



The Influence of Linguistic Landscape on English Learning: A Case Study of Shenzhen City

Wanjing Li

Department of Marketing, the Chinese University of Hong Kong, Hong Kong, China

Xiaolong Fu

Department of English, Jinan University, Shenzhen, Guangdong Province, China

Qianying He

Department of English, Jinan University, Shenzhen, Guangdong Province, China

Jing Luo (Corresponding Author)

Department of English, Jinan University, Shenzhen, Guangdong Province, China

Email: lvluojing@163.com

Article History

Received: July 19, 2020

Revised: August 29, 2020

Accepted: September 18, 2020

Published: September 21, 2020

Copyright © 2020 ARPG &

Author

This work is licensed under the Creative Commons Attribution International



CC BY: Creative Commons Attribution License 4.0

Abstract

As an open social recourse and special language text, linguistic landscape, visibility and salience of languages on public and commercial signs in a given territory or region Landry and Bourhis (1997), and presented on various signs or billboards publicly, can be used as a useful recourse in language learning. Shenzhen, the first Chinese special economic zone, has developed into a fast-growing innovative city. Compared to other cities, Shenzhen has more frequent communications with worldwide visitors. Therefore, its education should be more international and advanced, especially English learning, since English, the most widely used language, is being used in linguistic landscapes increasingly. However, nowadays tedious English learning content and learning methods are unable to meet training requirements of students' English level in society. Therefore, considering the significance of linguistic landscape in humanities construction and English learning, the government and schools give great importance to the construction of campus linguistic landscape. Through reference to representative research literatures and comparative analysis, this study intends to explore the importance of linguistic landscape in English learning by analyzing differences in campus linguistic landscape between middle schools and universities within Shenzhen from the form and content by introducing the way in which linguistic landscape is presented. And different purposes of its application are introduced in order to understand the application and design of linguistic landscape in different campuses more comprehensively. The research also explores the influence of campus linguistic landscape on students' English learning, from the perspective of informal environmental penetration, learning material, stirring interest, broadening vocabulary and knowledge and its close relationship with life. This paper adopts the Constructivist learning theory of Piaget (1970). Students establish knowledge about the external world in the process of interaction with the surrounding environment to develop their cognitive structure. This paper concludes that the integration of linguistic landscape can benefit from its educational function to conduct a practice-oriented, teacher-led and student-centered pattern of English learning and improve students' English learning ability.

Keywords: Linguistic landscape; Constructivist theory; English learning; Learning resource.

1. Introduction

Being visibility and salience of languages on public and commercial signs in a given territory or region (Landry and Bourhis, 1997), Linguistic landscape, has gradually become the research object of scholars in various subjects such as sociolinguistics, sociology and social psychology. When it comes to linguistic landscape, we should pay attention to the social phenomenon it reflects or what we can do with it. Also, the relationship between linguistic landscape and English is increasingly close. Keeping in mind that current English learning lacks a language learning environment for practice, we should fully explore as many English learning resources as possible around us.

However, English learning is becoming a passive knowledge instilling process with ineffective results such as mechanical memorizing, insufficient vocabulary and lack of interest in English learning. Fortunately, schools of all levels have given increasing importance to the construction of campus linguistic landscape to infiltrate teachers and students with humanistic quality education and take full advantage of the educational function of linguistic landscape in different kinds of schools. This has been done in various ways such as campus culture construction and English teaching materials.

Comparing the linguistic landscape in middle schools and at universities will shed light on exploiting the educational feature of linguistic landscape and improving the shortcoming of current English learning to enhance different students' English learning effectively.

What is more, it is necessary for us to discuss the influence of linguistic landscape on English learning in middle schools and at universities for creating suitable education for student's cognitive development and effective learning.

However, current research is limited to discussing the relationship between linguistic landscape and language teaching under the broad framework. For example, existing researches only discuss the influence of linguistic landscape on language teaching. Therefore, this paper will also explore the educational value of linguistic landscape in English learning based on the previous studies and guided by the Constructivist learning theory (Piaget, 1970) in order to properly apply linguistic landscape to students' English language acquisition.

