

**LINGUISTIC LANDSCAPE IN ENHANCING THE ACQUISITION OF ENGLISH AS
A FOREIGN LANGUAGE IN SELECTED LANGUAGE INSTITUTES IN KENYA**

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**A RESEARCH THESIS SUBMITTED TO GRADUATE SCHOOL IN PARTIAL
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DECLARATION AND RECOMMENDATION

Declaration

I hereby declare that this thesis is my original work and has not been previously presented here or at any other university or institution for the award of any degree.

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DEDICATION

This thesis is dedicated to the Marist Province of Nigeria and my beloved family, whose inexorable support gave me the strength to complete this demanding academic journey. It is also committed to all the determined language learners who persevere in mastering new languages despite the obstacles they encounter, as well as linguists in Kenya and beyond who recognise the standing of a nurturing and dynamic linguistic environment in shaping the future of their learners.

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ABSTRACT

English proficiency is essential in Kenya, for it serves as the primary language of instruction, business, and global communication. It is posited that language institutes serve a crucial function in equipping learners with English language skills, and that the linguistic environment within which these institutes operate exerts a significant influence in enhancing the acquisition of English as a Foreign Language (EFL). Despite the importance of the linguistic landscape (LL) in shaping language learning experiences, there is a lack of sufficient research on the utilisation of LL in enhancing the acquisition of EFL. To address this gap, the study is situated within the field of sociolinguistics, which investigates the LL in enhancing the Acquisition of EFL in Selected Language Institutes in Kenya. The study sought to appraise the elements of LL available in enhancing the acquisition of EFL in selected language institutes in Kenya, examine the contribution of LL in enhancing the acquisition of EFL in selected language institutes in Kenya and explore the sociolinguistic implications of LL in enhancing the acquisition of EFL in selected language institutes in Kenya. This study was timely in light of the evolving pedagogical models that increasingly acknowledge the importance of learning outside the classroom. The Linguistic Landscape Theory (LLT) and Krashen's Input Hypothesis (KIH) guided the study in addressing its objectives through various tenets. *It employed an Ex post facto* design, incorporating both qualitative and quantitative data. Three language institutes in Nairobi, namely the Consolata Language Centre (CLC), the Language School of Kenya (LSK), and the Kenyan Institute of Foreign Languages and Professional Studies (KIFLAPS), were purposively selected as the locale for the study. Purposive sampling was equally utilised to select thirty learners and two instructors from each language institute. Data were collected using a questionnaire for the learners, in-depth interviews with the instructors, and observations of the LL by the researcher in the selected language institutes. Quantitative data collected through a structured questionnaire were analysed using Statistical Package for the Social Sciences (SPSS), version 28. Qualitative data obtained from semi-structured interviews were analysed through thematic analysis. The study found that the LL in these selected language institutes in Kenya comprised various visual displays, including notices, posters, advertisements and signposts. It disclosed that the LL facilitated EFL acquisition, information transfer, and familiarity with the English language, creating a supportive and immersive learning environment that contributed to the development of various language skills, including reading and speaking. The study recommended prioritising the integration of diverse visual displays, incorporating visually engaging and informative materials, and leveraging the LL to create a motivating and engaging language acquisition environment. EFL learners will benefit from enhanced and more engaging learning surroundings that incorporate visual and contextual language input. Language instructors will gain insights into the effective use of environmental print and visual materials to supplement formal instruction. Researchers and scholars in Applied Linguistics and Sociolinguistics will be provided with a localised, context-specific contribution to the growing body of literature on LL and second language acquisition. Moreover, policymakers and educational planners will be equipped with empirical data to inform language education policy and promote the development of inclusive, resource-rich learning environments.

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LIST OF ACRONYMS AND ABBREVIATIONS

CLC:	Consolata Language Centre
EFA:	Explanatory Factor Analysis
EFL:	English as a Foreign Language
ISERC:	Institutional Scientific Ethics Review Committee
KIFLAPS:	Kenyan Institute of Foreign Languages and Professional Studies
KIH:	Krashen Hypothesis Input
KMO:	The Kaiser-Meyer-Olkin
LL:	Linguistic Landscape
LLs:	Linguistic Landscapes
LSK:	Language School of Kenya
LLT:	Linguistic Landscape Theory
MOI:	Medium of Instruction
NACOSTI:	National Commission for Science, Technology and Innovation
QASOS:	Quality Assurance and Standards Officers
SPSS:	Statistical Package for Social Sciences
UNESCO:	United Nations Educational, Scientific and Cultural Organisation

OPERATIONAL DEFINITION OF TERMS

Comprehensible input

This is language input that learners can understand despite not grasping every word or structure. It is language that is slightly above the current proficiency level of the learner, enabling them to make meaning through context, visuals, prior knowledge, or linguistic cues.

Elements of linguistic landscape

This refers to the written or visual language displays found in public and semi-public spaces, which communicate information and contribute to the symbolic construction of the environment.

English as a Foreign Language

It is the acquisition of English in areas or nations where it is not the prevailing or native language. English is typically learned as a secondary language in such contexts, often for academic, professional, or cross-cultural communication purposes.

Implication

This refers to the social insights and ramifications that arise from studying the linguistic landscape of acquiring English as a foreign language in selected language institutes in Kenya.

Language Acquisition

This is the innate process by which individuals naturally acquire the capacity to comprehend and use a language. This research focuses on acquiring English as a foreign language.

Linguistic Landscape

This term refers to the visible representation and manifestation of languages in public spaces, including signs, advertisements, and other written texts. In this case, it refers to signage, posters, notices, and advertisements.

Language Institutes

It is the specialised educational establishments that offer structured programmes for the teaching and learning of languages. These institutions focus on one or multiple languages and cater to a wide range of learners, including children, adults, professionals, and international students.

Sociolinguistic Implication

Denote the social and cultural consequences or effects arising from the presence, distribution, and usage of written materials in public spaces.

Sociolinguistics

This is a branch of linguistics that studies the relationship between language and society. It examines how language use varies and changes in different social contexts, and how factors such as region, class, gender, ethnicity, age, and social setting influence the way people to use language.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

English proficiency is essential in Kenya, serving as the primary language of instruction, business, and global communication. Language institutes play a crucial role in equipping learners with English language skills (Muriungi & Mudogo, 2021). As noted by Landry et al. (1997), the surrounding linguistic environment, or linguistic landscape (henceforth known as LL), can significantly influence the acquisition of EFL. Therefore, LL refers to the visibility and salience of languages in public spaces, providing insights into the sociolinguistic dynamics and language attitudes within a particular context. According to Zimny (2017), the LL refers to the visible and audible language in public spaces, such as signs, advertisements, notices, billboards and posters. In addition, Albury (2021) demonstrated that it encompasses the linguistic diversity and multilingualism that are evident in a community's visual environment. Research on LL in multilingual contexts has demonstrated that the visibility and prominence of languages in public spaces can significantly influence language learning processes and outcomes (Gorter et al., 2021).

Wanjiru (2018) notes that the dominance of English in Kenya's urban LL reinforces its societal value and communicative status. This visibility can potentially enhance motivation among EFL learners as they perceive the immediate relevance of English in their daily lives (Liu et al., 2018). The LL also serves as an informal learning resource, offering authentic examples of language use that complement formal instruction. Gorter and Cenoz (2017) established that exposure to diverse language samples in public spaces can facilitate incidental vocabulary acquisition and improve learners' pragmatic competence. In the Kenyan context, Toro et al. (2019) discovered that learners who actively engaged with English-language elements in their environment developed more effective language-learning strategies and showed improved communication skills in real-world situations. It is based on this premise that the sought to examine the influence of LL in enhancing the acquisition of EFL in selected language institutes in Kenya since there is inadequate existing empirical literature in this area.

Moreover, the multilingual nature of Kenya's LL can foster metalinguistic awareness among learners. Mashamba (2020) argued that the presence of English alongside Kiswahili and Indigenous languages in public spaces encourages learners to view English acquisition as an

addition to their linguistic repertoire rather than a replacement for their native languages. Within Kenyan language institutes, the strategic manipulation of the LL has been recognised as a potential tool in enhancing EFL acquisition. Kua (2018) observed that creating an English-rich environment through carefully curated signage, posters, notices and other visual materials can increase learners' exposure to the target language beyond formal instruction hours. This approach aligns with Krashen's Input Hypothesis (KIH), which posits that language acquisition occurs when learners are exposed to comprehensible input that is slightly above their current proficiency level (Spitzer, 2023).

Malinowski et al. (2020) found that incorporating elements of the broader societal LL into educational settings can help learners bridge the gap between classroom learning and real-world language use. In the Kenyan context, Lee (2022) demonstrated that contextualising English language learning within the local linguistic ecology enhanced the relevance and authenticity of the learning experience, leading to improved retention and application of language skills. However, Banda and Jimaima (2015) cautioned that the effectiveness of the LL in enhancing the acquisition of EFL is not uniform across all learners and contexts. Their study in several African countries, including Kenya, highlighted the importance of considering individual learning styles, cultural backgrounds, and prior language learning experiences when designing LL interventions in educational settings.

Likewise, Sharma (2023) emphasised the need for language institutes to adopt a flexible and learner-centred approach, regularly assessing and adapting their LL to meet the diverse needs of their student population. This implies that by examining the LLs of language institutes in Kenya, adopting a flexible and student-centred approach profoundly affects learners of EFL. Language acquisition is not uniform, particularly in diverse settings like Kenya, where learners come from varied linguistic, cultural, and academic backgrounds. By continually evaluating and modifying their linguistic environment, language institutes are better equipped to address the specific needs of their students, fostering a more inclusive and practical acquisition experience (Legère, 2022).

Moreover, a student-centred model prioritises learner needs, recognising their diverse motivations, experiences, and language backgrounds. This adaptability enables instructors to customise lessons, materials, and the institute's linguistic framework to address individual challenges (Chapelle, 2020). For example, some learners might respond better to visual aids

and practical language activities, while others may need a greater emphasis on grammar and syntax. Adjusting the learning environment enhances student engagement, retention, and language proficiency. In addition, routinely assessing the LL, including signs, symbols, and language use within the institute, ensures that the language employed is relevant to the student's objectives. In Kenya, where English is a second language for many, this strategy enables institutions to incorporate aspects of local languages and cultural references into the learning process. This approach improves students' understanding and creates a stronger connection between the foreign language and their everyday experiences. In summary, by adopting a flexible, learner-centred approach and regularly adapting the LL, language institutes in Kenya can better support the diverse needs of EFL learners, ultimately enhancing language acquisition and making the learning environment more dynamic and relevant.

1.1.1 Linguistic Landscape and its Elements

The LL has emerged as a significant resource in language acquisition due to its potential to support language acquisition in meaningful, context-rich environments (Li & Marshall, 2020). As a method, LL provides those acquiring any language an opportunity to engage with authentic language in real-life settings, fostering a deeper connection between language use and cultural context (Duff, 2019). Through the examination of public texts—such as signs, advertisements, notices, and posters—anyone acquiring a language encounters it in varied and practical forms, providing them with opportunities to expand vocabulary and develop communicative competence (Chapelle, 2020). By integrating LL into language teaching, learners are encouraged to observe and analyse language as it naturally occurs, thereby bridging the gap between classroom instruction and daily linguistic exposure. This approach enriches EFL acquisition by facilitating interaction with real-world registers and cultural references. It enables students to interpret language use within its societal context, enhancing both linguistic awareness and intercultural sensitivity (Gorter & Cenoz, 2015). Building on this foundation, the present study sought to investigate the role of the LL in enhancing the acquisition of EFL in selected language institutes in Kenya, with the aim of establishing the extent to which the influence of LL on language learning is transferable to processes of language acquisition.

The inquiry is situated within Kenya's unique sociolinguistic context, marked by multilingualism and the legacy of colonial language policy. English, introduced during British colonial rule, has remained an official language and the principal medium of instruction in

education, co-existing with Kiswahili and numerous indigenous languages (Legere, 2022; Leimgruber, 2016). Kenya's sociolinguistic environment is notably multilingual; however, this study does not engage extensively with the broader concept of multilingualism. Rather, it recognises the country's linguistic diversity as a contextual backdrop to the research. The primary concern of this study lies in examining EFL in selected language institutes, with a particular focus on the role of the LL in shaping that acquisition experience.

While multilingualism undoubtedly influences day-to-day interactions and the wider language learning environment in Kenya, this research maintains a specific scope. It concentrates on the presence and function of English in public and institutional spaces—such as signs, posters, and official notices—and how these elements affect the acquisition of EFL. Consequently, though the coexistence of English, Kiswahili, and indigenous languages is acknowledged, the interrelationship among these languages is not the central focus. Instead, the study avails a broad contextual understanding of Kenya's multilingual setting to accentuate the significance of English within it. Therefore, the investigation is primarily concerned with how the EFL is encountered in the public domain, and how such exposure can enhance engagement, understanding, and communicative ability in EFL.

Kenya's linguistic diversity, with more than 60 spoken languages (Worldometer, 2023), creates a dynamic and layered LL that significantly shapes EFL acquisition. English is highly visible in urban and institutional spaces—such as schools, government offices, and commercial centres—where learners encounter the language through varied signage and texts. This widespread presence provides exposure that can facilitate language acquisition; however, the effectiveness of such exposure depends on the clarity, relevance, and pedagogical quality of the linguistic materials (Maina & Wambui, 2021). The study acknowledges both the opportunities and challenges presented by Kenya's LL. While the presence of English in public domains can reinforce language acquisition, learners must be able to interpret and meaningfully engage with these texts for successful outcomes. Effective signage and well-crafted educational content are essential in enabling learners to navigate and internalise English in practical contexts.

Moreover, the LL reflects the intricate interplay between language, society, and culture. Its elements—ranging from billboards and shop signs to street names and public announcements—provide authentic language input and opportunities for contextualised practice. Engaging with these materials allows learners to cultivate not only language skills but

also cultural and sociolinguistic competence, which are vital for communication in a globalised world. Given the limited empirical focus on LL's impact in enhancing the acquisition of EFL within African academic literature, this study aimed to contribute to the field by examining how linguistic elements in Kenya's public spaces influence the acquisition of EFL. By contextualising language education within learners' lived environments, the research advocated for an approach that situates linguistic input within meaningful, culturally informed frameworks.

1.1.2 English as a Foreign Language

EFL is characterised by its acquisition in settings where English is not the primary medium of social communication, nor the dominant language in everyday interactions (Richards, 2020). Unlike second language learning contexts, where learners are immersed in English within wider societal domains such as work, media, and governance, EFL learners are primarily exposed to English within institutional and classroom environments. This distinction makes the role of formal instruction and structured pedagogical support central to the acquisition process (Zhang & Plonsky, 2020). EFL contexts are therefore marked by a reliance on institutionalised learning environments, the provision of comprehensible input, and the strategic use of supplementary resources to bridge the gap created by limited natural exposure to authentic English use (Krashen & Terrell, 2020).

One of the defining characteristics of EFL is restricted exposure to the target language in learners' daily lives. In contrast to contexts such as the United Kingdom, the United States, or other Anglophone societies, learners in EFL settings cannot depend on spontaneous encounters with the language in social, cultural, or professional domains. Instead, their acquisition depends heavily on formal instruction, structured curricula, and supplementary support mechanisms, such as textbooks, audiovisual resources, and increasingly, the LL in learning institutions (Zheng & Park, 2021). This limited exposure highlights the importance of maximising available opportunities for learners to interact with English in meaningful and authentic ways.

Another salient characteristic is cross-linguistic transfer, which occurs when learners' existing linguistic systems influence their acquisition of English. For learners from French and Arabic backgrounds, this transfer can manifest in the form of differences in phonology, morphology, and syntax. For instance, Arabic speakers may encounter challenges with English

articles and verb tenses due to the structural differences between Arabic and English, while French speakers may transfer cognates and false friends into their English usage (Mokhtari & Thompson, 2021). While these influences sometimes facilitate acquisition, they can also lead to errors and fossilisation if not addressed systematically. Motivation and cultural identity also play a vital role in EFL acquisition. Learners' engagement is often linked to academic goals, career aspirations, and social integration, but it is also mediated by the way they negotiate their identities in relation to English (Ushioda, 2020). For international learners in Kenya, the acquisition of English often represents both an academic necessity and a pathway to broader socio-cultural participation in global networks. However, learners must navigate these goals alongside their own linguistic heritages, such as Arabic and French, creating both opportunities and tensions in identity construction.

Within this context, the LL emerges as a critical supplementary input. Defined as the visibility and salience of languages on public and institutional signs, posters, billboards, and other written artefacts in a given space (Landry & Bourhis, 1997), the LL provides learners with visual and contextual exposure to English beyond formal instruction. Recent scholarship emphasises that LLs not only symbolise social hierarchies and cultural identities but also function as informal learning tools that enrich foreign language acquisition (Shohamy, 2020; Gorter & Cenoz, 2022). The LL provides repeated, meaningful encounters with written English, enabling learners to internalise vocabulary, grammatical structures, and pragmatic functions in context.

In the case of Kenya, the LL is inherently multilingual, shaped by the co-existence of English, Kiswahili, and numerous indigenous languages. English occupies a dominant role in formal domains such as education, administration, and business, while Kiswahili and local languages dominate interpersonal and community interactions (Ndhlovu & Makoni, 2021). For international learners studying English in Nairobi, this multilingual backdrop provides a complex but rich environment for acquisition. Since most of these learners originate from linguistic backgrounds where English is rarely spoken—such as Arabic-speaking countries in North Africa and the Middle East, or French-speaking nations in West and Central Africa—the visibility of English in institutional spaces becomes a significant resource for their acquisition.

The presence of English-dominated visual texts in language institutes—ranging from instructional posters, word walls, and classroom charts to digital signage and interactive

platforms—provides learners with opportunities to practise recognition, comprehension, and contextual usage of English outside the narrow confines of classroom instruction. This aligns with recent research, which highlights that learners in EFL contexts benefit from incidental learning opportunities embedded in their visual environment, where repeated exposure to written forms accelerates acquisition (Laihonen & Szabó, 2022). Moreover, such visual resources support learners in moving from controlled classroom input towards autonomous and contextualised learning.

Therefore, the current study, by situating itself in selected language institutes in Nairobi, addressed the intersection of EFL characteristics and the role of the LL in enhancing the acquisition of EFL. It explored how learners from French and Arabic speaking backgrounds acquire English within an environment where exposure is mediated not only through classroom teaching but also through the visible presence of English in institutional spaces. By doing so, it responded to the need for research that moves beyond classroom-centred accounts of language learning and considers how environmental and sociolinguistic factors shape language acquisition. This approach allied with emerging perspectives in applied linguistics, which argue for an integrated view of language learning that includes both formal instruction and informal exposure through the sociolinguistic environment (Palfreyman & Al-Bataineh, 2018; Gorter & Cenoz, 2022).

1.1.3 EFL in Kenya

The acquisition of EFL in Kenya is a dynamic experience influenced by several factors. These institutes are crucial in facilitating language acquisition, accommodating a diverse student body with varying linguistic backgrounds, motivations, and acquisition preferences (Brown & Kimani, 2018). Students enrolled in EFL programmes come from diverse linguistic backgrounds, creating a richly diverse learning environment that fosters peer interaction, cultural exchange, and collaborative learning. This implies that acquiring EFL in language institutes in Kenya is an enriching journey that empowers learners to communicate proficiently in English, broaden their perspectives, and actively engage in a globally interconnected society. Kenya's richly diverse linguistic and cultural landscape provides an exceptional context for investigating how learners engage with and navigate different linguistic resources during their EFL acquisition experience (Smith & Johnson, 2020).

The LL in educational environments, particularly in language institutes, plays a crucial role in EFL acquisition. According to Maina and Wambui (2021), when language institutes in Kenya implement a learner-centred approach and meticulously design their linguistic environment, they foster a more supportive setting for EFL learners. This involves ensuring that the language displayed on signs, within classroom materials, and during teacher-student interactions is understandable and appropriate to the learners' language proficiency. For example, using simple English in signage helps learners become familiar with everyday vocabulary and expressions, thereby reinforcing their language acquisition in practical, real-world scenarios. Hence, researching on LL in enhancing the acquisition of EFL in Kenya is rooted in the desire to understand how the surrounding linguistic environment influences language acquisition outcomes. However, the lack of research in Kenya on the LL and EFL acquisition emphasises the significance of this study in this domain. Embracing the potential of the LL in EFL pedagogy, as observed by Chapelle (2020), holds the promise of enhancing language proficiency, nurturing intercultural competence, and preparing learners for effective global communication.

Despite the increasing recognition of the LL as a valuable resource for language learning, research on its role in enhancing the acquisition of EFL in Kenya remains limited. Existing studies have examined LLs in various contexts, emphasising their impact on language exposure and awareness. However, much of this research has concentrated on multilingual settings, policy implications, and symbolic representations rather than the direct effect on EFL acquisition. This gap in empirical literature hinders the development of practical strategies for incorporating LLs into the acquisition of EFL. Therefore, this study aimed at addressing this knowledge gap by examining how the influence of LL in enhancing the acquisition of EFL in selected language institutes in Kenya.

1.2 Statement of the Problem

The existing empirical literature has revealed a noticeable gap in exploring the LL related to the acquisition of EFL in Kenya. Interaction with the LL enriches learners' understanding of language, elevating it beyond simple textual representation to a complex and multifaceted entity. While the LL encompasses the visible language signs that surround learners in their daily lives, inadequate research has been conducted to explore its utilisation and influence in enhancing the acquisition of EFL. This knowledge gap hinders the development of practical

approaches for incorporating the LL into EFL acquisition in Kenya. Therefore, this study addressed this deficiency in the existing body of research.

1.3 Objectives of the Study

The general objective of the study was to examine the role of LL in enhancing the acquisition of EFL in selected language institutes in Kenya while the specific objectives sought to:

- i. Appraise the elements of the LL available in enhancing the acquisition of EFL in selected language institutes in Kenya.
- ii. Examine the contribution of the LL in enhancing the acquisition of EFL in selected language institutes in Kenya.
- iii. Explore the sociolinguistic implications of the LL in enhancing the acquisition of EFL in selected language institutes in Kenya.

1.4 Research Questions

- i. What are the elements of the LL available in enhancing the acquisition of EFL in selected language institutes in Kenya?
- ii. How does the LL contribute to enhancing the acquisition of EFL in selected language institutes in Kenya?
- iii. What are the sociolinguistic implications of the LL in enhancing the acquisition of EFL in selected language institutes in Kenya?

1.5 Significance of the Study

The study on the role of the LL in enhancing the acquisition of EFL in selected language institutes in Kenya is of considerable significance. Its importance stemmed from the intersection of sociolinguistics, second language acquisition, educational planning, and applied linguistics, particularly in multilingual and postcolonial African contexts such as Kenya. While previous studies had explored LLs in urban settings, tourism, and minority language visibility, limited research had been conducted on how LL affects language acquisition, particularly EFL, within institutional educational settings. Thus, this study addressed a critical gap in scholarly literature by examining the availability of the elements of LL within the language institutes, their contribution, and the socio-linguistic implications of the linguistic environment in enhancing the acquisition of EFL.

Kenya, being a linguistically diverse country with English as one of its official languages and the language of instruction, provided a fertile ground for exploring the informal

resources that supported formal language learning. Language institutes across urban and semi-urban areas in Kenya displayed a wide range of visual linguistic materials, including signs, posters, labels, advertisements, and instructional signage. These elements collectively formed a unique LL that extended learning opportunities beyond classroom instruction. Investigating how learners and instructors interacted with these visual cues, and the extent to which such interaction contributed to language acquisition, was crucial for understanding language learning in its broader socio-cultural and environmental context.

The study is also timely in light of the evolving pedagogical models that increasingly acknowledged the importance of learning outside the classroom. In the context of communicative language teaching and task-based learning approaches, the environment was recognised as a significant source of authentic language input. By engaging with linguistic artefacts in public and semi-public spaces, learners are exposed to contextualised and meaningful language use, which could reinforce and supplement classroom instruction. This recognition aligned with theories of language acquisition, including the LLT and the Input Hypothesis that valued real-world exposure to the target language. However, such theories had seldom been applied to the visual and spatial dimension of language learning in African EFL contexts.

Furthermore, the study avails insights into how learners perceived and utilised the LL as part of their language learning journey. It examined the extent to which the visibility and accessibility of English in the surrounding environment influenced learner motivation, confidence, vocabulary development, and language use. By capturing learners' and instructors' experiences, the study contributes to a nuanced understanding of the affordances and limitations of the LL in supporting EFL acquisition. The learners' interaction with LL components could reveal how they noticed, processed, and retained linguistic input from signs and other environmental texts. Such findings provided a richer understanding of informal learning mechanisms and their relevance to curriculum development and classroom practices.

In addition, the study is of practical value to language instructors, curriculum designers, and educational administrators. The findings will help teachers recognise the pedagogical potential of their immediate environments, encouraging them to integrate elements of the LL into their instructional strategies. For instance, teachers could use real-life signage as teaching materials, design assignments that required learners to observe and interpret environmental

texts, or organise activities that involved learners engaging with the community's linguistic resources. These pedagogical innovations were especially valuable in resource-constrained contexts, where access to textbooks and multimedia tools might be limited.

The study also has implications for teacher education and professional development. Understanding how LL contributed to EFL acquisition helped inform pre-service and in-service teacher training programmes. Teachers who are aware of the socio-linguistic dimensions of their teaching environments were better positioned to create immersive and responsive learning spaces. They could also foster greater learner autonomy by encouraging students to take advantage of informal learning opportunities outside the classroom. This perspective resonates with contemporary educational goals aimed at fostering lifelong learning and learner agency.

Moreover, the study will contribute to policy discourse on language education in Kenya and beyond. By providing empirical evidence on how the linguistic environment influenced language acquisition, the study highlighted the need for inclusive and supportive language policies that recognised the interplay between formal and informal learning spaces. Policymakers could draw on the findings to promote the development of linguistically rich learning environments, encourage multilingual signage that included English, and enhance language visibility in educational institutions. Such policy measures could support more equitable and effective language learning, especially for learners from non-English-speaking backgrounds.

From a theoretical perspective, the study will expand the scope of the linguistic landscape framework by applying it to EFL learning contexts in the Global South. Much of the existing LL literature had focused on urban multilingualism, identity construction, and symbolic power in Western and Asian contexts. By situating the research in Kenyan language institutes, the study will introduce a context-specific understanding of how LL operated as both a pedagogical and socio-cultural tool. It demonstrates that LL was not merely a reflection of language use but also an active component in shaping language learning experiences. This contribution enriched the global academic discourse by adding a localised dimension rooted in African linguistic realities.

In terms of methodological importance, the study has adopted a mixed-methods approach that combined quantitative data from structured questionnaires with qualitative insights from semi-structured interviews. This methodological design has enabled a holistic

examination of the LL's role by capturing both measurable trends and in-depth experiences. The integration of data sets during interpretation allowed for triangulation, which enhanced the validity and reliability of the findings. Such a rigorous research approach will model best practices in applied linguistics and educational research and demonstrated the value of combining statistical analysis with thematic inquiry in language studies.

In a broader socio-cultural context, the study portrays the role of LL in identity formation and language socialisation. The visibility of English in public spaces contributed to the positioning of the language as a valuable resource and a marker of socio-economic mobility. Learners' interactions with English signage, advertisements, and institutional materials influenced their perceptions of language prestige and their place within the linguistic hierarchy. These insights are vital in understanding the deeper social meanings of language learning and the aspirational dimensions associated with English in multilingual African societies.

Finally, the study has provided a foundation for future research at the intersection of language, space, and education. It opened avenues for comparative studies across different African countries, investigations into other foreign languages taught in similar settings, and longitudinal studies tracking language development in relation to changes in the LL. It also suggested the potential for interdisciplinary collaboration with fields such as urban studies, education technology, visual culture, and critical pedagogy. In doing so, the research encouraged ongoing exploration and dialogue on how everyday environments shaped language learning in diverse and dynamic ways.

1.6 Scope and Limitations of the Study

The rationale for the scope and limitations of this study was established to clearly define its boundaries and focus, ensuring that the research remained manageable and relevant.

1.6.1 Scope of the Study

The scope of a study outlines the boundaries within which the research is carried out. It specifies the extent of the research in terms of geographical area, period, target population, and the aspects of the subject matter that the study concentrated on. The study focused exclusively on the CLC, the LSK, and the KIFLAPS. The researcher purposively selected three language institutes in Kenya based on several factors. These institutions admit learners from backgrounds where acquiring EFL is a challenge. Again, these language institutes directly teach English in Kenya, generating the data needed for this study. Moreover, the study purposively employed

four categories of LL namely: signage (both outdoor and indoor), posters, notices (educational, safety, public, and event-related), and advertisements within and around each selected language institute in Kenya.

The above elements of the LL were chosen for the study because of their ubiquity and visibility to learners within and around the selected language institutes. The researcher used the available LLs from each selected institute in each category, and where the number was large, the 30 per cent rule was applied (Kathuri & Pals, 1993). These were used equally to guide the researcher in identifying opportunities for acquiring EFL. This approach enabled the researcher to assess the effectiveness of exposure to English in the LL as a supplementary resource for language acquisition. The study did not involve other LL components such as public road signs, street names, and graffiti. The exclusion of these elements does not necessarily imply that they are irrelevant or unimportant in the broader analysis of the LL; instead, it is a deliberate choice to maintain focus and consistency within the scope of the study.

The units of analysis for this study were the individual responses generated from the 96 participants from the three selected language institutes in Kenya. Analysing participants' responses as the primary focus of the study allowed the researcher to explore their perspectives extensively, identify underlying patterns and themes in the data, and produce findings that enriched and contextualised knowledge in the field. To ensure the representation of instructors and learners, the study employed purposive sampling to select two language instructors and thirty learners from each of the three language institutions, resulting in a sample size of 96 participants. Purposively working with 96 respondents in this study enabled the researcher to conduct a focused and in-depth investigation, yielding valuable acumens into the acquiring environment and its influence in enhancing the acquisition of EFL. Quantitative and qualitative data were collected from the LLs and 96 respondents to conduct the necessary analysis and generate findings for the research phenomenon under investigation.

The sociolinguistic analysis examined the relationship between language and power dynamics, focusing on the role of language within language institutes. This explored linguistic inequality, language dominance, and language hierarchies to uncover social structures and dynamics that influence EFL acquisition. In addition, the study investigated how language socialisation processes within the language institutes contribute to shaping students' linguistic identities and sense of belonging to linguistic communities. Furthermore, language socialisation

and identity profoundly shape the self-perceptions of students and their sense of belonging to linguistic communities. By understanding how language socialisation processes mould identity formation, valuable insights into learners' motivations and engagement with EFL acquisition was gained.

The study focused on international learners enrolled in selected language institutes in Nairobi who were studying EFL. These learners came from diverse linguistic backgrounds, including Arabic, Chinese, Somali, French, and Amharic, among others. For most of them, English was neither widely spoken in their home countries nor within their communities, meaning that their exposure to the language occurred almost entirely within the classroom and institutional settings in Kenya. Their limited prior contact with English highlighted the importance of a supportive LL that could provide visual, contextual, and comprehensible input essential for effective language acquisition. Acknowledging this linguistic foundation enabled a more accurate assessment of how learners perceived and internalised the English-dominated visual environment within language institutes.

Within the scope of this study, the focus was deliberately limited to the role of English within the LL, specifically in relation to the acquisition of EFL in selected language institutes in Kenya. While it is acknowledged that Kenya's LL is inherently multilingual—characterised by the coexistence of English, Kiswahili, and various indigenous languages—this study did not extend its analysis to the influence of Kiswahili or indigenous languages. This is because the central objective is to investigate how the presence and use of English in public and institutional spaces contribute to EFL acquisition among learners enrolled in formal language programmes. Including Kiswahili and indigenous languages would have broadened the scope significantly, introducing variables that lie outside the specific concerns of EFL acquisition thereby, potentially shifting the study towards a more general examination of multilingualism. As such, any positive or negative influence these languages may have on the learners' acquisition of English has not been addressed, as doing so would require a distinct research design and focus. Therefore, the exclusion of Kiswahili and indigenous languages was a methodological decision aimed at maintaining clarity, coherence, and alignment with the study's objectives. This focused approach allowed for a more in-depth exploration of English as it appears in the LL and how it supports or hinders the acquisition of EFL within the selected institutes.

1.6.2 Limitations of the Study

The limitations of a study refer to the possible weaknesses or restrictions that could influence the study's outcomes or the ability to generalise the findings. During the study, the researcher encountered a few limitations. The study was limited to three purposively selected language institutes in Nairobi, which may not be representative of all language institutes in Kenya. In addressing this limitation, the researcher clearly described the characteristics of the selected language institutes and the rationale behind their selection. Moreover, the study findings and outcomes were influenced by the unique characteristics and perspectives of the participants enrolled in the selected language institutes.

The researcher enhanced the participant selection by incorporating diversity criteria to mitigate this limitation. This approach ensured that participants were selected from various demographic backgrounds, encompassing different levels of language proficiency within the language institutes. Adopting this strategy achieved a more comprehensive understanding of the LL and its impact on language acquisition practices. Another limitation was the inadequate LLs at the LSK required for the researcher's study. To mitigate this obstacle, a thorough examination of the linguistic environment was conducted to identify the available LLs and their deficiencies. This mapping endeavour aided in identifying priority areas for enhancement.

In the conduct of the study, deliberate steps were taken to mitigate the potential extraneous influence of Kiswahili and indigenous languages, which form a significant part of the local linguistic environment. While these languages are undeniably present and influential within Kenya's multilingual landscape, the study remained focused on English as the target language of interest. To control for the possible negative impact of Kiswahili and indigenous languages for acquiring EFL, the research was confined to formal language institutes where element of LL and official communication were predominantly in English. These institutes were purposively selected based on their structured English language programmes and their emphasis on English use within institutional spaces. Furthermore, data collection instruments were carefully designed to focus on participants' interaction with English within the visual linguistic environment of the institutes, such as posters, noticeboards, advertisement and public signs, thereby excluding references to non-target languages.

By narrowing the scope to spaces where English dominates the LL, the study reduced the likelihood of external language interference from Kiswahili and indigenous languages. In

doing so, it ensured that the findings more accurately portrayed the role of English signage, notices, posters and visual input in supporting EFL acquisition, free from the confounding variables introduced by the broader multilingual context. This methodological approach helped preserve the validity of the study and strengthened the reliability of the conclusions drawn about the sociolinguistic implications of English in the LL.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed empirical studies thematically aligned with the study's objectives. These objectives encompassed the appraisal of the elements of the LL's in enhancing EFL acquisition, the contribution of the LL in enhancing EFL acquisition, and the sociolinguistic implications that arise from the LL in enhancing EFL acquisition. Subsequently, the chapter also examined the theoretical frameworks, aiming to contextualise them within the scope of the study.

2.2 Empirical Review of Previous Studies

The literature review spanned global, regional, national, and local studies to contextualise the research problem. This funnel approach was equally adopted to review numerous works related to the role of LL in enhancing the acquisition of EFL.

2.2.1 Elements of Linguistic Landscape in Enhancing the Acquisition of EFL

Andriyanti (2019) conducted a study in Indonesia focusing on the LL within school environments, particularly the patterns and language choices evident in signage. The research revealed that the languages featured in school signs reflected those most relevant and frequently used within the educational settings, providing insight into how LLs mirror local sociolinguistic realities. These findings held relevance for the current investigation, which similarly explored signage and public textual elements, though within and around language centres in Kenya.

