

REFERENCES

- Al-Kamzari, F., & Alias, N. (2025). A systematic literature review of project-based learning in secondary school physics: theoretical foundations, design principles, and implementation strategies. In *Humanities and Social Sciences Communications* (Vol. 12, Number 1). Springer Nature. <https://doi.org/10.1057/s41599-025-04579-4>
- Aminah, M., Lustyantje, N., & Chaeruman, U. A. (2025). A Sociolinguistic Approach to Language Levels in Social Interaction and Cultural Identity. *Journal La Edusci*, 6(1), 28–47. <https://doi.org/10.37899/journallaedusci.v6i1.1775>
- Andrew, G. (2023). An Analysis of Grammar Practice Activities in Elementary ELT Textbooks. *Modern English Education*, 24(1), 127–142. <https://doi.org/10.18095/meeso.2023.24.1.127>
- Asmoni, A., Aini, K., Mas'odi, M., & Nurrahman, J. (2026). Implementing Deep Learning STEAM to Improve Students' 4C Skills. *AL-ISHLAH: Jurnal Pendidikan*, 17(4). <https://doi.org/10.35445/alishlah.v17i4.8629>
- Awal, A. (2025). The Classroom Linguistic Landscape (CLL): examining English linguistic imperialism and [de] colonisation. *Porta Linguarum*, 2025(Special Issue 12), 89–105. <https://doi.org/10.30827/portalin.viXII.33181>
- Ayotte-Beaudet, J. P., Chastenay, P., Beaudry, M. C., L'Heureux, K., Giamellaro, M., Smith, J., Desjarlais, E., & Paquette, A. (2023). Exploring the impacts of contextualised outdoor science education on learning: the case of primary school students learning about ecosystem relationships. *Journal of Biological Education*, 57(2), 277–294. <https://doi.org/10.1080/00219266.2021.1909634>
- Bernardo-Hinesley, S. (2022). Linguistic Landscape in Educational Spaces. *Journal of Culture and Values in Education*, 3(2), 13–23. <https://doi.org/10.46303/jcve.2020.10>
- Brevik, L. M., & Holm, T. (2023). Affinity and the classroom: informal and formal L2 learning. *ELT Journal*, 77(1), 83–93. <https://doi.org/10.1093/elt/ccac012>
- Budinčić, V., & Zubkova, O. S. (2023). Linguistic landscape as a powerful teaching resource in English for Specific Purposes. *Training, Language and Culture*, 7(4), 24–32. <https://doi.org/10.22363/2521-442X-2023-7-4-24-32>
- Chrzanowska-Kluczevska, E. (2024). Transmedial presence of verbal texts in architecture and public space. Between informativity and emotivity. *Cognition, Communication, Discourse*, (29), 7–24. <https://doi.org/10.26565/2218-2926-2024-29-01>
- Da Silva, A. M. (2023). Linguistic Landscape Projects as English Teaching and Learning Resources: A Review. *Scope : Journal of English Language Teaching*, 7(2), 143. <https://doi.org/10.30998/scope.v7i2.15970>
- Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development.

- Applied Developmental Science*, 24(2), 97–140.
<https://doi.org/10.1080/10888691.2018.1537791>
- Darling-Hammond, L., Schachner, A. C. W., Wojcikiewicz, S. K., & Flook, L. (2024). Educating teachers to enact the science of learning and development. In *Applied Developmental Science* (Vol. 28, Number 1, pp. 1–21). Routledge.
<https://doi.org/10.1080/10888691.2022.2130506>
- Fajardo-Dack, T., Argudo-Serrano, J., Abad-Céleri, M., & Alvarado, P. O. (2024). The Potential of Linguistic Landscapes for the Teaching of English as a Foreign Language in Cuenca, Ecuador. *International Journal of Learning, Teaching and Educational Research*, 23(2), 165–183. <https://doi.org/10.26803/ijlter.23.2.8>
- Farida, I., & Wanastri, P. (2025). Exploring the Meaning of University Library Instagram Accounts: Librarian and Users Perspective. *Insaniyat: Journal of Islam and Humanities*, 10(1), 1–13. <https://doi.org/10.15408/insaniyat.v10i1.46785>
- Gapur, A., Taulia, & Wardana, M. K. (2024). Exploring the Linguistic Landscape of Public Elementary Schools in Medan: Understanding Forms and Functions. *International Journal of Cultural and Art Studies*, 8(1), 55–73.
