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Linguistic Schoolscapes as the Resource for Teaching and Learning English in an Indonesian Islamic Boarding School

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Abstract

All visible signs in public spaces, or linguistic schoolscapes, can be a potential resource for teaching and learning English. However, its classroom integration is still an uncommon practice and both teachers and students are still unfamiliar with such pedagogical potential. This case study examines the perspective of teachers and students regarding the use of linguistic schoolscapes as a resource for teaching and learning English in an Indonesian Islamic boarding school. There were 316 linguistic schoolscapes collected from the school that were categorized thematically based on 1) the physical, 2) political, and 3) experiential dimension. Three teachers and three students were also interviewed. The findings showed that the percentage of English used in monolingual is 21.3 %, bilingual is 67.5 %, and multilingual is 86.4%. Politically, English was the second language to be used frequently at the linguistic schoolscapes after Indonesian because English is one of language program in this boarding. However, in practice, boarding school teachers continue to instruct using the modules they have and they hardly ever use LS in the boarding school environment as a teaching tool. Meanwhile, LS serves as a learning tool to help students expand their vocabulary. These findings suggest the need for teacher professional development that focuses on the integration of LS in Indonesian ELT classroom and the need to have more LS in English as it provides exposure to English language use for students. Further pedagogical and theoretical implication will also be discussed.

Keywords: English language teaching and learning, linguistic schoolscapes, linguistic landscapes

INTRODUCTION

All visible signs in public spaces, or linguistic schoolscapes, can be a potential resource for teaching and learning English, because English

learning is not limited to just happening in the classroom, however this may occur even within a student's immediate community. As nowadays that the growing body of research on language and education has focused on material practices in learning environments, such as linguistic schoolscapes or linguistic landscapes (Gorter, 2018; Jakonen, 2018; Malinowski & Dubreil, 2019). Linguistic landscape is the visibility and salience of language on public and commercial signs in a given territory or region (Landry & Bourhis, 1997). While, schoolscapes is the school-based environment where place and text, both written and oral, constitute, reproduce, and transform language ideologies (Brown, 2012). Some scholars have brought educational resources from public space signage into classrooms, while others have taken students outside of the classroom to investigate the linguistic landscapes outside of the school, or both (Balog & Gonzales, 2021; Cenoz & Gorter, 2008; Chuaychoowong, 2022; Cormier 2021; da Silva, 2018; Dumaning & David, 2019; Gorter, et al. 2021; Karafylli & Maligkoudi, 2021; Pali & Mantiri, 2022; Riadi & Warti, 2021; Sayer, 2010; Shang & Xie, 2019)

In 1997, Landry & Bourhis introduced and first described the idea of the linguistic landscapes (LL). The visibility and prominence of language on commercial and public signs in a given territory or region is how they defined the term "linguistic landscape." To be more precise, the idea relates to how the languages of street names, place names, commercial store signs, public signs on government buildings, and road signs come together to create the linguistic landscapes of a certain territory, region, or urban agglomeration. The linguistic landscapes, according to Cenoz & Gorter (2008) is the use of written language in public spaces including businesses, government buildings, shops and street signs and signboards. Huebner (2006) emphasizes the concept of the linguistic landscape, arguing that linguistic tokens serve to delineate the geographical and social boundaries of neighborhoods, and that to the extent that linguistic tokens are artifacts of a central authority, they may reflect the overt language policies of a specific state. In linguistics, the language environment has gained popularity as a subject of study. The sociolinguistic value of the linguistic landscape has drawn scholarly interest as it has emerged in the tourism and commercial service industries (Lu et al., 2020; Xiao & Lee, 2019; Yan, 2018). Linguistic lansdscapes research has expanded beyond public settings and into the field of education or the school setting (Gorter et al., 2021; Gorter, 2018; Pakarinen & Björklund, 2018).