While Andriyanti's study explored multilingual signage, particularly the interplay between Bahasa Indonesia, regional languages, and English in school settings, the current study adopts a more focused lens. It explored the role of the LL in selected language institutes, with particular emphasis on its potential to support the acquisition of EFL. In doing so, the research seeks to understand how the visible use of English in public spaces supports language learning beyond the traditional classroom context. Both studies converge in recognising LL as an important educational resource. In Indonesia, signage and written materials in schools provide continuous exposure to multiple languages, enhancing learners' interaction with language in real-life settings. Similarly, in Kenya, signs, advertisements, and notices around language centres serve as supplementary tools that reinforce EFL learners' practical use of English. In both cases, learners benefit from authentic exposure that complements formal instruction.

A parallel also existed in how the studies reflect the sociolinguistic contexts of their respective countries. Indonesia is a highly multilingual society with a national language coexisting alongside numerous regional tongues and some English usage. Andriyanti's study underscores how this multilingualism is reflected in educational signage and its implications for language education. Kenya, too, presents a complex linguistic environment, with English, Kiswahili, and indigenous languages coexisting. The Kenyan study drew on these dynamics to investigate how learners engaged with English in public contexts, while maintaining a clear focus on the acquisition of EFL.

Despite these parallels, notable distinctions emerged. Andriyanti's research had a broader scope, examining general language development in school environments shaped by diverse linguistic inputs. This study in Kenya, by contrast, was more targeted, focusing on the influence of English-language public texts on learners within dedicated language institutes. Thus, while both studies contribute to our understanding of how LL shapes language learning, the Kenyan investigation narrows its focus to English as a foreign language within a defined institutional and public environment.

Moreover, the Indonesian study contributes valuable insights into how LL reflects cultural identity and community values. This perspective informed the Kenyan study's exploration of how the public display of English in and around language institutes not only facilitates learning but also mirrors societal attitudes towards the language. In turn, this influences learners' engagement and their perception of English within a multilingual society. In summary, while differing in context and scope, the Indonesian and Kenyan studies both underscored the pedagogical significance of LL in language learning. The findings by Andriyanti (2019) helped illuminate how multilingual signage enhances linguistic exposure, a concept adapted in the Kenyan context to explore the targeted acquisition of EFL. The interplay between language visibility and learner engagement emerged as a central theme, reinforcing the value of LL as a bridge between formal education and real-world language use.

Han and Wu (2020) conducted a study in Guangzhou, China, investigating the interrelationship between language policy, LL, and residents' perceptions of language use. Using the triad framework—spatial practice, conceived space, and lived space—they examined how visual language elements in public spaces interacted with official policies and community

attitudes. Their findings underscored the tensions within the LL and advocated for inclusive language practices to promote social cohesion and recognition of linguistic diversity.

While the conceptual focus of the Guangzhou study differs from the present research, which centres on the use of LL for acquiring EFL in Kenyan language institutes, both studies share key thematic parallels. Each examines the influence of public language displays—such as signs, advertisements, and official texts—on language learning and use. In Guangzhou, the research highlighted how language policy shaped the visibility of Mandarin, Cantonese, and English in public spaces, influencing residents' perceptions. The Kenyan study similarly explored how English in public signage supported EFL learners' exposure and engagement with the language.

In both contexts, the LL was found to extend learning beyond the classroom by offering learners regular, informal interaction with language in real-life settings. This supplementary exposure enhanced linguistic competence and cultural understanding, enabling learners to link academic instruction with practical application. A shared emphasis in both studies was the sociolinguistic value of the LL. In Guangzhou, signage reflected the region's multilingual character, shaped by governmental policies and cultural dynamics. In Kenya, public displays of English alongside Kiswahili illustrated the nation's linguistic diversity, contributing to learners' familiarity with English in various domains of daily life. Thus, both studies concluded that LL not only aids language acquisition but also serves as a mirror of the community's cultural and linguistic identity.

Despite these similarities, notable distinctions emerge in terms of scope and focus. The Guangzhou study addressed the broader interplay of language policy, LL, and societal perceptions in a complex multilingual cityscape. It considered how top-down regulations and grassroots practices converged or conflicted in shaping the linguistic environment. In contrast, the Kenyan research maintained a focused lens on how LL elements function as tools to support EFL acquisition, particularly around language centres. Rather than engaging with language policy or broader public sentiment, the study targeted the experiences of learners with LL within institutional contexts. The sociolinguistic environments also diverge considerably. Guangzhou features a stratified linguistic order: Mandarin as the national language, Cantonese as the dominant regional language, and English as a global lingua franca. The study explored how these languages intersected within the public sphere under the influence of policy and cultural

identity. Kenya, by comparison, operates in a bilingual framework, with English and Kiswahili serving as official languages alongside numerous indigenous tongues. The Kenyan study, however, limited its scope to English, examining how learners encountered and internalised it within L1s surrounding their EFL acquiring experiences.

Lastly, the Guangzhou research adopted a macro-level approach, analysing how L1 aligns with or resists state language policy, and how residents interpret the linguistic cues in their environment. The Kenyan study, by contrast, employed a micro-level approach, focusing on selected language institutes and the practical implications of L1 exposure for EFL learners. While the former interrogated policy and perception across a multilingual metropolis, the latter concentrated on how L1 elements tangibly support English language acquisition in a defined pedagogical context. Together, these studies demonstrate that L1 is a powerful medium through which language acquisition, identity formation, and cultural representation are negotiated. Despite their different scopes, both underscore the vital role of public language in shaping linguistic experiences and learning outcomes.

In the United Kingdom and other Anglophone contexts, shifts in language education policy, insular attitudes, and the global dominance of English have contributed to a marked decline in foreign language learning beyond the compulsory level. In response, Lanvers et al. (2019) investigated the declining interest in language acquisition among native English speakers, attributing this trend to the perception of English as a sufficient global lingua franca. Their study advocated for enhanced language awareness to rekindle interest in multilingualism within Anglophone societies.

Although the Kenyan and Anglophone studies focus on different sociolinguistic environments, they share key thematic parallels, particularly regarding the influence of English's global status on language learning. In Anglophone countries, the prevalence of English has reduced the perceived necessity to learn additional languages. In contrast, the Kenyan study underscored the importance of English acquisition for learners who view the language as a gateway to academic and professional advancement. In both settings, English exerts a significant impact—either by diminishing the motivation for multilingualism or by enhancing the value placed on English proficiency.

Both studies also considered the broader societal and educational contexts shaping language learning. In Anglophone contexts, societal complacency towards learning other languages is reinforced by the widespread utility of English, resulting in limited institutional encouragement for foreign language study. Conversely, in Kenya, the linguistic landscape—particularly signage and advertisements around language institutes—functions as a supplementary learning environment, reinforcing formal English instruction through everyday exposure. Both studies thus highlight the external factors that shape learners’ attitudes and engagement with language acquisition.

Moreover, both investigations examined how public language use influences learners’ perceptions and motivations. In Anglophone contexts, the omnipresence of English contributes to a monolingual norm, reducing exposure to other languages and thereby dampening interest in learning them. The Kenyan study, by contrast, demonstrated how the visible use of English in public spaces provides learners with valuable opportunities to practise and reinforce their skills outside the classroom. In each case, the level and nature of exposure to language—whether limited or abundant—played a pivotal role in shaping learners’ linguistic trajectories.

Despite these similarities, the two studies diverge significantly in focus and intent. The Anglophone research was primarily concerned with declining foreign language uptake among native English speakers, contextualised within a broader global linguistic trend that marginalises other languages. The Kenyan study, however, concentrated on the practical mechanisms through which EFL learners improve their language competence—particularly through interaction with the LL in a multilingual setting where English is neither the first language nor taken for granted.

The linguistic ecologies of the two contexts also differ markedly. Anglophone countries typically exhibit a strong monolingual ethos, where English dominates public and private life. This entrenched linguistic uniformity reduces perceived need and motivation to acquire other languages. In contrast, Kenya’s multilingual environment—encompassing English, Kiswahili, and various indigenous languages—creates a context in which English is learned as a second or third language, highly prized for its functional value in education and employment. As such, the Kenyan study examined how learners navigate and leverage this multilingual landscape to enhance their English proficiency. Additionally, the underlying motivations for language acquisition diverge. In Anglophone contexts, the dominance of English leads to apathy towards

foreign language learning, with limited societal or institutional incentives. In Kenya, however, EFL learners are driven by practical necessity. The Kenyan study emphasised the role of public texts and signs as crucial tools for informal learning, offering consistent reinforcement of classroom instruction and contributing to learners' overall competence in English.

Finally, the scope of the two studies reflected differing objectives. The Anglophone research took a macro-level approach, examining societal trends across multiple countries to understand systemic disinterest in multilingualism. The Kenyan study adopted a more localised lens, focusing on specific educational institutions and their surrounding environments to explore how LLs actively support EFL learning. While the former addressed a cultural and policy-related issue, the latter offered practical insights into ELF acquisition strategies in a multilingual context.

Ruslan's (2021) article, based in Russia, explored the integration of LL studies into university education. The author underscored experiential learning as a key aspect of contemporary pedagogy and described a research-driven, practice-oriented project involving fourth-year linguistics students. As part of the project, students collected, categorised, and analysed linguistic elements from their surroundings. Ruslan argued that such activities not only engaged students more effectively than traditional classroom methods but also helped them acquire valuable skills relevant to future employment and fostered interest in academic research careers.

The present Kenyan study shared Ruslan's focus on employing LLs to support language acquisition. In both contexts, LL was incorporated into learning as a tool for bridging theoretical knowledge with real-world language use, thereby enhancing learner engagement and improving educational outcomes. Both studies demonstrate how LL-based learning fosters essential skills such as research, observation, and critical thinking—competencies vital for academic and professional development. While the two studies shared methodological parallels, they differed markedly in context, audience, and educational objectives. Ruslan's research targeted university students specialising in linguistics, engaging them in analytical exploration of public signage through a research lens. The aim was to develop students' academic and professional aptitude in language-related fields, with LL serving as a medium for applying linguistic theory to real-world phenomena.

In contrast, the Kenyan study focused on learners of English as an EFL at language institutes, whose primary objective was to acquire practical communicative skills. LL in this context served as a supplemental learning resource that immersed learners in English as it occurred naturally in public domains. The emphasis was on functional proficiency, vocabulary development, and contextual language use rather than linguistic analysis. This distinction extended to the pedagogical goals and instructional approaches of each study. Ruslan's project promoted academic inquiry through research-based learning, encouraging students to systematically collect and analyse language data. LL functioned here as a methodological framework to apply classroom theory to public language use, fostering a deeper understanding of linguistic functions in social settings and preparing students for careers in language research, policy, and education.

The Kenyan approach was more learner-centred and applied. By immersing students in a linguistically rich environment, the study aimed to enhance practical language skills. LL exposure—through public signs, advertisements, and notices—supported learners in contextualising their classroom knowledge, making learning more tangible, immediate, and meaningful. The approach fostered language acquisition through authentic exposure, aligning with learners' real-world communicative needs. Another key contrast lies in the balance between theory and application. Ruslan's work emphasised theoretical grounding, training students to analyse LL through sociolinguistic and cultural lenses. It encouraged critical engagement with issues such as language policy, identity, and multilingualism, particularly in a largely monolingual Russian context influenced by globalisation. This theoretical approach was designed to prepare students for academic careers and roles requiring high-level linguistic analysis.

Conversely, the Kenyan study prioritised practical language acquisition in a multilingual context. Here, English functioned alongside Kiswahili and indigenous languages, creating a complex linguistic landscape that offered rich input for EFL learners. The LL was used less as a tool for scholarly analysis and more as a practical means of reinforcing language exposure outside formal instruction, with the goal of improving fluency and comprehension for immediate academic and professional use. The cultural and linguistic settings further shaped each study's implementation. In Russia, the LL is predominantly monolingual, with limited yet growing multilingual elements due to migration and internationalisation. Ruslan's project

explored how students interpreted these linguistic dynamics within a sociocultural framework. In contrast, Kenya's multilingualism is embedded in its social fabric. English, Kiswahili, and local languages coexist in public spaces, creating a naturally diverse LL that offers constant exposure and language learning opportunities for EFL learners. This setting allowed learners to engage with English in authentic, culturally relevant contexts.

Despite these differences, Ruslan's article offered several transferable insights applicable to the Kenyan context. The emphasis on experiential learning through interaction with LL proved especially beneficial. By engaging with real-world language, students moved beyond textbook learning to understand how English functions across different contexts. This approach was particularly effective in the Kenyan study, where learners encountered English in practical, everyday forms, thus reinforcing classroom instruction and promoting deeper learning. Ruslan also highlighted the development of critical thinking through LL engagement. While the Kenyan study did not prioritise formal linguistic scrutiny, it nonetheless provided learners with opportunities to observe and interpret language use in context. Students could explore variations in English usage across different regions and societal domains, offering a basic form of linguistic inquiry aligned with their level and objectives. This analytical engagement, even at a foundational level, mirrored Ruslan's methodology and added depth to the EFL learning process in Kenya.

Furthermore, both studies illustrated the motivational impact of LL integration. Ruslan demonstrated that real-world language use increased student engagement and learning relevance. This relevance enhanced retention and comprehension, making the learning process more dynamic and personally meaningful. Finally, Ruslan's focus on the sociolinguistic dimensions of LL enriched the Kenyan study's interpretation of language use in public spaces. By recognising the interplay between English, Kiswahili, and local languages, the study extended beyond individual language acquisition to explore broader patterns of language interaction in Kenyan society. This holistic understanding, inspired in part by Ruslan's approach, allowed for a more nuanced appreciation of English's role within a complex linguistic ecology.

2.2.2 The Contribution of Linguistic Landscape in Enhancing the Acquisition of EFL

Durk et al. (2021) investigated the pedagogical potential of LLs—language displayed in public spaces—as tools for language teaching and raising linguistic awareness. Their research,

conducted in the multilingual context of the Basque Country in Spain, focused on the educational interplay between Basque, Spanish, and English, the three languages of instruction in the region. The study drew on data collected from public spaces, such as signage in a local covered market and school premises, incorporating learning tasks carried out by both primary pupils and master's-level university students. These tasks involved exploring the surrounding LL and reflecting on its relevance to their language learning experiences. The authors concluded that signage served as a valuable resource for both language development and fostering awareness of linguistic diversity.

This study resonated with the present research on the sociolinguistic implications of LL for acquiring EFL in Kenya. Both studies examine how exposure to public texts contributes to language learning and awareness, involving students in the process of observing and interpreting signage as part of their educational journey. While the Basque study focused on the dynamics of multilingualism—specifically the co-presence of Basque, Spanish, and English—the Kenyan research explored the role of English signage in shaping EFL learners' proficiency and awareness, particularly through institutional and public notices.

A vital distinction between the two studies lies in their linguistic and educational contexts. The Basque study was situated within a formal multilingual education system, where multilingual signage was used not only to support language acquisition but also to promote cultural and linguistic diversity. In contrast, the Kenyan study was set in language institutes, where English is taught as a foreign language and the LL is more unidirectional, often featuring grammatically correct or flawed English texts. While the Basque research involved a broader demographic, including both primary and postgraduate students, the Kenyan study focused specifically on adult EFL learners in non-formal education contexts.

Despite these contextual differences, Durk et al.'s findings provide significant insights relevant to the Kenyan setting. Their work demonstrated how learners' engagement with signage enhances language awareness and promotes the application of classroom knowledge to real-world situations. This makes parallel with the Kenyan study's findings on the cognitive and pedagogical value of English signage, which reinforced learners' understanding of grammar, vocabulary, and contextual language use. Moreover, Durk et al. highlighted the role of public texts in fostering metalinguistic reflection, especially when students encountered multilingual or creatively constructed signage. Similarly, the Kenyan study observed that learners' exposure

to accurate and flawed English in the public domain prompted critical reflection on language norms and usage. This interaction between learner cognition and linguistic environment underlines the importance of the LL not only as a passive source of input but also as an active, pedagogical agent.

Importantly, both studies underscored the sociolinguistic value of LLs in multilingual societies. While the Basque study foregrounded the coexistence and visibility of minority and majority languages, the Kenyan research highlighted how English signage functions within a culturally and linguistically diverse context, coexisting with Kiswahili and indigenous languages. These public texts contributed to learners' broader understanding of language in society, identity formation, and communicative competence. Largely, Durk et al. (2021) provided a robust model for understanding how LLs serve as dynamic educational resources. Their emphasis on signage as a medium for experiential learning, language awareness, and multilingual engagement enriched the conceptual framework of the Kenyan study, reinforcing the argument that LLs can effectively complement traditional language instruction across diverse educational and cultural settings.

Maina (2021) examined how unintentional humour emerges from translation errors in public signage across Kenya. The study aimed to analyse linguistic incongruities, illustrate how these errors create humour, and identify the situational contexts contributing to such mistakes. Using the Script-Based Semantic Theory of Humour and the Theory of Conversational Implicatures within a Systemic Functional Approach, data were collected through photography and online sources. A discourse-pragmatic analysis of 40 public signage samples highlighted linguistic errors and their implications. The study contributed to humour studies, translational linguistics, and textual analysis, offering insights into linguistic competence and performance.

Maina's 2021 research and the current study examined the role of the LL in shaping language perception and comprehension in Kenya. While Maina (2021) focused on translation errors and humour, the present study examines public signage, notices, and advertisements as informal learning tools for learners of EFL. Both studies highlight how language in public spaces influences individuals through unintended comedic effects or as a supplementary learning resource. They employ sociolinguistic and discourse analysis frameworks, demonstrating the broader impact of LLs on communication, interpretation, and learning.

Although both studies are rooted in LL analysis, they diverge significantly in their focus, objectives, and overall implications. The research by Maina (2021) on *Incongruity-Resolution Mechanism and Context in Unintentional Humour: A LL Analysis of Translation Errors on Public Notices in Kenya* explored the occurrence of unintentional humour caused by translation errors in public signage. It investigated how linguistic incongruities arising from mistranslations or misinterpretations generate humorous effects. The study employs humour theories such as the Script-Based Semantic Theory of Humour and the Theory of Conversational Implicature to examine how readers resolve these inconsistencies. Rather than focusing on the educational or communicative significance of signage, the study primarily concerned itself with the unintended comedic impact of linguistic errors in public spaces.

Despite their different focuses, Maina's study provides insights relevant to language learning. It identifies linguistic errors in public texts, which, while humorous, also reveal translation and language proficiency challenges. These errors can be instructional tools for EFL learners, helping them understand grammar, vocabulary, and contextual meaning. The study also highlighted the significance of linguistic competence, cultural context, and translation accuracy in effective communication, underscoring the argument that exposure to a well-structured LL facilitates language acquisition. Maina's (2021) research also suggested that erroneous signage can be an educational tool. Analysing these errors enables students to refine their critical thinking skills, strengthen their grasp of English grammar, and recognise common language mistakes. The findings also emphasised the role of cultural awareness in translation and language use, helping EFL learners avoid similar errors. While Maina's (2021) study primarily focused on humour, its insights contributed to understanding how LL influence language learning. It reinforced the notion that public texts, whether grammatically correct or flawed, serve as valuable linguistic resources that can either support or hinder the acquisition of the English language.

Han and Wu (2020) examined the intersection of language policy, LL, and residents' perceptions of language use in Guangzhou, China, employing a spatial framework encompassing spatial practice, conceived space, and lived space. Their study underscored the active role of LL creators and the reciprocal dynamics between language planners and the public. By analysing how language policies shape public signage and how individuals respond to these displays, the research provided insights into language representation, contact, and

acquisition within a multilingual urban environment. This study provided valuable perspectives relevant to the present investigation into the role of LL in English language acquisition in Kenya. Specifically, it enhances understanding of learners' attitudes, linguistic exposure, and the broader sociolinguistic environment. Both the Guangzhou and Kenyan studies explored the influence of public signage—such as advertisements, institutional texts, and commercial displays—on language use and acquisition. Despite the geographical and cultural differences, both studies illustrated how LL serve as informal yet impactful tools for language learning beyond the classroom.

In both contexts, public language displays were integral in shaping learners' engagement with language. In Guangzhou, the coexistence of Mandarin, Cantonese, and English in signage reflected government language policies and regional linguistic practices, while in Kenya, English signage surrounding language institutes provided EFL learners with ongoing exposure to the target language in everyday settings. In both cases, the LL functioned as an accessible resource, reinforcing formal instruction and offering learners real-world examples of language use. Multilingualism emerged as a common thread in both studies. In Guangzhou, Mandarin functioned as the national language, Cantonese as a regional vernacular, and English as a global language, each occupying specific roles within the public linguistic space. Similarly, in Kenya, learners encountered English alongside Kiswahili and indigenous languages. Although the sociolinguistic dynamics differed, both studies acknowledged how multilingual exposure facilitated language awareness and influenced acquisition patterns.

Furthermore, both studies highlighted the importance of language learning outside formal academic settings. Guangzhou residents' interactions with multilingual signage contributed to their everyday language competence, while Kenyan learners benefited from engaging with English texts in their environment, supplementing classroom learning. These interactions illustrate the cognitive and educational benefits of LLs in fostering contextualised and experiential language acquisition.

Both studies also acknowledged the socio-cultural dimensions of public signage. In Guangzhou, the linguistic landscape reflected national language policies and regional identity, illustrating the government's prioritisation of Mandarin while maintaining space for Cantonese and English. In Kenya, the presence of English, Kiswahili, and indigenous languages in public spaces similarly reflected the country's linguistic diversity and postcolonial language realities.

In both contexts, LLs represented more than pedagogical tools; they embodied local identities and social values.

However, notable differences emerged in focus, context, and scope. The Guangzhou study primarily addressed how top-down language policies influenced LL and, by extension, public perceptions and usage of different languages. It examined how regulatory frameworks shaped signage practices and residents' linguistic behaviour within a controlled multilingual environment. In contrast, the Kenyan study concentrated on the functional role of English signage in supporting EFL acquisition, with less emphasis on policy influences and more focus on learners' interaction with public texts as a learning aid.

The sociolinguistic environments also diverged. In Guangzhou, language use was framed by a clear policy hierarchy: Mandarin as the official language, Cantonese as regionally dominant, and English as a rising global medium. The LL thus mirrored a relatively structured multilingualism. Kenya, by contrast, presents a more fluid multilingual environment where English, although official, is acquired as a second or foreign language. The Kenyan study focused on how learners navigated a LL in which English is both a tool of social mobility and a target for acquisition, rather than a naturally occurring home language.

Another major difference lies in the role of policy. While Han and Wu placed significant emphasis on the regulatory mechanisms shaping language visibility in Guangzhou, the Kenyan study gave minimal attention to official policy. Instead, it foregrounded the EFL acquisition impact of signage as a learning tool, exploring how public English texts helped learners improve their linguistic competence, regardless of policy directives. The scope also varied because Han and Wu adopted a broad socio-political and cultural lens, addressing language acquisition, identity, and public attitudes within a government-regulated multilingual city. The Kenyan research, by contrast, maintained a narrower, pedagogically oriented focus, investigating how public English texts near language institutes influenced learners' proficiency and engagement.

Nevertheless, the Guangzhou study offered several conceptual insights that enriched the Kenyan research. For instance, it demonstrated how policy-driven language visibility in public spaces affects perceptions, exposure, and usage—insights that could have enhanced the Kenyan study's analysis had the policy context been more fully examined. The structured use of Mandarin, Cantonese, and English in Guangzhou offers a contrastive model to the more

informal and market-driven signage in Kenya, prompting reflection on how regulation might strengthen or limit linguistic diversity and educational value in public texts.

Furthermore, Han and Wu's attention to residents' perceptions and their navigational strategies within multilingual signage is particularly instructive. It suggests that learner-centred approaches—focusing on how individuals interpret and respond to linguistic cues in their environment—could yield deeper insights into language acquisition. This perspective is highly applicable to the Kenyan study, where understanding how EFL learners perceive and interpret English signage could enhance analysis of its pedagogical value and inform more effective teaching strategies.

Finally, the sociocultural lens employed by Han and Wu reinforces the idea that linguistic landscapes are embedded in broader cultural narratives. Recognising how signage reflects societal identities and linguistic ideologies could have added further depth to the Kenyan study. It would illuminate how learners' interactions with English texts are shaped not only by educational objectives but also by cultural attitudes, language hierarchies, and identity considerations within Kenya's diverse linguistic tapestry. In summary, although situated in different sociolinguistic and educational settings, both studies reveal the multifaceted role of LL in shaping language acquisition and awareness. Han and Wu (2020) offer a useful comparative framework for understanding how public texts influence learners' language development, while also providing methodological and conceptual tools that could be adapted to further enrich research in EFL contexts such as Kenya.

Lu et al. (2020) conducted a study that focused on the LL of Hongcun, a traditional village in China. It examined the impact of tourism on the host community through the language used on linguistic signs. The research utilised a combination of questionnaires, in-depth interviews, and image records to investigate the LL in the village. The study highlights the dominance of standardised Chinese characters, the prominence of traditional Chinese and English characters, and tourists' satisfaction with the linguistic signs. It also revealed the influence of policies on official signs and the commercial motivations behind private signs. This study shared several important similarities with the study in Kenya. While the two studies focused on different contexts, both investigated how the visible use of language in public spaces influenced social interactions, perceptions, and language acquisition.

A key similarity between the two studies was the central role of the LL in shaping people's interactions with their environment. In the Hongcun study, linguistic signs tailored to tourists represented the intersection between local culture and the need to address an international audience. The use of language on signs influenced tourists' experiences and how the local community interacted with external languages, such as English. Similarly, in the Kenyan study, the LL surrounding language institutes played a crucial role in reinforcing the acquisition of EFL by exposing students to public signs, posters, notices, and advertisements in English. In both studies, the LL acted as a medium through which individuals engaged with languages beyond their immediate community, enhancing their language exposure and comprehension.

Another notable parallel lies in the influence of external language forces on local language practices. In Hongcun, the influx of tourists led to the increased use of languages such as English on public signs, catering to a global audience. This situation introduced new language practices into the host community, creating an interaction between local and global languages. Likewise, in the Kenyan study, the presence of English in the linguistic landscape, alongside Kiswahili and Indigenous languages, reflected the growing importance of English for communication and education. Learners in Kenya engaged with EFL, much like how locals in Hongcun encountered external languages introduced by tourists. In both settings, the LL facilitated exposure to global languages, influencing language acquisition and usage patterns.

Both studies also highlighted the role of language visibility in shaping language learning and usage. In Hongcun, the visibility of English and other foreign languages on signs affected how the local community and tourists navigated the environment. The increased presence of these languages in public spaces contributed, directly or indirectly, to language learning for locals. Similarly, in Kenya, the visible use of English in public spaces provided learners with consistent exposure to the language outside the classroom. This exposure reinforced their EFL learning by integrating the language into their daily experiences, much like the English signs in Hongcun influenced how the local community interacted with the language. Lastly, both studies emphasised the sociocultural implications of LL. In Hongcun, the language on signs portrayed the cultural shifts driven by tourism, as the introduction of foreign languages subtly altered the village's linguistic and cultural identity. The study examined how the LL reflected these changes and how the community responded. Similarly, the Kenyan study acknowledged that

the presence of English alongside local languages in public spaces reflected Kenya's multilingual and diverse cultural landscape. In both cases, the LL served as a tool for language interaction. It represented the cultural and social dynamics at play, influencing how individuals perceived and engaged with the languages in their surroundings.

The reviewed study and the Kenyan study showed notable differences in key areas, particularly in their focus, context, and the primary role of the LL in each setting. The Hongcun study examined how tourism shaped the LL, emphasising the effect of foreign languages, especially English, on the local community. It examined how public signage aimed at tourists reflected the village's cultural and economic influence through tourism. The primary concern of this study was not language acquisition but rather the impact of external linguistic forces on the local culture and identity. On the other hand, the Kenyan study specifically examined how the LL influenced language learning. Its main goal was to analyse how exposure to English in public spaces through signs, advertisements, and notices supported learners at language institutes in their journey to acquire EFL. Therefore, while the Hongcun study examined the LL due to external tourism pressures, the Kenyan study perceived it as an educational tool, particularly for language acquisition.

Secondly, the sociolinguistic contexts of the two studies varied significantly. In Hongcun, the village was primarily inhabited by Chinese speakers, and the introduction of English and other foreign languages through tourism was relatively recent and external to the local community's daily life. The presence of these languages on signs mainly catered to tourists rather than the local population. In contrast, in the Kenyan study, English had long played a prominent role in education and formal communication. The LL in Kenya represented a broader, multilingual context where English coexisted with Kiswahili and indigenous languages. English was not simply an external force introduced by outsiders but had become deeply integrated into Kenya's educational and societal fabric. As a result, while tourism demands drove the LL in Hongcun, it served a larger national and educational purpose in Kenya.

Another key difference emanated from the impact of the LL on the respective communities. In Hongcun, the linguistic signs in English and other foreign languages mainly influenced how locals interacted with tourists and how they perceived the cultural and economic changes driven by tourism. The focus was on how tourism shaped the local language environment, potentially creating a divide between the local language and the languages used

for commercial purposes. Conversely, the LL in Kenya was designed to enhance the language acquisition of EFL learners. The public display of English on signs and advertisements directly contributed to learners' exposure to the language, reinforcing what they had learned in the classroom. Therefore, while the LL in Hongcun reflected a shift in local language practices due to tourism, it functioned as an educational resource for students learning English in Kenya.

Consequently, the sociocultural implications of the two LLs were different. In Hongcun, the LL illustrated a transformation driven by external economic factors, such as tourism, which led to changes in local language use and cultural identity. The introduction of foreign languages, such as English, on signs mirrored the increasing commercialisation and globalisation of the village. In Kenya, however, the LL represented a deliberate educational and linguistic strategy aimed at promoting English proficiency among learners. The presence of English in public spaces reflected the country's multilingual reality and the critical role of English in education and professional advancement. In summary, while the LL in Hongcun primarily served the economic interests of tourism and brought about cultural shifts, it also served as a tool for language learning and educational development in Kenya.

Although the two studies focused on different aspects, the Hongcun study provided insights that helped shape the understanding of LL in language acquisition contexts. A substantial benefit was its examination of how linguistic signs served as tools for introducing foreign languages into public spaces. In Hongcun, the visible use of English and other foreign languages on signs catered to tourists, shaping the local community's interactions with these languages. This public language concept facilitates engagement with external languages directly applied to the Kenyan context, where learners encounter English in public spaces. The Kenyan study built on this idea by recognising that the LL, much like in Hongcun, played a crucial role in immersing individuals in the language, aiding their acquisition of English outside formal educational settings.

Another input from the Hongcun study was its analysis of how external linguistic forces influenced local language dynamics and perceptions. In Hongcun, the influx of tourism increased the presence of foreign languages on signs, impacting the local community's attitudes toward these languages. This paralleled the Kenyan context, where English dominated as a global language, coexisting with Kiswahili and indigenous languages. The Kenyan study benefitted from this framework by examining how learners perceived the presence of English

in the LL and how this exposure influenced their motivation and ability to learn English as a foreign language.

Furthermore, the Hongcun study provided intuitions into how LLs shaped cultural identity. In Hongcun, the language used on signs reflected the influence of tourism on the village's cultural identity, illustrating how the introduction of foreign languages altered local cultural dynamics. This concept contributed to the Kenyan study by demonstrating how the visible presence of English and regional languages replicated Kenya's sociocultural and multilingual environment. The Kenyan study examined how the LL facilitated language learning and reflected the broader cultural and linguistic context in which learners acquired English.

Finally, the study by Lu et al. (2020) focus was placed on socio-economic factors influencing language use, driven by tourism, provided a perspective that was well-suited to the Kenyan study's educational focus. While Hongcun's LL evolved due to the economic demands of tourism, Kenya's LL was shaped by the academic and professional importance of English. Understanding the socio-economic forces behind the linguistic signs in Hongcun facilitated the Kenyan study, which analysed how external factors, such as economic opportunities and globalisation, contributed to the prominence of English in public spaces and its role in language acquisition.

Wartmann and Purves (2018) explored the influence of the LL on English language acquisition in Switzerland, using the concept of ecosystem services, which encompasses both tangible and intangible benefits derived from ecosystems. This concept was highlighted as an essential framework for measuring these benefits. The study's findings provided valuable intuitions into exploring the sense of place in diverse landscapes. They contributed to ongoing efforts to refine definitions and standardise assessments of cultural ecosystem services. The study was conducted in Switzerland, a country with unique cultural and linguistic characteristics. Therefore, the findings may not be fully applicable to other contexts, such as English as a Foreign Language (EFL) acquisition in different countries or regions. Both studies focus on exploring how the LL influences English language acquisition. The study on the 'influence of the LL on English language acquisition in Switzerland', which employed the concept of ecosystem services, exhibited several notable similarities with the study on the 'LL in enhancing the acquisition of EFL at selected language institutes in Kenya'. Despite the

variations in geographical and cultural settings, both studies explored how public language usage and signage contributed to language acquisition, emphasising the broader benefits that learners derived from their respective linguistic environments.

One substantial similarity between the two studies is their focus on the LL as a tool for facilitating language acquisition. In Switzerland, the ecosystem services concept was utilised to emphasise both the tangible and intangible advantages that learners gained from their linguistic surroundings, where public signage, advertisements, and other visible language displays supported English language learning. Likewise, the Kenyan study examined how the LL surrounding language institutes—through signs, posters, and public texts—presented learners with valuable exposure to English outside formal classroom settings. Both studies emphasised that learners benefited from regular, real-world interactions with English in public settings, thereby reinforcing the language skills acquired in structured educational environments.

Another parallel was seen in how both studies addressed the broader, intangible benefits of language acquisition through the LL. Using the ecosystem services framework, Swiss research illustrated how the LL served immediate practical purposes, such as helping people navigate public spaces, and contributed to cognitive, social, and cultural development. Similarly, although not explicitly framed through ecosystem services, the Kenyan study recognised that learners' exposure to English in public spaces influenced their social and cultural integration and progress in language acquisition. In both cases, the LL went beyond serving a purely functional role, encouraging more profound engagement with the language and the cultural context it replicated.

Both studies also focused on the concept of immersion. In Switzerland, the ecosystem services framework suggests that the LL functions as a natural environment for learners, where continuous exposure to English aids in the language acquisition process by creating immersive experiences. Similarly, in Kenya, the LL has been shown to create a linguistic immersion experience for EFL learners. Signs, advertisements, and notices in English provided ongoing opportunities for learners to encounter and engage with the language outside the classroom. In both studies, the immersion fostered by the LL played a pivotal role in helping learners achieve higher language proficiency.

Furthermore, the studies underlined the role of the LL in supporting multilingualism. In Switzerland, the study acknowledged the presence of multiple languages in public spaces, with English emerging as a dominant language of global communication. Similarly, the Kenyan study considered the multilingual environment, where English coexisted with Kiswahili and Indigenous languages, and how this linguistic diversity affected learners' acquisition of English. In both contexts, learners navigated complex linguistic environments, with English playing a central role in public spaces in language acquisition and interacting with other local and national languages.