It is of great value to further study the influence of linguistic landscape on English learning with all the five factors above, namely informal environmental penetration, learning material, stirring interest, broadening vocabulary and knowledge and its close relationship with life. On the one hand, the study of the influence of linguistic landscape on English learning will fully explore the intrinsic educational value of linguistic landscape and effectively integrate it with language learning, strengthening the connection between linguistic landscape and people's daily life and promoting the popularization and development of linguistic landscape in the field of language learning. On the other hand, it may improve the shortcomings of current English learning, which will be conducive to improving the quality and mode of English learning through innovating learning methods and learning content.

Therefore, we can conclude that the application of linguistic landscape to English learning will be beneficial to both linguistic landscape itself and English learning.

This paper adopts a combination of field survey methods and literature methods. Through field visits and surveys, linguistic landscape materials of middle schools and universities in Shenzhen were collected, followed by the analysis and summary of these collected materials. After that, the influence of linguistic landscape on English learning will be explored by literature method under the guidance of the Constructivist learning theory, a model for the discipline of psychology and which stresses different cognitive characteristic shown in different development stages.

This paper is organized as follows. Section 2 elaborates the literature review. Section 3 discusses the difference of linguistic landscape between middle school and university in Shenzhen based on data analysis. And section 4 introduces the influence of linguistic landscape on English learning.

2. Literature Review

2.1. The Study of Linguistic Landscape

Linguistic landscape refers to the combination of various language signs such as road signs, street signs, etc. in the real environment of the city (Landry and Bourhis, 1997).

In recent years, the research orientation of linguistic landscape has turned to interdisciplinary and multi-perspective research. Research scholars in the fields of sociology, urban geography etc., and history have also begun to invest in linguistic landscape and its application (Antia, 2015; Antonio and Juan-Garau, 2015; Brown, 2012; Dressler, 2015; Hong and Brian, 2017; Wang and Van de Velde, 2015; Weyers, 2016). Backhaus (2007), believes that three main questions are involved in the research of linguistic landscape, namely, who designs the linguistic landscape, who reads the linguistic landscape, and which social language situation the linguistic landscape reflects. As a special language practice, the linguistic landscape can reflect the relative position and power relations of different languages in the region, as well as the reshaping of people's language awareness, thus, providing the government with support to adjust language policy (Gorter, 2006). Therefore, linguistic landscape does not only reflect the language usage of a certain region, but it also reveals the deep-rooted language policy orientation, language power and people's identity to language.

2.2. The Study of English Learning

English learning is comprehensively reflected in language ability, cultural character, thinking quality and learning ability. And the learning ability is mainly shown in listening, speaking, reading and writing.

To date, the orientation of English learning has not yet got rid of the "instrumental" orientation exam-oriented education mode. Also, many secondary schools actually cannot provide a very good English environment (Song, 2018), which is of significance for English learning.

As for how to improve English learning, Li (2011) believed that cognitive development and a deep understanding of the real world are the ultimate goal of foreign language learning. English learning should adopt a multi-dimensional interactive and student-centered learning mode, helping enrich the content and learning style of English learning and stimulate students' enthusiasm. It is required to focus on cultivating students' practical ability and develop English learning in the traditional sense so as to attain the required skills and knowledge (Yu, 2018). Therefore, we also need to pay attention to the improvement of the learning materials and the scientificity of learning objectives, and thus improving the effectiveness of students' English learning skills. Meanwhile, teachers need to enhance students' enthusiasm for learning through extracurricular activities such as team-building activities and outdoor sightseeing tourism (Xu, 2018).

In conclusion, there is still huge room for the improvement of English learning due to the lack of open language environment, that is, the exposure to English in public.

2.3. The Study of the use of English in Linguistic Landscape

Backhaus (2007), elaborated on the growing importance of English and other languages in linguistic landscape. He indicated that the study of linguistic landscape was of great help to the analysis of multilingual phenomena. Other studies, such as the one conducted by Huebner (2016), found that one of the main reasons why English occupies a

growing proportion in linguistic landscape is that the use of English signs can activate values (for instance, modernism and). English used in many signs is symbolic, indicating global values.

The educational function of linguistic landscape has also attracted the attention of scholars. Linguistic landscape can be used as learning resources to expand language learning methods (Shang, 2017). In addition, it shows that the lack of English language environment is a drawback in promoting students' English learning. However, it can be compensated by linguistic landscape.

