

The Role of Linguistic Landscape in Teaching Chinese as a Foreign Language: Taking the Linguistic Landscape in Lanzhou Subway Station as an Example

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Abstract: *Previous studies have found that the limitations of the classroom teaching environment and the unlimited learning needs of learners are a pair of contradictions. Therefore, an important reason to explore the extracurricular environment is to make up for the deficiency of the classroom environment and let the language environment play a potential role in second language acquisition.*

As an important part of the language environment, in recent years, the linguistic landscape has attracted the attention of some scholars in China. However, most of the research on it focuses on theoretical research, and empirical research is relatively few. Therefore, this paper takes the linguistic landscape of the Lanzhou subway as an example to explore the role of the linguistic landscape in teaching Chinese as a foreign language.

The current research found that the linguistic landscape of the Lanzhou subway is multi-modal. It has the characteristics of rich content, comprehensive coverage, clear code orientation, and multimodality, and is a good living material in foreign language teaching. In addition, through the questionnaire survey, it is found that foreign students have a positive attitude towards the linguistic landscape and believe that the linguistic landscape can promote their Chinese learning. The linguistic landscape constitutes different contexts. Learners can indirectly test the learning effect in these language environments, consolidate the knowledge they have learned, and unconsciously cultivate their contextual ability.

This study proves that the linguistic landscape not only provides language learning resources and a language environment for learners but also reshapes learners' language awareness to a certain extent. The research hopes to attract the attention of both teachers and learners to the linguistic landscape, and provide some reference for the language landscape to enter the teaching of Chinese as a foreign language.

Keywords: linguistic landscape, teaching Chinese as a foreign language, language environment.

1. RESEARCH BACKGROUND

Ellis ^[1] believes that second language acquisition research is mainly divided into four branches: learner's language, external factors, internal factors, and individual differences of learners. Among them, external factors refer to the study of social factors and language input and interaction. Social factors mainly focus on the language environment. However, the influence of the language environment on second language acquisition is not evenly distributed. Based on the existing research findings, the limitations of the classroom teaching environment and the unlimited learning needs of learners are a pair of contradictions. Therefore, an important reason to explore the extracurricular environment is to make up for the deficiency of the classroom environment and let the language environment play a potential role in second language acquisition. Therefore, studying the linguistic landscape of second language learners and paying attention to the language factors in the target language environment of second language learners is very important to make full use of the language environment and establish a new teaching system combining classroom teaching and natural acquisition.

However, the study of the linguistic landscape in China has just started ^[2]. According to the data statistics of the last decade in China, the number of papers published on language landscape and related research has increased year by year, which means that domestic scholars have begun to pay attention to this emerging research. Recently, research has sprung up, but the scope is still relatively limited, and there are only a few new research directions. On the whole, there are few relevant studies related to the linguistic landscape and teaching Chinese as a foreign language. Shang ^[3] was the first person in China to propose using language landscape as an educational resource. He believes that bringing the potential teaching resources of the linguistic landscape into the actual teaching class will bring many benefits to second language learners. Most of the relevant studies on linguistic landscape and education as well as teaching are focused on theoretical research, the relevant empirical studies are relatively few.

Theoretically, Researchers who have investigated the linguistic landscape in second language acquisition have consistently found that the linguistic landscape is a powerful educational resource for educators and an important input source for learners^[4].

Therefore, exploring the role of the linguistic landscape in teaching Chinese as a foreign language may provide strong evidence for the influence of external factors and promote full use of the language environment and establish a new teaching system that combines classroom teaching with the natural acquisition. Besides, a deeper understanding of the relationship between language environment and second language acquisition is beneficial to the implementation and further development of natural life and the classroom, thus reinforcing the new teaching ecology and students' language acquisition.

Practically, with the development of China and the continuous improvement of its international status, more and more foreigners are learning Chinese. On the one hand, investigating the current situation of linguistic landscape in real life could help linguistic landscape producers better plan and design it in real life. On the other hand, the questionnaire interviews with foreign students can also help them understand the linguistic landscape around them, push them to pay more attention to the language landscape in their daily life, and thus improve their acquisition of Chinese knowledge in the natural environment. In addition, researching foreign students on topics related to the Chinese language environment can help us better understand the difficulties that foreign students may encounter in learning Chinese, to provide relevant suggestions for the teaching of Chinese as a foreign language and the setting of the language environment.

The purpose of this study is threefold:

- To explore the linguistic landscape in Lanzhou subway station.
- To investigate the foreign students' understanding of the linguistic landscape.
- To analyze the role of the linguistic landscape in teaching and learning Chinese.