In conclusion, both studies share significant similarities in exploring how LLs contribute to promoting English language acquisition, highlighting the importance of public language displays, immersion, and the intangible benefits that learners derive from these environments. They both analyse language representation, learners' exposure to English, language acquisition experiences, and sociolinguistic implications. These aspects contribute to a comprehensive understanding of how the LL influences the acquisition of English in various settings. However, the two studies differ in their research focus, scope of analysis, participants, and objectives. While both studies investigate the LL of English language acquisition, they approach the topic from distinct perspectives, providing unique insights into language acquisition experiences and representation within diverse linguistic environments. Furthermore, there are research gaps between the two studies. These gaps relate to the scope of LL analysis, the potential benefits of comparative and longitudinal studies, the need to consider language learner diversity, and the exploration of how technology interacts with the LL. Addressing these research gaps can provide a more comprehensive understanding of how the LL influences EFL-acquiring experiences and language-acquisition processes, which is the rationale behind the current research.

Regarding the differences between the study reviewed and the study in Kenya, both varied significantly in several important aspects, particularly in terms of theoretical approach, cultural context, and the primary role of the LL in each setting. A vital difference between the two studies lies in their theoretical frameworks. The Swiss study utilised the ecosystem services concept to understand how the LL supported language acquisition, emphasising tangible and intangible benefits from public signage, advertisements, and other visible language displays. This framework allowed the study to assess how the linguistic environment contributed to

learners' English acquisition in measurable ways. In contrast, the Kenyan study did not employ a specific theoretical model, such as ecosystem services. Instead, it focused on the practical effects of the LL, analysing how English signs, posters, advertisements and public texts exposed learners to the language and aided their EFL acquisition. While the Swiss study employed a structured approach to assess the benefits of the LL, the Kenyan study emphasised the functional role of public displays in fostering language learning, albeit without incorporating an overarching theoretical framework.

Another difference was the cultural and linguistic context. In Switzerland, the LL is marked by a mix of languages, with English appearing alongside the national languages of German, French, and Italian. The Swiss study examined how this multilingual environment affected learners' engagement with English, which is typically regarded as a global rather than a primary national language. On the other hand, the Kenyan study took place in a setting where English played a central role in education and communication, coexisting with Kiswahili and indigenous languages. In Kenya, English was not only a global language but also profoundly integrated into Kenya's educational system. This difference in linguistic environments affected how learners in each context interacted with English, with Switzerland focusing on global multilingualism and Kenya centring on an English-dominant setting.

The role of the LL also differed between the studies. In Switzerland, the LL was viewed as an ecosystem that provided both direct and indirect opportunities for learners to engage with English, allowing them to acquire the language through constant exposure in public spaces. The study highlighted how this environment contributed to cognitive and social development beyond language learning. In contrast, the Kenyan study treated the LL as a practical tool that directly supported language acquisition. It examined how English-language signs and texts in public spaces served as additional language acquisition resources for students, reinforcing their classroom learning. The Swiss study emphasised the broader developmental benefits of the LL, while the Kenyan study focused more on its immediate influence on English language proficiency.

Regarding the contributions, the study on the LL in Switzerland provided several valuable insights that were applied to the research on acquiring EFL at selected language institutes in Kenya. Despite the distinct contexts, the Swiss research offered a valuable framework for understanding how public language displays aid in language acquisition, which

also proved relevant for the Kenyan context. One prominent insight from the Swiss study was the use of the ecosystem services concept to demonstrate how the LL avails both tangible and intangible benefits to learners. In Switzerland, public signage, advertisements, and other visible language use were part of an ecosystem facilitating English language acquisition. This notion of the linguistic environment offering concrete learning opportunities while fostering cognitive and social development could also be relevant to the Kenyan study.

In Kenya, learners could benefit from constant exposure to English in public spaces, reinforcing their formal classroom education with real-world language interactions. Another important takeaway was the focus on the immersive experience provided by the LL. In Switzerland, the continuous presence of English in public areas was viewed as a natural learning environment that enhanced language acquisition through immersion. This idea could also inform the Kenyan study, where the presence of English in public signs, posters, and texts creates an immersive environment, helping students practice and engage with the language beyond the classroom setting. The Swiss research's emphasis on how immersion in public language displays supports language learning could provide insight into how EFL learners in Kenya benefit from similar exposure to English in their everyday surroundings.

Additionally, the Swiss study highlighted the cognitive and social benefits associated with the LL. In Switzerland, the visible use of English in public spaces facilitated navigation and contributed to broader cognitive engagement and cultural understanding. This idea could be applied to the Kenyan study by suggesting that public displays of English support language proficiency and enhance learners' engagement with the language and its cultural aspects. In Kenya, where English is a key language in education and professional settings, the LL can foster cognitive development and cultural integration for EFL learners. The Swiss study provided valuable acumens on how linguistic landscapes can serve as immersive and multifaceted tools for language acquisition. These insights have been applied to the Kenyan context to gain a deeper understanding of how public displays of English contribute to the development of EFL learners through both practical language practice and the broader cognitive and cultural benefits of the linguistic environment.

Given the importance of the LL in shaping cultural understanding and facilitating English learning, both the government and schools placed significant emphasis on constructing LLs on campuses. This study, conducted by Wanjing Li et al. (2020), examined the role of the

LL in English learning by analysing the differences in campus LLs between middle schools and universities in Shenzhen, focusing on their form and content. The research introduced the various ways the LL was presented and explored the different purposes behind its application. By doing so, the study aimed to provide a more comprehensive understanding of the application and design of LLs across various campuses.

It also investigated the impact of campus LLs on students' English learning, considering factors such as informal environmental exposure, use as learning materials, fostering interest, expanding vocabulary, and its connection to everyday life. The research was grounded in Piaget's Constructivist Learning Theory (1970), which posits that students develop knowledge about the external world through interaction with their surrounding environment, thereby building their cognitive structures. The study concluded that integrating the LL into the educational environment can enhance its educational function, promoting a practice-oriented, teacher-led, and student-centred approach to English learning. This integration was found to improve students' English learning abilities.

The study that examined the role of the LL in English learning by analysing the differences in campus LLs between middle schools and universities in Shenzhen shared several key similarities with the research on the "LL in Enhancing the Acquisition of EFL at Selected Language Institutes in Kenya." Despite their distinct geographical and institutional settings, both studies explored how the visibility and content of English in public spaces supported learners' language acquisition and shaped their educational experiences. One significant similarity between the two studies was their emphasis on using the LL as a pedagogical tool. The Shenzhen study focused on how English was integrated into the LL of middle schools and universities, assessing the frequency, form, and educational value of public signs. It highlighted that the presence of English signs in various formats contributed to creating a language-rich environment that explicitly and implicitly supported English learning. Similarly, the Kenyan study investigated how using English in the surrounding linguistic environment through signage, posters, and educational notices helped EFL learners at language institutes engage with the language outside their formal classroom settings in acquiring EFL. In both studies, the visible presence of English in the LL functioned as a resource that reinforced language acquisition by extending it into real-world settings.

Another similarity lies in their focus on comparing different educational contexts to understand the effectiveness of LLs in language learning. The Shenzhen study analysed how the form and content of English in the LL varied between middle schools and universities, revealing that universities tended to have a more diverse and sophisticated use of English, which provided learners with more advanced language input. This comparative approach was mirrored in the Kenyan study, which examined how English was used in various parts of the linguistic environment surrounding language institutes, thereby helping to identify which contexts provided more beneficial language exposure for learners. Both studies, therefore, explored the variations in the LL within different educational settings to draw insights into how these variations influenced learners' engagement with English.

Moreover, both studies painted the importance of immersion and repeated exposure in facilitating English learning. The Shenzhen study found that learners in environments with a richer LL were more likely to encounter English in various contexts, which enhanced their familiarity and comfort with the language. Similarly, the Kenyan study emphasised that the constant presence of English in public spaces, even outside the formal classroom, contributed to learners' overall language acquisition by providing continuous opportunities for language interaction. In both studies, the LL was seen as playing a crucial role in immersing learners in an English-rich environment, which complemented formal education and contributed to more effective language learning.

Lastly, the two studies focused on the role of linguistic content in shaping language learning outcomes. In Shenzhen, the study considered the quantity and quality of English used on campus signs, analysing whether the language used was relevant and educational for learners. This approach was similar to the Kenyan study, which evaluated the content of English texts in public spaces to determine if they provided meaningful learning opportunities for EFL students. Both studies recognised that for the linguistic landscape to be an effective tool in language acquisition, it needed to offer content that was both accessible and pedagogically valuable to the learners. In summary, the two studies shared several similarities in their exploration of the role of LLs in supporting English learning, particularly in their focus on using public language displays as educational tools, comparing different learning environments, and emphasising immersion and meaningful content in language acquisition.

Regarding the differences, the study that explored the role of the LL in English learning by comparing middle schools and universities in Shenzhen diverged expressively from the research on the ‘LL in Enhancing the Acquisition of EFL in Selected Language Institutes in Kenya’ in various key aspects, particularly in scope, educational contexts, and the emphasis on the form and content of the LL. One significant variance between the studies was in their educational contexts. The Shenzhen study focused on both middle schools and universities, representing two different levels of the educational system where English proficiency and the role of English varied significantly. This study analysed how the LL adapted to each level, with middle schools featuring more straightforward, more foundational English, while universities displayed more advanced, academic language. In contrast, the Kenyan study focused on language institutes designed explicitly for learners acquiring EFL. These institutes catered exclusively to English learning, with the LL created to immerse learners in English regardless of their previous educational background. As a result, Shenzhen's educational focus spanned various formal education stages, whereas the Kenyan study was centred on specialised EFL education.

Another significant distinction lies in the attention given to the form and content of the LL. The Shenzhen study examined the presence of English in public spaces and the differences in the form and complexity of the language between middle schools and universities. The study emphasised that universities used more specialised academic English, while middle schools relied on more fundamental and instructional language usage. In contrast, the Kenyan study focused broadly on the presence and visibility of English in public signs, advertisements, and notices around language institutes, without specifically examining the complexity or type of English displayed. The primary concern in Kenya was how exposure to English in public spaces aided language learners rather than the variations or complexity of the English used.

Additionally, the studies diverged in terms of their objectives regarding English learning. The Shenzhen study aimed to understand how the differences in the LL between middle schools and universities shaped students’ progression in English proficiency. It highlighted how the linguistic setting evolved as students advanced through their educational journey, from basic English in middle schools to more specialised language at the university level. Meanwhile, the Kenyan study was less focused on progression through educational levels and more concerned with how the LL around language institutes helped learners acquire

English as a foreign language. The Kenyan study's main objective was to explore how immersion in public English signs supported EFL learners and reinforced their classroom learning, regardless of their educational stage.

In brief, the studies differed in their approach to comparison. The Shenzhen study specifically compared two types of educational institutions —middle schools and universities —within the same region to understand how their LLs differed. It concluded the role of educational level in shaping the linguistic situation and its impact on English learning. In contrast, the Kenyan study did not directly compare different educational levels or institutions. Instead, it examined the broader impact of the LL on EFL learners across selected language institutes, focusing on how public English displays supported language acquisition without distinguishing between institutions.

Regarding the contributions of the reviewed study to research in Kenya, the Shenzhen study provided valuable insights that were highly relevant to the Kenyan context, particularly in illustrating how the form and content of LLs impact language learning. Despite the differing educational settings, the Shenzhen study offered valuable insights relevant to the Kenyan context, particularly in how the form and content of LLs influenced language learning. One significant contribution of the Shenzhen study was its analysis of the variation in English complexity used in public signs across different educational levels. By examining both middle schools and universities, the study highlighted how the LL evolved about students' proficiency. Middle schools presented simpler, more instructional English, while universities displayed more advanced, specialised academic language. This awareness was applied to the Kenyan study by emphasising the importance of tailoring the LL to the proficiency levels of EFL learners. Although the Kenyan study focused on language institutes, understanding how the complexity of public English signs affects learners' language acquisition was a helpful takeaway.

Another important contribution was the Shenzhen study's focus on the role of the LL in reinforcing formal classroom learning. The study demonstrated how public English signage at different educational levels served as an extension of the classroom, supporting students' progression in language acquisition. This was directly applicable to the Kenyan context, where the LL around language institutes similarly provided additional opportunities for learners to engage with English outside of structured lessons. The Shenzhen study's emphasis on the

supportive function of the LL helped underscore the role of public language exposure in reinforcing the acquisition of EFL in Kenya. Furthermore, the Shenzhen study provided insight into how the form and content of the LL reflect the learners' academic environment.

In Shenzhen, the study by Wnjing Li et al. (2020) on LL at universities featured more sophisticated academic language, reflecting the students' advanced learning context. In contrast, middle schools displayed a more basic language to align with their instructional needs. This concept was employed in the Kenyan study to investigate how the form and content of public English displays near language institutes should correspond to learners' stages of EFL development, ensuring that the LL aligns with their educational needs. In summary, the Shenzhen study's analysis of language complexity, the supportive role of the LL in education, and the reflection of academic environments in public signage provided valuable insights that could enhance the understanding of how LLs support EFL learning in Kenya. These contributions helped highlight the importance of considering learners' proficiency levels and educational needs when evaluating the role of the LL in language acquisition.

2.2.3 Sociolinguistic Implications of Linguistic Landscape in Enhancing the Acquisition of EFL

A LL reflected the underlying ideologies regarding languages and their speakers, linguistic diversity, language statuses, and perceived values. To verify this assertion, Sviatlana (2024) examined the multilingual landscape of language learning in Cyprus within the conceptual framework of geo-semiotics, conducting an in-depth qualitative and quantitative analysis of visual semiotic signs in public spaces. The research aimed to interpret the indexicality and more profound meanings of the multilingualism situation in the country, the relationship between discourse and space, as well as the perceptions and attitudes of the Greek Cypriot population towards multilingualism and multilingual language learning. The study collected photographic data, compiling 4,200 images from all geographical regions of Cyprus. These were analysed quantitatively and qualitatively, considering language, the arrangement of displayed text and pictures, language learning genre, visual semiotics, placement, and surrounding context in line with the principles of the symbolic construction of public space. The findings indicated that sign readers in Cyprus generally held a positive attitude towards multilingualism and signage. Furthermore, the language learning in Cyprus was complex and distinctive, closely tied to the political economy of language and space.

Sviatlana's (2024) study, as reviewed and the present study, examined the significance of LLs in multilingual environments, exploring how public signage reflects language ideologies, diversity, and societal perspectives. The study on the multilingual language learning of Cyprus, framed within geo-semiotics, employed qualitative and quantitative methods to analyse semiotic signs in public spaces, focusing on the relationship between language, space, and discourse. Similarly, research on the socio-linguistic implications of learning languages (LLs) in acquiring EFL has investigated how exposure to English signage influences language learning and comprehension. Both studies adopted a structured data collection and analysis approach, examining linguistic visibility in public spaces and its impact on language perception. Despite their similarities, the studies differ in focus and objectives. The Cyprus study centred on multilingualism, analysing how various languages coexist in public spaces and their socio-political and economic implications. In contrast, the Kenyan research explicitly focused on English language acquisition, assessing the role of public signage in language learning, whether accurate or flawed. While the Cyprus research explored public attitudes towards multilingualism, the EFL study in Kenya examined signage as a pedagogical tool for language learners.

The Cyprus study contributes valuable intuitions to the Kenyan research by offering a methodological framework and highlighting the broader implications of LLs. Its exploration of linguistic visibility and the symbolic construction of public space provides a theoretical foundation for analysing how signage affects language perception and acquisition in Kenya. However, the Cyprus study did not specifically address second-language acquisition or the educational role of LLs, leaving gaps that the Kenyan research seeks to fill. The Kenyan study extends the discussion by investigating how EFL learners engage with public signage as an informal learning resource, assessing its influence on comprehension and proficiency. In addressing these gaps, the Kenyan research enhances understanding of the significance of LLs in language acquisition. While both studies examine LLs in multilingual settings, the Cyprus study focused on multilingualism and its socio-political and economic implications. Still, it did not explore the role of LLs in second-language acquisition. The Kenyan study addresses this gap by investigating how English signage influences the acquisition of EFL, comprehension and proficiency. Unlike the Cyprus study, which analysed public attitudes towards

multilingualism, the Kenyan research examines how learners engage with signage as a tool for acquiring EFL.

Rañosa-Madrurnio (2023) studied the multilingual characteristics of the touristic LL in Labuan Bajo, Indonesia. The research explored the diverse linguistic features of public signage in this popular tourist destination. Using Backhaus's analytical framework of LL, the study analysed 410 photos of outdoor signage from various tourist spots, including Komodo National Park, hotels, restaurants, diving centres, souvenir shops, and cafés. Through content analysis, the study revealed that Labuan Bajo's linguistic landscape comprised 14 languages: Indonesian, English, Manggarai, Italian, Arabic, Mandarin, Spanish, Bahasa Komodo, Sanskrit, Kupang Malay, Latin, French, German, and Dutch. It was found that most languages appeared on monolingual signs, with only a few on multilingual signs, and that Indonesian dominated the code preference on bilingual and multilingual signage.

Additionally, the signs were primarily produced by non-government agencies, and the complementary nature of languages was the most prominent feature on bi/multilingual signage. The study highlighted that Labuan Bajo exhibited multilingual inequality as a tourist town. Indonesian and English were the most frequently cited languages, while local languages like Manggarai and Bahasa Komodo were the least represented. The study recommended that the local government regulate language use on public signage and that tourism businesses provide signs in Indonesian with accurate English translations. The study also contributed to multilingualism research, emphasising that the LL reflects the languages used in a particular setting and underscores the area's cultural diversity.

The review had several parallels with the study on the 'Linguistic Landscape for Acquiring EFL at Selected Language Institutes in Kenya,' particularly in how public signage and language displays influenced language learning and awareness. Both studies highlighted the significance of the LL as a tool for language exposure and learning. In Labuan Bajo, the multilingual public signage exposed tourists and locals to various languages, fostering linguistic diversity. Similarly, the Kenyan study emphasised how the public displays of English around language institutes helped reinforce learners' exposure to English outside the classroom. In both cases, the LL served as an external resource that facilitated language acquisition and understanding.

A further similarity between the two studies was their focus on how visible language in public spaces could enhance linguistic and cultural awareness. In Labuan Bajo, the diverse signage showcases the region's cultural and linguistic diversity, encouraging people to engage with multiple languages. The Kenyan study similarly explored how English signage helped learners immerse themselves in the language, thereby deepening their understanding of linguistic and cultural aspects. In both studies, the LL was seen as a resource that heightened learners' awareness of language diversity and its role in society. In addition, both studies also examined how the linguistic landscape exhibited the dominant languages of a given context. In Labuan Bajo, English and Indonesian were the dominant languages on signage, while local languages were less visible, demonstrating the linguistic preferences of a tourism-driven area. In Kenya, the focus was on English as the target language for EFL learners, with public displays of English reinforcing its role as the dominant language in educational and professional contexts. In both studies, the LL mirrored the prevailing linguistic priorities, shaping how learners interacted with and were exposed to different languages.

Several vital insights were gained regarding the differences between the reviewed study and the current study in Kenya. A primary distinction was the context in which the LL was observed. The Labuan Bajo study concentrated on a tourist area, where the LL was shaped by the multilingual demands of visitors and local businesses catering to a diverse tourist population. The signs examined in this research displayed a blend of international and local languages, reflecting the interaction between these two elements. On the other hand, the Kenyan study focused on language institutes with a specific aim of teaching EFL. In this case, the LL had a more educational function, with signs and displays tailored to support learners' acquisition of EFL, and there was a reduced emphasis on multilingualism compared to the Labuan Bajo context.

Another notable difference was in the primary objective of each study. The Labuan Bajo study aimed to analyse the multilingual characteristics of public signage in a tourist town, exploring the coexistence of multiple languages and their role in representing cultural diversity. It focused on how languages like English, Indonesian, and local dialects coexisted on signage to serve the needs of tourists and locals. The Kenyan study, however, concentrated on how the linguistic landscape around EFL institutes facilitated the acquisition of EFL, specifically for learners aiming to improve their language skills. The goal in Kenya was to enhance the learners'

exposure to English in a structured educational environment rather than to explore multilingualism. Additionally, the focus of the studies differed regarding the linguistic priorities observed in the landscape.

In Labuan Bajo, the study highlighted the dominance of English and Indonesian on public signage, with local languages receiving less visibility. The research analysed how this imbalance reflected the linguistic preferences of the region's tourism industry. On the other hand, the Kenyan study focused on the exclusive use of English in the linguistic landscape, as it was the target language for learners at the institutes. Unlike Labuan Bajo's multilingual approach, the Kenyan landscape was geared toward reinforcing English proficiency, with little emphasis on other languages. Conclusively, the two studies differed significantly in their contexts, with one focusing on a multilingual tourist setting and the other on an educational environment for EFL learners. Their objectives also diverged, with one analysing multilingual characteristic and the other concentrating on EFL acquisition.

The reviewed study in Labuan Bajo' made notable contributions to understanding the sociolinguistic impact of the linguistic landscape on the acquisition of EFL. One of the notable contributions of the Labuan Bajo study was its emphasis on the interaction of multiple languages in public spaces, offering valuable insights into how a multilingual environment can affect language learning. The study demonstrated how the linguistic landscape serves as a resource for language exposure and acquisition by examining the visibility and dominance of languages such as English and Indonesian over others. This emphasis on language visibility in public spaces supported the objective of investigating how LLs aid EFL learning by highlighting how exposure to the target language in real-world contexts improves learners' language comprehension.

The Labuan Bajo study demonstrated how public signage, even in multilingual environments, plays a crucial role in shaping linguistic awareness, which is essential for developing communicative competence in a new language. Additionally, the study's focus on language hierarchies within the tourist landscape contributed to an understanding of the sociolinguistic aspects of language learning environments. By showing that English often took precedence on signage, the study provided an example of how dominant languages in a specific context influence the linguistic setting and, consequently, the learning process. This helped

inform the Kenyan study's exploration of how the presence and prominence of English in public spaces around language institutes aided learners in acquiring EFL.

The connection between linguistic proficiency and the “immigrant generation” or sociocultural setting was investigated by Petersen et al. (2018). The researchers utilised a large dataset, the Corpus of American Danish, which consisted of 1.6 million tokens, including both words and non-word utterances. The study's findings, based on a solid empirical foundation, concluded that the sociolinguistic setting plays a crucial role in the development of linguistic proficiency. Additionally, the study found that linguistic proficiency is a non-universal cognitive phenomenon. These findings underscore the significance of considering sociocultural context in language acquisition, suggesting that factors beyond individual characteristics also influence language proficiency. The gap in exploring the sociolinguistic implications of the LL in EFL acquisition in selected language institutes in Kenya is that the reviewed study focused on Danish speakers in different sociocultural settings. Therefore, further research is needed to investigate the sociolinguistic implications of the linguistic landscape in the context of language acquisition in Kenyan language institutes.

This reviewed study exhibited several crucial similarities with the study in Kenya. Both studies examined how external environments and sociocultural influences shaped language acquisition, emphasising context's important role in developing linguistic skills. One significant similarity between the two studies was the exploration of how learners' environments contributed to their language development. In the immigrant generation study, individuals' linguistic proficiency was linked to their sociocultural context, where frequent exposure to the dominant language and the surrounding LL played a pivotal role in their language learning. Likewise, the Kenyan study analysed how the public use and display of English in the LL around language institutes provided consistent exposure for learners, supporting their acquisition of English as a foreign language. Both studies highlighted the critical role of real-world language exposure in enhancing language skills.

Another shared focus of the studies was how learners' interactions with their linguistic environments facilitated language acquisition. In the immigrant generation study, the level of immersion in the dominant language through daily interactions was a key factor in achieving proficiency. Similarly, in the Kenyan context, the LL surrounding EFL learners created an immersive environment, contributing opportunities for engagement with English outside formal

lessons. In both cases, learners' active interaction with their linguistic environments contributed to their language development. Both studies also underscored the influence of motivation and social integration on language learning. In the immigrant study, individuals' proficiency in the dominant language was connected to their need for adaptation and integration into the host society, which drove their language learning efforts. The Kenyan study similarly indicated that learners' engagement with the English LL not only improved their language skills but also aided their cultural integration within an English-speaking context. This parallel demonstrated how both studies linked language acquisition to learners' desire to integrate more fully into their sociocultural environments.

Regarding the differences, the reviewed study contrasted with the study in Kenya in several important ways, particularly in their focus, context, and target populations. One of the differences was the primary focus of each study. The immigrant generation study concentrated on how linguistic proficiency was influenced by the generational status of immigrants, examining how different generations of immigrants adapted to the dominant language of their new country. It explored the varying degrees of language acquisition based on whether individuals were first-generation immigrants or born into immigrant families. In contrast, the Kenyan study focused specifically on how the LL around language institutes contributed to learning English as a foreign language. The Kenyan research aimed to understand how public English displays aided EFL learners' progress without addressing generational factors.

Another significant difference lies in the context and setting of the two studies. The immigrant generation study was situated in a context where learners were exposed to the dominant language of their host country as part of their everyday sociocultural environment. The language acquisition process occurred naturally as immigrants interacted with the local population and engaged in daily activities. On the other hand, the Kenyan study took place in an educational context, where learners attended specific language institutes to acquire English. The focus was on how English, as a foreign language, was represented in public spaces surrounding these institutions, providing additional support for formal language learning in a structured environment.

The target population also differed significantly between the two studies. The immigrant generation study examined individuals who were either immigrants themselves or the children of immigrants, investigating how their sociocultural background affected their language

proficiency. This population faced the challenge of adapting to a new linguistic environment in a foreign country. In contrast, the Kenyan study focused on learners primarily enrolled in language institutes to improve their English skills as a foreign language without the added complexity of immigration or generational adaptation. The Kenyan learners were primarily EFL students seeking to acquire English in a more formal and structured educational setting.

The study reviewed made significant contributions that applied to the study in Kenya. Although the two studies focused on different contexts, the insights from the immigrant generation study availed valuable perspectives that enriched the understanding of how learners acquire language within their external environments. One of the significant contributions of the immigrant generation study was its focus on how sociocultural settings influence language acquisition. This idea was applied to the Kenyan study, where the role of the LL in supporting EFL acquisition was central. The immigrant study demonstrated that the linguistic environment surrounding individuals, whether they were first-generation immigrants or born into immigrant families, played a critical role in shaping their language proficiency. Similarly, the Kenyan study incorporated this perspective by recognising how the LL around language institutes served as a sociocultural setting that influenced learners' exposure to and acquisition of EFL.

Another substantial contribution was the immigrant generation study's emphasis on the significance of external language exposure in everyday contexts. It was found that frequent interaction with the dominant language in a sociocultural environment enhanced proficiency. This idea was directly relevant to the Kenyan study, where the public displays of English around language institutes provided EFL learners with consistent exposure to the language. The immigrant generation study reinforced that immersion in a linguistic environment, whether through social or public means, greatly enhances language acquisition, offering a strong parallel to the Kenyan learners' experience of encountering English outside the classroom.

Furthermore, the immigrant generation study highlighted the importance of adaptation and interaction with the linguistic landscape for successful language learning. Immigrants who are more integrated into their new linguistic environments demonstrate higher proficiency levels. This insight was employed in the Kenyan context by suggesting that learners who actively engaged with the English LL through signs, advertisements, posters, and other public texts improved their language skills. Adapting to and interacting with the surrounding linguistic

environment was a key contribution that informed the understanding of the Kenyan study of how public language displays foster EFL acquisition.

LLs have proven to be an intriguing force in sociolinguistic research, as language in public spaces indexes broader sociolinguistic processes, struggles, and policies. Albury (2018), however, employed LL as a methodological tool for research that solicits and analyses metalinguistic talk embedded in its socio-cognitive dimensions regarding societal multilingualism. The paper typologised the discussions that transpired about and beyond the LL, analyses recurrent Chinese Malaysian ideological discourses that arose within the metalinguistic talk, and ultimately shows that the LL is a fertile tool for research into grassroots socio-cognitive engagement with multilingualism. This paper, which explored the LL as a methodological tool for research, solicited and analysed metalinguistic talk in a survey on the linguistic landscape of English language acquisition, providing valuable insights into language acquisition practices, language preferences, identity negotiations, and pedagogical implications. It equally complemented traditional LL analysis and enhanced the researcher's understanding of the role of the LL in English language acquisition environments.

This study, which employed the LL as a methodological tool to investigate metalinguistic talk, focusing on its socio-cognitive dimensions related to societal multilingualism, had clear parallels with the research on 'LL for Acquiring EFL at Selected Language Institutes in Kenya.' Both studies examined how public language displays played a pivotal role in shaping language learning and understanding, emphasising the active engagement of learners with their linguistic environments to enhance their language skills. A pertinent comparison was the central role of the LL in fostering language acquisition. In both cases, public displays of language were considered essential learning resources. The methodological study utilised the LL to stimulate metalinguistic reflections, prompting learners to critically consider language use in a multilingual setting. Similarly, the Kenyan research examined how the LL surrounding language institutes, primarily through public signs and texts, provided continuous exposure to English, facilitating learners' acquisition of it as a foreign language. In both studies, the LL served as a source of language exposure and a tool for fostering more profound engagement with the language.

Another shared feature emphasised cognitive engagement with language in public spaces. The societal multilingualism study analysed how learners interacted with the LL by

reflecting on language use in a multilingual context. This cognitive engagement was mirrored in the Kenyan study, where learners' encounters with English in public spaces reinforced what they learned in the classroom, encouraging active language processing in real-life contexts. Both studies acknowledged that interacting with the linguistic environment involved more than passive observation. It required active cognitive engagement that supported improved language acquisition. Finally, both studies recognised the role of the linguistic landscape in promoting and representing multilingualism.

In the study on societal multilingualism, the LL was examined as a reflection of the community's linguistic diversity, sparking discussions on multilingual coexistence. Similarly, the Kenyan study occurred in a multilingual environment where English coexisted with Kiswahili and indigenous languages. The LL in both studies was seen as a platform for encountering multiple languages, presenting learners with opportunities for multilingual engagement. However, the Kenyan research was explicitly focused on English acquisition.

Regarding the distinction between the reviewed study and the current study in Kenya, both differed in several key aspects. One significant difference was the theoretical focus. The study on societal multilingualism concentrated on metalinguistic talk, exploring how individuals reflected on language use within a multilingual society. This research aimed to understand how people think about and process language, focusing on the cognitive dimensions of interacting with multiple languages in public spaces. In contrast, the Kenyan study focused more on practical language acquisition, specifically examining how learners of English as a foreign language benefited from exposure to English in the public linguistic landscape. The Kenyan study did not delve deeply into metalinguistic reflections but instead examined how learners acquired proficiency in English through repeated encounters with the language in their everyday surroundings.

Another key difference was the purpose of the LL in each study. In the study of societal multilingualism, the linguistic landscape was analysed as a reflection of societal language dynamics, where multiple languages coexisted and were visible in public spaces. This study aimed to explore how the presence of multiple languages influences cognitive awareness and societal language practices. On the other hand, the Kenyan research focused on the LL as a tool for facilitating English language acquisition. The primary purpose of the linguistic environment

in the Kenyan context was to immerse learners in English and reinforce what they learned in formal settings.

Thus, while the former study aimed to analyse multilingualism and language interaction, the latter research centred on how the LL supported the specific learning of English. Furthermore, the scope of language learning also varied between the two studies. The societal multilingualism study explored how individuals navigated and reflected on multiple languages within the same environment, considering a broad spectrum of language interactions. It looked at how individuals cognitively processed the presence of different languages in their surroundings. In contrast, the Kenyan study had a narrower focus, dealing solely with acquiring English as a foreign language. It did not examine multilingual interactions but instead focused on how the public presence of English helped learners improve their proficiency.

Several key points were identified regarding the contributions of the reviewed study to the present study. Despite differing foci, the insights gained from the former research offered valuable perspectives for understanding the role of the LL in the Kenyan context. One significant contribution of the multilingualism study was its emphasis on using the LL as a tool for cognitive engagement with language. By analysing how individuals replicated language use in a multilingual society, the study demonstrated that public language displays prompted deeper cognitive processing and critical thinking about language. This idea could be applied to the Kenyan study, where learners were exposed to English in their environment. The recognition that the LL could facilitate language acquisition and metalinguistic awareness offered a richer understanding of how learners in Kenya might engage with English in public spaces, helping to reinforce their formal learning.

Another crucial contribution was the methodology employed in the multilingualism study, which used metalinguistic talk to analyse how learners interacted with the linguistic environment. This approach of gathering insights from individuals' reflections on language could be applied to the Kenyan study, encouraging a more nuanced exploration of how learners interacted with English in their surroundings. The idea that learners' reflections on public language use could provide essential data about their language learning process offered a potential avenue for further analysis in the Kenyan context. By integrating a similar methodology, the Kenyan study deepened its exploration of how learners perceived and processed the English language displays around them. Moreover, the focus on socio-cognitive

dimensions in the study of multilingualism contributed to an understanding of how the LL influences learners' cognitive processes.

This perspective enriched the Kenyan research by suggesting that learners' interactions with public English displays were not merely passive but involved active mental engagement. This insight reinforced the idea that the Kenyan LL played a dynamic role in language acquisition, helping learners to internalise and reflect on the language beyond its surface level. In conclusion, the study on societal multilingualism made significant contributions to Kenyan research by highlighting the cognitive and reflective dimensions of interacting with the LL. These contributions provided a more comprehensive framework for understanding how learners in Kenya can actively engage with English in their environment, thereby enhancing their language acquisition process.

Lonyangapuo (2016) addressed the challenges multilingual African nations face, focusing on Kenya in their efforts to participate in global education. Language is identified as a central issue in this context. The recommendations in this paper aim to guide language planners and policymakers in multilingual African nations in promoting equitable access to global education and fostering the development of indigenous linguistic and cultural resources. It is hoped that multilingual African countries, including Kenya, can navigate global education challenges more effectively. This study on the challenges faced by multilingual African nations, particularly Kenya, in their efforts to participate in global education shared crucial similarities with the study on the 'LL in enhancing the acquisition of EFL in Selected Language Institutes in Kenya.' Both studies focused on language acquisition in the Kenyan context, where English played a pivotal role, and addressed how the linguistic environment influenced learners' engagement with the English language.

One of the significant similarities was the emphasis on the role of English in education. In both studies, English was seen as a crucial medium for accessing global opportunities through formal education or language learning. The study on global education challenges in multilingual African nations examined how Kenya's multilingualism influenced learners' ability to acquire English and participate in the international academic community. Similarly, the study on the LL at EFL institutes in Kenya focused on how the public display of English in the environment helped learners improve their proficiency. In both cases, English was positioned as a necessary tool for broader educational and professional success.

Another parallel lies in exploring how learners navigated the complex linguistic environments in Kenya. The study on global education highlighted the challenges that learners faced in mastering English alongside their native languages and Kiswahili. In contrast, the EFL study examined how exposure to English in public spaces helped language learners navigate the same multilingual landscape. Both studies recognised that learners had to engage with multiple languages simultaneously, and this interplay between languages influenced their progress in acquiring EFL. Operating within a multilingual setting was considered essential for effective language learning in both contexts.

Additionally, the studies emphasised the importance of the external linguistic environment in supporting the acquisition of EFL. The global education study discussed how Kenya's educational system, operating in a multilingual context, shapes learners' proficiency in EFL, highlighting the need for improved language support. Correspondingly, the study on the LL demonstrated that the visibility of English in public spaces surrounding language institutes provided an essential supplementary tool for learners, reinforcing classroom instruction and enhancing their exposure to the language. Both studies acknowledged the linguistic environment as a vital factor in acquiring English. Both studies shared the common goal of exploring how the linguistic environment in Kenya influenced the acquisition of EFL, whether through formal education or exposure in public spaces, and both highlighted the central role of English in enabling learners to access broader global opportunities.