Currently, some researchers prefer the term "schoolscapes" to "linguistic landscapes" (Brown, 2012; Jakonen, 2018). Text, music, visuals, and artifacts "constitute, reproduce, and modify language ideologies" in the

school-based environment known as "schoolscapes" (Brown, 2012). With a focus on texts, language awareness, and language teaching, the concept of schoolscapes captures the variety of circumstances and distinctiveness of educational settings (Amara, 2018). A current illustration is discovered through schoolscapes investigation. English predominates in the linguistic schoolscapes, followed by Filipino and Bikol, according to Astillero (2017) analysed of how the languages were used, displayed, and regulated in the school setting. In bottom-up signage, English was utilized for formal communication, but it was also used as the language of youth, the language of fashion, and the language of fetishization. Wedin (2021) sought to identify the multilingualism and agency of pupils within the context of a Swedish upper secondary school's Language Introduction Programme (LIP). Both student agency and multilingualism were almost non-existent in the school environment.

The existence of linguistic landscape is one of resources that can help improve English learning. As indicated by Landry & Bourhis (1997), road signs and other LL are a clear, simple, and visual means to promote language and culture. LL also serve as good realistic materials for language acquisition in real-life settings and provide additional information about a location's culture. In order to give students chance to acquire a language in their immediate neighborhood, LL can be employed as a tool in language teaching and learning (Dumaning & David, 2019). Because LL are so prevalent, they frequently reflect the sociocultural and linguistic diversity of a community, they serve as examples of language-playing symbols and signs, and they give real-world examples of the use of English in contexts where it is not the primary language, so using LL as language learning materials can be more beneficial (Solmaz & Przymus, 2021). The growing body of LL research in the fields of linguistics and education has piqued educators' and researchers' interest in learning more about LL, applying and developing LL as a resource in the context of English language teaching and learning (da Silva, 2018; Dumaning & David, 2019; Gorter et al., 2021; Riadi & Warti, 2021; Shang & Xie, 2019)

To illustrate, Dumaning & David (2019) examine the use of the linguistic landscape as a pedagogical resource in teaching and learning English. Their findings indicate that adopting the LL as a pedagogical tool in teaching English as a foreign language in Oman may benefit both teachers and students. Public signs allow language teachers to maximize the potential of using real-life language in circumstances relevant to students, and the use of English LL in an EFL context may contribute significantly to building a better approach to English language education. Gorter et al. (2021) discuss

the linguistic environment on the multilingual education context in Spain's Basque Country, where three languages are taught. The finding is that the linguistic environment provides an opportunity to connect classroom learning with real-world language use. What is taught in the classroom can be reinforced through natural language use. Simultaneously, the linguistic landscape offers multiple chances for language acquisition and language learning that can be applied in the classroom. Shang & Xie (2019) investigates their beliefs about the pedagogical values of English LL in Eastern China's city and school spaces. The study reveals that EFL teachers acknowledge the educational roles of environmental English. It is also found that due to the prevailing standard language ideology, the teachers have low tolerance for Chinese English on public signs. Moreover, these teachers show eagerness to turn from passive consumers to active creators of English schoolscapes in order to create a learners-customized English environment.

Furthermore, da Silva (2018) introduce LL as part of the ELT/ELL authentic materials to English teachers in Indonesia. The study discovered that LL may be used as a single legitimate teaching material to teach not only English but also economic, social, and political topics in the context of interdisciplinary learning. Riadi & Warti (2021) investigate the LL as a form of English exposure that students may encounter around their school neighbourhood, and the English language teachers' perception of LL if it is to be applied as an additional learning resource. They discovered that there are lots of LL indicators that can help students learn English by enhancing their vocabulary, pragmatic competence, multimodal literacy, grammatical features, and knowledge of social concepts. Despite some reservations, the majority of teachers appeared to recognise the benefits of employing LL in their future instruction.

Referring to the previous studies, it can be seen that the field of language school landscapes, as an extension of the linguistic landscape, is still relatively new, especially in its use as a learning and teaching resource in school. Moreover, both teachers and students are still unfamiliar with the pedagogical potential in LL and LS. Using Lefebvre's (1991) by Trumper-Hecht (2010) framework that is triad dimension (the physical, political, and experiential dimension), this study explored the perspective of teachers and students regarding Linguistic schoolscapes in the context of English language teaching and learning in Indonesian Islamic boarding schools.

