. Material selection, guiding questions, language support, and classroom discussion are important for preventing activities from becoming merely "taking photos and presenting." Maintaining a balance between student autonomy and teacher guidance is therefore an important consideration in integrating linguistic landscapes into English major reading instruction.

Overall, the integration of linguistic landscapes expands English major reading instruction in four ways: reading resources extend from textbook texts to authentic micro-texts; reading moves from information comprehension to contextual interpretation; learning expands from language form to language awareness and cultural understanding; and students take a more active role in discovering and exploring texts. Rather than replacing traditional reading instruction, linguistic landscapes provide a practical way to connect textbook reading with real-world language environments.

Conclusion

Language landscapes, as visible language resources in the real society, provide new possibilities for expanding the text sources and reading methods in English professional reading teaching. This article, based on the English professional reading course, regards language landscapes as a real and contextualized micro-text, and builds a teaching model around "observation - reading - interpretation - comparison - expression - reflection", combining students' observation of real language landscapes with text reading, language analysis, cultural comparison, and English expression. Through the discovery, reading, and exploration of language landscapes, the reading activities extend beyond the textbook texts to the real language environment, enabling students to come into contact with and understand the actual language usage in specific contexts.

Teaching practice shows that language landscapes can provide real reading resources beyond textbooks for English professional reading courses, and prompt students to pay more attention to the text context, communicative functions, and the connection between language and culture on the basis of understanding language and words. At the same time, students' participation in the discovery, selection, and analysis of language materials further extends the reading activities from simple information acquisition to language interpretation, cultural comparison, and expression of viewpoints. Thus, language landscapes provide a teaching path that can be tried to connect real text reading, language awareness cultivation, and cultural understanding.

Of course, language landscape teaching still has certain limitations. Due to the strong openness and diversity of language landscape materials, how to select materials based on students' language levels and course goals, set appropriate task difficulties, and provide effective reading scaffolds still needs to be further explored in subsequent teaching. In addition, this article mainly discusses teaching design and practice in specific courses, and has not conducted quantitative tests on teaching effects through large-scale empirical research. In the future, based on continuous teaching practice, more student works, learning reflections, and classroom observation materials can be accumulated, and this teaching model can be continuously optimized and further tested by combining different types of language landscapes and different levels of reading tasks.

Funding

This research was supported by the Doctoral Research Start-up Project of Longyan University (Grant No. LB2025066).

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