

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Linguistic Landscape

2.1.1 Definition and Functions of Linguistic Landscape

The concept of linguistic landscape (LL) has become an important area of study in sociolinguistics and educational research because it reflects how language is displayed and used within public spaces (Wiśniewska, 2024). Linguistic landscape generally refers to the visible written language found in public environments, including signs, posters, banners, advertisements, labels, announcements, and other textual displays (Bernardo-Hinesley, 2022). These written texts appear in various social spaces and function not only as tools of communication but also as representations of social, cultural, political, and educational identities within a community (Chrzanowska-Kluczevska, 2024).

Landry and Bourhis (1997) explain that linguistic landscape has two main functions, namely informational function and symbolic function. The informational function refers to the role of written signs in providing information, directions, and practical guidance within public spaces. Meanwhile, the symbolic function represents the cultural values, identities, beliefs, and social relationships of a particular community. These two functions indicate that linguistic landscape is not merely a collection of written texts but also a reflection of how language shapes social interaction and identity (Alejandro, 2024). Recent studies further argue that

the informational and symbolic functions of linguistic landscape also play significant roles in educational environments by supporting communication, literacy development, and school culture (Gorter, 2023; Cenoz & Gorter, 2024).

Recent developments in linguistic landscape research have expanded the concept beyond its original sociolinguistic perspective toward educational applications. Contemporary scholars view linguistic landscape as a pedagogical resource that provides authentic language exposure, enhances language awareness, and facilitates contextual learning through students' interaction with environmental texts. Rather than serving merely as environmental decoration, written texts displayed in schools create meaningful opportunities for learners to connect classroom knowledge with real-life language use (Gorter, 2023; Cenoz & Gorter, 2024; Wiśniewska, 2024).

2.1.2 Landscape in Educational Context

In educational environments, linguistic landscape can be found in classrooms, school hallways, libraries, bulletin boards, school gates, and other public spaces within schools (Awal, 2025). The written texts displayed in these environments include motivational posters, classroom labels, safety instructions, announcements, students' work, school slogans, and multilingual signs (Martínez-León et al., 2025). The existence of these texts creates language exposure that students encounter continuously during their daily school activities (Gorter et al., 2021).

Linguistic landscape is not merely a collection of visual texts but also a form of social semiotic resource that carries meaning and reflects the educational culture of the school environment (Martínez-León et al., 2025). Through interaction with authentic environmental texts, students can observe language forms, understand language functions, interpret meanings, and connect classroom learning with everyday experiences (Wen, 2023). Consequently, linguistic landscape supports literacy development, vocabulary acquisition, language awareness, and meaningful learning.

The linguistic landscape in schools also reflect multilingualism and cultural diversity. Educational spaces frequently display multiple languages through signs, posters, banners, classroom labels, and other written texts, representing the multilingual nature of the school community (Rohmah et al., 2024). In Indonesian educational contexts, school linguistic landscapes often display the coexistence of Indonesian, local languages such as Javanese, religious languages such as Arabic, and international languages such as English (Lestianingsih et al., 2023b). This multilingual representation suggests how schools position language not only as a communication tool but also as a reflection of identity, educational values, and cultural heritage (Farida & Wanastri, 2025).

Furthermore, linguistic landscape has increasingly been recognized as an authentic learning resource within educational settings. Rather than functioning merely as visual displays, environmental texts provide meaningful language input that enables students to engage with authentic written language in real-life contexts (Solmaz, 2026). Through continuous interaction with classroom labels,

posters, announcements, school regulations, and students' work, learners are encouraged to develop language awareness, enrich vocabulary, strengthen literacy practices, and understand how language functions in everyday communication (Giacovazzi et al., 2021). In elementary school contexts, the pedagogical value of linguistic landscape is particularly significant because young learners acquire knowledge more effectively through concrete, visual, and contextual learning experiences (Kletzenbauer & Fürstenberg, 2025). The accessibility of written texts displayed throughout the school environment enables students to interact with language naturally beyond formal classroom instruction, thereby creating continuous learning opportunities during their daily activities (Karafylli & Maligkoudi, 2023).