Regarding differences, both studies diverged expressively in various vital areas, including their scope, focus, and approach to language learning. One of the main differences was noted in the scope of the studies. The research on global education challenges was broad, focusing on the national and international implications of multilingualism in Kenya. It addressed how the multilingual nature of Kenya affected its ability to integrate into global educational systems, emphasising policy, curriculum, and the overall educational structure. In contrast, the study on the linguistic landscape was more localised, concentrating specifically on the role that public language displays around selected language institutes played in helping learners acquire EFL. This study did not delve into national or global educational challenges but focused on the immediate environment surrounding language learners.

Another vital difference was in the focus of each study. The global education study examined how Kenya's multilingualism simultaneously challenged learners to master English,

Kiswahili, and indigenous languages. It focused on the broader educational challenges, such as balancing multiple languages in the curriculum and how this impacted learners' ability to engage with global education systems. On the other hand, the LL study primarily focused on the practical role of public English signage and displays in promoting English language acquisition. It did not address the broader educational system or the complexities of balancing multiple languages but instead concentrated on how environmental exposure to English facilitated learning for EFL students.

Additionally, the approach to language learning in each study differed. The global education study emphasised systemic challenges, such as the need for language policies supporting multilingual education while preparing students to engage with global academic standards. It considered language learning in the context of national education policies and their alignment with international frameworks. In contrast, the study on LLs adopted a more practical, localised approach by investigating how learners interacted with English in public spaces around language institutes. It focused on how frequent encounters with English in the surrounding environment supported language learning rather than on policy or curriculum changes. The study on global education challenges took a broader, policy-focused approach to language learning in a multilingual nation. In contrast, research on the linguistic landscape was more concerned with the immediate, practical aspects of the acquisition of EFL through public exposure in a specific educational setting.

The contributions of the reviewed study to the present study were substantial, particularly in providing a broader context for understanding the complexities of language learning in a multilingual society. One of its significant contributions was its exploration of the intricate relationship between multilingualism and language policy in Kenya. This provided a deeper understanding of how the linguistic landscape in Kenya, including public signage and displays, was shaped by the nation's multilingual environment. By examining how Kenya navigated the balance between English, Kiswahili, and indigenous languages within its education system, the study offered valuable insights into how these dynamics influenced the presence of English in public spaces. This context helped to explain why certain language institutes in Kenya emphasised English in their surrounding linguistic landscape, as English remained an essential language for global education and communication.

Moreover, the review shed light on the complexities of language learning in a context where learners had to navigate multiple languages. This informed the Kenyan study's analysis of how the LL was a practical resource for English learners. By understanding the broader challenges of multilingualism and the need for effective language acquisition strategies, the study on global education contributed to framing the role of the LL as a tool for English exposure and a necessary support mechanism in a multilingual society. In conclusion, the study on the challenges of multilingualism in African nations, particularly in Kenya, provided a broader framework for understanding the role of the LL in English language acquisition. It highlighted the importance of English in the global education context and the need for practical, environmental tools, like public language displays, to support EFL learners in their journey toward language proficiency.

A study by Toyin (2017) focused on the sociolinguistic analysis of the landscape at the University of Ibadan, with signposts as the primary data source. Fifteen signs were randomly selected for analysis from various locations within the University of Ibadan community. These signs, which included written and pictorial media, were a combination of mobile and stationary displays. The study employed Dell Hymes' Ethnography of Communication as the framework for data analysis, specifically utilising the speaking grid. The findings revealed that social variables, including occupation, age group, and gender, significantly influenced the sociolinguistic landscape. Additionally, the purpose of the signs influenced their placement, particularly in tone (key) and medium (instrumentalities). As all the signs were in English, the study concluded that the sociolinguistic landscape not only reflected the reality of language use but also revealed the probable sociolinguistic factors that influenced the intentions of the sign producers and how the audience interpreted the signs. Furthermore, the placement of signs created distinct social subgroups, highlighting that social stratification was evident not only in spoken communication but also in written and visual media.

Despite their differences in focus and setting, both studies provided valuable insights into how LLs influence language use and reflect sociolinguistic dynamics within their respective communities. The previous study by Toyin (2017) and the current research on the sociolinguistic implications of the linguistic landscape for acquiring EFL exhibited several key similarities. Both investigations focused on LLs, examining how public signage and visual cues reflect sociolinguistic factors within environments. They explored how age, gender, and

occupation influenced the placement and interpretation of linguistic signs. Additionally, both studies emphasised the role of English as a dominant language within their respective contexts.

The previous research focused on English-language signage at the University of Ibadan, whereas the current study examined the use of English in language institutes, specifically in relation to EFL acquisition. In both cases, English significantly shaped how the public or students engaged with language in these landscapes. Furthermore, both studies utilised qualitative research methods for data collection and analysis. Toyin's study applied Dell Hymes' Ethnography of Communication and the speaking grid to analyse the sociolinguistic landscape. At the same time, the current research employed a questionnaire, in-depth interviews and non-participant observation to assess the impact of linguistic signs on language learning.

While Toyin's (2017) study and the current research on the sociolinguistic implications of LLs for acquiring EFL share some similarities, they also differ in several key areas. Toyin's study focused on the sociolinguistic analysis of signage at the University of Ibadan, examining how factors such as occupation, age, and gender, in terms of the speaking grid, shaped the LL. It emphasised the placement and form of signs, employing Dell Hymes' Ethnography of Communication as the analytical framework, and centred on the use of English in public signage, focusing on social stratification and the interaction between sign producers and sign consumers. In contrast, the current study examined the role of the linguistic landscape in facilitating EFL acquisition, particularly in language institutes.

While Toyin's research emphasised sociolinguistic factors in signage, the present study examined how various elements of the LL, such as written, visual, and environmental cues, contributed to language learning and educational outcomes. Additionally, the current research involved participants like students and instructors, focusing on the pedagogical and cultural significance of the linguistic environment for language learners. Whereas Toyin's study centred on the sociolinguistic effects of public signage within a community setting, the current research investigated the educational impact of LLs in formal learning environments. It aimed to explore how these settings either support or hinder EFL acquisition, addressing the gap in understanding the direct link between LLs and language learning, especially in second-language contexts.

Despite the differences, Toyin's (2017) study makes significant contributions to the current research on the sociolinguistic implications of LLs for the acquisition of EFL. Previous research has laid the foundation for understanding how sociolinguistic factors, such as

occupation, age, and gender, impact the placement and interpretation of public signage. This insight provided a valuable framework for the current study, clarifying the role of social variables in shaping LLs and their influence on language acquisition within educational settings. In addition, the past study's application of Dell Hymes' Ethnography of Communication, particularly the speaking grid, served as a strong methodological foundation that the current research adopted.

These sociolinguistic tools facilitated a more in-depth analysis of the social dynamics of signage and their pedagogical significance in the acquisition of EFL. The previous study's examination of social stratification through LLs also made a comparative perspective on how similar sociolinguistic dynamics could occur in language institutes, particularly in the interactions between learners and instructors within the linguistic environment. Conclusively, the previous study provided theoretical and methodological contributions that enriched the current research, particularly by broadening the understanding of the sociolinguistic context surrounding language acquisition and learning.

The LL of a place represents its language ideology, culture, users' identity, and language practices. Muriungi and Mudogo (2021) studied the LL in a multilingual context, focusing on Kenyan universities. Their research examined the public signage in these institutions, analysing language distribution, purpose, and authorship within a multilingual environment. The study aimed to understand how languages were used in public signs and to explore university students' attitudes toward these signs. It also examined students' attitudes towards public signs in the sampled institutions. One hundred eighty-five photos of notices, advertisements, building names, and posters were analysed.

The analysis revealed that English was the most dominant language used in universities for both top-down and bottom-up signs, with a prevalence of 77%. This dominance was attributed to the widespread acceptance of English as a global language and the presence of international students and faculty members. Informative signs were highly prevalent, accounting for 42% of all signage, a finding linked to the academic nature of the university context. Additionally, it was found that Kiswahili, an African language with roots in Bantu and Arabic, was rarely used in public signs despite its official status. This highlighted a discrepancy between language policy and its implementation, suggesting a mismatch between policy and practice.

The findings above revealed that the reviewed study shared significant similarities with the current research in several ways. Both studies focused on the impact of LLs on language learning environments and the role of public signage in facilitating the process of language acquisition. One notable similarity between the two studies was their focus on the prevalence of English in public signage. In the university study, English emerged as the dominant language used in both top-down and bottom-up signs, reflecting its international significance and the presence of foreign students and lecturers. Similarly, the study on EFL acquisition at language institutes emphasised how English was prominently displayed in public signage around the institutes, reinforcing learners' exposure to the language. In both cases, the widespread presence of English in public spaces played a crucial role in enhancing learners' access to and interaction with the language beyond formal classroom instruction.

Another commonality emanated from examining how public signage served specific functions related to language learning. In the university context, many of the signs were informative, aligning with the academic focus of the institutions and providing necessary information to students and faculty. This emphasis on informative signs was echoed in the study on language institutes, where public English signage often aimed to assist the language learning process by availing learners of practical, everyday encounters with the language. Both studies thereby highlighted the functional role of public signage in delivering essential linguistic input, which supported the development of learners' communicative abilities.

Furthermore, both studies addressed the issue of linguistic authorship and its contribution to shaping the LL. The university study investigated the origin of public signs, differentiating between official, institution-generated top-down signs and unofficial, student-initiated bottom-up signs. This concept was mirrored in the study on language institutes, where public signage often reproduced the efforts of educational institutions to promote English learning alongside informal language displays. In both cases, the interaction between institutional and individual influences on the linguistic landscape provided learners with diverse linguistic input. In summary, both studies illustrated how the LL in educational settings, whether in universities or language institutes, played a critical role in enhancing language acquisition by exposing learners to English through public signage. The focus on language distribution, function, and authorship in these environments reinforced the idea that the linguistic landscape is a valuable tool for language acquisition.

This study, which analysed the distribution, purpose, and authorship of public signage in the multilingual setting of Kenyan universities, differed notably from the research on the sociolinguistic implications of acquiring EFL at selected language institutes in Kenya. These differences were evident in terms of scope, focus, and the role of language in their respective contexts. A key distinction was the scope of the studies. The university signage research was conducted in a multilingual environment, where public signs were examined for their language content and how they represented the coexistence of multiple languages within the university setting. This study explored the use of English, Kiswahili, and others, analysing both official and unofficial signage. In contrast, the study on EFL acquisition at language institutes had a more specific focus, with English being the central language of interest. Although other languages in the broader environment were acknowledged, the research concentrated on how English, as the target language, was reinforced through public signage surrounding the institutes. The EFL study was specifically aimed at investigating how the LL supported the acquisition of EFL rather than examining a broader multilingual context.

Another significant difference was the purpose of the LLs in each study. In the university context, public signage serves multiple purposes, including providing information, offering directions, and promoting various activities. These signs mirrored the academic nature of the institutions, conveying messages to students, staff, and visitors through notices, building names, advertisements, and other forms of communication. On the other hand, the LL at language institutes had a more direct connection to language learning. The public signs around these institutes were designed to enhance EFL learners' exposure to English, allowing them to practice and engage with the language outside the classroom. Although both studies identified informative signs, the language institute research emphasised how these signs contributed to immersive language learning, while the university signage was more focused on facilitating general communication.

The focus on the authorship of the signs also distinguished the two studies. In the university research, a clear difference was made between top-down signs created by institutional authorities and bottom-up signs produced by students or others. This revealed a complex LL shaped by both official and informal contributors. In contrast, the study on language institutes primarily viewed public signage through the lens of institutional support for EFL learners. The signs were typically created with an educational purpose, focusing on

promoting English and guiding students in their use of the language. The distinction between top-down and bottom-up signage was less emphasised in this study, as the main concern was how the signage supported language learning rather than the origins of the signs.

Irrefutably, while both studies explored the role of public signage in shaping LLs, they differed in scope, with the university study addressing a more multilingual environment and the language institute study focusing specifically on English. They also differed in purpose, as university signage had broader communicative roles, whereas signage at language institutes was designed to support EFL learners. Additionally, the authorship analysis was more prominent in the university study, whereas the language institute research emphasised the educational value of public signage for language acquisition.

The following intuitions were gathered regarding the contributions of the reviewed study on the sociolinguistic implications of the linguistic landscape for acquiring EFL at selected language institutes in Kenya. One of the primary contributions was its focus on language distribution in the LL. This informed the EFL study by highlighting how the visibility and prevalence of specific languages in public spaces affect language learners' exposure. In the university context, English dominates the signage, reflecting its status as a global language. This finding paralleled the observations in the language institutes, where English was the primary language on public signs surrounding the institutes. The university study provided a framework for understanding how the dominance of English in public signage can reinforce learners' immersion in the language, thus supporting the EFL learning process by increasing exposure outside formal educational settings.

The purpose of the signage, as explored in the university study, also contributed to the EFL study's investigation into how public signs can serve specific educational functions. In the university setting, public signs have a range of purposes, including providing directions, disseminating information, and promoting events. This broader understanding of the functional role of public signage enriched the EFL study by showing how informative signs can reinforce language learning. The university study underscored the importance of using the LL to enhance learners' communicative competence in EFL contexts by analysing how public signs serve as tools for delivering practical, real-world language exposure.

Another key contribution from the university study was its examination of linguistic authorship, which helped frame the EFL study's understanding of how different actors

contribute to shaping the linguistic landscape. In the university context, the study distinguished between top-down signage created by institutional authorities and bottom-up signage generated by individuals such as students or vendors. This distinction was valuable in the EFL study, as it demonstrated how both institutional support and informal contributions to the LL can play a role in facilitating language learning. The university study's focus on authorship helped the EFL study recognise that official and informal signs can provide valuable language input, supporting learners' engagement with English in diverse ways. In conclusion, the study on public signage within Kenyan universities made a significant contribution to the EFL study by providing insights into the distribution of languages in public spaces, the functional purposes of signage, and the role of linguistic authorship. These elements enriched the sociolinguistic understanding of how the LL supports EFL acquisition in language institutes, demonstrating the importance of public signs for increasing language exposure and fostering learning.

2.3 Theoretical Framework

According to Creswell (2014), a theoretical framework is 'a set of interrelated concepts, definitions, and propositions that presents a systematic view of phenomena by specifying relations among variables to explain and predict the phenomena'. Using the linguistic landscape theory (Landry & Bourhis, 1997) and the Input hypothesis (Krashen, 1981), the researcher analysed the visual representations of English in public spaces while also considering the sociocultural factors that influence learners' language acquisition outcomes. This integrated approach enabled a holistic exploration of the complexities of language acquisition in diverse linguistic landscapes, thereby enhancing the study's depth and applicability.

2.3.1 Linguistic Landscape Theory

Linguistic Landscape Theory (LLT) is an interdisciplinary framework that examines the visible use of language in public spaces. The theory was developed by Linguists Landry and Bourhis (1997). LLT examines the presence, functions, and sociolinguistic implications of languages and scripts in the public environment. It considers how language choices and representations reflect social, cultural, and political dynamics within a given community or society (Spolsky, 2020). The theory focuses on the languages and scripts visually displayed in public spaces, such as signs, advertisements, billboards, shop names, street names, and public notices. It considers written and spoken languages made visible through textual representations. The theory emphasises the visibility and accessibility of languages in the public sphere. It examines the

presence of various languages, their frequency of occurrence, and the distribution of different languages within each LL. Language visibility can reflect power relations, language policies, demographic factors, and historical or cultural contexts (Seals, 2021).

The Linguistic Landscape Theory (LLT) provides a framework for studying the relationship between language and the physical environment in which it is used. It explores how languages and linguistic features are displayed, represented, and interact in public spaces, reflecting the sociocultural dynamics of a particular community or society. The theory has several foundational elements and tenets, including Multilingualism and Multimodality, Visibility and Power Relations, Semiotics and Symbolic Landscapes, Agency and Language Planning, Time and Change, and Discourse and Ideology (Spolsky, 2020). LLT acknowledges the existence and importance of multilingualism within a given LL. It recognises that multiple languages and language varieties coexist and interact in public spaces. Furthermore, the theory encompasses written language and other forms of communication, such as images, symbols, and visual displays, collectively referred to as multimodality. The fundamental tenets of the theory include:

- i. The visibility of different languages and linguistic features in the public sphere is a crucial aspect of Language and LLT. It emphasises how the prominence or marginalisation of languages and scripts reflects power relations and social hierarchies within a community. The visibility or invisibility of languages in public spaces can signify linguistic dominance, language shift, or efforts at linguistic revitalisation.
- ii. LLT employs semiotic analysis to examine the meanings and interpretations associated with linguistic signs and symbols in the landscape. It recognises that language in public spaces acts as a symbolic representation of identity, culture, and social values. The LL is thus seen as a reflection of the collective identity and sociocultural dynamics of a community (Seals, 2021)
- iii. LLT recognises the agency of different stakeholders, including individuals, communities, and institutions, in shaping the LL. It highlights the role of language planning and policy in influencing the presence and use of languages in public spaces. Language choices, signage regulations, and official language policies shape the LL.
- iv. The LLT acknowledges that the LL is not static but evolves. It considers the historical, social, and political factors that influence changes (Carr, 2019). Additionally, the theory

recognises that it is subject to transformation through intentional efforts, such as language revitalisation or urban development initiatives.

- v. LLT investigates the discursive practices and ideological dimensions embedded in the LL. It examines how the language choices, representations, and interactions in public spaces reflect social, political, and cultural ideologies. Analysing LL discourse helps uncover power dynamics, language attitudes, and societal norms.
- vi. The theory provides a comprehensive framework for analysing and understanding the intricate relationship between language, space, and society. Examining the visibility, meanings, and interactions of languages in public spaces sheds light on the sociolinguistic dynamics of language policies and identifies politics within a community (Soukup, 2020).

In this study, the analysis of the LL for the acquisition of EFL in selected language institutes in Kenya, guided by the LLT, was informed by two fundamental tenets. The first objective, which focused on appraising the elements of the LL for acquiring EFL in selected Language Institutes in Kenya, was analysed through the lens of the first tenet. This tenet emphasises the visibility of different languages and linguistic features in the public sphere as a crucial aspect of the LLT.

Similarly, the analysis of the third objective, which examines the sociolinguistic implications of the LL in enhancing the acquisition of EFL in selected Language Institutes in Kenya, was conducted through the lens of the second tenet. This tenet presents language in public spaces as a symbolic representation of identity, culture, and social values. The study investigated how the LL affects learners' sense of identity and cultural belonging in the context of the acquisition of EFL. Given that the LLT alone was inadequate to address the study's second objective, it became necessary to introduce a complementary theory as indicated in the next section within the theoretical framework to address this gap.

2.3.2 The Input Hypothesis

Developed in 1981 by Stephen Krashen, the 'Input Hypothesis Theory' suggests that language learners achieve optimal language acquisition when encountering comprehensible input yet slightly beyond their current proficiency level. According to Krashen, this input should contain language structures that are somewhat more advanced than what the learner currently comprehends while still being understandable enough for them to grasp the overall meaning.

The Input Hypothesis posits that language acquisition is most effective when individuals are exposed to meaningful language input in authentic communicative settings rather than through explicit teaching or correction. Krashen underscores the significance of comprehending the message over focusing solely on grammatical accuracy. He asserts that learners naturally internalise language rules and patterns through exposure to comprehensible input without requiring explicit instruction or deliberate acquiring efforts.

Furthermore, the Input Hypothesis emphasises the importance of comprehensible language input in natural communicative contexts. According to Krashen, learners subconsciously acquire language when they encounter messages that are slightly beyond their current linguistic competence. This exposure enables learners to naturally absorb language rules and patterns without explicit instruction or conscious acquiring efforts. Krashen contrasts comprehensible input with language output, asserting that while language production may contribute to fluency and accuracy, comprehensible input primarily drives language acquisition. He advocates for exposure to input that is both linguistically and contextually rich, providing learners with opportunities to internalise language structures. Additionally, Krashen stresses the importance of creating a low-anxiety environment for language learners, as stress and anxiety can impede the acquisition process. Educators can facilitate language acquisition and foster linguistic development by providing learners with comprehensible input in a supportive and engaging atmosphere.

By examining the input hypothesis within the framework of the LL in selected language institutes, the researcher aims to gain valuable insights into the complex relationship between language acquisition and the linguistic environment. This approach is particularly relevant in investigating how the LL influences EFL acquisition in Kenya's selected language institutes. The LL of Kenya encompasses a diverse range of language inputs, including English signage, advertisements, notices, and posters. Additionally, the researcher assessed the comprehensibility of English input within Kenya's LL, considering the proficiency levels of EFL learners. This analysis provided insights into the effectiveness of the LL in supporting language acquisition for EFL learners.

Moreover, Krashen's input hypothesis theory is highly relevant in examining the impact of the LL on the acquisition of EFL in selected language institutes in Kenya. According to Krashen, language learners acquire language most effectively when exposed to comprehensible

input that slightly exceeds their current proficiency level. This highlights the importance of exposure to meaningful language in natural communicative settings over explicit instruction or correction. In studying Kenya's LL and its impact on EFL acquisition, Krashen's theory provides a valuable framework for understanding how learners interact with and absorb language from their environment. It highlights the significance of varied language input in Kenya's LL, such as signage, advertisements, media, and educational materials. By applying the input hypothesis in this study, the researcher explored how the LL facilitates English exposure for EFL learners in selected language institutes. The researcher also assessed the comprehensibility of EFL input based on learners' proficiency levels and evaluated how effectively the LL supports language acquisition in EFL contexts in the selected language institutes.

Krashen's input hypothesis, which was used to analyse the study's second objective on the contribution of the LL to acquiring EFL, was the concept of comprehensible input. According to Krashen, language acquisition occurs when learners are exposed to input that is slightly beyond their current level of proficiency but still understandable. In the context of the LL, comprehensible input can be applied by ensuring that the language displayed in the environment is accessible and understandable to language learners. This can involve incorporating visual aids, contextual clues, and simplified language structures into the environment's signs, advertisements, and other linguistic artefacts. By providing comprehensible input through the LL, learners of EFL can better comprehend and internalise the language they encounter, facilitating their acquisition and its mastery. Additionally, exposure to diverse linguistic contexts in the environment can enhance learners' language awareness and cultural understanding.

2.4 Summary

This chapter presented and addressed an empirical review of the related literature, focusing on the research objectives, and demonstrated the similarities and differences, as well as the contributions of each study under review to the current study. The section has identified and indicated the research gaps from the reviewed studies, which were filled in the current study. The theoretical framework that anchored the study has been captured, along with its key tenets, illustrated how each was employed in analysing the research objectives. The next chapter

examined the methodology employed in this study that assessed the role of LL in enhancing the acquisition of EFL acquisition.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presented the research design adopted for the study, describes the study site, outlines the study's target population, sample, and sampling technique, explains the research instruments, data collection method, and procedure, discusses the pilot study, details the data analysis, and addresses the ethical considerations observed during the research. In brief, it outlines the research methodology.

3.2 Research Design

According to Creswell and Creswell (2014), research design is a strategy, a process, and an approach to conducting a research study. This study adopted an *ex post facto* design, which was appropriate for investigating the effects of pre-existing conditions—in this case, the LL—in enhancing the acquisition of EFL. Since the linguistic environment in the selected institutions could not be manipulated, the study relied on observation, learner questionnaires, and instructor interviews to explore the relationship between the LL and EFL acquisition outcomes. Quantitative and qualitative data were generated and analysed concurrently on the available elements of the LL in enhancing the acquisition of EFL, the contribution of the LL in enhancing the acquisition of EFL, and the sociolinguistic implications of the LL in enhancing the acquisition of EFL. The rationale behind choosing quantitative and qualitative approaches enabled the researcher to comprehend the phenomenon under study more deeply and help put it in the proper context. Moreover, using different methods to collect data on the same subject can enhance the credibility of a study's results (George, 2023).

3.3 Study Area

The study was conducted at three purposively selected language institutes in Nairobi, Kenya: the CLC, the LSK, and KIFLAPS. These three institutes were chosen because they are directly involved in English language acquisition in Kenya. They focus on language institutions are perceived to have a significant impact on EFL acquisition outcomes in the country. By studying these institutions, the research provided insights into the LL of English language acquisition in Kenya and its implications.

3.4 Target Population

According to Leedy and Ormrod (2014), a target population is a particular set of individuals or elements a researcher aims to examine or draw conclusions about in a research endeavour. It signifies the larger category to which the research results are intended to be relevant. The target population for the study consisted of eight language institutes in Kenya that offer EFL, as well as the LLs within these institutes and their environs, including all instructors and learners from these institutions. Employing these language institutes, the elements of linguistic landscapes available within the institutes and their surroundings, along with instructors and learners, was relevant as they enhanced generalisability, and depth of insights. It also enabled the researcher to conduct a robust and comprehensive analysis of the elements of the LL and language acquisition experiences in various language acquisition settings, leading to valuable implications for EFL acquisition.

3.5 Sample and Sampling Procedure

Sampling is the process by which a relatively small number of individuals, objects or events is selected and analysed to find out something about the entire population from which it was selected (Blumberg et al., 2014). This implies that sample size is the number of observations or individuals chosen from a larger population to serve as representatives in a research investigation. It holds significant importance in research planning as it directly impacts the reliability and applicability of study results. Therefore, this section covered sampling location, language, and respondents.

3.5.1 Sampling Location

The sampling location of a study refers to the specific geographical area or setting where the research data was collected. Selecting an appropriate sampling location that aligns with the research objectives and ensures the study's relevance and validity is crucial. For this study, Nairobi was purposively selected as the locale. Interestingly, Nairobi is the only place with these language centres, and as the capital of Kenya, it is a linguistically diverse and multilingual urban centre. It is home to various ethnic groups and communities that use different languages, making it an ideal location to explore the LL and its implications for EFL acquisition.

Sampling language centres in a study involve selecting specific language acquisition institutions or language training centres to include in the research sample. Sampling language centres was essential to ensure the findings of the study were representative and applicable to

the broader population of language learners in similar settings. There are 12 Language Institutes in Kenya situated in Nairobi. Only eight of these 12 Language Institutes teach English (Worldometer, 2023). Therefore, three of these institutes (CLC, LSK, and KIFLAPS) were purposively selected for data collection, while the Language Centre (LC) was used for the pilot study. The sampling was carried out by selecting 30 percent (3 language centres) of a population (8 language centres that teach EFL), consisting of fewer than 1000, as recommended by Kathuri and Pals (1993). Additionally, the study focused on language centres located in Nairobi, as this was the only region where the researcher was able to locate such institutions for the purposes of the investigation.

3.5.2 Sampling Respondents

The study adopted a purposive sampling method for learners and instructors. Purposive sampling, or judgmental or selective sampling, is a non-probability sampling technique used to select specific individuals or elements from a population based on the researcher's judgment and criteria (Scribbr. (n.d.), 2025). The researcher utilised purposive sampling to utilise two language instructors from each language institute out of the total of 9 instructors from the three language institutions for in-depth interviews, aiming to generate qualitative data and gain context-specific insights into EFL-acquiring experiences and the impact of the LL within and around the language centres. In addition, the study employed purposive sampling to select 90 learners (30 learners from each institution) out of the total of 111 learners from the three language institutions. The sampling was actualised using 30 percent of a population of less than 1000, as given by Kathuri and Pals (1993). This approach provided significant benefits, including the representation of diverse language learners, comparability across the selected language institutions, and an enriched analysis of the relationship between the LL and EFL acquisition experiences.

The study focused on international learners enrolled in selected language institutes in Nairobi who were learning EFL. These learners originated from diverse linguistic backgrounds, including Arabic, Chinese, Somali, French, and Amharic, among others. For the majority of them, English was not used in their home countries or communities, and their exposure to English occurred almost exclusively within the classroom and institutional environments in Kenya. Their limited prior interaction with English underscored the importance of a supportive LL that provides visual, contextual, and comprehensible input necessary for effective language

acquisition. Recognising this linguistic basis allowed for a more precise evaluation of how these subjects interpreted and internalised the English-dominated visual environment in the selected language institutes.

Table 3.1: Sampling Respondents

Institutions	Population		Sampling Technique	Sampling Size	
	Instructors	Students		Instructors	Students
CLC	2	38	Purposive	2	30
LSK	2	33	Purposive	2	30
KIFLAPS	2	40	Purposive	2	30
Total	6	111		6	90

Source: Researcher (2023)

3.5.2.1 Response Rate

The study sample consisted of 96 respondents, comprising 90 students and 6 instructors from three purposively selected language institutes in Kenya. The researcher successfully collected data from 85 (94.4%) students who responded to the questionnaire and 6 (100%) instructors who participated in the in-depth interviews. The student response rate exceeded the required threshold for data analysis, as recommended by Kothari (2011), at 70 percent. Table 3.2 presents the distribution of responses per language institute.

Table 3.2: Students' Response Rate

Language Institute	Actual	Respondents	Percentage Response
CLC	30	29	96.70%
LSK	30	27	90.00%
KIFLAPS	30	29	96.70%
Total	90	85	94.40

Source: Field data (2024)

All 6 (100%) instructors targeted for the in-depth interviews participated in the study and provided comprehensive responses to the questions. In addition, the LL elements, including signposts, advertisements, public notices, and posters, were successfully observed by the researcher within and around the selected language institutes.

3.5.2.2 Category of Respondents

Understanding the category of respondents gave helpful information about their English as an EFL competence level. This category was used to determine how various degrees of language competency may impact learners' experiences and outcomes in obtaining EFL. Table 3.4 illustrates the findings for the different types of respondents.

Table 3.3: Category of Respondents

Category of Respondents	Frequency	Percent
Elementary	4	5%
Pre-Intermediate	10	12%
Intermediate	17	20%
Upper-Intermediate	11	13%
Advance	43	51%
Total	85	100%

Source: Field data (2024)

The findings in Table 3.4 displayed that the majority, 43 (51%), of the learners were at the Advanced level. Of the learners, 17 (20%) are at the Intermediate level, 11 (13%) were at the Upper-intermediate level, 10 (12%) stood at the Pre-Intermediate level, and 4 (5%) were at the Elementary level. This distribution indicated that a significant proportion of learners in the selected language institutes are at higher proficiency levels (Advanced and Upper-intermediate), suggesting a strong focus on advanced EFL instruction. As a researcher, the data presented in Table 3.4 revealed a significant trend in the language proficiency levels among learners in the selected language institutes. The majority of the respondents, 43 learners representing 51 percent of the sample, are positioned at the Advanced level. This substantial proportion pointed towards a high level of language competency among the participants, indicating that many learners have progressed beyond the foundational stages of English language learning.

Moreover, the presence of 11 learners (13%) at the Upper-intermediate level further strengthened the observation that over half of the population (64%) has reached a relatively high level of English proficiency. This suggested that the language institutes in question may have a curricular and instructional focus geared towards supporting learners at advanced stages of EFL acquisition. It was plausible that such a focus reflects both the learners' aspirations and

the institutes' commitment to delivering high-quality language instruction suitable for academic, professional, or international purposes. Conversely, the lower levels - Intermediate (20%), Pre-intermediate (12%), and Elementary (5%) - comprised a smaller percentage of the learners. This distribution suggested that fewer beginners enrol or are retained in these institutions, possibly due to entry requirements or demand for advanced English training.

The overall analysis accentuated the institutes' apparent emphasis on progressing learners towards higher linguistic competence. It also provides insight into the learner demographic, which may consist largely of individuals seeking to refine their proficiency for advanced academic work, employment opportunities, or international examinations. From a pedagogical standpoint, these findings could have implications for curriculum development, teacher training, and resource allocation, ensuring that instruction is appropriately tailored to meet the needs of predominantly advanced learners while also supporting those at lower levels.

According to Choi et al. (2019), understanding learners' proficiency levels is essential for creating a supportive learning environment that meets their specific needs and enhances their language acquisition experiences. The current findings reflected Andriyanti (2019), emphasising the importance of analysing language use in educational settings to tailor language instruction effectively. Similarly, the findings replicated Han and Wu (2020) on the importance of inclusive practices that cater to learners at various proficiency levels, ensuring that all students have access to suitable language learning resources. The categorisation of learners in this study reflected a diverse range of proficiency levels, which is crucial for understanding the dynamics of EFL acquisition. This diversity enabled a comprehensive analysis of how different levels of language proficiency affect learners' experiences and outcomes in acquiring EFL.

3.5.4 Sampling Elements of Linguistic Landscape

The study utilised the available LL (both outdoor and indoor), posters, notices (educational, safety, public, and event-related), and advertisements within and around each selected language institute in Kenya. Still, the 30 percent rule applies where the number is significant. These elements generated data for the study due to their ubiquity and visibility to instructors and learners within and around the selected language institutes. They were employed equally to guide the researcher in identifying opportunities for acquiring EFL and to assess the practices they offer to learners. This can assess the effectiveness of exposure to English in the LL as a supplementary resource for language acquisition. The study did not include other components

of the LL, such as public road signs, street names, and graffiti. The exclusion of these elements does not necessarily imply that they are irrelevant or unimportant in the broader analysis of the LL; rather, it is a deliberate choice to maintain focus and consistency within the scope of the study.

3.6 Data Collection Procedure

In collecting data on the LL in enhancing EFL acquisition in Kenya, it was essential to consider ethical guidelines to ensure the rights and well-being of participants. The researcher initiated the process by securing an introductory letter from Laikipia University Graduate School. This letter was utilised to apply for the University's Institutional Scientific Ethics Review Committee (ISERC) certificate and a research permit from the National Commission on Science, Technology, and Innovation (NACOSTI). In addition, permission was sought from the Heads of the selected language institutes to access the required data from the institutes, their environs, and both learners and instructors.

The researcher, a research assistant, and the instructors distributed questionnaires to the sampled students. The learners were given a week to complete the questionnaire, after which the researcher collected the filled instruments. Concurrently, over the course of one week and a spill-over into another week, the researcher conducted interviews with the language instructors. An additional week was required to observe and document the linguistic landscape elements within and around the selected language institutes. The process thus involved interrogating learners using a questionnaire to generate quantitative data within and around the chosen language institutes, gathering valuable insights from instructors through interviews regarding their perspectives and experiences related to the research topic, and capturing the linguistic landscapes in the institutions.

Overall, the data collection phase spanned nine weeks, ensuring that information was gathered effectively and efficiently. Setting a specific time frame for questionnaire and interview completion serves multiple purposes. It provided timely data collection, motivated respondents to respond promptly, allowed prompt reminders to boost response rates and data quality, minimised the influence of external factors on respondents, and created a uniform context for all participants. To ensure the effectiveness and efficiency of data collected during a research process, the researcher gave paramount importance to ethical standards by honouring

the privacy and consent of participants. This dedication bolstered the study's credibility and trustworthiness, augmenting its effectiveness.

3.7 Data Collection Methods

A data collection method is a systematic approach to gathering information or data in support of research objectives. It encompasses the deliberate selection and utilisation of techniques, tools, and procedures to gather pertinent data in an orderly and structured fashion (Kothari, 2020). For this study, the researcher employed a questionnaire, in-depth interviews, and observation to collect in-depth data from students and instructors generated from the elements (signposts, advertisements, public notices, and posters) of the LL concerning the phenomenon under exploration in the selected language institutes.