<https://doi.org/10.32734/ijcas.v8i1.16989>
- Giacovazzi, L., Moonsamy, S., & Mophosho, M. (2021). Promoting emergent literacy in under-served preschools using environmental print. *South African Journal of Communication Disorders*, 68(1). <https://doi.org/10.4102/sajcd.v68i1.809>
- Ginosyan, H. (2026). *Technoarete Transactions on Language and Linguistics Enhancing Vocabulary through Active Learning: The Role of Linguistic Landscapes*.
- Gorter, D., Cenoz, J., & der Worp, K. van. (2021). The linguistic landscape as a resource for language learning and raising language awareness. *Journal of Spanish Language Teaching*, 8(2), 161–181. <https://doi.org/10.1080/23247797.2021.2014029>
- Hasan Assidiqi, A., & Sadiyah, D. (2025). *PEDASUD : Jurnal Ilmu Pendidikan Guru Sekolah Dasar dan Usia Dini IMPLEMENTASI PEMBELAJARAN MENDALAM (DEPP LEARNING) DI SEKOLAH DASAR SEBAGAI PENGUATAN KURIKULUM MERDEKA*.
- Karafylli, M., & Maligkoudi, C. (2023). Educators' perspectives on translanguaging schoolscape and language education for refugee students in Greek educational settings. *Education Inquiry*, 14(3), 306–335.
<https://doi.org/10.1080/20004508.2021.2019374>
- Kennedy, J. L., Christensen, C. G., Maxon, T. S., Gerard, S. N., Garcia, E. B., Kook, J. F., Hupert, N., Vahey, P., & Pasnik, S. (2022). The Efficacy of Digital Media Resources in Improving Children's Ability to Use Informational Text: An Evaluation of Molly of Denali From PBS KIDS. *American Educational Research Journal*, 59(6), 1194–1228. <https://doi.org/10.3102/00028312221113326>

- Khosa, M. (2025). The Effects of a Print-Rich Literacy Environment on Developing Early Reading Skills in the Foundation Phase Classroom. *Reading Psychology*, 46(4), 331–359. <https://doi.org/10.1080/02702711.2024.2447243>
- Kletzenbauer, P., & Fürstenberg, U. (2025). Early foreign language learning in a Montessori context: Fostering enthusiasm, language awareness and language learning through linguistic landscape tasks. *Focus on ELT Journal*, 54–67. <https://doi.org/10.14744/felt.7.1.4>
- Lestianingsih, D., Nurkamto, J., & Sumardi, S. (2023a). Contesting Language Ideologies in the Linguistic Schoolscapes in an Indonesian Multilingual School: A Case Study. *VELES (Voices of English Language Education Society)*, 7(3), 431–444. <https://doi.org/10.29408/veles.v7i3.23253>
- Lestianingsih, D., Nurkamto, J., & Sumardi, S. (2023b). Contesting Language Ideologies in the Linguistic Schoolscapes in an Indonesian Multilingual School: A Case Study. *VELES (Voices of English Language Education Society)*, 7(3), 431–444. <https://doi.org/10.29408/veles.v7i3.23253>
- Li, G., Zhang, F., Fan, D., & Luo, H. (2023). Benefits and Challenges of the Educational Metaverse: Evidence from Quantitative and Qualitative Data. In *Journal of Educational Technology Development and Exchange* (Vol. 16, Number 1). <https://orcid.org/0000-0001-5859-81>