Taken together, linguistic landscape in educational settings extends beyond its informational function by serving as an authentic pedagogical resource (Budinčić & Zubkova, 2023). Through continuous interaction with environmental texts, students develop language awareness, literacy, and contextual understanding (Aminah et al., 2025). Therefore, the educational linguistic landscape provides meaningful learning experiences that support students' cognitive and language development, particularly in elementary school contexts (Muzaki, 2024).

2.1.3 Types of Linguistic Landscape

Although the concept of Linguistic Landscape was initially introduced by Landry and Bourhis (1997) through its informational and symbolic functions, recent educational studies by Gorter (2023) and Cenoz and Gorter (2024) explain that

these functions are manifested in schools through various educational forms of environmental texts. Rather than classifying linguistic landscape solely according to its social functions, educational research categorizes school linguistic landscapes based on the types of written texts commonly found in educational environments (Suuriniemi & Satokangas, 2023). These categories provide a practical framework for understanding how linguistic landscape supports teaching and learning activities (Povalko et al., 2023).

Drawing on the educational perspective proposed by Gorter (2023) and Cenoz and Gorter (2024), four common forms of school linguistic landscape can be identified, namely informational texts, motivational and character-building texts, literacy and educational displays, and multilingual linguistic resources. Informational texts provide practical information that guides students' daily activities, such as classroom labels, school regulations, announcements, and directional signs (Kennedy et al., 2022). Motivational and character-building texts encourage positive attitudes, discipline, responsibility, and perseverance through inspirational messages displayed around the school environment (Putu et al., 2022). Literacy and educational displays consist of vocabulary posters, reading corners, students' projects, educational illustrations, and learning media that continuously expose students to written language (Wahyuningsih & Novita Fitriani, 2021). Meanwhile, multilingual linguistic resources display more than one language within the same educational environment, reflecting linguistic diversity while providing authentic opportunities for students to develop multilingual awareness (Gorter et al., 2021).

These various forms of linguistic landscape function as authentic learning resources because students interact with them repeatedly during everyday school activities (Ginosyan, 2026). Continuous exposure to environmental texts enables students to develop literacy skills, enrich vocabulary, strengthen language awareness, and connect classroom learning with real-life contexts (Khosa, 2025). In conclusion, the literature suggests that linguistic landscapes in educational settings can be manifested through various forms of environmental texts, including literacy and educational displays, informational texts, motivational and character-building texts, and multilingual linguistic resources (Bernardo-Hinesley, 2022). These forms illustrate how written texts perform different educational and communicative functions while providing authentic opportunities for language exposure, literacy development, and contextual learning within school environments (Gorter et al., 2021).

Based on these classifications, this study adopts four categories of school linguistic landscape, namely literacy and educational displays, informational texts, motivational and character-building texts, and multilingual linguistic resources. These categories provide the analytical framework for identifying and interpreting the linguistic landscape observed in elementary schools.

Overall, the literature indicates that linguistic landscape extends beyond the visible display of written language in educational environments (Setiawati & Junining, 2021). It functions as an authentic pedagogical resource that supports language awareness, literacy development, contextual learning, and meaningful interaction with environmental texts (Xin & Bullock, 2024). Therefore, linguistic landscape

provides a strong theoretical foundation for understanding how school environments can contribute to effective language learning.

2.2 Deep Learning

2.2.1 Definition of Deep Learning

Deep learning is an educational approach that emphasizes meaningful understanding, knowledge construction, and the application of learning to authentic situations rather than the memorization of isolated facts (Hasan Assidiqi & Sadiyah, 2025). Unlike surface learning, which primarily focuses on recalling information, deep learning encourages students to actively connect new knowledge with their prior experiences, critically analyze information, solve problems, and transfer their understanding to real-life contexts (Prihantoro et al., 2025).

Recent educational literature further explains that deep learning enables students to become active participants in the learning process by engaging in inquiry, reflection, collaboration, and authentic problem-solving. Through these learning experiences, students develop higher-order thinking skills, creativity, communication, and lifelong learning competencies that are essential for addressing the challenges of the twenty-first century.

Therefore, deep learning is understood in this study as a learning approach that promotes meaningful, contextual, and authentic learning experiences through students' active engagement with learning resources and their surrounding environment (Hasan Assidiqi & Sadiyah, 2025).