2. LITERATURE REVIEW

2.1 Previous Studies on Linguistic Landscape in the Second Language Acquisition

Linguistic Landscape is a relatively new concept for linguistic studies, it is formally introduced by Landry & Bourhis's study named "Linguistic Landscape and Ethnolinguistically Study" in 1997. After that, the linguistic landscape entered the field of linguists. As Luke Rowland^[5] in his study proposed, in the study of the external environment of second language acquisition, the linguistic landscape has become a hot topic in recent years. He argued that, as an area of increasing interest in sociolinguistic research and with an established pedagogical history in the first language literacy classrooms, the study of publicly displayed texts, such as advertisements and road signs, is now beginning to find favor in second language classrooms, particularly in English as a second language context. Rowland's research supports the idea that pedagogical linguistic landscape projects can be valuable to English as a foreign language student in a variety of ways, particularly in the development of students' symbolic competence and literacy skills in a multiliteracies sense.

David Malinowski^[6] outlines a conceptual framework for joining recent innovations in the linguistic landscape theory and methodology with pedagogical practice in second and foreign language education in his work. After a review of current approaches to teaching the linguistic forms, cultural messages, and political actions realized in the linguistic landscape, a spatialized perspective based upon the principle of thirdness is proposed as a way for learners to explore, contrast, and reflect upon multiple meanings in the linguistic landscape.

According to Gorter^[7], after he researches the linguistic landscape materials for the study of English as a foreign language as well as how students and teachers have participated, he demonstrates the potential of the linguistic landscape for studies of schools as well as pedagogical tools, but also critical reflection and awareness raising.

To sum up, these previous studies have laid a foundation for the study of the linguistic landscape, but their limitations are also obvious: that is, the research is not systematic enough. These sporadic studies of the linguistic landscape only discuss it in theory, and few studies analyze it from an empirical perspective. In addition, we can see that scholars pay limited attention to the impact of the linguistic landscape, and seldom analyze the linguistic landscape from the perspective of learners.

2.3 Previous Studies on Linguistic Landscape in the Teaching Chinese as a Foreign Language

Domestic scholars have been concerned about the impact of the linguistic landscape on language education for a relatively late time, and only in the last decade have scholars gradually paid attention to it. Wu (2009) explores the role of Singapore's linguistic landscape in Chinese education. In his research, based on Singapore's Chinese teaching experience and model, and starting from the linguistic landscape, he explored the challenges and opportunities of Chinese as a second language teaching in a multilingual environment.

Shang^[8] summarized the research on the linguistic landscape and language teaching abroad. He believes that as an important part of the real language environment, the linguistic landscape is often regarded as a powerful educational tool and an important

input source in the process of language teaching and acquisition. In his work, he also discussed the value and function of the linguistic landscape to second language / foreign language teaching from the aspects of incidental learning, language awareness, and language ability, and the significance of the campus linguistic landscape to the revival of minority languages. Finally, he proposed that language teachers should design multi-level linguistic landscape teaching activities to enable learners to understand society while acquiring language. It will bring a lot of benefits to language learning to incorporate the linguistic landscape into second language / foreign language teaching as a teaching resource and tool.

teaching Chinese as a foreign language.

3. METHODOLOGY

3.1 Research Questions

To investigate the role of linguistic landscape in teaching Chinese as a foreign language, the following questions are raised to be addressed in the present study:

Question 1: What are the characteristics of the linguistic landscape in the Lanzhou subway station?

Question 2: How do foreign students understand the linguistic landscape?

Question 3: How to put the linguistic landscape in teaching Chinese as a foreign language?

3.2 Research Approaches

The present study mainly adopted field work and questionnaires to assist the research, and the detailed information is presented below.

3.2.1 Field Investigation

In August 2022, the author conducted several field investigations on Lanzhou Subway Line 1 (only one subway line has been opened in Lanzhou at present) and conducted investigation and sampling through mobile phone photography. This study mainly follows the following sampling principles:

- 1) Only the linguistic landscape appearing in the subway and the subway station will be collected.
- 2) If there are multiple linguistic landscapes in a plane and there are obvious spatial boundaries between linguistic landscapes, the calculation shall be based on multiple linguistic landscapes.
- 3) Only one duplicate linguistic landscape will be collected in the same scene (e.g., safety exit)
- 4) Do not accept vague or no-word linguistic landscapes.

Based on the above sampling principles, 127 effective samples were finally collected, and the regional linguistic landscape database was established through Excel.

3.2.2 Questionnaire

The main purpose of designing the questionnaire is to make up for the deficiency of a one-way linguistic landscape survey. The most direct way to study the importance of the linguistic landscape in second language acquisition is to understand learners' views on the role of the linguistic landscape in language acquisition. Combining the results of the questionnaire with the investigation and analysis of the actual language landscape, we can more specifically explore the impact of the linguistic landscape on Chinese teaching and the specific ways to produce the impact.