METHOD

In this study, I use qualitative research, specifically descriptive qualitative method. According to Creswell (2009, p. 4) qualitative research is

a technique for exploring and comprehending meaning, in which a number of individuals or groups of people ascribe to social or humanitarian issues. Qualitative research method is naturalistic research methods because the research is conducted in natural conditions (natural settings); also called ethnographic methods, because initially this method was more widely used for research in the field of cultural anthropology; referred to as qualitative methods because the data collected and analysed are more qualitative in nature. The data of this study is taken from two sources, document and interview. The document is the pictures and interview are from three English teachers and three students. To collect the data, I take pictures of linguistic schoolscapes at the boarding school environment, and conduct an interview with the students and English teachers at the boarding school.

According to Creswell (2009, p. 274) data analysis is an ongoing process that requires continuous reflection on data, asking analytical questions, and writing short notes throughout the research. In addition, data analysis involves open data collection, which is based on general questions, and analysis of information from participants. For this study, there are three dimensions that adopted from Levebvre (1991) and Trumper-Hecht (2010) to analyze the data. Those are physical dimension, political dimension, and experiential dimensions.

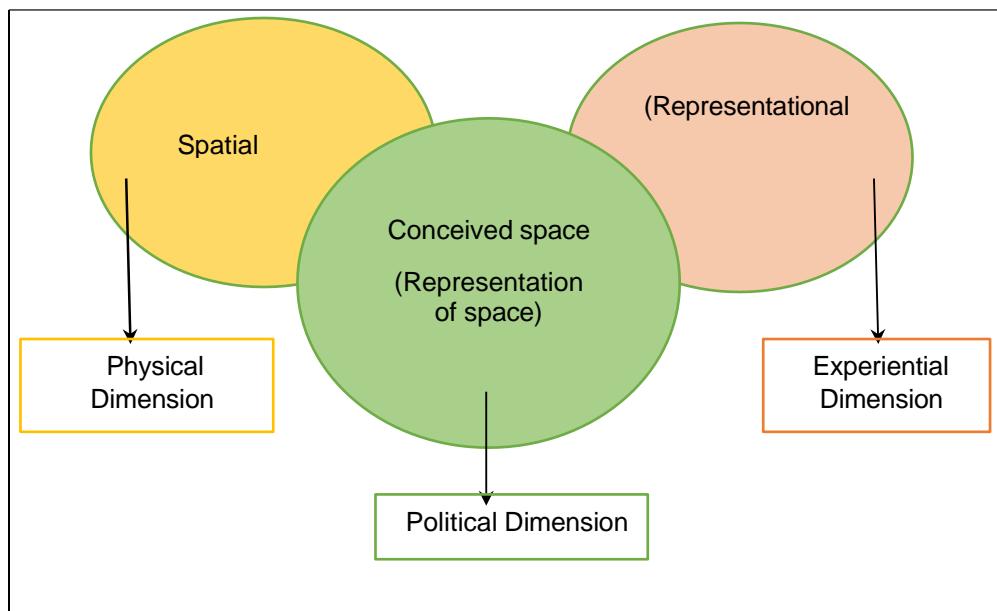


Figure1. The Triad Dimensions of Lefebvre's (1991) by Trumper-Hecht (2010)

a. Physical dimension

LL's "physical" component is the real dispersion of languages on signs that can be seen and photographed (Trumper-Hecht, 2010).

b. Political dimension

As Lefebvre explained that conceived space refers to how technocrats, planners, politicians, and other decision makers conceptualize space.

c. Experiential dimension

Lefebvre (1991) claimed that experiential dimension contained the perception and the preferences of sign readers (teachers and students).

RESULT AND DISCUSSION

1. Physical dimension

The total number of signs in monolingual, bilingual, and trilingual signs in the boarding school are 316. The languages that appear on the signs in the boarding school are English, Arabic, Indonesian, and Javanese.

Table 1. Language Displayed in Linguistic Schoolscapes

Language Categories	Language	Number	Percent
Monolingual	English	43	21.3%
	Arabic	11	5.4%
	Indonesian	146	72.3%
	Javanese	2	1%
Total		202	
Bilingual	Arabic-Javanese	0	0
	Arabic-Indonesian	15	17.4%
	English-Arabic	1	1.2%
	English-Indonesian	57	66.3%
	Indonesian-Javanese	13	15.1%
	Javanese-English	0	0
Total		95	
Trilingual	Arabic-English-Indonesia	15	68.2%