3.7.1 Questionnaire

The questionnaire is appropriate for collecting information that is not directly observable as it inquires about individuals' feelings, motivations, attitudes, accomplishments, and experiences (Aksu, 2009). The questionnaire contained both closed-ended and open-ended statements, which were constructed using elements of the LL captured within and around the language centres, as well as in posters, signage, public notices, and advertisements displayed to the participants to guide them in filling out the questionnaire. The questionnaire was suitable for this study, as it collected data as requested by the researcher, which was easily analysed and replicated.

The questionnaire was issued to the participants and supervised by both the researcher and their language instructors, who were present to offer necessary clarification and support. This collaborative approach ensured that respondents fully understood the questions and responded accurately, thereby minimising the risk of misinterpretation or ambiguity. The presence of familiar instructors also provided a supportive environment that encouraged genuine engagement with the questionnaire. This moderation process was critical in maintaining the validity of the data collected, as it accounted for the respondents' linguistic capabilities while upholding the integrity of the research objectives.

The close-ended questionnaire was based on a five-point Likert/ordinal scale (Strongly Agree: 5, Agree: 4, Not Sure: 3, Disagree: 2, and Strongly Disagree: 1), where students could indicate their level of agreement or disagreement regarding the study questions. Setting a one-week duration for questionnaire completion is a practical approach to ensure data collection is

timely, reliable, and manageable while respecting participants' time and schedules. By administering 90 questionnaires to EFL learners, the researcher gained valuable insights into the perspectives and experiences of learners regarding the LL and its implications on the acquisition of EFL.

3.7.2 In-depth Interview

The researcher conducted in-depth interviews to gather data from 6 instructors at the selected language institutes. The language instructors were interviewed to explore the influence of the LL in enhancing the acquisition of the EFL, generating qualitative data. The interviews were conducted in person. The instructors were interviewed over a period of three weeks, as they possessed specialised knowledge and extensive experience in language teaching, making them valuable sources of information regarding language acquisition processes, challenges, and practical strategies related to EFL. Each interview lasted approximately one to two hours, with two instructors being interviewed each week. In addition, instructors offered unique perspectives on the LL in language acquisition settings, shedding light on how it is used, perceived, and valued in classrooms and educational institutions. The interview schedule below provided a clear outline of the process and sequence followed during the interviews.

Table 3.4: Interview Schedule

DATE	LANGUAGE CENTRES	INSTRUCTORS	HOURS
22-03-2024	CLC	Instructor 1	10 am - 12:30 pm
		Instructor 2	1:30 pm - 3 pm
25-03-2024	LSK	Instructor 3	9 am - 11 am
		Instructor 4	12 pm - 2 pm
28-03-2024	KIFLAPS	Instructor 5	9 am - 11 am
		Instructor 6	1 pm - 2:30 pm

Source: Researcher, 2024

3.7.3 Observation

An observation tool as defined by Brian (2024) is a structured instrument or methodology used to systematically register and record behaviours, events, or phenomena within their natural context, enabling the collection of empirical and real-time data for analysis. Therefore, observation in this study served as a valuable tool for collecting rich, contextual data on the LL

for the acquisition of EFL in selected language institutes in Kenya. The researcher observed the LLs within and around language-chosen institutions in Kenya. This involved taking pictures of all available English-language signs, notices, advertisements, and posters in public spaces, such as classrooms, corridors, cafeterias, and surrounding streets. These served as aids to guide the learners to produce the required data through statements provided in the questionnaire for the research and they were selected through purposive sampling, as described in Section 3.5.4 above.

This observational stance enabled the researcher to identify authentic examples of linguistic input that learners encountered daily. By using these real-world texts to inform the design of the questionnaire, the researcher ensured that the data collected reflected the learners' actual language exposure. My position as an external, yet attentive, observer helped maintain objectivity while allowing for a grounded understanding of how public signage contributed for acquiring EFL. The observation of the LL shaped the findings by highlighting the tangible influence of the LL on learner engagement and awareness outside the formal classroom setting.

3.8 Pilot Test

Koshy et al. (2010) observed that a pilot test involved conducting a preliminary study on a limited scale to evaluate the practicability, dependability, and efficiency of research methodologies, tools, or protocols before proceeding with the full-scale investigation. This enables researchers to identify and address any potential problems or obstacles that may arise during the study, thereby enhancing the accuracy and credibility of the research findings. The researcher conducted a pilot study in the Language Centre (LC), which was not one of the primary data collection sites, to examine the validity and reliability of the research instruments. The primary data collection institutes were CLC, LSK and KIFLAPS. The results of the pilot study confirmed that the research instruments were both valid and reliable. Content validity was strengthened through expert review, while the exploratory factor analysis and a Cronbach's Alpha coefficient of 0.7 and above affirmed the construct validity and internal consistency of the questionnaire. These outcomes indicated that the instruments were suitable for use in the main study.

3.8.1 Validity

A validity test was carried out to ascertain whether the questionnaire effectively measures what it is intended to measure, and whether the results are consistent and dependable (Mueller &

Hancock, 2018). Internal validity refers to the extent to which the research design, instruments, and procedures accurately measure what they are intended to measure, thereby establishing a cause-and-effect relationship between variables within the study (Creswell & Creswell, 2018)). To safeguard internal validity, a validity test was conducted to confirm that the questionnaire effectively captured the intended constructs. A pilot study was carried out, allowing for the identification and rectification of ambiguities or inconsistencies within the instrument. Based on the outcomes of this preliminary phase, necessary adjustments were made in line with expert input. In particular, the supervisors thoroughly reviewed the questionnaire to guarantee content validity, ensuring that all items aligned with the study objectives and were suitable for the target respondents. Furthermore, construct validity was examined through Exploratory Factor Analysis (EFA), with the Kaiser-Meyer-Olkin (KMO) test confirming the adequacy of the data for factor analysis. These steps contributed to a reliable instrument capable of producing dependable and accurate results within the study setting.

External validity, on the other hand, concerns the extent to which the study findings can be generalised beyond the specific research context (Shadish et al., 2002). In this study, external validity was strengthened through the selection of multiple language institutes across Kenya, ensuring a degree of diversity among respondents in terms of background, learning environment, and exposure to LLs. Although the scope was limited to purposively selected institutes, the clarity of the selection criteria and the representativeness of the chosen sample enhanced the generalisability of the findings within similar educational contexts. Additionally, the consistency of the results and the rigorous approach to data collection and validation offer confidence that the findings reflect broader trends in EFL acquisition influenced by LLs. Largely, the study demonstrated a high degree of internal validity through systematic instrument validation and expert review, while external validity was supported by thoughtful sampling and methodological transparency, allowing for meaningful generalisation of the results within comparable settings.

3.8.2 Reliability

Reliability refers to the degree of consistency and stability observed in measurements or outcomes when a study is replicated under comparable conditions. It signifies the extent to which the results of a study can be trusted, replicated, and devoid of errors or discrepancies (Smith & Johnson, 2021). This was done by testing the questionnaire on a 10 percent sample

of the respondents at LC. As such, 12 questionnaires were pre-tested to establish the reliability of the questionnaire. The participants who participated in the pilot study were excluded from the main study. The pre-test was administered to determine the instrument's reliability by assessing whether participants accurately interpreted the questionnaire and verifying its consistency across participants on the variables being studied. The Statistical Package for the Social Sciences (SPSS) was used to assess reliability. A Cronbach's Alpha of 0.7 or above was used to determine the coefficient of reliability, as calculated using the Statistical Package for the Social Sciences.

3.9 Method of Data Analysis

Quantitative data collected through structured questionnaires were analysed using descriptive statistical methods. The statistical analysis was conducted using SPSS, version 28. Qualitative data obtained from semi-structured interviews were analysed through thematic analysis. Interview responses were transcribed verbatim and coded inductively in order to identify emerging themes related to learners' and instructors' experiences of the LL. The findings from both data sets were integrated during the interpretation phase using a convergent parallel design, which enabled the comparison of results and facilitated a comprehensive understanding of the influence of the LL for acquiring EFL. This approach ensured both breadth from the quantitative data and depth from the qualitative insights.

The unit of analysis in research pertains to the entities or subjects under investigation in a study (Jones, 2020). This concept was of utmost importance in delineating the scope of a researcher's examination and data collection. The selection of the unit of analysis is a pivotal aspect of research, as it shapes the nature of the data gathered and the inferences derived from it. In this study, the unit of analysis consisted of the individual responses gathered from participants concerning the elements of LL within the context of the study. The responses provided abundant sources of language usage, enabling the researcher to gain a deeper understanding of the cultural and sociolinguistic dynamics in the region. Public spaces are frequently adorned with signage and advertisements, making them prominent sources of language exposure for language learners. By examining the prevalence of the LLs in the selected language institutes, the researcher illuminated the linguistic atmosphere in which learners are immersed. This analysis uncovered the role of English in everyday communication and its significance in the lives of those studying it as a foreign language.

To achieve the research objectives related to the appraisal of elements of the LL in the context of acquiring EFL, its contribution to enhancing the acquisition of EFL, and the sociolinguistic implications in enhancing the acquisition of EFL, the data gathered from observation and questionnaires underwent descriptive analysis. The data collected from observing and recording the elements of LL in the selected institutions were mainly used for objective one. The examination of the LL utilised a prevalence table. This method entails recording and classifying the linguistic components observed within the chosen language institutes under investigation (Kothari, 2020). Still, they served as a reference point for the other two objectives. The data collected from the in-depth interview was transcribed in detail, including the context and dynamics of the interview. The researcher developed themes and codes from the interview conducted. Triangulation of results from the analysis of the three data sources was conducted to compare quantitative and qualitative data, validating or complementing the findings and providing a more robust interpretation of the research outcomes.

3.10 Ethical Considerations

The researcher obtained informed consent from all participants, following the guidelines outlined by Beauchamp and Childress (2019). The purpose of the study, the type of data to be collected, its intended use, and any potential risks or benefits were clearly explained to the participants. They also had the right to decline participation or withdraw from the study at any point. To protect participants' privacy, the researcher took necessary measures to anonymise or de-identify the collected data, thereby preventing the disclosure of personal information. Moreover, all data was securely stored and used solely for the intended research purposes, following the principles. Further, cultural sensitivity and respect for participants' values, beliefs, and practices were a priority throughout the research process. The researcher also collaborated with local stakeholders, such as instructors and students, to gain cultural insights and ensure the research was contextually appropriate and respectful of regional norms.

Recognising potential power imbalances between the researcher and participants, the researcher adopted a respectful and egalitarian approach, valuing the participants' perspectives and experiences. An inclusive and safe environment allowed participants to express their views freely. The purpose of the research extended beyond academic interests, as the researcher aimed to ensure that the study made a positive contribution to English language acquisition in Kenya

and addressed relevant issues, thereby fostering understanding. The findings were shared with participants and other stakeholders in a manner that was accessible and meaningful.

Regarding data ownership and usage, the researcher was transparent in communicating who owns the data and how it was utilised. Explicit consent was obtained from participants, outlining data ownership, data sharing, and potential future uses. The researcher respected any restrictions or preferences participants may have concerning the use of their data. While maximising the benefits of the research, the researcher diligently worked to minimise potential harm, considering and mitigating the possible risks. The research design and data collection methods prioritised the well-being and dignity of the participants.

3.11 Summary

This chapter detailed the methodology of the study, sample and sampling techniques, outlining data collection and analysis techniques. It included direct observation, interviews with six selected instructors, and questionnaires for 90 learners. Ethical considerations, such as informed consent and confidentiality, were upheld. The collected data enabled the researcher to conduct the analysis presented in Chapter Four.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presented the data collected from selected language institutes in Kenya, with a focus on the three specific objectives of the study. It first addressed objective one, which involved the appraisal of the elements of the LL available in enhancing the acquisition of EFL within these institutes. Subsequently, it examined the contribution of the LL in enhancing the acquisition of EFL in the same context. Finally, the chapter explored the sociolinguistic implications of the LL in enhancing the acquisition of EFL in the selected language institutes in Kenya. The findings were systematically organised to align with the objectives of the study and provide a coherent analysis of the data. Throughout the chapter, quantitative and qualitative data were analysed to provide a comprehensive view of the role of the LL in enhancing the acquisition of EFL. The summary at the end of the chapter integrated these findings with relevant literature, providing a nuanced understanding of the significance of the LL in enhancing the acquisition of EFL.

4.2 Elements of Linguistic Landscape in Enhancing the Acquisition of EFL

This section expressed the respondents' feedback on the various elements of the LL that contribute to their acquisition of EFL in the selected language institutes. The LL, comprising visual displays such as signage, billboards, posters, and notices, is crucial in providing learners with exposure to the target language and opportunities for engagement and practice (Gorter & Cenoz, 2021). Table 4.1 summarised the students' responses to statements related to the elements of the LL and their impact on EFL acquisition.

Table 4.1: Elements of the Linguistic Landscape in Enhancing the Acquisition of EFL

Statements	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Mean	Std. D
This language centre features visual displays, including signage, billboards, posters, and notices, that can help people acquire EFL.	7%	9%	7%	55%	21%	3.74	1.114
The display of English language public notices in the language institute contributes to my reading ability in EFL.	5%	5%	5%	48%	38%	4.09	1.019

The encounter with the linguistic landscape in my language acquisition process motivates me to practice and improve my English language skills	2%	6%	1%	46%	45%	4.25	0.925
The language institute offers opportunities for interaction with the linguistic landscape in the acquisition of EFL.	2%	1%	9%	64%	24%	4.05	0.77
The linguistic landscape in the language institute will enhance my overall English language acquisition experience during the acquisition process.	1%	2%	8%	52%	37%	4.2	0.784
The linguistic landscape in the language institute makes it easier for me to practice English outside the classroom.	4%	0%	13%	51%	33%	4.09	0.881
I recommend that the language institute use the linguistic landscape to support English language acquisition.	2%	5%	2%	51%	40%	4.21	0.888
Average						4.09	0.912

Source: Field data (2024)

As presented in Table 4.1, most student respondents agreed with the statements regarding the elements of the LL and their impact on EFL acquisition. The encounter with the LL in the language acquisition process was reported by 91 percent of students to motivate them to practice and improve their English language skills, with a mean of 4.25 and a standard deviation of 0.925. Additionally, 91 percent of students recommended that language institutes use the LL to support English language acquisition, with a mean of 4.21 and a standard deviation of 0.888. The elements of the LL with the highest means were the encounter with the linguistic landscape motivating students to practice and improve their English language skills (M=4.25; SD=0.925), the recommendation for language institutes to use the LL to support English language acquisition (M=4.21; SD=0.888), and the LL enhancing the overall English language acquisition experience during the acquisition process (M=4.2; SD=0.784). The element with the lowest mean was the language centre's visual displays, which can help people acquire EFL (M = 3.74; SD = 1.114).

This implied that the most influential elements of the LL for EFL acquisition were the encounter with the LL motivating students to practise and improve their English language skills, the recommendation for language institutes to use the LL to support English language acquisition, and the LL enhancing the overall English language acquisition experience during the acquisition process, as they had a mean above 4.2. Low standard deviations in the items with high means indicated low variations in students' responses, suggesting that students agreed on the importance of those elements of the LL for EFL acquisition.

The analysis of this study underscored the significant role of the LL in enhancing EFL acquisition, as reproduced in the students' responses. The findings revealed that 91 percent of student respondents reported that exposure to the LL motivated them to practice and improve their English language skills. This was reflected in a high mean score of 4.25 and a standard deviation of 0.925, highlighting the motivational influence of LLs in language learning. Similarly, 91 percent of the respondents recommended that language institutes incorporate elements of the LL to support EFL acquisition, which is further supported by a mean score of 4.21 and a standard deviation of 0.88. These results suggested that students found the LL beneficial and recognised its potential as a valuable tool for language instruction. The data also indicated that the LL enhanced the overall English language acquisition experience during the learning process, with a mean of 4.2 and a standard deviation of 0.784, reinforcing its relevance in an educational context.

However, the element with the lowest mean score ($M = 3.74$; $SD = 1.114$) pertained to the availability of visual displays at language centres that could aid in EFL acquisition. This result suggests a gap in the practical application of LLT in educational institutions, highlighting the need for greater integration of visual displays in language learning environments. These findings aligned with the first tenet of LLT, which emphasises the importance of making languages and their features visible in public spaces. The results highlighted the pedagogical value of the LL in creating engaging, visually stimulating environments that foster language acquisition. For researchers, this analysis reinforced the need for continued exploration and implementation of LLs to optimise EFL teaching and learning strategies. These findings are corroborated by the responses from instructors who participated in the in-depth interviews. The qualitative findings from the in-depth interview with instructors further supported and

elaborated the quantitative results. The responses were analysed and categorised into themes and codes, as presented in the next section.

4.2.1 Types of Linguistic Landscape

The instructors' responses provided valuable insights into the various types of visual displays that make up the LL in their language institutes. These displays included both digital and traditional materials, providing diverse resources to cater for learners' varying learning preferences.

4.2.1.1 Electronic Devices

Instructor 001 from CLC indicated that electronic devices, laptops, and Mobile phones are used in their institute. In addition, Instructor 005 from KIFLAPS mentioned:

'Interactive displays, incorporating electronic devices, such as laptops, mobile phones, and interactive displays, has shown that language institutes embrace technology in EFL teaching and learning.'

These digital tools offer dynamic and engaging ways to present language content, aligning with the findings of Choi et al. (2019), who demonstrated the importance of integrating digital resources to meet the needs and expectations of contemporary learners. The use of electronic devices in the LL suggested that language institutes are keeping pace with technological advancements and recognising the potential of digital tools in enhancing EFL acquisition (Zhou & Wei, 2018). By incorporating laptops, mobile phones, and interactive displays, institutes create immersive and interactive learning experiences that resonate with today's tech-savvy students (Donally, 2022).



Figure 4.1: The image shows an advertising banner from the CLC for a "Hotpoint OPEN" event.

The advertising banner (Figure 4.1) is set up outdoors around the CLC. The colourful banner prominently displays the Hotpoint logo and advertises "The Best Global Brand Appliances & Electronics." Looking at the above discussion, the researcher realised that the incorporation of electronic devices such as laptops, mobile phones, and interactive displays in language institutes like CLC and KIFLAPS has notable implications when analysed through the lens of the LLT, particularly its emphasis on the visibility of languages and linguistic features in the public sphere.

By utilising these digital tools, language institutes effectively project linguistic elements such as vocabulary, grammar, and pronunciation onto accessible platforms, thereby enhancing the prominence and interactivity of the English language within the learning environment. For example, interactive displays facilitate real-time visualisation of words, phrases, and cultural contexts, aligning seamlessly with the theory's focus on language visibility in the public domain. Moreover, technology in language education expands the linguistic landscape beyond the confines of the physical classroom, as mobile phones and laptops enable learners to engage with English in global, virtual public spheres such as social media, language learning apps, and online communities. This broader visibility enhances English's status as an international language, allowing learners to practice and observe its practical use in real-world contexts.

4.2.1.2 Posters

In addition to digital tools, the instructors indicated the importance of printed materials in the LL. Instructor 001 from CLC mentioned using of Posters, Flash cards, and Photographs.



Figure 4.2: Measures against the spread of COVID-19, a poster from CLC

The poster (Figure 4.2) served as a visual and textual reminder of the COVID-19 safety protocols. It effectively uses printed materials to convey critical health guidelines, contributing to the LL by ensuring that essential information is accessible to everyone in the institute. Instructor 004 from the LSK stated that "charts, posters, and wall mounts" are used in their institute. Drawing from the participants' responses, the researcher deduced that posters serving as visual and textual reminders of COVID-19 safety protocols hold considerable importance when examined through the LLT framework, highlighting the significance of language visibility and linguistic features in public spaces. As noted by Instructor 004 from the LSK, *'the use of printed materials such as posters, charts, and wall mounts provided an effective medium for delivering essential health guidelines in a manner that is both impactful and accessible.'* These materials ensure that critical information is communicated to everyone within the institute, fostering inclusivity and raising awareness.

Specifically, posters act as constant and vivid representations of safety protocols, combining visual and textual elements to communicate their message. Positioned in prominent public spaces, they transform these areas into LLs where language, imagery, and meaning work together to deliver crucial information. This directly supports LLT's (Laundry & Bourhis, 1997) focus on the visibility and relevance of language in shared environments. Furthermore, the

design and strategic placement of these posters underscores their dual role as health advisory tools and cultural artefacts reflecting the institution’s linguistic practices. Using simple, understandable language, the posters enhance comprehension and encourage adherence to safety measures. Their presence in public spaces further integrates them into the broader LL, ensuring it addresses communal health concerns. In this way, LLs extend beyond conventional teaching tools to include practical resources, such as posters, that bridge the gap between language, social responsibility, and public health. This adaptability underscores that LLs are dynamic, evolving to meet immediate needs while maintaining the visibility and relevance of language in meaningful contexts.



Figure 4.3: Informative poster advertising language courses offered at LSK

According to Instructor 005 from KIFLAPS, this poster in Figure 4.3 ‘*exemplifies the effective use of printed materials in the LL, communicating various language learning opportunities and encouraging engagement from a broad audience.*’ The same participant provided a more comprehensive list of printed materials that allowed learners to acquire EFL: ‘*word walls, Grammar charts and posters, Mind maps, and concept maps.*’ Viewing from the participant’s opinions, the researcher was able to disclose that the use of posters to communicate language learning opportunities within the LL carries significant implications when viewed through the lens of the LLT, which emphasises the importance of making languages and

linguistic features visible in public spaces. As an example of printed materials, this poster was a powerful tool for engaging a broad audience by effectively presenting various language learning opportunities. Its strategic design and content inform and inspire learners to participate actively in educational programs.

Instructor 005 from KIFLAPS provided a more extensive perspective, highlighting additional materials such as *'word walls, grammar charts, posters, mind maps, and concept maps.'* Together, these tools create a rich and dynamic LL where key language elements are prominently displayed, fostering continuous interaction and engagement. These materials make linguistic features such as vocabulary, grammar, and conceptual frameworks visible, accessible, and relatable, aligning with the theory's emphasis on language visibility in shared spaces. The poster served as a focal point, blending textual and visual elements to attract attention and convey information effectively. Positioned in public areas, it transformed the physical space into a learning environment where learners encounter and engage with language resources beyond the confines of traditional classrooms. This accessibility supports diverse learning needs and fosters a sense of inclusivity, ensuring that language learning opportunities are accessible to individuals from different backgrounds.

By integrating diverse printed materials, language institutes enhance their LLs, making them versatile and responsive to learners' needs. These tools bridge the gap between theoretical linguistic knowledge and practical application, ensuring that language features remain visible and relevant. This dynamic approach reinforces the idea that LLs are not merely static representations but adaptive environments that actively promote language learning and engagement.



Figure 4.4: A sign directing to the School of Adults and Languages located on the 3rd floor from KIFLAPS

The signage in Figure 4.4 provided clear and concise information about the educational programs available, guiding prospective students to the appropriate location within the building. Instructor 002 from CLC also mentioned *'the use of Posters, electronic devices (laptop and mobile phone), flashcards, and photographs'*, and Instructor 006 from KIFLAPS indicated the use of *'Printed images, illustrated vocabulary cards, and Charts.'* The researcher, based on the responses generated, understood that the use of a sign to provide clear and concise information about learning programs demonstrated a significant application of the LLT, which emphasises the visibility of languages and linguistic features in public spaces. By guiding prospective students to the appropriate location within the building, the sign served as a directional tool and a medium for making learning opportunities linguistically and visually accessible. This approach ensured that essential information was presented in an organised and easily understood manner, fostering engagement and inclusivity.

Similarly, Instructor 006 from KIFLAPS emphasised *'the use of printed images, illustrated vocabulary cards, and charts.'* Together, these materials contribute to a vibrant and dynamic LL where language features such as vocabulary, concepts, and visual representations are made prominently visible. This aligned with the theory's core principle of ensuring language

and linguistic elements are accessible in shared public spaces. The sign's role in this context extended beyond mere functionality; it served as an entry point into the institution's LL.

By combining visual clarity with linguistic simplicity, it transformed the physical space into a welcoming and informative learning environment. Additionally, supplementary materials such as flashcards, charts, and illustrated vocabulary cards further enriched the learning experience, supporting a multisensory and interactive approach to language acquisition. This combination of tools ensures that language features remain relevant and engaging, addressing the diverse needs of learners. By doing so, language institutes enhanced their LLs and created adaptive environments that facilitate language acquisition and promote interaction in meaningful ways.



Figure 4.5: The image depicts a sign for the KIFLAPS

The signage in Figure 4.5 at KIFLAPS, which Instructor 005 used to communicate the institute's core values and contact information, illustrated the critical role of printed materials in shaping the LL of educational spaces. The sign functioned as a practical resource that informed and strengthened the institute's identity by offering guidance to current and prospective students. It enhanced the visibility of language in public spaces, aligning with the principles of the LLT, which stressed the importance of showcasing languages and linguistic features in shared environments. Additional printed materials such as posters, flashcards,

photographs, charts, wall mounts, word walls, grammar charts, mind maps, and concept maps further enhance this landscape. These tools reinforce language concepts and vocabulary as constant visual reminders of key linguistic elements. Strategically placed, they transform physical spaces into vibrant, immersive environments where language is prominently displayed and actively engaged.

The consistent use of printed resources underscores their enduring importance in the acquisition of EFL. Andriyanti (2019) highlighted that these tangible materials provide learners with frequent opportunities to engage with language content, supporting comprehension and retention. Likewise, Godwin-Jones (2015) emphasised that the deliberate use of such tools fosters visually stimulating environments that effectively promote language learning. By combining these resources, KIFLAPS demonstrated the continued relevance of traditional visual aids in modern educational settings. These materials not only made linguistic features more accessible and relatable but also created inclusive environments that addressed diverse learning preferences. The institute bridged the divide between theoretical concepts and practical application, reinforcing that LLs are dynamic, adaptable, and vital for meaningful language acquisition.

4.2.1.3 Variety of Visual Displays

The instructors' responses revealed diverse visual displays in the LL, indicating a comprehensive approach to presenting language information. Instructor 005 from KIFLAPS provided a detailed list, including *'Word walls, Grammar charts and posters, Mind maps and concept maps, Interactive displays.'* Instructor 004 from the LSK mentioned *'Charts, posters, wall mounts.'*



Figure 4.6: A billboard advertisement for SasaPay, a mobile payment service, located at the LSK

The billboard in promoting the SasaPay payment service (Figure 4.6) demonstrated the impactful use of visual and textual elements in a public space, effectively aligning with the principles of the LLT. The billboard informs and enhances the visibility of key linguistic features by highlighting the service's ease of use, broad integration with financial networks, and clear contact and access information. Its strategic design ensured accessibility and comprehension, making it an essential communication tool in the public sphere. Instructors 005 and 006 from KIFLAPS further emphasised the role of diverse visual displays in language learning. Their inclusion of tools such as maps, images, infographics, charts, sentence starters, story frames, and etymological trees illustrated how varied resources cater to different learning preferences. These materials created a rich and engaging linguistic environment, offering multiple pathways for students to interact with language content. This variety portrayed the findings of Han and Wu (2020), who underscored the importance of structured and diverse visual aids in facilitating language comprehension.

The combination of resources, including word walls, grammar charts, posters, mind maps, concept maps, and interactive displays, transforms the learning environment into a dynamic LL. These tools make language features visible and accessible, fostering deeper engagement and retention. Positioned in public or semi-public spaces, they extend learning

opportunities beyond the classroom, reinforcing that LLs are interactive and inclusive. By integrating such diverse and structured visual aids, educational and commercial spaces like KIFLAPS and SasaPay effectively bridge the gap between information dissemination and language learning. This approach demonstrates that LLs are not static but adaptive, utilising varied tools to promote understanding and interaction in meaningful ways, ensuring the visibility and relevance of language in shared spaces.

The presence of a wide range of visual displays in the LL also disclosed language institutes' commitment to creating an inclusive and effective learning environment. By offering a variety of visual tools and representations, institutes acknowledged and catered to the diverse learning needs of their learners. This approach not only enhanced the accessibility of language content but also promoted a more engaging and dynamic learning experience. The combination of digital tools, printed materials, and a diverse array of visual aids created a rich and immersive learning environment that catered to the evolving needs and preferences of modern language learners. These findings align with the existing literature, emphasising the importance of incorporating various visual elements to create a stimulating and inclusive learning experience (Choi et al., 2019; Andriyanti, 2019; Han & Wu, 2020). The strategic integration of electronic devices, printed materials, and various visual displays reflects a learner-centred approach to language education, prioritising engagement, accessibility, and adaptability.

4.2.2 Purpose of Visual Displays

The instructors' responses provided insights into the intentional and strategic use of visual displays in the LL, highlighting their essential role in enhancing student understanding, engagement, and language acquisition.

4.2.2.1 Enhancing Understanding

The instructors indicated the role of visual aids in making language learning more accessible, enjoyable, and engaging for students. Instructor 004 from the LSK stated, '*Learning a new language can be challenging; however, we need to make it as enjoyable as possible by using visual aids.*'



Figure 4.7: An outdoor advertisement for Este Medical Kenya, a cosmetic and aesthetics clinic around LSK

This advertisement (Figure 4.7) demonstrates using visual aids to communicate services and contact information effectively. Instructor 004's pointed: *'visual aids are used to make learning enjoyable, as such advertisements can also help language learners by providing context and vocabulary related to health and beauty services.'* Instructor 002 from CLC added *'Posters, flashcards, photographs. They are best because modern students relate more to visual content.'* As a researcher, this analysis climaxed the pivotal role of visual aids in improving the accessibility, engagement, and effectiveness of language learning. Instructor 004 from the LSK pointed out that *'while learning a new language can be challenging, employing visual aids makes the process more engaging and enjoyable.'* This insight aligned with the observed impact of advertisements that employ visual elements to convey services and contact details. Beyond their commercial purpose, such advertisements provided language learners contextual vocabulary and expressions, expanding their practical linguistic skills in health and beauty services.

Instructor 002 from CLC further emphasised *'the value of visual aids, identifying posters, flashcards, and photographs as particularly effective for contemporary learners who*

resonate more with visual content. These tools help simplify abstract language concepts, turning them into relatable and engaging visuals that make language acquisition more interactive and meaningful. By combining these aids into public spaces, language educators enhance the LL, presenting language features in real-world, accessible contexts. According to the tenet of the LLT, which focuses on the importance of language visibility in public spaces, visual aids serve as powerful tools for learning. They extend language acquisition beyond the classroom, ensuring that linguistic features are available and relevant to a diverse audience. Visual aids enhance comprehension and memory retention, creating inclusive spaces that accommodate diverse learning preferences. This analysis underlined the dual function of visual aids as tools for both language acquisition and public communication. By connecting theoretical linguistic principles with real-world applications, visual aids enhance the linguistic landscape, showcasing the adaptability of language visibility in fostering meaningful learning experiences and engagement.



Figure 4.8: A directional sign at the CLC

The use of such visual aids (as in Figure 4.8) highlights the importance of clear and concise signage in aiding navigation and providing necessary information to students and staff. If there were no directional signs in at CLC, their absence would significantly affect the overall effectiveness of navigation and organisation within the facility. Directional signs serve a crucial role in guiding both learners and visitors to the appropriate classrooms, offices, resource areas,

or administrative units. Without such signage, individuals especially newcomers would likely experience confusion, delays, and frustration in locating various services or departments.

This lack of clear direction could lead to disruptions in schedules, missed appointments, and decreased productivity among staff and learners alike. Furthermore, it could create a negative impression of the institution's professionalism and efficiency, potentially affecting its reputation. In a language centre, where clarity and communication are key, having effective directional signage reinforces order and accessibility, particularly for non-native speakers who may already be grappling with language barriers. In essence, directional signs are not just functional tools; they are a vital component of effective communication and user experience in any educational setting. Their absence would significantly undermine the centre's operational smoothness and learner satisfaction.

This complements Instructor 002's emphasis on the effectiveness of visual content like posters, flashcards, and photographs in modern educational environments. Instructor 004 from the LSK also mentioned the use of '*Pictorials and charts.*' As a researcher, the analysis revealed the critical role of visual aids in enhancing communication, navigation, and learning within educational settings. Using clear and concise signage to guide students and staff demonstrated the practical value of visual elements in effectively providing essential information. This observation aligned with Instructor 002's perspective on the significance of visual content, such as posters, flashcards, and photographs, in modern learning environments. These tools were highlighted as particularly effective in engaging contemporary learners, making abstract concepts more tangible and accessible.

Instructor 004 from the LSK further underscored this point by emphasising that '*the use of pictorials and charts supports language acquisition.*' These visual aids were functional and instrumental in reinforcing language concepts, ensuring learners interacted with linguistic elements meaningfully. Positioned strategically within public spaces, such materials created a visually rich and engaging LL. Applying the tenet of the LLT (Landry & Bourhis, 1997), which stresses the importance of making languages and linguistic features visible in public spheres, these visual aids enhanced the accessibility of language. They bridged the gap between theoretical knowledge and practical application by presenting information clearly and visually appealingly. This approach ensured that language was not confined to classrooms but integrated into shared spaces, making it relevant and inclusive for diverse audiences. The analysis

highlighted how the effective use of visual aids transformed public spaces into dynamic linguistic landscapes, fostering interaction and engagement. By making linguistic features more visible, accessible, and relatable, these tools contributed to a holistic learning experience. This reinforced the idea that LLs were adaptive environments that could support educational and communicative objectives in meaningful ways.



Figure 4.9: A sign found at the LSK instructing people to "MAINTAIN SILENCE ALONG THE CORRIDORS"

The sign (Figure 4.9) reminds students and staff to keep noise levels down in the corridors, thereby maintaining a conducive classroom learning environment. Instructor 005 from KIFLAPS listed; *'Maps and Images, Infographics and Charts, Sentence Starters and Story Frames, Etymological Trees'*. This indicated that in the absence of a sign instructing individuals to 'MAINTAIN SILENCE ALONG THE CORRIDORS' in a language Centre, the ability to uphold a quiet and conducive learning environment would likely be diminished. Such signs serve as constant, visible reminders of the expected behaviour within academic spaces, particularly in areas where classes, examinations, or self-study sessions are taking place (Krompák & Farrelly, 2024). Without this form of guidance, individuals—especially visitors, new learners, or even staff—might unintentionally engage in loud conversations or disruptive behaviour along the corridors, unaware of the impact on nearby classrooms. This could lead to increased noise levels, distraction during lessons, and a general decline in the academic atmosphere of the centre.

In a language centre, where listening, speaking, and concentration are key components of learning, maintaining a quiet environment is especially important. The absence of a clear instruction like ‘MAINTAIN SILENCE ALONG THE CORRIDORS’ removes an important layer of behavioural reinforcement. While some may understand the need for silence instinctively, signage ensures a consistent message is communicated to everyone, regardless of background or familiarity with the institution’s norms. Therefore, such a sign is not merely a formality—it plays an active role in promoting discipline, mutual respect, and academic focus. Without it, the effectiveness of managing noise levels and ensuring a productive learning environment would be significantly reduced.