2.4. The Study of the Relationship Between Linguistic Landscape and Language Learning

Currently, the study of linguistic landscape mainly focuses on the application of linguistic landscape in some tourism attractions, multi-language use, the spread of English, among others. At the social and policy levels, how linguistic landscape reflects and reshapes the social and linguistic environment has received widespread academic attention (Adam and Crispin, 2010; Shohamy and Durk, 2009; Shohamy *et al.*, 2010). At the level of language learning, how linguistic landscape influences the learning and acquisition of language has relatively few researches.. Many studies focus mainly on the norms of language, rhetorical features, and foreign language errors, whereas other scholars have innovatively asserted that linguistic landscape is a valuable language resource, and it should be used in language learning to further serve language education. For example, Cenoz and Gorter (2008) argued that linguistic landscape was an important input source for learners' second language acquisition. Shohamy and Waksman (2009) claimed that "linguistic landscape was a powerful learning tool, emphasizing the need for students to pay attention to the multi-level meaning of language in public space." What is more, Rowland (2012) pointed out that linguistic landscape has different effects on developing students' literacy skills, improves students' pragmatic competence, provides opportunities for subconscious learning and promotes students' multi-disciplinary development.

2.5. Jean Piaget's Constructivist Learning Theory

Constructivist learning theory is an important branch of cognitive learning theory (1970). It emphasizes that learning is a dynamic process in which the learner actively constructs the meaning of knowledge through collaborative conversation with the help of teachers and partners. Learning situations with rich information and collaborative learning models are all indispensable conditions for students to actively complete the construction of the knowledge they have learned.

Constructivism also emphasizes the role of context in the meaning construction. And it must be noted that the learning context envisioned by Constructivism should be a scenario that facilitates learners to engage in discovery and exploratory learning. And the construction of linguistic landscape is also a construction of English learning context.

Constructivist learning theory puts forward a view that psychological development is the result of the interaction between subject and object. The process of learning English through linguistic landscape is also a kind of interaction between students and learning materials. Besides, Jean Piaget believes that the essence of intelligence is adaptation. And learning English through linguistic landscape means student's cognitive structure adapts to the external language stimulus.

Constructivist learning theory has exerted all-round influence on the study of foreign language learning. It provides us with a new perspective to examine foreign language learning, which triggered the change of the concept of foreign language learning and learning mode, learning conditions, teacher training and so on Huang and Wang (2007). In the present paper, the most inspiring idea is the creation of an ideal language learning environment in which students will learn English proactively and enthusiastically.

The existing studies of the relationship between Constructivist learning theory and foreign language learning focus on the combination of Constructivist theory and multimedia network technology (for instance, Multimedia Network English Teaching Model Based on Constructivist Theory). However, there are relatively few studies in the empirical research on the relationship between Constructivist Theory and English learning. Feng (2006), used the Constructivist theory to directly guide English learning and conduct teaching experiments. Unlike scholars who do empirical research, Gu Peiya and Fangying (2003) and Zheng (2006) compared the teaching effect of traditional teaching mode and multimedia network teaching mode based on the theory of Constructivism. This paper also uses the Constructivist learning theory as a guide to explore the influence of linguistic landscape on English learning to understand the value of the Constructivism theory in foreign language learning.

So far, the relationship between linguistic landscape and language learning has not been thoroughly studied. Therefore, this applied research attempts to will further conduct in-depth analysis of English learning under the relevant theoretical guidance of constructivist learning theory and to discuss the influence of linguistic landscape on English learning in middle schools and universities in Shenzhen city.

3. Comparison of Linguistic Landscape Between Middle School and University in Shenzhen

In this section, we will listing several certain similarities and differences between middle school and university in the construction of linguistic landscape by analyzing the linguistic landscape materials collected. The in-depth analysis of the differences is conducive to exploring how the school designs the linguistic landscape for the better play of its potential value in English learning according to the students' characteristics and learning styles.

3.1. Data Analysis

To explore the influence of linguistic landscape on English learning through the study of the linguistic landscape of Shenzhen middle schools and universities, the corpus collection was carried out by means of field trips and taking pictures. The selected research sites are mainly middle schools and universities from Shenzhen. A total of 627 images were collected during the visit, including 170 in middle schools and 457 at universities. According to the function of the collected corpus, there are 9 types of linguistic landscapes (see Table-1), namely slogan or aphorism, commemorative landscape, name of building, warning, reminder, name of item, information board (notice, literature and scientific knowledge, menu, instructions for use, rules and regulations), indicator or guideboard and graffiti.