	English-Arabic-Javanese	0	0
	Indonesian-Javanese-English	4	18.2%
	Javanese-Indonesian-Arabic	3	13.6%
Total		22	

The total number of monolingual signs are 202 with English 43 signs for 21.3%, Arabic 11 signs for 5.4%, Indonesian 146 signs for 72.3%, and Javanese 2 signs for 1%. The total number of bilingual signs are 86 with Arabic-Indonesian 15 signs for 17.4%, English- Arabic 1 sign for 1.2%, English-Indonesian 57 signs for 66.3%, Indonesian-Javanese 13 signs for 15.1%, and no Arabic-Javanese and Javanese-English sign appear from both of them. The total number of trilingual signs are 22 with Arabic-English-Indonesia 15 signs for 68.2%, Indonesian-Javanese-English 4 signs for 18.2%, Javanese-Indonesian-Arabic 3 signs for 13.6%, and no English-Arabic-Javanese sign. The percentage of English used in monolingual is 21.3 %, bilingual is 67.5 %, and multilingual is 86.4%.

b. Political dimension

In monolingual signs, English appears to be the second language after Indonesian which has the highest total number. In bilingual and trilingual signs that include English appears the most. It can be concluded that English is the second language to be used frequently at the linguistic schoolscapes in this boarding school after Indonesian. Looking at the monolingual signs, Indonesian is the one that appears the most. In bilingual and trilingual, it can also be seen that signs containing English always have Indonesian accompanying them, which is the dominant language at the sign. This shows that even though Islamic boarding schools are known for their Arabic language, English appears more frequently in signs. The emergence of more English indicates that this boarding school is a reputable Islamic boarding school because English is known as a modern and international language (Riani, et al., 2021). Besides that, being an international language, English is frequently studied as a second language in many different nations, mostly in Asia (Kobayashi, 2023; Kim, et al., 2022; Mishra & Lee, 2021; Bolton, et al., 2020; Zhang, 2020; Takeshita, 2020). In addition to the recent advancements, everyone needs to be able to speak and understand English effectively in order to compete on a national and international level and to ensure that the language is regarded as a unifying force that is essential to life, particularly in the context of education (Isadaud, et al., 2022).

c. Experiential dimension

Both teachers and students gave perceptions or responses related to linguistic schoolscapes in the boarding school environment. It was found that linguistic schoolscapes has a positive contribution to English learning>

1. Increase students' awareness of contextualized English in boarding schools.

One of the most common reasons for using signs from the schoolscapes as the resource is teaching and learning new vocabulary. All participants mentioned that these linguistic schoolscapes are very important for the addition of students' vocabularies. Because every day students see signs in the cottage environment and unconsciously the students learn new vocabulary that they read when passing the writing. Student 1 (S1) uttered that "It's good. Because in the sense that for example there is writing, and then it is also developed in every room, or in the environment, the students will indirectly read the writings. In other words, while learning, while knowing too, sometimes we also know from things that are trivial but actually that's what we usually do." As well as student 2 (S2) argued "very good, yes, it really supports the addition of vocabulary, for example in the boarding school environment, it's like we see, what's the name, every day passing by. Every day we pass by and every day we see the writing. So, it's like the memory in the head might be stronger because it is read every day". Moreover, Student 3 (S3) said "very helpful. Because we don't read books every day, we don't read anything every day. Because every day we see the writing (LS) it becomes a habit that we know the meaning of the writing."

This finding shows that Ls in the boarding school environment can increase vocabulary that supports students' daily expression practice. The same finding with Riadi & Warti (2021) that found there are lots of LL indicators that can help students learn English by enhancing their vocabulary, pragmatic competence, multimodal literacy, grammatical features, and knowledge of social concepts. As well as Gorter et al. (2021) discussed the linguistic environment on the multilingual education context in Spain's Basque Country, where three languages are taught. The finding is that the linguistic environment provides an opportunity to connect classroom learning with real-world language use.