- Linh, D. T. M. (2024). Applying John Dewey's Experiential Learning Model to Organize Life Skills Education Activities for Elementary School Students. *European Journal of Theoretical and Applied Sciences*, 2(4), 760–769. [https://doi.org/10.59324/ejtas.2024.2\(4\).65](https://doi.org/10.59324/ejtas.2024.2(4).65)
- Martínez-León, N., Heredia-Mantis, M., & Ángeles-González, J. A. (2025). Richness of the linguistic landscape in the classroom, state of the art. *Porta Linguarum*, 2025(Special Issue), 121–136. <https://doi.org/10.30827/portalin.viXII.34302>
- Mourischa, Z., Azzahra, F., & Junaedi, A. (2024). *Indonesian Journal of Science and Mathematics Education The relationship between learning environment and learning motivation to natural and social sciences learning outcomes of the fourth-grade elementary school students*. <https://doi.org/10.24042/ijsme.v5i1.22625>
- Muzaki, F. I. (2024). Aligning Cognitive Development Theory with Whole Language Teaching in Elementary Education: Strategies and Activities for Enhancing Language Learning. *Journal of Language and Linguistics in Society*, (46), 25–35. <https://doi.org/10.55529/jlls.46.25.35>
- Povalko, P. Y., Smolii, E. S., & Kolysheva, O. N. (2023). Linguistic Landscape of an International University Campus: Approaches, Features, Findings. *RUDN Journal of Language Studies, Semiotics and Semantics*, 14(4), 1321–1336. <https://doi.org/10.22363/2313-2299-2023-14-4-1321-1336>
- Prihantoro, P., Joko Prayitno, H., & Artha Kusumaningtyas, D. (2025). 11-24) Faculty of Teacher Training and Education. In *Journal of Deep Learning* (Vol. 1, Number 1). <https://journals2.ums.ac.id/index.php/jdl>

- Putu, L., Aryawan, K. F., Komang, N., Suwastini, A., Artini, N. N., Sri, G. A., Jayantini, R., Eva, K., & Adnyani, K. (2022). *LITERATURE FOR CHARACTER BUILDING: WHAT TO TEACH AND HOW ACCORDING TO RECENT RESEARCH*.
- Rafael, A. M. D., Artawa, K., Satyawati, M. S., & Purnawati, K. W. (2024). The visible languages on landscape linguistics in primary schools in Kupang and the implementation of education language policy. *Cogent Arts and Humanities*, 11(1). <https://doi.org/10.1080/23311983.2024.2376360>
- Riadi, A., & Warti, F. W. (2021). Linguistic Landscape: A Language Learning Media in An Underdeveloped Region. In *Indonesian Tesol Journal* (Vol. 3, Number 1). Online.
- Rohmah, Z., Sholihah, D. N., Basthomi, Y., & Milal, A. D. (2024). School-scape as a linguistic battlefield: an LL study at Darussalam education complex of Gontor, Indonesia. *Cogent Arts and Humanities*, 11(1). <https://doi.org/10.1080/23311983.2024.2348301>
- Setiawati, E., & Junining, E. (2021). *Linguistic Landscape as a Means of Reinforcing Character Education for Senior High School Students*.