Instructor 006 from KIFLAPS noted that ‘*Charts, digitally printed images add more clarification of what is being taught.*’ As a researcher, the analysis accentuated the crucial role of signage in fostering behavioural awareness and achieving educational goals within institutional environments. The sign reminding students and staff to minimise noise in the corridors significantly contributed to maintaining a productive learning atmosphere in adjacent classrooms. This effective use of visual communication demonstrated how signage reinforces institutional norms and expectations while incorporating behavioural guidance into the broader linguistic landscape. Instructor 005 from KIFLAPS emphasised the importance of various visual aids, such as maps, images, infographics, charts, sentence starters, and story frames, in improving understanding and engagement. Likewise, Instructor 008 from KIFLAPS stressed that ‘*charts and digitally printed images are effective in clarifying instructional materials.*’ These tools helped create visually stimulating environments that accommodated diverse learning styles and made linguistic features more approachable and comprehensible.

Grounded in the principles of the LLT (Landry & Bourhis, 1997), which prioritises the visibility of languages and linguistic features in public spaces, such signage and visual aids enhanced the accessibility and practicality of language use in shared areas. The strategic placement of the noise-reduction sign in a corridor highlighted the role of visual cues in shaping both the physical and linguistic environment, ensuring that institutional messages were easily understood and widely applicable. This analysis underscored how visual aids transform shared spaces into dynamic LLs supporting educational and behavioural objectives. These tools bridged the gap between theoretical instruction and real-world application by making language features and institutional guidelines more visible. They fostered inclusivity and interaction,

demonstrating that LLs are adaptable systems capable of addressing diverse educational and community needs.



Figure 4.10: A poster for the Aviation College of Kenya, around KIFLAPS detailing the courses offered

The poster (Figure 4.10) utilises charts and digitally printed images to communicate the variety of courses available, aiding in visual clarification and helping prospective students to understand and remember the information more effectively. If a poster detailing the courses offered were not displayed in a language Centre, its effectiveness in informing students and visitors about available programmes would be significantly reduced. Without such signage, individuals may struggle to access essential information, potentially leading to confusion or missed opportunities for enrolment.

This aligned with Instructor 008's emphasised that *'the use of visual aids in the acquisition of EFL enhances better comprehension and retention.'* As a researcher, this analysis emphasised the significant impact of visual aids, such as posters featuring charts and digitally printed images, in effectively conveying educational programs. By presenting course details in

a visually appealing manner, the poster improved prospective students' comprehension and recall, ensuring that the information was both accessible and memorable. This aligns with Instructor 008's observations, which highlighted the value of visual aids like posters, flashcards, photographs, pictorials, charts, maps, images, infographics, sentence starters, story frames, and etymological trees in enhancing understanding and retention in modern learning environments.

The deliberate use of diverse visual tools demonstrated an effort to address the preferences of today's learners, who often respond better to visual content. This approach resonates with Andriyanti's (2019) and Choi et al.'s (2019) findings, which highlight the role of visually engaging materials in fostering stimulating and effective learning environments. By adopting these methods, language institutes showcased their commitment to creating a learner-focused setting that emphasises clarity and engagement. Smearing the principles of the LLT (Landry & Bourhis, 1997), which addressed the importance of making language and linguistic features visible in public spaces, the incorporation of visually compelling aids transformed shared spaces into dynamic and informative learning environments. These tools simplified complex language concepts, making them more accessible and engaging, and encouraged a positive outlook on language learning. The integration of visual aids within the LL highlighted the adaptability of language institutes to meet learners' needs. By embedding linguistic elements into shared environments, institutes bridged the gap between theoretical knowledge and practical application, fostering inclusivity and catering to diverse learning preferences. This strategy reaffirmed the dynamic, interactive, and student-centred essence of linguistic LLs.

4.2.2.2 Facilitating Language Acquisition

The instructors also highlighted the crucial role of the LL in facilitating language acquisition. Instructor 001 from CLC mentioned, *'They get to visualise the concept, they internalise the information from their language to English making it easy for them to learn.'*



Figure 4.11: A sign with an inspirational quote by the Dalai Lama at CLC

This sign (Figure 4.11) served as a visual aid, providing a motivational message to the viewers. In the absence of a sign featuring an inspirational quote by the Dalai Lama were absent in a language acquisition Centre, its potential impact in motivating and uplifting learners would be lost. Such a sign serves to create a positive and reflective atmosphere, encouraging perseverance and a growth mindset. Without it, the Centre might lack a subtle yet powerful means of inspiring students on their educational journey.

As highlighted by Instructor 001, such visual content helps learners internalise information, making it easier to understand and remember. Instructor 002 from the same institute added, *'The visual displays help students to relate better to the content being taught, making it easier for them to understand and remember information from their language classes.'* Instructor 004 from the LSK stated, *'By looking at the landscapes, they can relate with the pictorial in their language and understand it and remember.'* Instructor 006 from KIFLAPS noted, *'Yes, it helps learners of the language to understand it at a faster rate.'*

This analysis emphasised the vital role of visual aids as practical, motivational tools in education, particularly in the context of language acquisition. The assertion, *'This sign serves as a visual aid, providing a motivational message to the viewers,'* illustrates that visual content goes beyond mere decoration, functioning as an integral element of learning strategies. Instructor 001 noted that such visuals assist learners in absorbing information more efficiently, thereby improving comprehension and memory. This observation aligns with the LLT tenet that underscores the value of visual engagement in enhancing cognitive development. Instructor 002 provided further insight by highlighting how visual displays create a stronger connection

between learners and the content. In providing relatable imagery, these aids simplify abstract concepts, making language acquisition more accessible and easier to recall. Similarly, Instructor 004 emphasised the link between visual contexts and linguistic understanding, suggesting that relatable images enable students to frame their learning within practical, meaningful contexts, thereby boosting retention and comprehension.

Instructor 006 supported this perspective by pointing out that visual aids accelerate the process of language acquisition. This view was parallel with the first tenet of LLT, which emphasises the prominence of languages and linguistic elements in public spaces as a key aspect of learning. By incorporating visual representations, learners gain exposure to linguistic diversity in a way that facilitates their understanding of new language structures and concepts. In summary, the analysis highlights the transformative impact of visual aids in education. From inspiring learners to enhancing their ability to retain and understand material, visuals are powerful tools in language learning. Researchers and educators should continue to innovate and incorporate visual elements into teaching methods to optimise their effectiveness and contribute to more engaging and impactful learning experiences.



Figure 4.12: Fire action notice at KIFLAPS

The sign (Figure 4.12) exemplifies how visual and textual elements are combined to convey critical safety information effectively. Were a sign displaying a Fire Action Notice

absent in a language acquisition Centre, the effectiveness of emergency preparedness and response would be considerably diminished. Such signs are essential in guiding staff, students, and visitors on the appropriate steps to take in the event of a fire, including evacuation procedures and emergency contact information. Without these signs, individuals may be unsure of how to react during an emergency, potentially leading to confusion, panic, or delays in evacuation. Therefore, the absence of a Fire Action Notice could compromise the safety and wellbeing of everyone in the Centre.

Instructor 006's in regards to the sign (Figure 12) highlighted the importance of such visual aids in helping language learners understand and follow instructions more quickly and accurately, thereby enhancing their comprehension and response during emergencies. These responses indicated that visual displays help students visualise concepts, internalise information, relate to the content, understand, and remember language information. This aligned with the findings of Han and Wu (2020), who stressed the effectiveness of visual aids in promoting language comprehension and retention. The LL's ability to facilitate language acquisition shows its significance as a powerful pedagogical tool. By providing students with visual representations of language concepts, the linguistic landscape enables them to establish meaningful connections between their existing knowledge and the target language (Han & Wu, 2020).

This visualisation, internalisation, and relation process enhances students' understanding and memory retention, ultimately leading to more effective language acquisition. The visual aids serve the critical functions of enhancing student understanding, catering to modern learning preferences, and facilitating language acquisition. These findings align with the existing literature, underscoring the importance of visually engaging and informative materials in creating a stimulating learning environment that promotes comprehension, motivation, and retention (Andriyanti, 2019; Choi et al., 2019; Han & Wu, 2020). By purposefully incorporating a diverse range of visual displays, language institutes demonstrate their commitment to learner-centred pedagogy and their recognition of the transformative potential of the linguistic landscape in supporting EFL acquisition.

From a researcher's viewpoint, this analysis highlighted the significant role of visual aids in language acquisition, aligning with the first principle of LLT (Landry & Bourhis, 1997), which emphasises the importance of making languages and their features visible in public

spaces. The integration of visual and textual elements in the examined sign illustrates how effectively such tools can communicate critical safety information, especially during emergencies. Instructor006's observation underscored the ability of visual aids to enhance learners' comprehension and responsiveness, emphasising their essential contribution to language acquisition. This analysis further accentuated the importance of ensuring linguistic features are both visible and accessible in public and educational contexts. It offered the researcher valuable insights into the intersection of linguistic theory and pedagogical practice, demonstrating the necessity of visual engagement in fostering effective and inclusive language learning. By utilising visual aids, learners can enrich their learning experience, bridge linguistic diversity, and create stronger connections between themselves and the target language.

4.2.3 Impact on Learners

The instructors' responses show the profound impact of the LL on learners' motivation, engagement, and language practice. These insights highlight the transformative potential of the linguistic landscape in shaping the EFL learning experience and fostering student success.

4.2.3.1 Motivation and Engagement

The instructors mention the motivational and engaging power of the LL. Student 001 from CLC mentioned, *'They get to visualise the concept, they internalise the information from their language to English making it easy for them to learn.'*



Figure 4.13: A bulletin board at the CLC filled with various posters and notices

The bulletin board (Figure 4.13) exemplifies the motivational and engaging power of the LL in an educational setting. As student 001 mentioned, *'using visual aids helps students visualise concepts and internalise information, aiding in the transition from their native language to English and enhancing their learning experience.'* Instructor 004 from the LSK stated, *'LL breaks the monotony of classroom teaching and makes learning better.'* Therefore, if a bulletin board displaying various posters and notices (figure 13) were absent at CLC, its effectiveness in contributing to the visibility and functional use of language within the environment would be considerably diminished. Bulletin boards not only serve as hubs for communication but also reflect the multilingual and informational dynamics of the space. Their absence would limit the opportunities for learners to engage with written texts in authentic contexts, thereby reducing exposure to diverse language use and weakening the centre's overall communicative and educational landscape.

Adding from a researcher's perspective, this analysis underlined the motivational and transformative role of the LL in language acquisition. The bulletin board in Figure 13 is a prime example of how visual and textual elements combine to create an engaging learning environment. As noted by Student 001 from CLC, *'visual aids facilitate concept visualisation and information internalisation, enabling students to transition more seamlessly from their native language to English.'* This process enhances comprehension and retention, ultimately improving the overall learning experience. Instructor 004 from the LSK further stressed this point by highlighting that *'the LL disrupts the monotony of traditional classroom learning, fostering a more dynamic and stimulating educational setting.'* This observation concurred with the first tenet of LLT (Landry & Bourhis, 1997), which emphasises the importance of making languages and linguistic features visible in public spaces to foster inclusivity and accessibility in learning environments.

For the researcher, these insights affirmed the pedagogical value of incorporating visual aids into language acquisition, particularly in multilingual contexts. The motivational impact of the LL demonstrates its potential to cater to diverse learning styles while promoting engagement and active participation. Furthermore, the ability of visual aids to bridge linguistic differences and create meaningful connections between languages highlights their relevance in fostering a deeper understanding of the target language. Broadly, this analysis reinforced the importance of leveraging the LL as a pedagogical tool. Incorporating visible and relatable

linguistic features can enhance the learning process, inspire motivation, and create a more inclusive and effective language learning environment, bridging theoretical insights with practical applications.



Figure 4.14: A sign for Brightwoods Apartments from the LSK

This sign (in Figure 4.14) serves as an example of how the LL can enhance learning by providing contextual clues and real-world applications of language. From the perspective of linguistic elements available at LSK, the presence of a sign such as *Brightwoods Apartments, Chania Avenue* plays a significant role in shaping the LL and has direct implications for EFL acquisition. Such signage represents an authentic and functional use of language in public spaces, offering learners regular exposure to English outside the traditional classroom environment. The availability of these linguistic elements enhances incidental learning opportunities, allowing learners to observe and interact with language used for real-life communicative purposes. This supports the development of vocabulary, spatial language, and contextual understanding. Moreover, it aids in reinforcing the connection between language and environment, making the learning experience more immersive and meaningful.

The absence of such signage would reduce the variety of linguistic input accessible to learners, which is crucial in supporting language acquisition. It would also limit learners' engagement with written English in public domains—one of the key features of LL research—thus narrowing their exposure to authentic language use. As stated by Instructor 005, such visual elements help break the monotony of classroom teaching, making learning more engaging and effective. Instructor 005 from KIFLAPS added that the LL emphasises communicative and pragmatic aspects, collaborative activities and discussions, a variety of teaching methods and materials, and creating a safe and inclusive learning environment. These responses demonstrate that the LL fosters a dynamic and stimulating learning environment by enabling students to visualise concepts, internalise information, and break the monotony of traditional classroom

teaching. Incorporating communicative, collaborative, and inclusive elements further enhances student engagement and participation. These findings align with the research of Wartmann and Purves (2018), who highlighted the role of the LL in creating an immersive and engaging learning environment that motivates active participation in language acquisition.

From the researcher's perspective, this analysis highlighted the significant role of the LL in enhancing language learning by providing contextual clues and real-world applications of language. The sign demonstrated how visual elements within the first tenet of the LLT can enrich the learning process. As noted by Instructor 005, these elements broke the monotony of traditional classroom teaching, fostering a more engaging and practical educational experience. Instructor 005 from KIFLAPS further highlighted that the LL emphasised communicative and pragmatic approaches, collaborative activities, diverse teaching methods, and creating a safe and inclusive learning environment. These observations revealed that the LL facilitated the visualisation and internalisation of concepts while simultaneously stimulating dynamic and interactive learning. Breaking away from conventional learning routines created a more motivating and participatory setting for learners. Incorporating collaborative and inclusive practices further reinforced student engagement, encouraging active involvement in the learning process.

The findings are associated with the work of Wartmann and Purves (2018), who illustrated the LL's capacity to foster immersive and engaging learning environments. This approach not only motivated active participation but also supported effective language acquisition. Such insights are tied closely to the first tenet of linguistic theory, which emphasises the importance of making different languages and linguistic features visible in public spaces to promote accessibility and inclusivity.

4.2.3.2 Language Practice and Reinforcement

The instructors also highlighted the role of the LL in providing opportunities for language practice and reinforcement. Instructor 002 from CLC mentioned, 'The visual displays help students relate better to the content being taught, making it easier for them to understand and remember information from their language classes.' Instructor 004 from the LSK stated, 'By looking at the landscapes, they can relate with the pictorial in their language and understand it and remember'. Instructor 008 from KIFLAPS added, 'Familiarity of the language.'



Figure 4.15: A notice, “Discover a world of opportunities” by British Council at LSK

This notice exemplifies (Figure 4.15) how familiar visual aids and recognisable branding can help in learning and understanding. Instructor008's note about ‘familiarity of the language’ is reflected here, as such notices provide contextual clues and help learners relate to the content in the English language being acquired, enhancing their learning experience. According to the researcher, this analysis emphasised the significant role of the LL in supporting language practice and reinforcement through the integration of visual and contextual elements. The instructors stressed how familiar visual aids effectively bridged the gap between learners' native and target languages, improving comprehension and retention. For instance, Instructor 002 from CLC noted that visual displays allowed students to connect more deeply with the content being taught, enhancing their understanding and memory retention. Similarly, Instructor 004 from LSK noted that pictorial elements within the LL helped learners relate to the material in their language, thereby strengthening their ability to grasp and retain new information. Instructor 006 from KIFLAPS further stressed the importance of familiarity, highlighting how recognisable signs and branding within the linguistic landscape served as contextual cues that made learning more relatable and engaging. This relationship between familiar visuals and language comprehension illustrates how the LL effectively facilitates connections between existing knowledge and new linguistic concepts.

These findings were consistent with the first tenet of the LLT, which underscores the importance of making diverse languages and linguistic features visible in the public sphere as a key aspect of language acquisition. By presenting language in accessible and visually engaging ways, the linguistic landscape proved valuable, particularly in multilingual settings. In

summary, this analysis demonstrated the pedagogical potential of the LL in enhancing language practice and supporting learning. By utilising familiar visual aids and contextual elements, the learners can create a more inclusive and effective environment for language acquisition. For researchers, this emphasised the importance of further studying the intersection between LLs and learners to enhance learning outcomes, especially in diverse and multilingual contexts.



Figure 4.16: Two signs located in a stairwell, one for the Aviation College of Kenya and another for the Language Connections Centre around KIFLAPS

These signs as presented (in Figure 4.16) exemplify the use of visual aids to provide clear and concise information about educational opportunities and locations. Familiarity with such signage can enhance the learner's understanding and navigation within the institution, reinforcing Instructor 008's point about the importance of familiarity with the language in educational contexts. These responses indicated that by relating to the visual content, students could better understand and remember language information, enabling them to practice and reinforce their language skills. This finding is consistent with the research of Han and Wu (2020), who emphasised the importance of authentic language exposure and practice in facilitating language acquisition. The LL provides opportunities for language practice and reinforcement, which is crucial for developing language proficiency.

Furthermore, it creates a conducive environment for language practice by offering students visual representations of language concepts they can relate to and engage with. This

repeated exposure, and practice helps students internalise language structures, vocabulary, and conventions, leading to improved language skills and confidence in using the language (Cenoz & Gorter, 2020). Language institutes that recognise the potential of the LL in supporting language practice can create a learning environment that promotes active engagement, encourages skill development, and fosters students' overall language proficiency.

The instructors' insights highlighted the potential of the LL to create a dynamic, stimulating, and inclusive learning environment that ignites students' passion for language learning and encourages active participation. These findings concurred with the existing literature, which emphasises the importance of an immersive, engaging, and practice-oriented learning environment in supporting language acquisition (Wartmann & Purves, 2018; Han & Wu, 2020). By harnessing the motivational and engaging power of the LL, language institutes can create a learning experience that inspires students, fosters active participation, and provides ample opportunities for language practice and reinforcement. The implications of these findings underscore the need for language institutes to prioritise the development of a comprehensive and strategically designed linguistic landscape that leverages the power of visual displays and learner-centred approaches. By creating a motivating, engaging, and practice-oriented learning environment, institutes can significantly enhance student outcomes, foster a culture of active learning, and support students' overall language proficiency.

Moreover, the LL's ability to provide meaningful connections between visual representations and language content highlights its significance as a comprehensive language learning resource (Cenoz & Gorter, 2020). By offering students opportunities for visualisation, internalisation, and practice, the LL supports the development of language skills and confidence. As language education continues to evolve, the insights provided by the instructors in this study offer valuable guidance for language institutes seeking to optimise their LL and create a learning environment that effectively supports and enhances the EFL learning experience. By recognising the transformative potential of the LL in motivating, engaging, and supporting language practice, institutes can create a learning environment that truly empowers EFL learners in their language learning journey.

Conclusively, the first objective, which focuses on evaluating the LL for EFL acquisition, was examined through the lens of the first tenet of LLT. This tenet regards the visibility of various languages and linguistic features in the public sphere as a crucial aspect of

the LLT. The findings showed that the visibility of linguistic features, such as signage, billboards, posters, and notices, is important in promoting EFL acquisition. The widespread agreement among students about the presence of visual displays and their impact on language learning emphasises the importance of linguistic visibility in the public sphere. This is consistent with the first tenet of LLT, which states that the prominence and accessibility of languages in public places reflect social and linguistic dynamics within a community (Spolsky, 2020).

In addition, the study's findings aligned with the first tenet of LL theory, which emphasises the visibility of languages and linguistic features in the public sphere. The students' responses confirm the significance of signage, billboards, posters, and notices in promoting EFL acquisition within the selected language institutes. The prominence of these visual displays reflects the institute's commitment to creating a linguistically rich environment that supports language learning. By strategically incorporating English language elements in the LL, the institutes fostered a sense of immersion and exposure to authentic language use, which is crucial for effective EFL acquisition (Choi et al., 2019). The visibility of English in the public spaces of the institutes also reflects the language's status and importance within the educational context, mirroring the social and linguistic dynamics of the wider community (Spolsky, 2020).

Moreover, the findings suggest that the LL is a valuable resource for incidental language learning (Andriyanti, 2019). As students navigate the physical spaces of the language institutes, they encounter English language input through various visual displays. This repeated exposure to authentic language in context reinforces their language acquisition process, even when they are not actively engaged in formal language instruction (Han & Wu, 2020). The LL becomes an extension of the classroom, providing students with opportunities to engage with English in a more natural setting. This incidental learning complements the explicit instruction received in the classroom, creating a holistic language learning experience (Choi et al., 2019). The prominence and accessibility of English in the LL of the institutes contribute to a supportive and immersive environment that facilitates EFL acquisition, aligning with the principles outlined in the first tenet of the LLT (Spolsky, 2020).

4.2.4 Conclusion

The first objective evaluated the elements of the LL present in selected language institutes in Kenya and their role in EFL acquisition. The findings revealed a variety of visual resources,

such as posters, charts, word walls, mind maps, and digital tools, including laptops and mobile phones. These were strategically incorporated to create a stimulating and supportive environment for language learning. Visual elements reinforced vocabulary, grammar, and conceptual understanding, while the structured presentation of charts and displays contributed to clarity and accessibility. The presence of digital technologies also reflected an increasing integration of modern tools in language education.

The study highlighted that LL elements significantly enhanced students' grasp of classroom content. Tools like pictorials, infographics, sentence starters, and story frames appealed to modern learners' preference for visual stimuli, as noted by instructors at CLC. Additionally, interactive tools such as whiteboards and language apps promoted student engagement, self-directed learning, and immediate feedback. Visual and culturally relevant materials, including photographs and authentic texts, captured learners' attention and fostered a deeper connection with the English language and its cultural context. These elements played a motivational role, encouraging learners to practice and develop their skills beyond formal lessons.

Further findings showed the LL's role in encouraging autonomous acquisition of EFL outside the classroom. Students actively used these visual resources for reference, inspiration, and independent practice, demonstrating their value beyond in-class instruction. The study affirmed the importance of designing a linguistically rich environment to support both guided and self-directed learning. Ultimately, the research underscored the effectiveness of integrating varied visual and digital aids in language centres. It recommended that institutes prioritise the inclusion of such tools to reinforce language instruction and cater to the diverse needs and learning preferences of EFL students in the modern educational context.

4.3 Contribution of Linguistic Landscape in Enhancing the Acquisition of EFL

This section explores the student respondents' understanding regarding the contribution of the LL to their acquisition of EFL within the selected language institutes. The LL encompasses various elements, such as signage, billboards, posters, and notices, which are crucial in supporting and facilitating language acquisition (Gorter & Cenoz, 2021). Table 4.2 summarises the students' responses to statements that assess the contribution of the LL to their EFL acquisition.

Table 4.2: Contribution of the LL in Enhancing the Acquisition of EFL

Statements	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Mean	Std. D
The linguistic landscape in the language institute has a positive impact on my motivation to learn and improve my English language skills.	0%	6%	38%	40%	17%	3.67	0.822
The linguistic landscape enhances my vocabulary acquisition and usage of the English language.	4%	5%	7%	51%	34%	4.07	0.961
The linguistic landscape increases my exposure to authentic English language usage, facilitating better comprehension and fluency.	5%	8%	15%	45%	27%	3.81	1.075
The linguistic landscape supports the development of my English language communication skills (listening, speaking, reading, and writing)	5%	2%	8%	48%	37%	4.09	0.983
The linguistic landscape at the language institute facilitates my ability to apply English language skills in real-life situations outside the classroom.	0%	6%	12%	51%	32%	4.08	0.82
The linguistic landscape enhances my experience of acquiring the English language, making it more engaging and interactive.	5%	2%	19%	41%	33%	3.95	1.022
The linguistic landscape influences my cultural understanding and sensitivity when using English.	4%	7%	15%	47%	27%	3.87	1.009
The linguistic landscape has a significant influence on my progress and success in English language acquisition.	2%	6%	8%	48%	35%	4.08	0.941
Average						3.953	0.954

Source: Field Data (2024)

The data in Table 4.2 revealed that a substantial proportion of the student respondents concurred with the statements concerning the contribution of the LL to their EFL acquisition. A noteworthy 85 percent of students agreed that the LL supports the development of their English language communication skills (listening, speaking, reading, and writing), with a mean

of 4.09 and a standard deviation of 0.983. Furthermore, an equal percentage of students (85%) acknowledged that the LL enhances their vocabulary acquisition and English language usage, yielding a mean of 4.07 and a standard deviation of 0.961.

Among the contributions of the linguistic landscape, the highest means were observed for the following: the LL supporting the development of English language communication skills (M=4.09; SD=0.983), the LL significantly influencing progress and success in English language acquisition (M=4.08; SD=0.941), and the LL facilitating the ability to transfer English language skills to real-life situations outside the classroom (M=4.08; SD=0.82). Conversely, the contribution with the lowest mean was the LL's positive impact on motivation to learn and improve English language skills (M = 3.67; SD = 0.822).

Krashen's (1981) concept of comprehensible input asserts that language acquisition occurs when learners are exposed to input that is slightly beyond their current proficiency level but remains understandable ($i+1$). This principle is evident in the findings presented in Table 4.2, where students overwhelmingly recognised the LL's role in enhancing their EFL acquisition. The LL provides authentic, context-rich language exposure through visible texts in public spaces, providing learners with a continuous stream of comprehensible input. The high agreement (85%) among students that the LL supports the development of communication skills aligns with Krashen's theory, as learners engage with real-world language that challenges but does not overwhelm them. Likewise, the LL's contribution to vocabulary acquisition (M=4.07) highlights its function as a source of natural, contextualised input, reinforcing language structures in an intuitive manner. The ability to transfer English language skills to real-life situations (M=4.08) further supports Krashen's (1981) argument that meaningful, contextualised input enhances acquisition. However, the lower mean score (M=3.67) for motivation suggests that while comprehensible input facilitates acquisition, additional factors, such as instructional support and learner engagement, may be necessary to sustain motivation. Overall, the findings affirmed Krashen's theory, demonstrating that LL provide accessible, comprehensible input that aids EFL acquisition. The qualitative findings from the in-depth interview with instructors further supported and elaborated on the quantitative results. The responses were categorised into themes and codes and analysed as presented below.

4.3.1 Learning Experience

The instructors' responses revealed the significant contribution of the LL to students' overall learning experience in EFL acquisition. They explained how the LL facilitates fast learning, information transfer, and familiarity with the English language, creating a conducive environment for language acquisition.

4.3.1.1 Fast Learning and Information Transfer

Instructor 001 from CLC stated, 'It makes students learn fast and relate to information and transfer it. This suggested that the LL facilitates learning and enables students to effectively relate to and transfer language information. Similarly, Instructor 004 from the LSK mentioned, 'They help us understand since they know the things in their language, so we understand better,' highlighting how the LL facilitates better comprehension by connecting students' existing knowledge to the target language. Instructor 006 from KIFLAPS added, 'Helps students become more familiar with the English language,' suggesting that the LL enhances students' familiarity and comfort with the language.

Krashen's (1981) notion of comprehensible input states that language acquisition occurs when learners are exposed to language that is slightly beyond their current proficiency level yet remains understandable. This theory is reflected in the qualitative findings from instructors, who emphasise the role of the LL in enhancing comprehension and facilitating learning. Instructor 001's remark that students 'learn fast and relate to information and transfer it' aligns with Krashen's notion that meaningful exposure to comprehensible input accelerates acquisition by enabling learners to process and apply new language structures effectively. Similarly, Instructor 005's observation that LL 'helps us understand' because students can relate the target language to their existing knowledge illustrates how contextualised, familiar input enhances comprehension, reinforcing Krashen's (1981) argument that meaningful connections support language development. Furthermore, Instructor 009's statement that linguistic landscapes help students 'become more familiar with the English language' highlights the role of frequent exposure to comprehensible input in fostering gradual acquisition. These perspectives affirm that LLs provide accessible, real-world language input that bridges the gap between learners' current proficiency and the next stage of development, making language learning more intuitive and effective. Thus, the findings support Krashen's (1981) theory by demonstrating the effectiveness of contextual, comprehensible input in EFL acquisition.

These findings aligned with the research of Andriyanti (2019), who emphasised the role of authentic language exposure in facilitating language learning. The linguistic landscape offers students real-life context and meaningful language input, enabling them to learn more effectively and transfer knowledge more efficiently. As Han and Wu (2020) highlighted, contextually relevant language input in the LL enhances comprehension and supports language acquisition. The LL's contribution to fast learning, information transfer, and familiarity with the English language underscores its significance in creating a supportive and immersive learning environment. The LL accelerates the learning process and facilitates a deeper understanding of the target language by providing students with authentic language exposure and contextually relevant input.

From the researcher's perspective, this analysis highlighted the critical role of the LL in accelerating language acquisition and enhancing comprehension, guided by the principles of the Input Hypothesis. According to Instructor 001 from CLC:

'the LL enabled students to learn quickly, relate to information, and transfer it effectively, showcasing its role in fostering meaningful connections between language input and application'.

Instructor 005 supported this perspective from the LSK, which noted that students understood better when they could relate linguistic elements to their existing knowledge, reinforcing the idea that familiarity with known concepts aids comprehension. Instructor 009 from KIFLAPS emphasised that the LL made students more familiar with English, suggesting it created a comfortable and immersive environment for language practice.

These observations aligned with the research of Andriyanti (2019), who stressed the importance of authentic language exposure in facilitating effective language learning. The LL provided meaningful input by presenting language in actual contexts, enabling learners to internalise and apply the target language more effectively. Additionally, the findings supported the insights of Han and Wu (2020), who demonstrated that contextually relevant language input enhances comprehension and accelerates the learning process. The contribution of LL to fast learning, information transfer, and familiarity with the EFL underscored its value as a language acquisition tool. The LL created an engaging and supportive learning environment by integrating authentic language exposure and communicative contexts. Generally, the analysis emphasised that the LL, consistent with the Input Hypothesis, facilitated language acquisition

not through explicit instruction but by providing students with meaningful and contextualised language input.

4.3.1.2 Facilitating Language Learning

The instructors also emphasised how the LLs facilitates language learning by addressing the intricacies of multilingualism and providing a critical literacy practice. Instructor 002 from CLC stated, *'There are effects of LL on the learning experience of students through addressing the intricacies of multilingualism and facilitation of language learning as a critical literacy practice'*. This suggested that the LL is crucial in navigating the complexities of multilingual environments and promotes language learning as a critical literacy skill. Instructor 005 from the LSK mentioned, *'LL breaks the monotony of classroom teaching and makes learning better,'* indicating how the LL adds variety and dynamism to the learning experience, making it more engaging and effective. Instructor 006 from KIFLAPS stated, *'Active'*, indicating that the LL promotes active participation and engagement in the learning process.

Krashen's (1981) concept of comprehensible input posits that language acquisition takes place when learners are exposed to language that is slightly beyond their current proficiency level but remains accessible. The instructors' insights accentuate how the LL functions as a source of comprehensible input, enriching the learning experience by addressing the complexities of multilingualism and fostering critical literacy. Instructor 002's observation that *'the LL assists students in navigating multilingual environments supports'* Krashen's (1981) notion that language acquisition is more effective when input is meaningful and embedded in the learners' linguistic reality. By engaging with diverse linguistic stimuli, students encounter English in varied contexts, reinforcing their comprehension through exposure to slightly challenging yet familiar structures.

Additionally, Instructor 005's remark that *'the LL 'breaks the monotony of classroom teaching'* make parallel with Krashen's emphasis on engaging, naturalistic language exposure. By integrating real-world texts, signage, and public discourse into the learning process, the LL maintains learners' interest while providing rich, comprehensible input. Furthermore, Instructor 006's statement that *'the LL encourages active learning'* reinforces Krashen's (1981) argument that effective language acquisition takes place in immersive and interactive settings. These insights confirm that the LL facilitates language learning by offering dynamic, contextualised, and comprehensible input, thereby enhancing EFL acquisition.

From a researcher's perspective, this analysis emphasises the vital role of the LL in facilitating language acquisition by addressing multilingualism and fostering critical literacy practices, which are consistent with the principles of the Input Hypothesis. According to Instructor 002 from CLC, the LL influenced students' learning experiences by navigating the complexities of multilingual settings and supporting language learning as a critical literacy practice. This portrayed how exposure to a diverse linguistic environment could serve as meaningful language input, enabling students to grasp and adopt language more effectively. Instructor 004 from the LSK noted that the LL broke the monotony of traditional classroom teaching, making learning more engaging and impactful. This observation demonstrated how integrating dynamic and contextually relevant language input could create an immersive and stimulating environment better aligned with learners' needs. Similarly, Instructor 006 from KIFLAPS highlighted the 'active' nature of the LL, underscoring its ability to promote learners' interaction, which is essential in authentic communicative settings.

These findings align with those of Choi et al. (2019), who emphasised the importance of engaging and diverse environments in supporting language learning. By addressing the intricacies of multilingualism and providing a platform for critical literacy practices, the LL transformed the traditional learning experience into an interactive and inclusive process. Andriyanti (2019) further supported this, emphasising the role of the LL in creating dynamic learning opportunities that encourage active involvement. Conclusively, integrating meaningful and contextual language input by LL underscored its significance as a comprehensive tool for language acquisition. Addressing the complexities of multilingualism and promoting critical literacy provided learners with authentic and engaging communicative contexts, validating the Input Hypothesis and highlighting the potential to enhance the effectiveness of EFL acquisition.

4.3.2 Language Skills Development

The instructors' responses also shed light on the contribution of the LL to the development of various language skills, including reading, speaking, and critical thinking. They provided specific examples and instances where the LL has significantly supported students' development of language skills and proficiency.

4.3.2.1 Reading Skills

Instructor 001 from CLC mentioned, 'In the process of reading the LL content with complex experiences, students can read more reading skills that involve complex sentences and even

critical reading through the process of assimilation.’ This suggested that the LL exposes students to complex language structures and experiences, enhancing their reading skills and promoting critical reading abilities. Instructor 002 from the same institute echoed this sentiment, stating, ‘In the process of treading the LL, students are presented with complex experiences that enhance reading skills that involve complex sentences and even critical reading through the process of assimilation.’

Krashen’s (1981) concept of comprehensible input postulates that language acquisition occurs when learners are exposed to language that is slightly beyond their current proficiency level yet remains understandable. The instructors’ perspectives illustrate how the LL functions as a source of such input, exposing students to complex language structures and enhancing their critical reading skills. Instructor 001’s remark that students engage with LL content featuring ‘complex experiences’ suggests that learners encounter language that challenges their abilities while remaining accessible. This aligns with Krashen’s assertion that exposure to slightly more advanced language structures facilitates acquisition through gradual assimilation.

Similarly, Instructor 002’s statement reinforces this notion by highlighting how LL offer real-world reading experiences that require engagement with complex sentences and critical thinking. Such exposure encourages students to process and internalise advanced language patterns naturally, thereby improving their reading comprehension skills. Furthermore, the LL provides context-rich textual input that supports understanding and retention, further substantiating Krashen’s (1981) observation that meaningful and contextualised input aids language acquisition. These findings affirm that LL acts as an authentic source of comprehensible input, fostering both linguistic competence and critical literacy by immersing students in diverse and challenging yet accessible reading experiences.