2.2.2 Principles of Deep Learning

The implementation of deep learning is characterized by several interconnected principles that encourage students to become active constructors of knowledge. Deep learning promotes meaningful learning by engaging students in authentic learning experiences that foster critical thinking, creativity, collaboration, communication, and the ability to transfer knowledge to new contexts(Thornhill-Miller et al., 2023). Rather than passively receiving information from teachers, students are encouraged to investigate problems, analyze and interpret information, reflect on their learning, and apply their understanding in real-life situations. Such an approach enables learners to construct knowledge actively through inquiry, collaboration, and problem-solving while developing higher-order thinking skills that are essential for lifelong learning and adapting to complex educational challenges. Recent studies further emphasize that deep learning environments support the integration of the 4C competencies through contextual, student-centered learning activities that encourage meaningful engagement and knowledge transfer across different learning settings(Asmoni et al., 2026).

Current educational research also highlights that deep learning requires student-centered learning environments in which learners actively participate in observation, inquiry, discussion, collaboration, and reflection(Talaei Khoei et al., 2023). Learning activities should encourage students to connect academic concepts with their daily experiences, enabling them to develop a deeper conceptual understanding rather than relying solely on memorization(Thornhill-Miller et al., 2023). These principles indicate that deep learning is closely associated with

authentic and contextual learning experiences, where meaningful interaction with learning resources enables students to develop both conceptual understanding and essential twenty-first-century competencies, including critical thinking, creativity, communication, and collaboration(Asmoni et al., 2026).

2.2.3 Deep Learning in Elementary Education

The implementation of deep learning is particularly important in elementary education because young learners develop understanding more effectively through concrete, contextual, and meaningful learning experiences(Talaei Khoei et al., 2023). At this educational level, students benefit from learning environments that encourage exploration, observation, interaction, and reflection rather than the passive reception of information(Thornhill-Miller et al., 2023). Authentic learning experiences enable learners to connect classroom knowledge with situations they encounter in their daily lives, thereby promoting deeper conceptual understanding(Thornhill-Miller et al., 2023).

Teachers play an essential role in designing learning environments that support deep learning by providing authentic learning resources, facilitating collaborative learning activities, and encouraging students to actively construct knowledge. Environmental learning resources, visual materials, and meaningful classroom interactions provide opportunities for students to observe, interpret, and apply knowledge in real-life contexts, making learning more engaging and sustainable.

Therefore, the implementation of deep learning in elementary schools requires learning environments that are rich in authentic learning resources and meaningful experiences. Such environments encourage students to become active learners who continuously construct understanding through interaction with their surroundings, which forms the theoretical foundation for examining the role of linguistic landscape in supporting deep learning within this study(Asmoni et al., 2026).

In summary, deep learning emphasizes meaningful understanding, active engagement, contextual learning, reflection, and the application of knowledge to authentic situations. These characteristics highlight the importance of learning environments that encourage students to construct understanding through meaningful interaction with learning resources and real-life contexts.

2.3 Constructivism

2.3.1 Definition of Constructivism

Constructivism is a learning theory that views knowledge as something actively constructed by learners through interaction with their environment rather than passively received from teachers. Learning occurs when students interpret experiences, connect new information with prior knowledge, and continuously reconstruct their understanding through meaningful activities. Consequently, students play an active role in the learning process, while teachers function as

facilitators who provide opportunities for exploration, discussion, and reflection(Sytnik & Stopochkin, 2023).

Contemporary educational research emphasizes that constructivist learning encourages students to investigate authentic situations, solve problems collaboratively, and develop conceptual understanding through real-world experiences. Rather than focusing solely on knowledge transmission, constructivism promotes active participation, inquiry, and reflection, enabling students to construct meaningful understanding from their interactions with learning resources and their surroundings(Testa & Catena, 2022).

Therefore, constructivism provides an appropriate theoretical foundation for this study because it explains how students actively construct knowledge through continuous interaction with authentic environmental texts displayed within school settings.