After analysis of the collected statistics, it turns out that linguistic landscape in university and middle school shows difference in terms of the focus on different functions. Detailed statistical table is shown on Table-1.

Table-1. Statistics of Shenzhen middle school and University

Linguistic Landscape Type	Slogan Aphorism	Commemorative landscape	Name of Building	Warning	Reminder	Name of item	Information board	Indicator/ Guideboard	Graffiti	Total
Number										
School Type										
Middle school	32	0	6	14	29	5	27	53	4	170
University	27	2	30	37	70	21	97	168	5	457
Total	59	2	36	51	99	26	124	221	9	627

3.2. Differences in the Display Format of Linguistic Landscape Between Middle School and University

The differences in the display format of linguistic landscape are mainly reflected in the appearance layout such as design tone or manner and display medium.

Constructivist learning theory pointed out that maturity was one of the most important factors that provided children with the necessary conditions for psychological and cognitive development (Piaget, 1970). Middle school students tend to be more immature and, therefore, their learning style and resources are more interest-oriented, and the surrounding things that can successfully attract their attention are often more interesting and fascinating in their appearance. . Meanwhile, due to the evaluation pattern in China, students are often passive in learning, whereas college students are more rational and have more frequent contact with society. Therefore, they often pay more attention to the practicality of the knowledge and the learning resources.

Therefore, the linguistic landscape in the middle school is more interesting and livelier in design. The middle school applies more colors to linguistic landscape, as we can see in Figure-3.1, an example from Shenzhen Vanke Bilingual School, while the linguistic landscape at university is more simple and natural in terms of color selection. An example from The Chinese University of Hong Kong in Shenzhen is shown in Figure-3.2. Blue, gray, and black are the more common colors in the university linguistic landscape. In terms of page layout, the linguistic landscape in middle school uses more image elements when compared to universities. This will arise their interest in English learning.

Figure-3.1.



Figure-3.2.



To sum up, linguistic landscape focuses on the clever use of colors and images in the middle school, while emphasizing the practical use at university.

In addition to appearance layout, another difference is in display medium, that is, the material that is used to present the message. After studying pictures collected in the corpus, it is found that the linguistic landscape of middle schools is mainly presented to readers through traditional methods such as posters which cost low but are not always conducive to update the content of linguistic landscape, and the materials used are basically one-off. This means that they are costly and not environmentally friendly.

In spite of several traditional methods adopted, a variety of other advanced methods is also used at university. They include electronic screens to make full use of the public space and convey information. Two examples from Nansha College Preparatory Academy are illustrated in Figure-3.3. showing the use of wallpaper, and in Figure-3.4, from Southern University of Science and Technology, showing the use of electronic screen.

Figure-3.3.



Figure-3.4.



The way to display the linguistic landscape is mainly determined by various objective factors such as available space. Both traditional display methods and innovative methods have advantages and disadvantages. The traditional display methods are low-cost but boring and inefficient while innovative methods are eye-catching but expensive. It is important for schools to make a proper weight according to their features in order to achieve the best publicity through linguistic landscape.

3.3. Differences in Content of Linguistic Landscape Between Middle School and University

The linguistic landscapes of middle schools and universities also differ in content, embodying in two aspects, namely, language type and language function.

When it comes to language types, it should be noted first that Piaget (1970) believes that the individual interaction and the environment are the source of cognition. Assuming that linguistic landscape serves as a kind of external language stimulus. This means that the appearance of English elements in public places. Piaget (1970) also claims that learning is subordinate to development. Therefore, the content of campus linguistic landscape must conform to the students' development of characteristics and cognitive ability to exert the educational value of the linguistic landscape.

Language type is a basic element in the content of linguistic landscape. Through field investigations, it was found that the middle school linguistic landscape used bilingual signage only in some simple expressions. For some more complex language texts, they tended to be monolingual. But the majority of texts in universities are bilingual. Figure-3.5 is about warnings, taken from Shenzhen Foreign Languages School (Department of Senior High-school) and figure-3.6 is about publicity column, taken from Southern University of Science and Technology.

Figure-3.5.



Figure-3.6.