2. Assist students' incidental learning.

Linguistic schoolscape with a variety of different information can help learning at certain times. In this boarding school, linguistic schoolscapes related to annual activities such as the election of boarding school leaders and administrators, national santris' days, and independence days have

appeared in boarding school environments, but this is still more spread through social media and needs to be reproduced again for printed writings. S1 stated "It's good too, in fact it's like a new idea so that if people enter the boarding school they immediately know, if they see words like this, it meansthat it's August 17 or Indonesian independence days. Why on the side of the road, there are so many banners, yes because this is the election season". S2 opined "So that we don't get bored too. Like for example the Covid-19 writing is posted continuously, seeing the writing when washing hands in the sink". S3 responded "It's good, but maybe the students are still lacking in terms of art, but even when it's there, it's very good". Teacher 1 (T1) added "It's called keeping up with the times and being dynamic. We're not rigid about what the era is, what is discussed instead. So, as students and teachers, we have to keep up with the times. When I teach, I use FYPs as a source. I convey the problem of love quotes, and things that are in season or trending, we convey it. Likewise, with Linguistic Landscape, I think it's necessary because so that we can visualize what kind of era it is or what kind of atmosphere it is in".

As Cormier (2021) revealed that students were aware of the importance of their schoolscape as a representation of national language ideologies, as a symbol of their school's linguistic identity and as a vehicle for promoting language use and awareness. Although the findings are local, the insights gleaned from the students are relevant to a global audience interested in language learning and multilingualism. Particularly, student perspectives and participation in analysis offer a unique contribution to linguistic landscape research and educational research in general. Moreover, Salih & Holi (2018) reported that the recent growth of English for crucial ELT practices and areas such as learner identity, code selection in classroom, teaching methods, syllabus design and material development. The current status of English as a world's leading language in many vital areas such as the Internet, international education, business and communication has created tremendous insights into language teaching and learning practices. the proliferation of the accessible new media, including social media, has created better learning and language practice opportunities for individuals.

3. Serve as an important resource for English language teaching in boarding school.

According to the language teachers, Ls can be a development of teaching materials to vocab, daily expression, or to other competencies. The three language teachers in the boarding school said that Ls is good to use as a teaching resource and can even be used as a bridge to develop other skills such as listening, speaking. Teacher 2 (T2) argued "specifically, for vocab

material in English, in the bilingual program it is like there is already a subject, there is language speaking, grammar, vocabulary and expressions. This is more into the topic of vocabulary and expressions. for example, this is included in the bridging learning topic first, so the students are already familiar with these words. To be entered into other topics, for example listening, like after they know the vocab, the vocab is tried to be entered into the topic of listening, they can still know the words from the sound form, not from the written form. So initially it might go into the vocab material, but then it can be developed into the materials above that". T1 opined "in my opinion from the teacher's point of view, yes, it really helps the teacher to introduce maybe words that we often encounter in daily activities. helps to introduce especially fellow students who may be from the language program or not from the language program to know at least one word from one place or one description". Teacher 3 (T3) stated "Improve their vocab skills. For speaking, maybe, but not directly. Because even without practice, speaking is quite difficult. So maybe understanding or improving vocabulary skills is good enough for them"

This in line with Dumaning & David (2019) finding that adopting the LL as a pedagogical tool in teaching English as a foreign language in Oman may benefit both teachers and students. Public signs allow language teachers to maximize the potential of using real-life language in circumstances relevant to students, and the use of English LL in an EFL context may contribute significantly to building a better approach to English language education.

4. Improve students' English literacy.

Indonesian still dominates in essays or long writings such as rules and announcements in boarding school because not all students can speak Arabic or full English. English writing is still just words, phrases, or sentences in the form of directions, prohibitions and quotes whose word count is no more than 20 words and most English writing is accompanied by Indonesian. The design of the writing or background on the sign also greatly affects the interest in reading or literacy of the students. T1 said "It is necessary to differentiate, for example, Indonesian uses ordinary English, Italic, then Arabic, obviously it is very different from Indonesian. Good design, epic like that, I think it attracts people to see". T2 is the same as T1 that "To make it easier for them to contrast between one language and another, it's already good for them to be able to more easily know this is one language and that is another language".

Furthermore, students also agree that it is more interesting when there are pictures or images that demonstrate the words (Khoiroh, 2023). But if there are quotes or something, it's more about writing with different fonts or colours, especially girls who prefer colours that are not monotonous. As

reported by Rowland (2013) that the execution of an English as a Foreign Language (EFL) classroom project in which students gather and analyse images of English used on signs. He discovered that the statements summarized from the literature were substantiated to varying degrees in the students' reports, and the study thus supports the notion that language learners in EFL environments can gain in a variety of significant ways from educational interaction with their local LL.