2.3.2 Principles of Constructivist Learning

Constructivist learning is characterized by several fundamental principles that encourage students to become active participants in the learning process. First, learning is an active process in which learners construct knowledge through observation, inquiry, interpretation, and reflection(Szabó & Csépes, 2022). Second, new knowledge is developed by connecting new information with learners' prior experiences and existing understanding(Al-Kamzari & Alias, 2025). Third, meaningful learning occurs when students engage with authentic contexts and solve

real-world problems rather than merely memorizing isolated information(Yao & Lin, 2025).

Recent studies further suggest that constructivist classrooms provide opportunities for collaboration, discussion, exploration, and interaction with diverse learning resources. Authentic learning environments enable students to develop critical thinking, communication skills, creativity, and problem-solving abilities while encouraging them to take responsibility for their own learning(Thornhill-Miller et al., 2023).

These principles indicate that meaningful learning is more likely to occur when students interact directly with their environment and construct understanding through authentic experiences rather than through teacher-centered instruction alone(Yao & Lin, 2025).

2.3.3 Constructivism in Linguistic Landscape-Based Learning

The constructivist perspective is closely related to the educational use of linguistic landscape because environmental texts provide authentic learning resources that encourage students to actively construct understanding. Rather than receiving language knowledge solely through classroom instruction, students learn by observing, interpreting, discussing, and reflecting on written texts displayed throughout the school environment. Through these experiences, learners connect classroom concepts with real-life situations, resulting in more meaningful learning experiences(Wen, 2023).

Written texts such as classroom labels, informational signs, motivational posters, school regulations, and students' work create opportunities for continuous interaction with language during everyday school activities. This interaction enables students to develop language awareness, literacy skills, and contextual understanding while constructing knowledge through authentic experiences rather than isolated learning tasks(Wen, 2023).

Accordingly, constructivism explains how linguistic landscape functions not merely as environmental decoration but as an authentic pedagogical resource that supports students in constructing knowledge actively. This theoretical perspective provides the foundation for understanding how linguistic landscape contributes to the implementation of deep learning in elementary school contexts(Al-Kamzari & Alias, 2025).

Overall, Constructivist Learning Theory explains that students actively construct knowledge through interaction with meaningful learning experiences and their surrounding environment. Meaningful learning occurs when learners observe, interpret, discuss, and reflect on authentic experiences rather than merely receiving information passively(Yao & Lin, 2025).

2.4 Linguistic Landscape to Support Deep Learning

Linguistic landscape has significant potential to support deep learning because it provides authentic and contextual learning experiences within students' daily environments. The written texts displayed in school spaces, such as posters, labels, announcements, slogans, and signs, expose students to real examples of

language use that can be directly connected to their learning experiences. Through interaction with these environmental texts, students are encouraged not only to read language forms but also to interpret meanings, understand contexts, and reflect on the social functions of language(Wiśniewska, 2024).

The relationship between linguistic landscape and deep learning can be explained through constructivist learning theory, which emphasizes that students actively construct knowledge through interaction with authentic learning environments(Testa & Catena, 2022). Likewise, deep learning encourages learners to connect new knowledge with prior experiences, think critically, and develop meaningful understanding(Thornhill-Miller et al., 2023). Linguistic landscape supports this process by providing authentic environmental texts that enable students to learn language through direct interaction with their surroundings rather than relying solely on textbook-based instruction(Wen, 2023).

Through activities such as observing school signs, identifying language variations, interpreting messages, and discussing the meanings of visual texts, students participate in active learning processes that encourage reflection and contextual understanding. These activities help students understand language not only as a formal academic subject but also as a social practice that exists in everyday life. As a result, learning becomes more meaningful because students can connect classroom knowledge with authentic communication contexts(Wiśniewska, 2024).

The continuous interaction between students and environmental texts encourages meaningful learning experiences by allowing learners to observe,

analyze, discuss, and interpret authentic language used in everyday school contexts. Such learning experiences help students connect classroom knowledge with real-life situations, which is one of the essential characteristics of deep learning(Thornhill-Miller et al., 2023).

Furthermore, linguistic landscape supports critical thinking and reflective learning. Students are encouraged to analyze why certain languages are used in specific places, understand the purposes of written messages, and interpret the cultural or social meanings represented through language choices. Through this process, students develop deeper awareness of language functions and sociocultural contexts. Learning therefore moves beyond memorization toward interpretation and understanding(Wen, 2023).