- Solmaz, O. (2026). Multimodal Worlds, Multilingual Selves: Fictional Linguistic Landscapes in Transnational Education. *Behavioral Sciences*, 16(3). <https://doi.org/10.3390/bs16030450>
- Sumarlam, Purnanto, D., & Ardhian, D. (2021). Capturing social issues through signs: Linguistic landscape in Great Malang Schools, Indonesia. *International Journal of Sustainable Development and Planning*, 16(3), 591–601. <https://doi.org/10.18280/IJSDP.160320>
- Suuriniemi, S. M., & Satokangas, H. (2023). Linguistic landscape of Finnish school textbooks. *International Journal of Multilingualism*, 20(3), 850–868. <https://doi.org/10.1080/14790718.2021.1950726>
- Sytnik, I., & Stopochkin, A. (2023). A Model for the Selection of Active Learning While Taking into Account Modern Student Behavior Styles. *Education Sciences*, 13(7). <https://doi.org/10.3390/educsci13070693>
- Szabó, F., & Csépes, I. (2022). Constructivism in language pedagogy. *Hungarian Educational Research Journal*, 13(3), 405–417. <https://doi.org/10.1556/063.2022.00136>
- Tai, K. W. H., & Wong, C. Y. C. (2023). Empowering Students Through the Construction of a Translanguaging Space in an English as a First Language Classroom. *Applied Linguistics*, 44(6), 1100–1151. <https://doi.org/10.1093/applin/amac069>
- Talaei Khoei, T., Ould Slimane, H., & Kaabouch, N. (2023). Deep learning: systematic review, models, challenges, and research directions. In *Neural Computing and Applications* (Vol. 35, Number 31, pp. 23103–23124). Springer Science and Business Media Deutschland GmbH. <https://doi.org/10.1007/s00521-023-08957-4>

- Testa, I., & Catena, D. (2022). High School Students' Performances in Transitions between Different Representations of Linear Relationships in Mathematics and Physics. *Education Sciences*, 12(11). <https://doi.org/10.3390/educsci12110776>
- Thornhill-Miller, B., Camarda, A., Mercier, M., Burkhardt, J. M., Morisseau, T., Bourgeois-Bougrine, S., Vinchon, F., El Hayek, S., Augereau-Landais, M., Mourey, F., Feybesse, C., Sundquist, D., & Lubart, T. (2023). Creativity, Critical Thinking, Communication, and Collaboration: Assessment, Certification, and Promotion of 21st Century Skills for the Future of Work and Education. In *Journal of Intelligence* (Vol. 11, Number 3). MDPI. <https://doi.org/10.3390/jintelligence11030054>
- Turner, M., Keary, A., & Tour, E. (2023). Home language literacy practices: learning opportunities for primary EAL students. *Australian Educational Researcher*, 50(5), 1513–1531. <https://doi.org/10.1007/s13384-022-00566-9>
- Wahyuningsih, S., & Novita Fitriani, F. (2021). *INCORPORATING ENGLISH VOCABULARY THROUGH THE USE OF POSTER MEDIA FOR ELEMENTARY SCHOOL STUDENTS* (Vol. 8, Number 2).
- Wen, J. (2023). Pedagogical Translanguaging. Cenoz, J., & Gorter, D. (2022). Cambridge University Press, 68 pages, ISBN: 978-1-009-01440-3. *Porta Linguarum Revista Interuniversitaria de Didáctica de Las Lenguas Extranjeras*, (39), 365–366. <https://doi.org/10.30827/portalin.vi39.24641>
- Wheaton, M., Ardoin, N. M., Bowers, A. W., & Kannan, A. (2024). Sociocultural learning theories for social-ecological change. *Environmental Education Research*, 30(8), 1193–1210. <https://doi.org/10.1080/13504622.2024.2347888>
- Wiśniewska, D. (2024). Mixed-type literature review of research on L2 learning in and through the linguistic landscape. *Neofilolog*, 62(2), 379–395. <https://doi.org/10.14746/n.2024.62.2.3>
- Xin, Y., & Bullock, C. (2024). Review of Melo-Pfeifer (2023): Linguistic Landscapes in Language and Teacher Education. Multilingual Teaching and Learning Inside and Beyond the Classroom. *Journal of Immersion and Content-Based Language Education*, 12(1), 130–133. <https://doi.org/10.1075/jicb.23033.xin>
- Yao, D., & Lin, J. (2025). Cognitive enhancement through competency-based programming education: a 12-year longitudinal study. *Education and Information Technologies*, 30(14), 20347–20383. <https://doi.org/10.1007/s10639-025-13582-w>
- Yelenevskaya, M., & Protassova, E. (2021). Teaching languages in multicultural surroundings: New tendencies. *Russian Journal of Linguistics*, 25(2), 546–568. <https://doi.org/10.22363/2687-0088-2021-25-2-546-568>
- Yu, M. H., Reynolds, B. L., & Ding, C. (2021). Listening and Speaking for Real-World Communication: What Teachers Do and What Students Learn From Classroom Assessments. *SAGE Open*, 11(2). <https://doi.org/10.1177/21582440211009163>