Constructivist learning theory emphasizes that the growth of cognition is also the result of the individuals' positive role. Some complicated English texts may exceed the understanding of middle school students and decline readers' desire to read. But for college students, they have more opportunities to be in the contact with English to cultivate their stronger English language awareness. Therefore, in the linguistic landscape at universities, the English text is more likely to attract the attention of college students.

Besides, another important aspect of linguistic landscape in content is its functionality. Language can use different means to construct and manipulate meaning, and linguistic landscape provides this kind of construction learning with a rich context (Ruthi and Bibiana, 2016). This paper classifies different types of linguistic landscape according to their different functions and usages to accurately interpret the information of the linguistic signage. In general, the function of the linguistic landscape is mainly to convey information to the public through words so that different kinds of information can be conveyed by different context types.

It must be noted that the linguistic landscape of the guidance and instruction category accounts for a higher proportion of the overall campus linguistic landscape in both middle school and university. However, it is found that the linguistic landscape at university is more diversified in function. Middle schools are slightly inadequate in the construction of two types of linguistic landscapes, including commemorative signage, as shown in Figure-3.7 at the Chinese University of Hong Kong, Shenzhen and building name signage, as illustrated in Figure-3.8 at Shenzhen University. Compared to middle school life, university life is more wonderful, therefore, there are more types of functional places including the two categories mentioned above at university.

Figure-3.7.



Figure-3.8.



Besides, from Figure-3.9 about slogans in Shenzhen Vanke Bilingual School, we can find that in middle school, the linguistic landscape of slogans is more often seen because of the lack of autonomy and maturity of middle school students.

Figure-3.9.



As a result, applying this kind of linguistic landscape can constrain students to discipline themselves strictly.

4. The Influence of Linguistic Landscape on English Learning

With the importance of English and the lack of an open language environment in English learning in real life, it is necessary to do some research on how linguistic landscape exerts influence on English comprehensive application ability. In this way, we can extend the ways of changing the monotonicity and passiveness of traditional English learning method.

The influence of linguistic landscape on English learning also comes from three processes in the Constructivist learning theory: assimilation, adaptation and balance. They are based on which linguistic landscape can promote English learning and an emotional connection between students and English learning.

To a certain extent, how teachers teach plays a key role in how students learn well. Therefore, the following discussion will involve how teachers apply linguistic landscape to practical English teaching.

4.1. The influence of Linguistic Landscape on English Speaking Ability

It is found that students' English listening and speaking abilities are directly related to the English language environment for improving students' English learning and arousing their interest. The linguistic landscape can influence these two elements on English learning concurrently.

English as a second language is now more often taught through formal courses due to the lack of real English language environment. Nevertheless, linguistic landscape can provide resources for the development of learners' pragmatic competence (Ruthi and Bibiana, 2016).

According to Constructivist theory, children gradually build up knowledge about the outside world in their interaction with the surrounding environment, thus enabling their cognitive structure to develop (Shang, 2017). The process of schema has the function of organizing, classifying, transforming and creating the object information so that the subject can effectively adapt to the environment. And the foundation of this process is language input in this paper. As one kind of language inputs, linguistic landscape at school can make up for the lack of English language environment. Tao and Helen (2005), found that a plentiful language environment can help people develop their literacy skills. Therefore, students will be more likely to speak in English once English words can be frequently seen within the school since their language awareness is strengthened through their unconscious interaction with the outside world.

Linguistic landscape provides students with realistic English learning environment and materials, as shown in Figure-4.1 taken from The Chinese University of Hong Kong, Shenzhen.

Figure-4.1.



This indicates that places with large flow of people such as the canteen is the most accurate choice for designing English language environment.

According to the Constructivist learning theory, people can strengthen their original cognitive structure through assimilation, in which the subject's initiative plays a huge role. Indeed, one important source of initiative is interest, which is subjective and the driving force of students' English learning while the language environment is an objective condition. Compared to adults, students are more likely to do something under the drive of interest instead of strong desire for success or pressure. Only when English learning follows the interest principle, English knowledge can be more easily accepted by students.

Linguistic landscape is a helpful tool to increase English learning fun. When teachers aim to develop students' listening and speaking abilities, they can use linguistic landscape to create context in which students can practice English knowledge. Under this circumstance, teachers can add entertainment element into English learning. For instance, Figure-4.2 taken from Shenzhen Foreign Languages School (Department of Senior High-school) shows that linguistic landscape can attract students' attention.