Taken together, linguistic landscape provides authentic learning resources that encourage students to construct knowledge through meaningful interaction with environmental texts. These authentic experiences enable learners to interpret information, develop language awareness, strengthen literacy, and connect classroom learning with real-life situations. Therefore, linguistic landscape reflects the constructivist principles of learning while simultaneously supporting the implementation of deep learning in elementary school contexts(Wiśniewska, 2024).

In elementary school settings, linguistic landscape is particularly valuable because young learners benefit from concrete, visual, and contextual learning experiences. Environmental texts displayed throughout schools provide authentic language exposure that supports literacy development, language awareness, and

meaningful understanding. Therefore, this study considers linguistic landscape as an authentic pedagogical resource that supports the implementation of deep learning by enabling students to actively construct knowledge through continuous interaction with their learning environment (Hasan Assidiqi & Sadiyah, 2025).

Therefore, the relationship between linguistic landscape, constructivist learning, and deep learning indicate that authentic environmental texts have the potential to create meaningful, contextual, and student-centred learning experiences in elementary schools (Darling-Hammond et al., 2024).

2.5 Previous Research

Previous studies have consistently demonstrated that linguistic landscape plays an important role in educational settings by providing authentic language exposure and supporting meaningful learning experiences. Gorter et al. (2021) emphasized that environmental texts function as authentic learning resources that enhance language awareness and encourage students to interact with written language in real-life contexts. Similarly, Wen (2023) argued that linguistic landscape creates contextual learning opportunities by allowing students to observe and interpret authentic language beyond classroom instruction. These studies indicate that linguistic landscape has considerable pedagogical potential in supporting language learning through authentic and contextual experiences.

More recent studies have extended the discussion of linguistic landscape within school environments. Padmadewi et al. (2023) reported that linguistic

landscape promotes literacy development and students' active participation through contextual learning activities in elementary schools. Likewise, Gapur et al. (2024) found that school linguistic landscapes represent not only informational resources but also institutional and sociocultural identities reflected in educational spaces. Rohmah et al. (2024) further highlighted that multilingual signs displayed in Indonesian schools contribute to students' language awareness and cultural understanding, while Martínez-León et al. (2025) emphasized that linguistic landscape serves as an authentic pedagogical resource capable of strengthening meaningful learning experiences. Overall, these studies indicate that linguistic landscape has educational value beyond its communicative function; however, their primary focus remains on literacy, multilingualism, language awareness, and contextual learning.

In addition to linguistic landscape research, previous studies on deep learning have also shown that meaningful and contextual learning experiences contribute positively to students' cognitive development. Karman et al. (2025) reported that the implementation of deep learning encourages students' active participation, critical thinking, and meaningful understanding through authentic learning activities. Similarly, Aryanto et al. (2025) found that contextual learning environments enable students to connect classroom knowledge with real-life experiences, thereby enhancing their engagement and conceptual understanding. These findings suggest that deep learning requires authentic learning resources and meaningful interaction with the learning environment to facilitate deeper knowledge construction.

Although previous studies have demonstrated the educational value of linguistic landscape and the importance of deep learning in promoting meaningful learning experiences, several research gaps remain. First, previous studies have primarily focused on identifying linguistic landscape, multilingual practices, literacy development, or contextual language learning without specifically examining the types of linguistic landscape that support deep learning-based teaching and learning processes in elementary schools. Second, limited attention has been given to teachers' perceptions of the role of linguistic landscape as a pedagogical resource for supporting deep learning, particularly in Indonesian elementary school contexts. Third, while deep learning has been widely discussed as an approach that enhances student engagement and meaningful understanding, few studies have investigated how linguistic landscape contributes to students' engagement and understanding during deep learning activities.

Therefore, the present study seeks to address these research gaps by investigating the types of linguistic landscape that support deep learning-based teaching and learning processes, exploring teachers' perceptions of the role of linguistic landscape in supporting deep learning, and examining how linguistic landscape contributes to students' engagement and understanding in elementary schools in Ponorogo Regency. By integrating Linguistic Landscape Theory, Constructivist Learning Theory, and Deep Learning Theory, this study is expected to provide a more comprehensive understanding of how environmental texts function as authentic pedagogical resources within elementary school learning environments.