This research analysis revealed the critical role of the LL in developing advanced reading skills and fostering critical thinking, aligning with the principles of the Input Hypothesis. Instructor 001 from CLC highlighted that engaging with the LL exposed students to complex language structures and authentic experiences, enabling them to enhance their reading abilities, particularly critical reading and comprehension, through assimilation. This observation demonstrated how meaningful exposure to intricate language inputs in real-world contexts contributed to students’ linguistic and cognitive development. Instructor 002 further supported this viewpoint, noting that the LL allowed students to navigate complex sentences

and challenging material, enhancing their reading and critical thinking abilities. These insights illustrated the function of the LL as a source of meaningful language input, providing learners with authentic communicative experiences that facilitated higher-order language development.

This analysis brings into line with the findings of Han and Wu (2020), who emphasised the potential of the LL to support advanced language skills, particularly in critical reading and comprehension. Through exposure to diverse and complex linguistic features, students engaged with authentic contexts that encouraged them to process and impute challenging language patterns. Similarly, Andriyanti (2019) highlighted the LL's capacity to create a rich and stimulating reading environment, promoting language development and critical thinking. In summary, the LL has emerged as a vital resource for language acquisition, providing meaningful and authentic language input in complex contexts. While providing learners with opportunities to engage with challenging material and real-world language experiences, it supported the development of critical reading skills and higher-order thinking, reflecting the core tenets of the Input Hypothesis. This analysis underscored the effectiveness of LL in advancing linguistic and cognitive skills in diverse educational settings.

4.3.2.2 Speaking Skills

The instructors also provided specific examples of how the LL has contributed to the development of students' speaking skills. Instructor 001 from CLC shared:

'During my speaking skills lesson on orders and requests in a restaurant, I brought several different menus, and I required my students to role-play as servicemen and clients. At the end of the lesson, students improved their restaurant language to order meals or offer service'.

Similarly, Instructor 002 from the same institute mentioned:

'During my speaking skills lesson on orders and requests in a restaurant, I brought several menus from different restaurants and asked my students to role-play as service staff and clients'. At the end of the lesson, students improved their service language and could order meals or offer service in a restaurant'.

Krashen's (1981) concept of comprehensible input states that language acquisition occurs when learners are exposed to language that is slightly beyond their current level of proficiency yet remains comprehensible. The instructors' examples illustrate how the LL provides such input in an interactive and contextualised manner, aiding the development of

speaking skills. Instructor001's accounted: *'Using restaurant menus in a role-play exercise demonstrates how authentic materials from the LL expose students to real-world language that is both slightly challenging and accessible'*. This implied that by participating in role-plays as service staff and customers, students are required to process and use functional language structures within a meaningful context, reinforcing Krashen's (1981) observation that comprehensible input is most effective when it is engaging and relevant to learners' experiences.

Similarly, Instructor 002's description of the same activity highlighted *'how structured interaction with real-life texts supports language acquisition by bridging the gap between classroom learning and practical application'*. The students' ability to enhance their service language and successfully order meals further supports Krashen's (1981) perspective that exposure to slightly advanced yet comprehensible input fosters natural language development. These findings affirm that incorporating elements of the LL into language instruction enhances speaking skills by providing learners with accessible, context-rich input.

This analysis highlighted the significant role of the LL in developing speaking skills through authentic language exposure and meaningful practice. The instructors provided specific examples illustrating how the LL could be integrated into lessons to enhance communicative competence. Instructor 001 from CLC recounted a lesson on orders and requests in a restaurant setting, where students role-played as servers and clients, using menus from various restaurants. By the end of the activity, students demonstrated improved proficiency in the restaurant-specific language, showcasing the impact of real-world materials on language acquisition.

Correspondingly, Instructor 002 described a similar approach where *'menus and role-play activities enabled students to enhance their ability to offer services and place orders effectively'*. These examples illustrate the practical application of LLs in creating dynamic and engaging language learning environments. Instructor 006 from KIFLAPS further reinforced this by emphasising that *'such practices enable students to actively practice speaking skills, which is critical for language development'*. These insights relate to the Input Hypothesis (Krashen, 1981), which suggests that meaningful and comprehensible language input in authentic communicative contexts is essential for effective language acquisition. The LL served as a bridge between theoretical knowledge and practical application, offering students everyday scenarios to apply their language skills meaningfully.

The findings align with Andriyanti's (2019) assertion that authentic language practice and communicative activities are essential for developing speaking skills. Using real-life materials, such as restaurant menus, enriches students' linguistic input, allowing them to attribute language structures and vocabulary in relevant contexts. Furthermore, as Choi et al. (2019) highlighted, role-play activities embedded in the LL enhance students' communicative competence by encouraging active participation and immersive learning experiences. This analysis revealed the dual function of LL as both a learning tool and a resource for contextual language exposure.

By integrating elements of the LL into classroom activities, educators can simulate real-life interactions that go beyond traditional teaching methods. Such practices enhance students' ability to communicate effectively and prepare them for language use in practical, everyday situations. In a nutshell, the ability of LL to promote speaking skills through authentic input and meaningful practice demonstrates its value as an indispensable resource for language learning. Incorporating the Input Hypothesis principles creates engaging and communicative learning environments that enhance students' proficiency and confidence in speaking. This approach highlighted the potential of the LL to support holistic language development and emphasised the need for further exploration of its applications across diverse learning settings.

4.3.3 Motivation and Engagement

The instructors' responses portrayed the positive influence of the LL on students' motivation and engagement in the language learning process. They emphasised how the LL provides opportunities for language skill development, enhances discourse and thinking skills, and motivates students to improve their language proficiency.

4.3.3.1 Motivation

Instructor 001 from CLC stated:

'The use of the LL has provided my learners with opportunities to develop their language skills and enhanced their discussion and thinking skills about each material within their sociocultural context'. This serves as a motivator, as learners resonate with the landscape, which helps them expand their vocabulary base'.

Krashen's (1981) concept of comprehensible input theorises that language acquisition occurs when learners are exposed to language that is slightly beyond their current proficiency level but remains understandable. The instructors' observations illustrate how the LL provides such input

in a meaningful and contextually rich manner, facilitating vocabulary expansion and cognitive engagement. Instructor 001's assertion that learners develop their language skills and enhance their discussion and thinking abilities through interaction with the LL aligned with Krashen's argument that comprehensible input fosters language acquisition when it is relevant and engaging. This indicates that by encountering language within their sociocultural context, learners are exposed to familiar yet slightly advanced vocabulary and structures, enabling them to assimilate new linguistic elements naturally.

Likewise, Instructor 002's statement that '*the LL encourages discourse and cognitive engagement, promoting deeper language processing*' reinforced the idea. The instructors also highlighted that '*the LL serves as a motivator, as learners resonate with the texts they encounter*', which reinforced Krashen's (1981) view that meaningful input supports sustained engagement and acquisition. These findings affirmed that exposure to real-world, contextually embedded language input enhances both vocabulary acquisition and higher-order thinking skills, validating Krashen's theory of comprehensible input in EFL learning.

This analysis emphasised the vital role of LL in fostering language acquisition by providing meaningful, contextually relevant input that resonated with students' sociocultural contexts. Instructor 001 from CLC noted that using the LL allowed learners to develop their language skills while enhancing their discussion and thinking abilities. This connection with the learners' sociocultural environment was a motivator, helping students expand their vocabulary and engage more deeply with the material. Similarly, Instructor 002 observed that the LL enabled learners to enhance their discourse and critical thinking skills while fostering a sense of relevance and connection to their sociocultural contexts, thereby further encouraging vocabulary acquisition. These observations illustrated how the LL acted as a linguistic and cultural bridge, motivating students by grounding language learning in familiar and meaningful contexts. This sense of resonance was a significant factor in fostering active engagement and sustained interest in the language acquisition process. Instructor 004 from the LSK further emphasised the motivational aspect, stating that the LL broke the monotony of traditional classroom teaching, creating a more dynamic and engaging learning environment.

These findings correlated with the Input Hypothesis (Krashen, 1981), which posits that language acquisition occurs most effectively when learners are exposed to meaningful language input in authentic and communicative settings. The LL provided such input, offering real-world,

contextually relevant language experiences that naturally enabled students to internalise language structures and vocabulary. By integrating the sociocultural elements of students' lives, the LL promoted deeper connections between learners and the target language, encouraging active participation and intrinsic motivation. Furthermore, the analysis corroborated existing research by Wartmann and Purves (2018), highlighting the role of the LL in creating a stimulating and engaging environment conducive to language learning. The findings also echoed the insights of Choi et al. (2019), who emphasised that incorporating students' sociocultural contexts into language instruction enhanced motivation and engagement, making the learning process more effective.

Briefly, the ability of the LL to provide meaningful language input demonstrated its value as a powerful learning tool. By creating opportunities for learners to engage with language in authentic, communicative settings that mirrored their sociocultural realities, the LL facilitated vocabulary development, improved discourse and critical thinking skills, and motivated students to invest in their language acquisition journey. For the researcher, this analysis underscored the importance of integrating LLs into the language acquisition process to enhance learner engagement, connect language learning to practical contexts, and support the natural process of EFL acquisition as envisioned by the Input Hypothesis. This approach enriched the learning experience and prepared students for effective communication in diverse and practical settings.

4.3.3.2 Engagement

Instructor 002 from the same institute echoed this sentiment:

'The use of the LL has provided learners with opportunities to develop their language skills and enhance their discourse and thinking skills about each material within their sociocultural context. This serves as a motivator, as learners resonate with the LL, which helps them expand their vocabulary base.'

This response demonstrated that the LL actively engages students in the language learning process by providing opportunities for the development of language skills and enhancing their discussion and critical thinking abilities. It equally portrayed that the LL fosters a sense of relevance and resonance by connecting language learning to students' sociocultural contexts, encouraging them to participate in discussions and engage actively with the learning materials. Instructor 006 from KIFLAPS further emphasised this point, simply stating, 'Active'.

Krashen's (1981) concept of comprehensible input declares that language acquisition occurs when learners encounter language that is slightly beyond their current proficiency level but remains accessible. The instructors' observations illustrate how the LL provides such input, actively engaging students in the language-learning process. Instructor 001 and Instructor 002 highlighted that '*the LL enables learners to develop their language skills, engage in discussions, and enhance their thinking abilities within their sociocultural context*'. This concurred with Krashen's (1981) idea that meaningful, contextualised input fosters acquisition by making language comprehensible and relevant. Exposure to authentic linguistic material in public spaces allows students to interact with real-world vocabulary and structures, reinforcing learning through natural engagement.

The instructors also emphasised that the LL serves as a motivator, as learners resonate with the texts they encounter, demonstrating that comprehensible input is most effective when it is interesting and engaging. Furthermore, Instructor 006's simple remark, '*Active*', stressed the idea that comprehensible input encourages active participation, an essential factor in Krashen's (1981) theory. These insights affirm that the LL provides accessible, slightly challenging input, which promotes student engagement, facilitates vocabulary expansion, and enhances critical thinking skills, thereby supporting Krashen's comprehensible input hypothesis in EFL acquisition.

These findings aligned with the research of Andriyanti (2019), who highlighted the importance of creating an engaging and interactive learning environment that promotes active student participation. The ability of the LL to provide meaningful and contextually relevant language experiences encourages students to actively engage in the learning process actively, enhancing their language skills and promoting a deeper understanding of the language. As Han and Wu (2020) emphasised, integrating students' sociocultural contexts in the LL fosters a sense of connection and relevance, encouraging active student engagement. The instructors' insights emphasised the potential of the LL to create a stimulating and engaging learning environment that resonates with students' sociocultural contexts, encourages active discussion and thinking, and promotes a deeper investment in language learning.

These findings are interrelated with the existing literature, which emphasises the importance of creating a motivating and engaging learning environment that promotes active student participation and supports language skills development (Wartmann & Purves, 2018;

Andriyanti, 2019; Choi et al., 2019; Han & Wu, 2020). These findings also corresponded with the existing literature, which emphasises the importance of creating a supportive, immersive, and engaging learning environment that facilitates language acquisition, promotes language skills development, and fosters motivation and active participation (Andriyanti, 2019; Choi et al., 2019; Han & Wu, 2020).

In summary, Krashen's (1981) Input Hypothesis guided the analysis of the second objective, which examines how the LL influences EFL acquisition. This hypothesis posits that language acquisition is most effective when learners are exposed to comprehensible input that is slightly above their current level of proficiency, yet still understandable. The results showed that the LL enhances students' exposure to authentic English language usage, vocabulary acquisition, and development of communication skills, consistent with Krashen's concept of comprehensible input. Students' high levels of agreement about the LL's role in their language acquisition showcased the importance of providing rich and meaningful language input in the learning environment (Krashen, 1981).

Additionally, the LL provides learners opportunities to engage with authentic language use in context (Gorter & Cenoz, 2021). Instructor 002 from CLC shared:

'during my speaking skills lesson on orders and requests in a restaurant, I brought several menus from different restaurants and asked my students to role-play as service staff and clients. At the lesson's end, students improved their service language and could order meals or offer service in a restaurant'.

This example illustrated how the LL elements, such as restaurant menus, serve as authentic materials that expose learners to real-life language use (Andriyanti, 2019). By engaging with these authentic resources, learners can practice and apply the language in meaningful contexts, which aligns with Krashen's (1981) emphasis on the importance of comprehensible input in language acquisition. The authenticity of the language input in the LL supports the development of practical language skills and prepares learners for real-world communication (Han & Wu, 2020).

Moreover, the LL facilitates the acquisition of vocabulary and language structures through repeated exposure and reinforcement. Instructor 002 from CLC mentioned that *'the use of the LL has provided learners with opportunities to develop their language skills and enhanced their discourse and thinking skills about each material within their sociocultural*

context. This served as a motivator, as learners resonate with the LL, helping them expand their vocabulary base. This finding is linked with Krashen's (1981) notion that consistent exposure to comprehensible input leads to the natural acquisition of language elements. The LL's repetition of vocabulary and structures allows learners to internalise and retain the language more effectively (Choi et al., 2019). By encountering the same language elements in various contexts within the LL, learners have multiple opportunities to reinforce their understanding and usage of the language (Han & Wu, 2020). This repeated exposure and reinforcement through the LL contribute to the successful acquisition of vocabulary and language structures, supporting Krashen's Input Hypothesis (Krashen, 1981).

4.3.4 Conclusion

The second objective of the study sought to investigate the contribution of the LL in enhancing the acquisition of EFL in selected language institutes in Kenya. The study found that the LL played a vital role in enhancing EFL acquisition in selected Kenyan language institutes, and it was instrumental in accelerating learning and knowledge retention. Students learned more quickly because the linguistic environment allowed them to connect meaningfully with the content, and it also helped improve their familiarity with the English language. It supported the development of core language skills such as reading, speaking, and critical thinking, and it offered exposure to complex sentence structures that promoted advanced comprehension. Learners encountered a range of materials and real-life contexts, which not only improved their understanding but also enabled them to differentiate between similar concepts like “lake” and “river.” The LL thus presented practical opportunities for language practice, and it deepened their understanding through relevant, day-to-day experiences. Moreover, it encouraged active engagement and classroom participation, and it created a dynamic learning atmosphere that helped break the monotony of traditional teaching methods.

In addition to fostering essential language skills, the LL promoted learner motivation and interaction, and it made the learning experience more enjoyable. Through engaging visuals and relatable content, it transformed passive learning into an interactive process, and it gave students the opportunity to express their thoughts and reflect on language use in real-world situations. Teachers utilised menus and signs for role-playing activities, and this not only improved learners’ service-related vocabulary but also allowed them to practise English in functional scenarios. Furthermore, students became more confident in speaking, and they

started correcting themselves, which showed progress in self-directed learning and autonomy. The LL also encouraged collaboration among learners, and enriched discussions by linking materials to sociocultural contexts. Visual aids captured learners' attention and inspired them to explore language more creatively, and teachers agreed that such diversity in content kept students engaged.

The findings further revealed that the LL supported vocabulary enrichment and grammatical competence, and it gave students access to language in context. Learners encountered new words and phrases regularly, and they understood their meanings through practical application, not memorisation. They also saw grammar rules in action, and this exposure enabled them to internalise sentence structures more easily. In addition, the presence of multiple languages in the environment promoted cross-linguistic understanding, and it allowed learners to recognise similarities and differences between languages. This, in turn, enhanced their knowledge of phonology, semantics, and syntax, and it helped them appreciate the intricacies of language systems. Moreover, learners developed metalinguistic awareness as they discussed variations in language use and reflected on their own learning strategies. These reflective practices led to a deeper engagement with the language, and they strengthened students' overall comprehension.

Largely, the study showed that when the LL included elements from various languages, students were encouraged to explore, compare, and analyse how language functions. This broadened their perspective and improved their ability to make connections across linguistic systems. Therefore, the study concluded that the LL was not only effective in language skill development but also crucial in nurturing analytical thinking and cultural awareness.

4.4 Sociolinguistic Implications of the Linguistic Landscape in Enhancing the Acquisition of EFL

This section investigated student respondents' perceptions of the sociolinguistic implications of the LL for their acquisition of EFL at the chosen language institutes. The LL, which includes visible language elements in public spaces, can have a significant sociolinguistic effect on language learners' understanding of language use, power dynamics, and cultural contexts (Gorter & Cenoz, 2021). Table 4.3 displayed the students' responses to statements about the sociolinguistic implications of LL in enhancing the acquisition of EFL.

Table 4.3: Sociolinguistic Implications of the Linguistic Landscape in Enhancing the Acquisition of EFL

Statements	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Mean	Std. D
The linguistic landscape acknowledges and represents the sociocultural identities of English language learners in Kenya.	0%	2%	9%	37%	52%	4.38	0.756
The linguistic landscape in the language institute promotes cross-cultural understanding and appreciation of different language communities.	1%	5%	8%	58%	28%	4.07	0.813
The linguistic landscape in the language institute raises awareness about language rights and linguistic equality among English language learners.	1%	5%	7%	51%	37%	4.16	0.843
The linguistic landscape reflects the socio-political context of English language usage in Kenya and its implications for language power dynamics.	1%	4%	17%	44%	35%	4.08	0.876
The linguistic landscape in the language institute encourages English language learners to analyse language ideologies critically	1%	2%	19%	45%	33%	4.06	0.85
The linguistic landscape in the language institute provides opportunities for English language learners to connect with the local community and understand its sociolinguistic dynamics	1%	4%	17%	54%	25%	3.98	0.816
If used in the acquisition process, the linguistic landscape in the language institute will help me understand the cultural context of English language usage	5%	7%	13%	52%	24%	3.82	1.026
Average						4.079	0.854

Source: Field Data (2024)

The data presented in Table 4.3 provided valuable insights into the sociolinguistic implications of the LL for acquisition of EFL learners. 89 percent of students agreed that the linguistic landscape effectively recognised and represented the sociocultural identities of English language learners in Kenya, with a high mean score of 4.38 and a standard deviation of

0.756. This indicated that students saw the LL as a means of fostering awareness and validating their sociocultural backgrounds, which played a crucial role in their language acquisition process. The recognition of sociocultural identities within the LL aligned with the theoretical (Laundry & Bourhis, 1997) perspective that language in public spaces symbolises identity, culture, and social values. By incorporating elements of students' lived experiences and cultural contexts, the LL helped validate their identities, creating a more inclusive and relevant learning environment.

Similarly, 88% of students agreed that the LL at their language institutes promoted language rights and linguistic equality among English language learners, with a mean score of 4.16 and a standard deviation of 0.843. This finding emphasised the role of LL in supporting social justice and equality in language education. By fostering an environment where all linguistic identities were recognised and respected, the LL challenged linguistic hierarchies and promoted the equal status of diverse language varieties. This supported the view that public language displays function as educational tools and symbols of cultural and social equality, allowing learners to see themselves as active participants in a broader linguistic and cultural community (Shohamy et al., 2018). The high level of agreement among students suggested they recognised the value of the LL in promoting their rights as language learners and supporting the legitimacy of their sociocultural identities. This reinforced the idea that the LL contributed to social inclusion by providing learners with opportunities to engage meaningfully with the target language while respecting their own cultural and linguistic backgrounds.

However, the analysis also revealed a slightly lower level of agreement ($M=3.82$; $SD=1.026$) concerning the LL's potential to help students understand the cultural context of English language usage during the acquisition process. While students acknowledged the significance of sociocultural representations in language learning, they appeared less convinced that the LL could directly address the English language's cultural nuances and contextual applications. This suggests that, although the LL provides a visual and symbolic representation of culture, a more explicit integration of cultural context in language instruction may be necessary to fully capitalise on its potential to deepen understanding of the target language's cultural dimensions.

These findings were consistent with the theoretical tenet of the LLT (Laundry & Bourhis, 1997) that language in public spaces functions as a symbolic representation of identity,

culture, and social values. As a site for public language displays, the LL facilitated language learning and shaped learners' perceptions of their cultural and social roles within a multilingual society. The analysis underscored the importance of incorporating sociocultural and political aspects of language into language education, suggesting that the LL played a crucial role in promoting linguistic rights, equality, and cultural recognition in the learning environment. The qualitative findings from the in-depth interviews with instructors further support and elaborate on the quantitative results. The responses were analysed and categorised into themes and codes, as presented below.

4.4.1 Language Rights and Equality

The instructors' responses shed light on the LL's role in promoting language rights and equality among English language learners in Kenya. They highlighted how the LL raises awareness about social justice, language visibility, and representation, empowering learners and promoting critical language awareness.

4.4.1.1 Awareness and Social Justice

The statements from instructors revealed a profound understanding of the role of the LL in raising awareness about language rights and promoting social justice. Instructor 001 from CLC emphasised that the LL raised awareness and promoted social justice by highlighting the visibility of language in specific locations and encouraging student participation. Similarly, Instructor 002 from the same institution noted that the LL encouraged the recognition of social justice by drawing attention to the visibility of language in public spaces. Instructor 004 from the LSK highlighted themes such as empowerment, engagement, critical language awareness, and the visibility and representation of languages. Instructor 005 from KIFLAPS echoed these sentiments, underlining the significance of visibility, representation, critical language awareness, and learner empowerment and engagement.

These observations unravelled the pertinent role of LL in advancing social justice and linguistic equality. By focusing on the visibility and representation of languages in public spaces, the LL provided a platform for advocating linguistic rights and promoting awareness of language diversity. This visibility fostered an inclusive environment where languages and their cultural underpinnings were acknowledged and celebrated. Promoting language representation also empowered learners by making them aware of linguistic hierarchies and motivating them to advocate for linguistic equality (García, Flores, & Wei, 2022). The LL also played a pivotal

role in fostering critical language awareness among learners. Through exposure to various languages and their public representations, students gained insights into how languages reflect sociocultural identities, power structures, and social values. By doing so, the LL supported learners in becoming active participants in broader conversations about linguistic rights and diversity.

Furthermore, the LL empowered learners by actively involving them in language-related discussions and activities. The emphasis on engagement and participation highlighted how students could interact with the LL, analyse its implications, and apply their understanding to real-world contexts. This empowerment went beyond language acquisition, equipping learners with the tools to challenge linguistic and social inequalities. By fostering a sense of agency, the LL encouraged students to become advocates for social justice and cultural representation within their communities. The findings from the instructors connected with Lonyangapuo's (2016) research, which disclosed the necessity of promoting linguistic equality and social justice in multilingual contexts. In particular, the LL was recognised as an important tool for drawing attention to the symbolic value of language in public spaces. By visualising identity, culture, and social values, the LL allowed learners to reflect on their sociocultural realities and how these shaped their language experiences.

The LL's potential to draw attention to the visibility of language in public spaces also resonated with the tenet of the LLT, which views public language as a symbolic representation of identity, culture, and social values. By making language visible in public spaces, the LL presented the diverse linguistic and cultural realities that shape societies. This visibility was a reminder of the interconnectedness between language and identity, reinforcing that linguistic representation in public spaces is a fundamental aspect of cultural recognition and social equality. Moreover, the LL's role in promoting social justice went beyond raising awareness; it actively involved learners in the process of change. Through activities such as analysing the LL, learners were encouraged to think critically about the socio-political dimensions of language use. This active engagement enriched their language learning experience and equipped them with the skills to navigate and influence their sociocultural contexts.

In brief, the LL was multifaceted in promoting social justice and linguistic equality. By emphasising the visibility and representation of languages in public spaces, it highlighted the symbolic value of language as a marker of identity, culture, and social values. The LL also

empowered learners by fostering critical language awareness and encouraging active engagement with language issues. These findings reinforced the importance of integrating the LL into language education as a tool for language acquisition and advocating for linguistic diversity and social inclusion. For language institutes, leveraging the potential of the LL offered an opportunity to create more inclusive and equitable learning environments, empowering learners to recognise and celebrate linguistic and cultural diversity.

4.4.1.2 Linguistic Rights and Equity

The instructors' responses also emphasised the LL's role in promoting language rights and linguistic equality among English language learners in Kenya. Instructor 001 from CLC mentioned; *'It raises awareness and promotes social justice by drawing attention to the visibility of language in particular locations and encouraging student participation'*. Instructor 002 from the same institute added; *'The landscape encourages the recognition of social justice by drawing attention to the visibility of language in public spaces.'* Instructor 004 from the LSK stated, *'Empowerment and engagement. Critical language awareness. Visibility and representation'*. Instructor 005 from KIFLAPS reiterated; *'Visibility and Representation, Critical Language Awareness, Empowerment and Engagement'*. These responses from the instructors demonstrated the crucial role of the LL in advancing language rights and promoting linguistic equality among learners of EFL in Kenya. Instructor 001 from CLC disclosed that *'the LL heightened awareness and supported social justice by emphasising the visibility of language in specific areas and encouraging students to participate actively'*. This indicated that students were not just acquiring skills in EFL but also engaging with broader social and cultural themes.

Likewise, Instructor 002 from CLC noted that *'the LL fostered the recognition of social justice by showcasing the prominence of language in public spaces.'* This view indicated how language displays in communal settings could act as a tool to challenge linguistic inequalities and advocate for equal respect and value for all languages, linking with principles of equity and inclusion. Instructor 004 from the LSK expanded on this, describing the LL *'as a medium for empowerment, engagement, critical language awareness, and the visibility and representation of diverse languages.'* Similarly, Instructor 005 from KIFLAPS reinforced these sentiments, emphasising the contributions of LL to *'representation, critical awareness, and the empowerment of learners'*. These insights resonated with the tenet of LLT, which

conceptualises public language displays as symbolic representations of identity, culture, and societal values. By making the presence and diversity of languages more apparent, the LL reflected the social and cultural identities of its users. It also encouraged critical thinking and active engagement, empowering learners to champion linguistic equality and social justice. As such, the linguistic landscape served not only as an educational resource but also as a mechanism for fostering inclusivity, cultural recognition, and the advocacy of language rights within a multilingual framework.

These responses proved that the linguistic landscape actively promotes language rights and linguistic equality by raising awareness about language visibility, representation, and social justice. By empowering learners and promoting critical language awareness, the LL encourages active engagement with language issues and advocates for fair and equitable treatment of all languages and their speakers. These findings correlated with the research of Lonyangapuo (2016), who emphasised the importance of advocating for language rights and linguistic equality in language education. The LL's contribution to promoting language rights and linguistic equality underscores its value as a tool for fostering inclusive and equitable language education. The LL empowers learners to engage with language issues and actively advocate for linguistic diversity by raising awareness about language visibility, representation, and social justice. Language institutes that prioritise the integration of a LL that promotes language rights and equality can create a learning environment that values and respects the diverse linguistic backgrounds of learners, fostering a sense of inclusion and linguistic empowerment.

4.4.2 Sociocultural Representation

The instructors' responses highlighted the LL's role in acknowledging and representing the sociocultural identities of English language learners in Kenya. They emphasised how the LL provides a valuable backdrop for understanding the social and cultural dynamics of language use and language planning efforts in the Kenyan context.

4.4.2.1 Sociocultural Identities

Instructor 001 from CLC stated; *'Yes, because the public space provides a valuable backdrop for the negotiation and promotion of language planning efforts.'* Instructor 002 from the same institute added; *'Yes, it provides a valuable backdrop for understanding the social and cultural dynamics of language use in Kenya'.* Instructor 004 from the LSK mentioned; *'Yes, the role of technology in promoting local language, effort and progress and challenge'.* Instructor 005

from KIFLAPS echoed this sentiment, stating; *‘Yes. - Challenges, Efforts and Progress, the role of technology in promoting local languages.* As a researcher, these responses illustrated the critical role of the LL in advancing language planning and understanding the social and cultural dynamics of language use. Instructor 001 from CLC emphasised that *‘public spaces serve as a valuable context for negotiating and promoting language planning initiatives.’* This perspective highlighted how the LL offers a platform for deliberate efforts to shape language policies and practices in ways that reflect societal needs and goals. Instructor 002 further elaborated on this point, noting that the LL provides a lens for understanding the complex social and cultural factors influencing language use in Kenya. This response suggested that public spaces not only display language but also reflect the intricate relationships between language, identity, and culture. By showcasing these dynamics, the LL facilitates a deeper appreciation of the factors shaping language practices and policies.

Instructors from other institutions, such as Instructor 004 from the LSK and Instructor 005 from KIFLAPS, extended this analysis by emphasising the role of technology in promoting local languages. They acknowledged the challenges faced in these efforts but also recognised the progress made and the significant potential for further advancements. Their observations underscored the intersection of modern technology with traditional LLs, revealing how digital platforms can complement physical spaces in fostering the visibility and vitality of local languages. These findings aligned with the tenets of LLT, which posits that language in public spaces symbolises identity, culture, and societal values. The LL in Kenya, shaped by both traditional and technological elements, reflects the ongoing efforts to promote linguistic diversity, address challenges, and celebrate progress. By making these dynamics visible, the LL serves as a tool for empowering communities, fostering cultural preservation, and promoting equitable language planning initiatives.

These responses specified that the LL serves as a valuable platform for acknowledging and representing the sociocultural identities of English language learners in Kenya. By providing a backdrop for understanding the social and cultural dynamics of language use and language planning efforts, the LL reflects the diverse linguistic and cultural backgrounds of learners. The instructors also highlighted the role of technology in promoting local languages and the challenges and progress associated with these efforts. These findings concurred with the research of Lonyangapuo (2016), who emphasised the importance of recognising and

representing learners' sociocultural identities in language education. The LL's ability to acknowledge and represent the sociocultural identities of English language learners in Kenya highlights its significance as a tool for fostering inclusive and culturally responsive language education. By providing a backdrop for understanding the social and cultural dynamics of language use and language planning efforts, the LL reflects learners' diverse linguistic and cultural backgrounds. Language institutes that prioritize the integration of a LL that represents learners' sociocultural identities can create a learning environment that values and celebrates linguistic and cultural diversity, promoting a sense of belonging and cultural pride among learners.

4.4.2.2 Language Planning and Dynamics

The instructors' responses also shed light on the LL's role in revealing language planning efforts and the dynamics of language use in Kenya. Instructor 001 from CLC mentioned;

'Yes, because the public space provides a valuable backdrop for the negotiation and promotion of language planning efforts.' Instructor 002 from the same institute added;

'Insights are gained into the macro and micro-level language dynamics and the effect of language ideologies on language education'.

Instructor 004 from the LSK stated; *'Power dynamics and challenges. Medium and representation. Language use and social hierarchy. Historical context.'* Instructor 005 from KIFLAPS echoed this sentiment, stating; *'Historical Context, Language Use and Social Hierarchy, Media and Representation, Power Dynamics and Challenges.'* These responses signposted that the linguistic landscape provides valuable insights into the language planning efforts and the dynamics of language use in Kenya. By serving as a backdrop for negotiating and promoting language planning efforts, the linguistic landscape reveals the macro and micro-level language dynamics, language ideologies, power dynamics, social hierarchies, and historical contexts that shape language use and language education in Kenya.

These findings were related with the research of Albury (2018), who demonstrated the role of the LL in uncovering language ideologies and power dynamics. The LL's ability to reveal language planning efforts and the dynamics of language use in Kenya underscores its value as a tool for understanding the complex interplay of socio-political factors that shape language practices and ideologies. By providing intuitions into macro and micro-level language dynamics, language ideologies, power dynamics, social hierarchies, and historical contexts, the

LL offers a critical lens through which to examine language use and language education in Kenya. Language institutes that leverage the potential of the LL to explore these dynamics can gain a deeper understanding of the socio-political context of language education and develop strategies that address the challenges and promote equitable language practices.

4.4.3 Cross-cultural Understanding

The instructors' responses highlighted the LL's role in promoting cross-cultural understanding and appreciation of different language communities among English language learners in Kenya. They emphasised how the LL fosters cultural awareness, facilitates intercultural interaction, and promotes respect for linguistic and cultural diversity.

4.4.3.1 Appreciation of Linguistic Diversity

Instructor 001 from CLC stated; *'Yes, the informal learning context of the LL helps students appreciate and understand the diversity of languages.'* Instructor 002 from the same institute added; *'Yes, the informal learning context of the LL helps to foster cross-cultural understanding and appreciation of minority and minority languages.'* From the viewpoint of a researcher, these responses illustrated the part played by the LL in enhancing students' appreciation and understanding of linguistic diversity in Kenya. Instructor 001 from CLC noted that *'the informal learning context offered by the linguistic landscape allowed learners to recognize and value the diversity of languages.'* Similarly, Instructor 002 emphasised that this informal setting fostered cross-cultural awareness and encouraged an appreciation for both majority and minority languages. These views illustrated the potential of the LL to create an engaging environment that supported cultural awareness and linguistic inclusivity.

As described by the instructors, the LL exposed students to a broad array of languages, enabling them to interact with the linguistic diversity present in their environment. This exposure extended beyond traditional classroom instruction, providing real-world contexts that allowed students to observe and consider the coexistence of multiple languages and their associated cultural meanings. Such experiences helped learners broaden their perspectives and develop greater respect for cultural and linguistic diversity. Consistent with the principles of LLT, which interprets language in public spaces as a representation of identity, culture, and societal values, the findings showed that the LL played a significant role in fostering intercultural competence. By visibly showcasing diverse languages, it affirmed the value of all languages and cultures, promoting mutual understanding and respect.

These findings were linked with the research of Lonyangapuo (2016), who emphasised the importance of promoting intercultural competence and understanding in language education. The LL's contribution to promoting appreciation and understanding of linguistic diversity highlights its significance as a tool for fostering cross-cultural understanding and intercultural competence among learners of EFL in Kenya. By exposing learners to a variety of languages and promoting cross-cultural understanding, the LL creates a learning environment that values and celebrates linguistic and cultural diversity. Language institutes that prioritise the integration of a LL that fosters appreciation of linguistic diversity can promote intercultural communication, understanding, and respect among learners from different linguistic and cultural backgrounds. Conclusively, the findings suggested that language institutes incorporating LLs that highlight and celebrate linguistic diversity could effectively enhance learners' intercultural communication abilities. This approach enabled learners to improve their EFL skills acquisition and build empathy and respect for people from various cultural and linguistic backgrounds, ultimately contributing to more inclusive and harmonious communities.