Figure-4.2.



However, linguistic landscape has different influence depending on the types of school.

As the middle schools are relatively poor in terms of linguistic landscapes number and do not create a strong English learning atmosphere, students have trouble in interacting in English confidently and improving their English language awareness. Meanwhile, the colorful design and the combination of image are important to interest-oriented development of middle school students' characteristics. Thus, in English teaching to date, teachers can take their students out of the classroom for some extracurricular activities and use the linguistic landscape to conduct oral learning activities.

Universities provide students with more bilingual linguistic landscapes, which will lead to relevant discussions and communication in English when the content of linguistic landscape is different from their original cognitive structure. As Constructivist learning theory indicates, effective learning must focus on student experience. And speaking English is a good way to enjoy English.

Teachers can apply some bilingual linguistic landscape and games materials to help students practice their speaking skills in English class while being involved a relaxing atmosphere for students to feel the charm of English.

4.2. The Influence of Linguistic Landscape on English Reading Ability

Reyes and Patricia (2008), pointed out that words in the environment can promote early writing and reading. And linguistic landscape plays a significant role in the study of "reading" especially from which students can command some reading skills and useful vocabulary.

In the process of reading the linguistic landscape content with complex expressions, students can master some reading skills that involve complex sentences and the difference between literal translation and free translation and even critical reading through the process of assimilation. Besides, there are some authentic English expressions in linguistic landscape, which rarely appear in their daily regular English courses. Therefore, linguistic landscape helps students to accumulate some authentic vocabulary and improve their reading ability in English learning. For instance, Figure-4.3 taken from Southern University of Science and Technology shows that there are both long essays and useful and common words in linguistic landscape.

Figure-4.3.



Adaptation is the process of adjusting the original schema or creating a new schema to meet the needs of the environment when the schema of the subject does not meet the requirements of the object. When we encounter some new opinions in reading linguistic landscape, we will practice the process of adaptation.

The accumulation of vocabulary is a hard skill and the development of thinking is the ultimate goal in English reading. At present, interesting information has become an indispensable part of the content of linguistic landscape on campus, which keeps students informed about several extracurricular messages. In Figure-4.4 taken from Shenzhen College of International Education, some professional knowledge about sport is shown in public places at school. In this process, students constantly adjust their cognitive patterns. And it is a good choice to take advantage of the linguistic landscape to popularize some social culture for completing English learning.

Figure-4.4.



Then, we analyzed how this influence differed in middle schools and universities.

The current middle school linguistic landscape has not played a significant role in improving students' reading level, since the linguistic landscape of middle schools was functionally limited and bilingual linguistic landscape was shown only in some simple expression. As Piaget (1970) theory shows, the more positive a student is, the more likely his/her study will be successful. However, the traditional way of display approach such as posters and electronic screens, did not satisfy students' demand for sufficient timely news, and therefore it did not improve students' reading interest.

As for universities, with various suitable linguistic landscapes, the English teacher can make good use of this linguistic landscape to develop students' reading skills. Cenoz and Gorter (2008), found that when learners faced multilingual signs in linguistic landscape, they mostly read multiple languages on the sign. In addition, universities tended to display the linguistic landscape in a more efficient way. Therefore, students will be more likely to enhance their reading ability and English language sense through reading abundant English articles with more event details and sentence structures in linguistic landscape.

4.3. The Influence of Linguistic Landscape on English Writing Ability

Linguistic landscape is a learning recourse closely related to daily life. We should admit that English writing often entails the students' understanding and thinking about a certain life phenomenon. When people start to interact in the community, communicate with others, and learn to read the text on the surrounding signs, the public or official discourse of the city is given meaning and becomes the beginning of understanding the world through words (Jasone and Durk, 2008).

According to Constructivist learning theory, we constantly develop new cognitive structures which plays a certain decisive role in the development of our writing skill. Therefore, writing is another ultimate result of balance between thinking creation and social interaction in cognitive development.

English learning should strengthen the connection between learning and life, and consider students' physical and mental development characteristics and needs to stimulate their interest. Linguistic landscape can be used as an open material for analyzing English language elements so that students' knowledge can come from people's daily life and then be further applied to their life. This will strengthen students' interaction with the outside world. In this way, English learning can help students have a better understanding of society, thus, giving full play to the practical value of English learning.