5. Foster the students' critical thinking skills.

According to the participants I interviewed, when they see English they usually do to translate directly, ask friends who understand better and even the teacher has a little discussion. S1 said "It depends on the words, if for example they are still a little, they usually understand. But if you want to go further, where do you think this is connected to, where do you want to develop it, usually you have to ask like that". S2 did "I prefer to ask those who understand better, but if I'm alone, I just google it. although Google is not always correct and also sometimes it means a lot". S3 spoke "I'm more into translating myself anyway. What does this mean? Because of this curiosity, especially when there are foreign words that I have just heard or that, if from myself, I prefer to find out for myself". Furthermore, T1 and T2 also did small discussion or just talk randomly with students if they found words in English and not only used the writings in the boarding school, sometimes used other words outside the boarding school as well.

The similar practice with Karafylli & Maligkoudi (2021) that revealed the degree of educators' employment of practices such as translanguaging and inclusion of students' L1 in the creation of linguistic signs and how they are reflected in the schoolscapes. The study suggests that incorporating students' and teachers' translingual signs and multimodal practices in learning procedures paves a promising way to designing a competent curriculum for teaching language diversity and encouraging intercultural awareness.

6. Provide an authentic English language environment for EFL learners.

Both teachers and students agree that English Language in linguistic schoolscapes exist, but it is better if all languages exist or appear. In this boarding school, there are already some signs that use English. According to the data found, English is the dominant second language. The linguistic schoolscapes is still not optimal, it still needs to be developed and increased. Providing linguistic schoolscapes especially English, gets a slightly different response. According to S1 and S2, English is more important, but because of its existence in boarding school, both English and Arabic are also necessary as an addition to the student's vocabulary. While S3 argued that "when there

is urgency, it may be more to English because it is a world language. Many people understand English and even the world recognizes English as a world language. if the context is in boarding school, Arabic is no less important". T2 opined that "I think everything is important, because their backgrounds are different, and their regional origins are also different". T1 claimed that "All languages are important, even though English is the most important but there is no such thing as a higher language. We live in Indonesia, so we have to learn Indonesian, we are in Banyumas, there is Javanese (*kromo alus, Ngoko and madya*). We have to know that we are in a boarding school environment which basically we are religious, so we have to try to absorb Arabic even though we have not known or understand in detail. We are in an international environment, so we have to know English if we go anywhere it is easier". Furthermore, T3 responded that "Indonesian, English, Arabic, everything is the same. My advice for the future about linguistic schoolscapes, there is no need to give Indonesian. Because you already know it. The most that we emphasize is a bilingual program or English-Arabic only."

The importance of linguistic schoolscapes in boarding schools has only recently been realized by teachers and students and they expect more signs in the boarding school environment as learning resources outside the classroom. As Shang & Xie (2019) revealed that EFL teachers acknowledge the educational roles of environmental English and these teachers show eagerness to turn from passive consumers to active creators of English schoolscapes in order to create a learners-customized English environment. Furthermore, da Silva (2018) introduced LL as part of the ELT/ELL authentic materials to English teachers in Indonesia. The study discovered that LL may be used as a single legitimate teaching material to teach not only English but also economic, social, and political topics in the context of interdisciplinary learning

CONCLUSION

This research examines language displays in a multilingual Islamic boarding school and also the perspective of teachers and students regarding the use of linguistic schoolscapes as a resource for teaching and learning English in an Indonesian Islamic boarding school. There are 316 data signs available and showed four languages that appear at the boarding school, those are Indonesian, English, Arabic, and Javanese. English is the main foreign language that has emerged and the second dominant language after Indonesian as the official language that most Indonesians use. Arabic is in third place and Javanese is far behind even though it is spoken daily. In general, from the responses or perspectives of teachers and students, this

research shows that the linguistic landscape can be used for language teaching learning and has positive contributions such as Increase students' awareness of contextualized English in boarding schools, assist students' incidental learning, serve as an important resource for English language teaching in boarding school, Improve students' English literacy, Foster the students' critical thinking skills, and provide an authentic English language environment for EFL learners.

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