2.6 The Conceptual Framework

This study examines how linguistic landscape supports deep learning-based teaching and learning processes in elementary schools in Ponorogo Regency. The conceptual framework is developed by integrating Linguistic Landscape Theory, Constructivist Learning Theory, and Deep Learning Theory to explain how environmental texts function as authentic pedagogical resources that facilitate meaningful learning experiences.

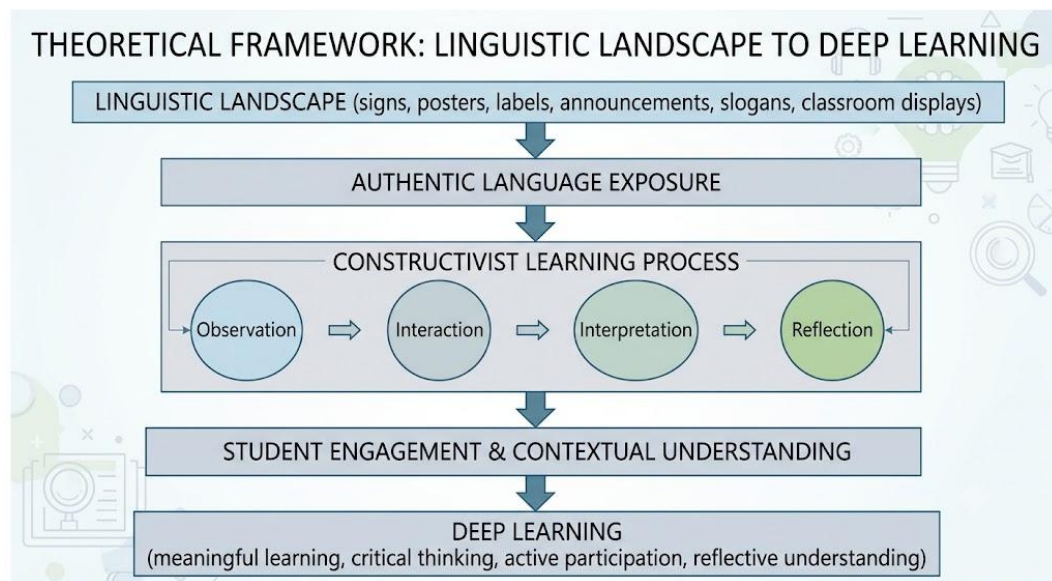
In this study, linguistic landscape refers to the visible written texts displayed throughout school environments, including signs, posters, slogans, labels, announcements, classroom displays, and other visual texts. These environmental texts provide authentic language exposure that enables students to interact with written language beyond formal classroom instruction. Rather than serving merely as informational displays, linguistic landscape functions as a contextual learning resource that supports students' learning experiences.

From a constructivist perspective, students actively construct knowledge through interaction with authentic learning resources in their surrounding environment. Continuous interaction with environmental texts encourages students to observe language, interpret meanings, reflect on written messages, and connect new knowledge with their prior experiences. This learning process enables students

to construct meaningful understanding through authentic and contextual learning experiences.

These learning experiences contribute to the characteristics of deep learning by encouraging students' active engagement, contextual understanding, meaningful learning, critical thinking, and reflective learning. In addition, teachers play an important role in utilizing linguistic landscape as a pedagogical resource that supports deep learning-based teaching and learning activities. Therefore, teachers' perceptions are explored in this study to understand how linguistic landscape can be effectively integrated into classroom practices.

Based on this conceptual relationship, the study investigates three main aspects: (1) the types of linguistic landscape that support deep learning-based teaching and learning processes, (2) teachers' perceptions of the role of linguistic landscape in supporting deep learning, and (3) the contribution of linguistic landscape to students' engagement and understanding during deep learning. The conceptual framework illustrating these relationships is presented in Figure 2.1.



Through this framework, the study seeks to explore how linguistic landscape within elementary school environments contributes to the realization of deep learning-based teaching and learning processes in Ponorogo Regency.