Linguistic landscape is a typical example of the application to the life regarding students' English level. Using linguistic landscape as writing learning material can allow students to learn how to use English thinking patterns in their lives. For example, the content depicted in [Figure-4.5](#) taken from Shenzhen Tourism College of Jinan University can give students some ideas about the writing of environmentally-friendly topics.

Figure-4.5.



The process of assimilation and adaptation will finally be useful in the writing process. In English writing, students express their ideas and thoughts with accurate words based on the existing knowledge reserves. In addition to strict logical thinking, good expression is also the key aspect in writing, which requires students to accumulate the clever use of accurate words and sentences in daily learning.

In the linguistic landscape, there are often some English expressions that can be used as reference. For instance, the expressions shown in [Figure-4.6](#) taken from Southern University of Science and Technology are fixed collocations that can be used to make the language in writing more accurate. This is a process that goes from input to output in the improvement of writing skills.

Figure-4.6.



In order to have a better understanding of the role played by linguistic landscape in English writing, we should further find out how linguistic landscape influences the students' English writing in middle schools and universities, respectively.

In middle schools, some shorter slogans, prompts, among others, are mostly presented bilingually, while some more complex articles are mostly shown only in Chinese. Therefore, middle school students can only extract some commonly used phrases in linguistic landscape and apply them to actual writing. Therefore, middle schools still need to diversify the language types of linguistic landscape properly so as to achieve English teaching purpose.

While in universities, long articles often appear in linguistic landscape bilingually or in pure English, which also helps students collect some wonderful sentence structures and understand how some fixed collocations, words and phrases be used in a proper context.

5. Conclusion

This paper has discussed the educational value of linguistic landscape in English learning. It focused on Shenzhen city and therefore the conclusions lack universality. The influence of linguistic landscape on English learning needs to be further investigated in more other areas. What is more, the basis of classification can be more specific when discussing the influence of linguistic landscape on speaking, reading and writing skills.

Through the research above, it is found that linguistic landscape in middle school pays more attention to the color and image elements in the appearance or layout, while university emphasizes the innovation in the display way and the functional diversification. Meanwhile, bilingual linguistic landscape at university accounts for a higher proportion. All these are mainly due to the running characteristics and the architectural style in the campus. The physical and mental development characteristics and students' learning styles are also the key factors. The comparative analysis above is beneficial for teachers and students to make a better use of the linguistic landscape resources around them.

By analyzing the influence of linguistic landscape on students' English learning, we can conclude that its influence on college students is greater due to the differences in form and content. Bringing linguistic landscape into English learning to improve students' English learning ability is an innovative attempt which proposes a heuristic and interactive approach. Linguistic landscape provides language environment closely related to daily life, under which students can learn English in a relaxing atmosphere.

As it focuses on Shenzhen city and therefore the conclusions lack universality. The influence of linguistic landscape on English learning needs to be further investigated in more other areas. What is more, the basis of classification can be more specific when discussing the influence of linguistic landscape on speaking, reading and writing skills.