4.4.3.2 Multilingualism and Cultural Appreciation

The instructors' responses underlined the role of LL in promoting multilingualism and cultural appreciation among learners of EFL in Kenya. Instructor 002 from CLC stated; *'Yes, the LL encourages positive language ideologies and attitudes. It also fosters a positive attitude towards multilingualism and cultural appreciation of various language communities.'* Instructor 004 from the LSK and Instructor 007 from KIFLAPS both simply stated; *'Yes', indicating their agreement with the LL's role in promoting multilingualism and cultural appreciation.'*

These responses submitted that the LL promotes multilingualism and cultural appreciation by encouraging positive language ideologies and attitudes. The LL creates a learning environment that values and celebrates linguistic diversity by fostering a positive attitude towards multilingualism and cultural appreciation of various language communities. These findings are associated with the research of Lonyangapuo (2016), who disclosed the potential of the LL in promoting intercultural communication and understanding. The contribution of LL to promoting multilingualism and cultural appreciation indicated its value as a tool for fostering inclusive and culturally responsive language education. By encouraging positive language ideologies and attitudes and fostering a positive attitude towards

multilingualism and cultural appreciation, the LL creates a learning environment that values and celebrates linguistic and cultural diversity. Language institutes that leverage the potential of the LL to promote multilingualism and cultural appreciation can foster intercultural understanding, respect, and empathy among learners from diverse linguistic and cultural backgrounds.

The instructors' insights highlighted the potential of the LL to create a learning environment that values and celebrates linguistic and cultural diversity, thereby fostering cross-cultural understanding and respect among learners from diverse backgrounds. These findings aligned with the existing literature, underscoring the importance of promoting intercultural competence, sociolinguistic awareness, and an inclusive language learning environment (Lonyangapuo, 2016; Albury, 2018). The implications of these findings highlighted the need for language institutes to prioritise the integration of a LL that promotes cross-cultural understanding and appreciation of linguistic diversity. By leveraging the potential of the LL to foster intercultural competence, celebrate linguistic and cultural diversity, and promote positive language ideologies and attitudes, institutes can create a learning environment that truly values and respects learners' diverse linguistic and cultural backgrounds. Moreover, the LL's ability to provide an informal learning context that exposes learners to various languages and cultures underscores its significance as a comprehensive language learning resource. By offering learners opportunities to engage with diverse linguistic and cultural experiences, the LL supports the development of intercultural communication skills, empathy, and respect for diversity.

Analysing the LL in the selected language institutes revealed significant sociolinguistic implications for EFL acquisition in Kenya. In alignment with the second tenet of the LLT, which posits that language in public spaces serves as a symbolic representation of identity, culture, and social values, the LL in the institutes reflects and shapes the sociocultural identities of English language learners. The presence and representation of different languages and cultural elements in the LL serve as powerful indicators of the linguistic diversity and cultural richness of Kenyan society (Lonyangapuo, 2016). By incorporating local languages, dialects, and cultural references alongside English, the LL acknowledges and validates the multilingual and multicultural reality of the learners (Albury, 2018). This inclusive representation fosters a sense of belonging and cultural pride among learners, as they see their linguistic and cultural

identities reflected and valued in the learning environment (Shohamy & Waksman, 2009). The visibility of diverse languages and cultural elements in the LL fosters cross-cultural understanding and appreciation, as learners are exposed to the complexities and dynamics of language use within their sociocultural context (Gorter, 2006). This exposure enhances learners' sociolinguistic awareness and sensitivity, enabling them to navigate and appreciate Kenya's diverse linguistic and cultural landscape.

Moreover, the LL in the selected language institutes is a platform for promoting language rights and linguistic equality. The representation and visibility of different languages in the public spaces of the institutes raise awareness about the importance of valuing and preserving linguistic diversity (Lonyangapuo, 2016). By giving space and prominence to local languages alongside English, the linguistic landscape challenges the hegemonic dominance of English and promotes a more inclusive and equitable approach to language education (Albury, 2018). The presence of multiple languages in the linguistic landscape sends a powerful message about the legitimacy and worth of all languages, regardless of their perceived status or prestige. This representation encourages learners to embrace their linguistic heritage and advocate for language rights and equality. The LL becomes a catalyst for critical language awareness and sociolinguistic engagement as learners are prompted to question and challenge the power dynamics and ideologies that shape language use and representation in society (Gorter, 2006). By fostering a sense of linguistic empowerment and promoting language rights, the LL in the institutes contributes to developing socially conscious and engaged language learners who can actively participate in shaping a more inclusive and equitable linguistic future for Kenya.

Further, the LL in the selected language institutes reflects the broader sociolinguistic context of Kenya. The languages and cultural elements represented in the LL provide valuable insights into the power dynamics, language ideologies, and social hierarchies that shape language use and language education in the country (Albury, 2018). The prominence and visibility of English in the LL, alongside the representation of local languages and cultures, mirror the complex interplay of global and local forces in shaping Kenya's LL (Lonyangapuo, 2016). The LL becomes a microcosm of the larger sociolinguistic realities, offering learners a window into the historical, political, and social factors that influence language practices and policies in Kenya. By engaging with the LL, learners develop a critical understanding of the sociolinguistic context in which they acquire English and the implications of language use for

identity, power, and social relations. This sociolinguistic awareness empowers learners to navigate the complexities of language use in Kenya and to actively participate in shaping the country's LL (Gorter, 2006). The second tenet of the LLT, which presents language in public spaces as a symbolic representation of identity, culture, and social values, is strongly supported by the analysis of the sociolinguistic implications of the LL in the selected language institutes (Ben-Rafael et al., 2006).

4.4.4 Conclusion

The third objective of the study explored the sociolinguistic implications of the LL in enhancing the acquisition of EFL in selected language institutes in Kenya. The study found that the LL had notable sociolinguistic implications for acquiring EFL in Kenyan language institutes, and it played a vital role in recognising learners' diverse sociocultural identities. It acknowledged the backgrounds of English language learners and provided a sense of representation and inclusion, and it ensured that students felt seen and valued. The LL also acted as a platform for negotiating language planning efforts, and it helped promote social justice by making language visibility more inclusive and equitable. It highlighted the importance of linguistic representation in public spaces, and it addressed the need to preserve and value local languages. Instructors observed that the LL brought attention to the visibility of various languages in specific areas, and it encouraged inclusivity in language use.

The LL also served as a medium for validating marginalised linguistic identities, and it promoted inclusivity by incorporating indigenous languages, dialects, and non-standard English varieties. This inclusivity encouraged students to embrace their linguistic roots, and it provided a sense of belonging within the learning environment. By challenging the dominance of standard English, the LL offered a pluralistic approach to language education that celebrated diversity, and it empowered learners to take pride in their own languages. In doing so, it helped them participate more actively and confidently in their language learning journey. Furthermore, the LL played a critical role in promoting social engagement and active citizenship, and it inspired learners to reflect on the sociopolitical forces shaping language use. Through discussions and analysis, students gained a clearer understanding of the power structures at play, and they began to question dominant ideologies while advocating for fairer language practices. It also helped bridge the gap between the classroom and the wider community, and learners felt encouraged to engage with their sociolinguistic surroundings.

4.5 Summary

This section presents an in-depth overview of the key findings of the study, examining the LL in enhancing the acquisition of EFL at various language institutes in Kenya. Three main objectives guided the study: to appraise the LL elements available in enhancing the acquisition of EFL, to examine the contribution of LL to enhancing the acquisition of EFL, and evaluate the sociolinguistic implications of LL in enhancing the acquisition of EFL. The findings, grounded in the LLT and Krashen's Input Hypothesis, based on both quantitative and qualitative data, shed light on the various aspects of the LL and their impact on EFL acquisition at the selected language institutes.

The first objective evaluated the elements of the LL available within and around selected language institutes in Kenya and their role in enhancing the acquisition of EFL. The study identified a wide range of resources including posters, advertisements, signposts and notices that were strategically positioned to create supportive and engaging learning environments. The findings demonstrated that these elements not only reinforced vocabulary, grammar, and comprehension but also enhanced learner motivation, promoted autonomous practice beyond the classroom, and encouraged meaningful cultural connections with the English language. The significance of the results disclosed that a linguistically rich environment, supported by both traditional and modern tools, can substantially influence how learners acquire EFL. This affirmed the centrality of the LL in shaping learning outcomes, highlighting its value as a complement to formal instruction. This research matters because it bridges theory and practice by evidencing how learners engage with environmental input, and it calls for educational institutes to prioritise intentional integration of such tools. Looking ahead, the study paved the way for further exploration into how linguistic landscapes can be systematically designed and expanded to foster deeper and more sustainable language acquisition.

The second objective of the study sought to investigate the contribution of the LL to enhancing the acquisition of EFL in selected language institutes in Kenya. It was examined through data gathered from questionnaires, interviews, and observations. The findings revealed that the LL played a vital role in accelerating learning, strengthening knowledge retention, and supporting the development of core language skills such as reading, speaking, and critical thinking. By exposing learners to contextualised input through visuals, signs, and real-life materials, it enabled them to internalise vocabulary and grammar more effectively, distinguish

between similar concepts, and engage with language in authentic contexts. The study showed that the LL not only enhanced comprehension but also fostered learner motivation, autonomy, and collaboration, while promoting cultural and analytical awareness through cross-linguistic exposure. These results demonstrated the importance of integrating LL elements into language institutes as a complement to formal teaching, as they provide a dynamic and engaging environment that transforms passive learning into active acquisition. The findings are vital because they emphasised the potential of LLs to enrich EFL pedagogy in multilingual contexts, and it pointed towards the need for future work on how these environments can be systematically designed to maximise linguistic and cultural gains.

The third objective of the study explored the sociolinguistic implications of the LL in enhancing the acquisition of EFL in selected language institutes in Kenya, using data drawn from questionnaires, interviews, and observations. The findings discovered that the LL went beyond facilitating language acquisition to play a critical role in acknowledging learners' diverse sociocultural identities, promoting representation and inclusion, and validating marginalised linguistic backgrounds. It provided learners with a sense of belonging, empowered them to take pride in their own languages, and encouraged more confident participation in their learning journey. By highlighting issues of visibility, language planning, and inclusivity, the LL challenged the dominance of standard English and fostered a pluralistic approach to language education that embraced diversity. Moreover, it promoted social justice and active citizenship by enabling learners to reflect on socio-political forces and power dynamics shaping language use. These insights matter because they portrayed the LL's potential to connect classroom learning with broader social realities, bridging education and community while fostering critical awareness and equity. The research therefore suggests that future studies should deepen the exploration of how LL can be harnessed as transformative tools for both language acquisition and sociolinguistic empowerment in multilingual contexts. These findings in Chapter Four shaped the basis of the next chapter, on conclusion and recommendations.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presented a comprehensive overview of the key findings, conclusions, and recommendations derived from the study on the LL for acquiring EFL in selected language institutes in Kenya. The chapter begins with a summary of the main findings, highlighting the significant insights and outcomes related to each research objective. Following the summary, meaningful conclusions are drawn based on the findings to synthesise the contributions of the study to the existing body of knowledge in the field. In addition, practical recommendations are provided for language institutes, linguists, and policymakers aimed at optimising the LL IN enhancing the acquisition EFL. Lastly, the chapter suggested potential areas for further research, recognising the need for continued exploration in this domain.

5.2 Summary of Findings

This study aimed to establish the LL in enhancing the acquisition of EFL at selected language institutes in Kenya. The study employed the following research question: What are the elements of the LL available in enhancing the acquisition of EFL in selected language Institutes in Kenya? How does the LL contribute to enhancing the acquisition of EFL in selected language Institutes in Kenya? What are the sociolinguistic implications of the LL in enhancing the acquisition of EFL in selected Language Institutes in Kenya? The study was anchored on LLT (Landry & Bourhis, 1997) and the Input Hypothesis (Krashen, 1981). Despite the limited empirical literature on the role of the LL in enhancing the acquisition of EFL in selected language institutes in Kenya, this study reviews the existing literature on the relevant elements of the LL, its contributions, and the sociolinguistic implications for EFL acquisition. The review followed a funnel approach, examining global, regional, and national perspectives.

The researcher identified significant gaps in the existing empirical literature, which offered little insight into the LL for EFL acquisition in the selected Kenyan language institutes. This study addressed these knowledge gaps by conducting comprehensive research involving students and instructors as participants. The study employed a descriptive research design, utilising both qualitative and quantitative data. A purposive sample of 90 students and six instructors was selected. Three language institutes in Nairobi were chosen as the study's locale: CLC, LSK, and KIFLAPS. Data were collected through a questionnaire for the students, in-

depth interviews with the instructors, and non-participant observations of the LLs within the selected language institutes. The research questions were analysed under the following subheadings, and the findings are summarised as outlined below.

5.2.1 Elements of Linguistic Landscape in Enhancing the Acquisition of EFL

The study revealed that the LL in the selected language institutes in Kenya comprised various visual displays, including electronic devices, printed materials, and various visual aids. The findings indicated that language institutes actively incorporated digital tools such as laptops, mobile phones, and interactive displays to support EFL acquisition, aligning with the growing trend of technology integration in language education. The study also found that printed materials, such as posters, flashcards, photographs, charts, wall mounts, word walls, grammar charts, mind maps, and concept maps, were widely used to reinforce language concepts and vocabulary, creating a visually rich and stimulating learning environment. Furthermore, the study revealed that language institutes utilised a diverse range of visual displays, catering to various learning styles and providing multiple avenues for students to engage with language materials. These findings aligned with the research of Choi et al. (2019), Andriyanti (2019), and Han and Wu (2020), who emphasised the importance of incorporating various visual elements to create a stimulating and inclusive learning experience.

The study further established that the visual displays in the LL enhanced student understanding, catering to modern learning preferences and facilitating language acquisition. The findings indicated that language institutes purposefully incorporated visually engaging and informative materials to break down the complexities of language learning, making it more accessible and enjoyable for students. This approach not only enhanced students' comprehension of language concepts but also fostered a positive attitude towards language learning. Moreover, the study revealed that the LL played a crucial role in facilitating language acquisition by providing students with visual representations of language concepts, enabling them to establish meaningful connections between their existing knowledge and the target language. These findings were consistent with the research of Andriyanti (2019), Choi et al. (2019), and Han and Wu (2020), who underscored the importance of visually engaging and informative materials in creating a stimulating learning environment that promotes comprehension, motivation, and retention.

The study also shed light on the profound impact of the LL on learners' motivation, engagement, and language practice. The findings highlighted the potential of the LL to create a dynamic, stimulating, and inclusive learning environment that ignites students' passion for language learning and encourages active participation. The study indicated that the LL served as a powerful motivator for students by providing opportunities for language skills development, enhancing discourse and thinking abilities, and connecting language learning with students' sociocultural contexts. Furthermore, the study found that the LL provided students with opportunities for language practice and reinforcement by presenting visual representations of language concepts that they could relate to and engage with, ultimately leading to improved language skills and increased confidence. These findings marched with the research of Wartmann and Purves (2018) and Han and Wu (2020), who emphasised the importance of an immersive, engaging, and practice-oriented learning environment in supporting language acquisition.

5.2.2 Contribution of Linguistic Landscape in Enhancing the Acquisition of EFL

The study revealed that the LL made a significant contribution to students' overall learning experience in EFL acquisition. The findings indicated that the LL facilitated fast learning, information transfer, and familiarity with the English language, creating a supportive and immersive learning environment. The study found that providing authentic language exposure and contextually relevant input accelerated the learning process and promoted a deeper understanding of the target language. Additionally, the study demonstrated that the LL plays a crucial role in navigating the complexities of multilingual environments and promoting language learning as a critical literacy skill. These findings concurred with the research of Andriyanti (2019) and Choi et al. (2019), who emphasised the importance of creating a stimulating and engaging learning environment that caters to the diverse needs of language learners.

The study also demonstrated the contribution of the LL to the development of various language skills, including reading, speaking, and critical thinking. The findings indicated that exposure to complex language structures and authentic language experiences in the LL supported students' development of reading skills and promoted higher-order thinking abilities. Moreover, the study revealed that the LL provided a rich resource for creating realistic speaking scenarios and promoting practical language application, enhancing students' communicative

competence and preparing them for real-world language use. These findings are consistent with the research of Han and Wu (2020) and Andriyanti (2019), who highlighted the importance of authentic language practice and communicative activities in developing language skills.

The study further established that the LL had a positive influence on students' motivation and engagement in the language learning process. The findings showed that the LL served as a powerful motivator for students by providing opportunities for language skills development, enhancing discourse and thinking abilities, and connecting language learning with students' sociocultural contexts. The study indicated that by creating a motivating and engaging learning environment that resonated with students' sociocultural contexts, the LL encouraged active discussion, thinking, and a deeper investment in language learning. These findings brought into line with the research of Wartmann and Purves (2018), Andriyanti (2019), Choi et al. (2019), and Han and Wu (2020), who emphasised the importance of creating a motivating and engaging learning environment that promotes active student participation and supports language skills development.

5.2.3 Sociolinguistic Implications of Linguistic Landscape in Enhancing the Acquisition of EFL

The study disclosed that the LL had significant sociolinguistic implications for EFL acquisition in the selected language institutes in Kenya. The findings indicated that the linguistic landscape played a crucial role in promoting language rights and equality by raising awareness about language visibility, representation, and social justice. The study found that by empowering learners and promoting critical language awareness, the LL encouraged active engagement with language issues and advocated for fair and equitable treatment of all languages and their speakers. These findings aligned with the research of Lonyangapuo (2016), who emphasised the importance of promoting linguistic equality and social justice in multilingual contexts.

The study also demonstrated that the LL provided a valuable platform for acknowledging and representing the sociocultural identities of English language learners in Kenya. The findings revealed that by providing a backdrop for understanding the social and cultural dynamics of language use and language planning efforts, the LL reflected the diverse linguistic and cultural backgrounds of learners. Moreover, the study provided valuable insights into the language planning efforts and the dynamics of language use in Kenya, revealing the macro- and micro-level language dynamics, language ideologies, power dynamics, social

hierarchies, and historical contexts that shape language use and language education in the country. These findings are consistent with Albury's (2018) research, which highlighted the role of the LL in uncovering language ideologies and power dynamics.

The study further established that the LL significantly promoted cross-cultural understanding and appreciation of linguistic diversity among English language learners in Kenya. The findings showed that providing an informal learning context that exposed learners to various languages fostered a LL that promoted cross-cultural understanding and appreciation of minority languages. The study revealed that the LL actively promoted multilingualism and cultural appreciation by fostering positive language ideologies and attitudes, thereby creating a learning environment that valued and celebrated linguistic and cultural diversity. These findings aligned with the research of Lonyangapuo (2016), who emphasised the importance of promoting intercultural competence and understanding in language education.

5.3 Conclusions

The LL within the selected language institutes in Kenya emerges as a multifaceted and dynamic environment, incorporating a range of visual displays essential to EFL acquisition. The integration of electronic devices, printed materials, and other visual aids serves as a cornerstone in fostering a learner-centred atmosphere. This environment, rich in visual stimuli, enhances comprehension, sustains motivation, and supports effective retention of language concepts. The design and deployment of these elements create an interactive setting that enables learners to engage more deeply with language content, accommodating diverse learning preferences and fostering a supportive educational experience that aligns with contemporary pedagogical strategies.

The LL within these institutes plays a crucial role in enhancing the educational experience, significantly contributing to the process of EFL acquisition. The LL facilitates learning, promotes effective information transfer, and strengthens familiarity with English through consistent exposure to authentic language use in various contexts. Additionally, it plays a vital role in developing essential language skills, such as reading, speaking, and critical thinking. Realistic scenarios and practical language applications within this environment motivate learners and foster active engagement with the material, leading to increased participation and improved proficiency in real-world language use.

The LL within the selected language institutes carries profound sociolinguistic implications, which are fundamental in advancing language rights and promoting equality through prioritising language visibility and representation. The LL acts as a space where the sociocultural identities of English language learners are recognised and respected, reflecting the diverse linguistic and cultural backgrounds within the learning environment. This representation fosters a sense of belonging and cultural pride among learners while also enhancing cross-cultural understanding and appreciation of linguistic diversity. Encountering a variety of languages within this context encourages positive attitudes toward multilingualism and cultural diversity, contributing to a more inclusive and equitable approach to language education. Moreover, the LL challenges dominant language ideologies, promotes critical awareness and encourages learners to engage with broader social issues related to language use and representation.

Subsequently, the study successfully addressed the research objectives by appraising the elements of the LL available in enhancing the acquisition of EFL in selected Kenyan language institutes, demonstrating their multifaceted and dynamic nature. It highlighted the presence and integration of the linguistic elements as essential components of a learner-centred atmosphere that can enhance comprehension, sustain motivation, and support language retention. The study further examined the contribution of the LL to enhancing EFL acquisition by illustrating how visual stimuli create an interactive learning environment that fosters deeper engagement with language content, accommodating diverse learning preferences. The LL is shown to facilitate learning, effective information transfer, and familiarity with English through authentic language exposure. Moreover, it plays a vital role in developing key language skills such as reading, speaking, and critical thinking, ensuring that learners engage with realistic scenarios and practical language applications that promote participation and proficiency. Additionally, the study explored the sociolinguistic implications of the LL, revealing its significance in advancing language rights, promoting equality, and fostering a sense of belonging among learners. By prioritising language visibility and representation, the LL contributes to cross-cultural understanding, challenges dominant language ideologies, and encourages critical awareness of broader social issues related to language use and multilingualism.

5.4 Recommendations

Based on the study's findings and conclusions, several recommendations are proposed to optimise the role of the LL in enhancing the acquisition of EFL in Kenya's language institutes.

- i. Language institutes should prioritise the inclusion of diverse and culturally relevant visual displays within their premises. These should include both digital and traditional forms of visual aids such as interactive displays, posters, charts, and word walls. The integration of these elements can significantly enhance students' engagement, comprehension, and overall language acquisition.
- ii. Language institutes should also invest in continuous professional development for educators to equip them with the necessary skills and knowledge to effectively utilise the LL as a teaching tool. Training programs should focus on integrating visual aids and digital resources into the curriculum to support EFL acquisition.
- iii. There should be a concerted effort among language institutes, language experts, and community stakeholders to create a supportive LL. Collaboration can ensure that the LL not only supports language learning but also promotes cultural understanding and social cohesion.
- iv. Linguists should emphasise the importance of promoting linguistic diversity and equality within the LL. This can be achieved by ensuring that the visual elements used in language institutes reflect the sociocultural identities of the learners, fostering an inclusive environment that respects and values all languages and dialects.
- v. Policymakers should advocate for the increased use of technology within the LL, such as interactive digital displays and language learning apps. This can help bridge the gap between traditional language learning methods and modern technological advancements, providing students with a more engaging and practical learning experience.

5.5. Suggestions for Further Research

This study has provided valuable insights into the LL in enhancing the acquisition of EFL in selected language institutes in Kenya. However, several areas warrant further research to deepen the understanding of this topic. The following suggestions were proposed for future research endeavours:

- i. Future studies could explore the longitudinal impact of evolving LLs or compare outcomes across different sociolinguistic regions.
- ii. Investigate the effectiveness of various visual display types in the LL, including interactive displays and digital tools, in improving language learning outcomes and enhancing student engagement.
- iii. Investigate the role of the LL in promoting autonomous language learning and self-directed language acquisition outside the classroom setting.
- iv. Examine the influence of learners' differences, such as learning styles, language aptitude, and motivation, on their engagement with and benefit from the LL in EFL acquisition.

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APPENDICES

Appendix I: Questionnaire for Students

This questionnaire gathers information about the contribution of the Linguistic in Enhancing the Acquisition of EFL in Selected Language Institutes in Kenya. Please tick (x) in the appropriate box to indicate your response to the statements below.

SECTION I: Demographic Data

i. Gender

- a) Male ()
- b) Female ()

ii. Category of Learners

- a) Elementary ()
- b) Pre-intermediate ()
- c) Intermediate ()
- d) Upper-intermediate ()
- e) Advance ()

SECTION II: Elements of Linguistic Landscape Available in Enhancing the Acquisition of EFL

Linguistic landscape refers to elements, including signposts, billboards, advertisements, shop names, street names, and public notices. Therefore, kindly indicate your agreement with the following statements regarding the use of the linguistic landscape to acquire EFL in selected language institutes in Kenya using (x).

Where, 1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly Agree

S/N	Statement	1	2	3	4	5
1	This language centre features visual displays, including signage, billboards, posters, and notices, that can help people acquire English as a foreign language (EFL).					
2	The display of English language public notices in the language institute contributes to my reading ability in EFL.					
3	The encounter with the linguistic landscape in my language acquisition process motivates me to practice and improve my English language skills.					
4	The language institute offers opportunities for interaction with the linguistic landscape in the acquisition of EFL.					
5	The linguistic landscape in the language institute will enhance my overall English language acquisition experience during the acquisition process.					
6	The linguistic landscape in the language institute makes it easier for me to practice English outside the classroom.					
7	I recommend that the language institute use the linguistic landscape to support English language acquisition.					

Does displaying public notices, posters, advertisements, and signage in the language institute enhance your English language acquisition experience? Yes or no? Indicate your opinion in the space provided below.

SECTION III: Contribution of Linguistic Landscape in Enhancing the Acquisition of EFL

Please indicate your agreement with the following statements regarding the contribution of the linguistic landscape on the acquisition of EFL in selected language institutes in Kenya using (x).

S/N	Statement	1	2	3	4	5
1	The linguistic landscape in the language institute has a positive impact on my motivation to learn and improve my English language skills.					
2	The linguistic landscape enhances my vocabulary acquisition and usage of the English language.					
3	The linguistic landscape increases my exposure to authentic English language usage, facilitating better comprehension and fluency.					
4	The linguistic landscape supports the development of my English language communication skills (listening, speaking, reading, and writing)					
5	The linguistic landscape at the language institute facilitates my ability to apply English language skills in real-life situations outside the classroom.					
6	The linguistic landscape enhances my experience of acquiring the English language, making it more engaging and interactive.					
7	The linguistic landscape influences my cultural understanding and sensitivity when using English.					
8	The linguistic landscape has a significant influence on my progress and success in English language acquisition.					

Does the linguistic landscape contribute to improving your vocabulary acquisition and usage of EFL? If yes or no, explain in the space given below.

SECTION IV: Sociolinguistic Implications of Linguistic Landscape in Enhancing the Acquisition of EFL

Kindly indicate your agreement with the following statements regarding the sociolinguistic implications of the linguistic landscape for the acquisition of EFL using (x).

S/N	Statement	1	2	3	4	5
1	The linguistic landscape acknowledges and represents the sociocultural identities of English language learners in Kenya.					
2	The linguistic landscape in the language institute promotes cross-cultural understanding and appreciation of different language communities.					
3	The linguistic landscape in the language institute raises awareness about language rights and linguistic equality among English language learners.					
4	The linguistic landscape reflects the socio-political context of English language usage in Kenya and its implications for language power dynamics.					
5	The linguistic landscape in the language institute encourages English language learners to critically analyse language ideologies.					
6	The linguistic landscape in the language institute provides opportunities for English language learners to connect with the local community and understand its sociolinguistic dynamics.					
7	If used in the acquisition process, the linguistic landscape in the language institute will help me understand the cultural context of English language usage.					

Does the linguistic landscape within the language institute foster cross-cultural understanding and an appreciation of various language communities? Yes or no? Give your opinion.

Appendix II: In-depth Interview for Instructors

Section I: Elements of Linguistic Landscape Available in Enhancing the Acquisition of EFL

- i. What visual displays are incorporated to support English language acquisition in your language institution?
- ii. Kindly outline some visual displays you can employ in the English language acquisition process to enhance your understanding of the content taught in class.
- iii. Would you recommend that the language institute utilise the linguistic landscape to support the English language acquisition process? If yes or no, support your view with some reason.
- iv. In what ways do you think the linguistic landscape in the language institute motivates your learners to practice and improve their English language skills?

Section II: Contribution of Linguistic Landscape in Enhancing the Acquisition of EFL

- i. How does linguistic landscape contribute to students' English language acquisition experience?
- ii. How does the linguistic landscape support the development of English language communication skills (listening, speaking, reading, and writing) among the students?
- iii. Can you share specific examples or instances where the linguistic landscape has significantly contributed to the progress and success of English language learners?
- iv. In your experience, how does the linguistic landscape positively influence students' motivation to learn and improve their English language skills?

Section III: Sociolinguistic Implications of the Linguistic Landscape in Enhancing the Acquisition of EFL

- i. How does the linguistic landscape in the language institute contribute to raising awareness about language rights and promoting linguistic equality among English language learners?
- ii. Does the linguistic landscape acknowledge and represent the sociocultural identities of English language learners in Kenya? If Yes or No, give your reasons.
- iii. What insights can be gained from the linguistic landscape regarding the socio-political context of English language usage and power dynamics in Kenya?

- iv. Does the linguistic landscape in the language institute promote cross-cultural understanding and appreciation of different language communities? If Yes or No, what reasons do you have?

Appendix III: Observation Schedule (Checklist)

- i. Snap the elements being observed.
- ii. What is being observed in each?
- iii. Why are they observed?
- iv. What is the significance of the observation to the study?

NOTE: The checklist was relevant to the analysis of objective One.

Appendix IV: Research Approval Letter from Graduate School



OFFICE OF DIRECTOR GRADUATE SCHOOL

Ref: MDL31/2692/22

14th May, 2024

TO WHOM IT MAY CONCERN

RE: MOSES FEGHER – REG. MDL31/2692/22

The above-mentioned is a Postgraduate student of Laikipia University undertaking a Doctor of Philosophy in Applied Linguistics degree at the Department of Literary and Communication, School of Humanities and Development Studies.

His Research Proposal entitled, '**LINGUISTIC LANDSCAPE ON ACQUISITION OF ENGLISH AS A FOREIGN LANGUAGE IN SELECTED LANGUAGE INSTITUTES IN KENYA**' has been **Examined and Accepted** by the Board of Graduate School.

He is hereby authorized to conduct his research. Any assistance accorded to him will be highly appreciated.

Thank you.

A black and white image of a handwritten signature in cursive script, appearing to read "Wendo Nabea".

Prof. Wendo Nabea, Ph.D
Director

Vision: A University for Valued Transformation of Society

Mission: To serve students and society through research, education, scholarship, training, innovation, outreach and consultancy

Laikipia University is to ISO 9001:2015 and ISO/IEC 27001:2013 Certified



**Appendix V: Laikipia University Institutional Scientific Ethics Review Committee's
Research Approval Letter**

LAIKIPIA

P.O. Box 1100-20300,
NYAHURURU,
KENYA



UNIVERSITY

TEL: +254-(0) 20 2696596;
Cell: +254 713-552761/
lu-ierc@laikipia.ac.ke; www.laikipia.ac.ke

**INSTITUTIONAL SCIENTIFIC ETHICS REVIEW
COMMITTEE**

Ref: LU/APP/089/2024

11th June, 2024

Moses Fegher,
Telephone...0725071089,
E-mail : ...fmoses79@miuc.ac.ke
NAKURU

Dear Mr. Moses Fegher,

**Re: Linguistic Landscape on Acquisition of English as a Foreign Language in Selected
Language Institution in Kenya**

This is to inform you that Laikipia University Institutional Scientific Ethics Review Committee (LU-ISERC) has reviewed and approved your above research proposal. Your application approval number is LU/APP/89/2024. The approval period is 11th June, 2024 – 10th June, 2025. This approval is subject to compliance with the following requirements;

- i. Only approved documents including (informed consents, study instruments, MTA) will be used;
- ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by Laikipia University Institutional Scientific Ethics Review Committee;
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to Laikipia University Institutional Scientific Ethics Review Committee within 72 hours of notification;
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be

Page 1 of 2

Vision: A University for Valued Transformation of Society

Mission: To serve students and society through research, education, scholarship, training, innovation, outreach and consultancy

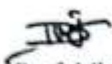
Laikipia University is ISO 9001:2015 and ISO/IEC 27001:2013 Certified



- reported to Laikipia University Institutional Scientific Ethics Review Committee within 72 hours;
- v. Clearance for export of biological specimens must be obtained from relevant institutions;
 - vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal and
 - vii. Submission of an executive summary report within 90 days upon completion of the study to Laikipia University Institutional Scientific Ethics Review Committee.

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke/> and also obtain other clearances needed.

Yours sincerely,




Prof. Mbutia




Chairman - Laikipia University Institutional Scientific Ethics Review Committee




Appendix VI: NACOSTI Permit


REPUBLIC OF KENYA


**NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION**

Ref No: **800799** Date of Issue: **22/July/2024**


RESEARCH LICENSE




This is to Certify that Mr. FEGHER MOSES of Laikipia University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nairobi on the topic: LINGUISTIC LANDSCAPE ON ACQUISITION OF ENGLISH AS A FOREIGN LANGUAGE IN SELECTED LANGUAGE INSTITUTES IN KENYA for the period ending : 22/July/2025.

License No: **NACOSTIP/24/37424**

800799
Applicant Identification Number


Director General
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The National Commission for Science, Technology and Innovation, hereafter referred to as the Commission, was established under the Science, Technology and Innovation Act 2013 (Revised 2014) herein after referred to as the Act. The objective of the Commission shall be to regulate and assure quality in the science, technology and innovation sector and advise the Government in matters related thereto.

CONDITIONS OF THE RESEARCH LICENSE

1. The License is granted subject to provisions of the Constitution of Kenya, the Science, Technology and Innovation Act, and other relevant laws, policies and regulations. Accordingly, the licensee shall adhere to such procedures, standards, code of ethics and guidelines as may be prescribed by regulations made under the Act, or prescribed by provisions of International treaties of which Kenya is a signatory to
2. The research and its related activities as well as outcomes shall be beneficial to the country and shall not in any way;
 - i. Endanger national security
 - ii. Adversely affect the lives of Kenyans
 - iii. Be in contravention of Kenya's international obligations including Biological Weapons Convention (BWC), Comprehensive Nuclear-Test-Ban Treaty Organization (CTBTO), Chemical, Biological, Radiological and Nuclear (CBRN).
 - iv. Result in exploitation of intellectual property rights of communities in Kenya
 - v. Adversely affect the environment
 - vi. Adversely affect the rights of communities
 - vii. Endanger public safety and national cohesion
 - viii. Plagiarize someone else's work
3. The License is valid for the proposed research, location and specified period.
4. The license any rights thereunder are non-transferable
5. The Commission reserves the right to cancel the research at any time during the research period if in the opinion of the Commission the research is not implemented in conformity with the provisions of the Act or any other written law.
6. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research.
7. Excavation, filming, movement, and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
8. The License does not give authority to transfer research materials.
9. The Commission may monitor and evaluate the licensed research project for the purpose of assessing and evaluating compliance with the conditions of the License.
10. The Licensee shall submit one hard copy, and upload a soft copy of their final report (thesis) onto a platform designated by the Commission within one year of completion of the research.
11. The Commission reserves the right to modify the conditions of the License including cancellation without prior notice.
12. Research, findings and information regarding research systems shall be stored or disseminated, utilized or applied in such a manner as may be prescribed by the Commission from time to time.
13. The Licensee shall disclose to the Commission, the relevant Institutional Scientific and Ethical Review Committee, and the relevant national agencies any inventions and discoveries that are of National strategic importance.
14. The Commission shall have powers to acquire from any person the right in, or to, any scientific innovation, invention or patent of strategic importance to the country.
15. Relevant Institutional Scientific and Ethical Review Committee shall monitor and evaluate the research periodically, and make a report of its findings to the Commission for necessary action.

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Appendix VII: Map of Nairobi, Location for the Study



Appendix VIII: Aerial View of Laikipia University