References

- Adam, J. and Crispin, T. (2010). *Semiotic landscape: Language, image, space*. Continuum: London.
- Antia, B. E. (2015). University multilingualism: a critical narrative from the University of the Western Cape, South Africa. *Journal of Multilingual and Multicultural Development*, 6(36): 571-86.
- Antonio and Juan-Garau (2015). Minority languages in the linguistic landscape of tourism: the case of Catalan in Mallorca. *Journal of Multilingual and Multicultural Development*, 36(6): 1-22.
- Backhaus, P. (2007). Linguistic landscapes: A comparative study of urban multilingualism in Tokyo. *Pacific Affairs*, 80(3): 521-22.
- Brown, K. D. (2012). *The linguistic landscape of educational spaces: Language revitalization and schools in southeastern Estonia*. In Gorter Durk, Heiko f. Marten, and Luk van Mensel (eds.), *Minority Languages in the Linguistic Landscape*. Palgrave Macmillan: Basingstoke.
- Cenoz, J. and Gorter, D. (2008). Linguistic landscape as an additional source of input in second language acquisition. *International Review of Applied Linguistics in Language Teaching*, 46(3): 257-76.
- Dressler, M. (2015). Historical trajectories and ambivalences of Turkish minority discourse. *New Diversities*, 17(1): 9-26.
- Feng, Y. (2006). The application of the six elements of constructivist learning design in English teaching. *Foreign Languages and Foreign Language Teaching*, 2006(6): Available: <http://tow.cnki.net/kcms/detail/detail.aspx?filename=WYWJ200606009&dbcode=&dbname=CJFD2006&code=CRJT&v=MTg3MzBmTXFZOUZiWVlrQzM4NHpoNFhuRDBMVGcyWDJoc3hGckNVUjdxZmIrWnNGaS9sVnJ2T01qVGNATec0SHQ=>
- Gorter, D. (2006). Introduction: The study of the linguistic landscape as a new approach to multilingualism. *International Journal of Multilingualism*, 3(1): 1-6.
- Gu Peiya and Fangying (2003). Constructivist project-based learning with technology: An implication report. *Foreign Languages and their Teaching*.
- Hong, Z. and Brian, H.-S. C. (2017). The shaping of a multilingual landscape by shop names: tradition versus modernity. *Language and Intercultural Communication*, 17(1): 26-44.
- Huang, H. and Wang, H. (2007). Investigation and Reflection on foreign language teaching research in China based on constructivist theory. *Foreign Language and Their Teaching*, 2007(6): 21-23.
- Huebner, T. (2016). Linguistic landscape: History, trajectory and pedagogy. *Manusya: Journal of the Humanities*, 2016(22): 1-11.
- Jasone, C. and Durk, G. (2008). The linguistic landscape as an additional source of input in second language acquisition. *International Review of Applied Linguistics*, 46(3): 267-87.
- Landry, R. and Bourhis, R. Y. (1997). Linguistic landscape and ethnolinguistic vitality: An empirical study. *Journal of Language and Social Psychology*, 16(1): 23-49.
- Li, X. (2011). *The cultivation of innovative thinking and English application ability -- An exploration on the English teaching model of research-based college in Southeast University*. China University Teaching, 29-32.
- Piaget, J. (1970). *Constructivism*. Harper and Row: New York.

- Reyes, I. and Patricia, A. (2008). Emergent biliteracy in Young Mexican immigrant children. *Reading Research Quarterly*, 43(4): 374-98.
- Rowland, L. (2012). The pedagogical benefits of a linguistic landscape project in Japan. *International Journal of Bilingual Education and Bilingualism*, 16(1): 1-12.
- Ruthi, A. and Bibiana, J. (2016). The linguistic landscape as a learning space for contextual language learning. *Journal of Learning Spaces*, 5(2): 66-70.
- Shang, G. (2017). Language landscape and language teaching: From resources to tools. *Chinese Journal of Language Policy and Planning*, 2(2): 11-19.
- Shohamy and Durk, G. (2009). *Linguistic landscape: Expanding the scenery*. Routledge: London.
- Shohamy and Waksman (2009). *Linguistic landscape as an ecological arena: Modalities, meanings, negotiations, education*. In shohamy e. And durk g. (eds.), *linguistic landscape: Expanding the scenery*. Routledge: New York.
- Shohamy, Ben-Rafael, E. and Barni, M. (2010). *Linguistic landscape in the city*. Multilingual Matters: Bristol.
- Song, S. (2018). English education should strengthen the development of students' learning potential. *China Rural Education*, 2018(16): 74-75.
- Tao, L. and Helen, R. (2005). Print-rich environment: Our pre-service teachers' report of what they observed in their field experiences. *Reading Horizon*, 45(4): 349-66.
- Wang, X. and Van de Velde, H. (2015). Constructing identities through multilingualism and multiscriptualism the linguistic landscape in dutch and belgian chinatowns. *Journal of Chinese Overseas*, 11(2): 119-45.
- Weyers, J. R. (2016). English shop names in the retail landscape of Medellín, Colombia: How English denotes prosperity and status in a recently transformed city. *English Today: Cambridge*, 32(2): 8-14.
- Xu, Y. (2018). An exploration on improving the effectiveness of english teaching in higher vocational colleges. *Education Modernization*, 38(5): 98-99.
- Yu, D. (2018). The conception of English teaching skills training in English education professional curriculum. *Overseas English*, 2018(18): 232-33.
- Zheng, F. (2006). Exploration of new ways of college English multimedia and network teaching. *Journal of Changchun University*, 2006(2): 93-96.