This study investigates the foreign students who came to Lanzhou to study using questionnaires. When conducting a questionnaire survey, we should control the quantitative and qualitative questions of the questionnaire. Therefore, the existing One Chinese scholar questionnaire has been selected for this study for it is the newest one that is suitable for foreign students in China (the detailed information is presented in the appendix), and the reliability and validity of this questionnaire have been tested. The contents of the survey mainly include the learners' current Chinese level, learning motivation, learning needs, and learners' understanding of the linguistic landscape. In this study, the appropriate parts of the questionnaire and the content of this study were selected, and some additions and deletions were made to better meet the purpose of the present research.

It is worth mentioning that throughout the interview, the present study avoided using the professional vocabulary of "linguistic

landscape” and replaced it with Chinese signs. In addition, we also selected some common Chinese linguistic landscapes on campus and in life for display, so that the interviewee can accurately understand their meaning

3.3 Participants

This questionnaire is online and 50 valid questionnaires are collected. The questionnaire is mainly distributed to overseas students who are studying Chinese and other professional knowledge at a well-known university in Lanzhou. Therefore, there are a total of 50 participants enrolled in the present study.

Among those 50 foreign students, they mainly come from more than 10 countries including Kazakhstan, Uzbekistan, Ukraine, Thailand, Laos, Russia, and Pakistan. The age of the participants is mainly 25-30 years old, with a total of 37 people. The maximum age range is 30-35 years old, with a total of 5 people. The minimum age range is 15-20 years old, with a total of 8 people. The age group generally shows a trend of more in the middle and less at both ends. The participants were mainly young people, who were major participants in social activities. Their language attitude and language identity may affect the development of Chinese internationalization in the future. The male-to-female ratio of this survey is approximately 1:1, with 26 males and 24 females.

Among these 50 people, 13 had learned Chinese before they came to China to learn Chinese, that is to say, they had a certain foundation of Chinese. The other 37 had not learned Chinese, that is to say, they had just started to learn Chinese when they came to China. Therefore, their Chinese is still at the primary level. The difference between having a Chinese foundation and not having a Chinese foundation lies in their Chinese learning time and Chinese level. Among the respondents, the longest time to learn Chinese is more than five years, but only one, and 12 more than three years. 37 people have studied Chinese for more than one year, accounting for 74% of the total. The rest are 1 person who has studied Chinese for 0 to 3 months, 3 people who have studied Chinese for 3 months to 6 months, and 9 people who have studied Chinese for 6 months to 1 year. Through the data, we can find that most of the learners have at least half a year (one semester) of the Chinese learning experience.

Many foreign students have taken the Chinese Proficiency Test and passed a certain level. Passing the Chinese proficiency test is the motivation and goal for most foreign students to learn Chinese. In addition, love for Chinese culture and life needs and learning Chinese are the other two main reasons for learning Chinese. According to statistics, we can preliminarily classify the learning objectives of foreign students. The internal motivation for learning Chinese accounts for 52%, and the external motivation accounts for 48%. The proportion of the two kinds of learning motivation is very close. The influence of learning motivation on learners' second language acquisition is roughly the same. Therefore, when individual factors are similar, other factors that can affect second language acquisition can be considered more.

From the analysis of the participants' basic information and their proficiency in Chinese, it can be seen from the basic situation of the respondents that although they come from different countries, they have the same attitude towards Chinese learning. Whether they have a Chinese learning foundation or not, they come to China with different motives and hope to learn Chinese better.

Table 1: Participants' Attitudes toward Chinese

	I am willing to take the initiative to learn Chinese	It is difficult to learn Chinese	I am willing to use Chinese in my daily.	Chinese is helpful to my life and work
Very agree	32	41	30	33
Agree	13	6	10	9
Uncertain	5	3	7	7
Disagree	0	0	3	1
Very disagree	0	0	0	0
Average*	4.4	4.76	4.34	4.48

What influences learners' language competence? The answers can be found in the second part of the questionnaire. The second part of the questionnaire is about the current attitude of learners towards Chinese and Chinese learning. The questionnaire options refer to the Likert scale, which is composed of a group of statements. Each statement has five responses: “very agree,” “agree,” “uncertain,” “disagree” and “very disagree.”. This method is often used in questionnaires and is the most widely used scale in survey research.

According to the above tables, the closer the average value is to 5, the more positive the emotional attitude is. It can be inferred that most of the learners' attitude towards Chinese is positive. It includes the practical function of language, experience and feeling, inner likes and dislikes, and behavior tendencies.

Specifically, in terms of experience, 60% of the people think that learning Chinese is helpful to their life and other aspects. More than 64% of the people will actively use Chinese in life and learning. Although many learners' mother tongue is English, they also recognize the role of the target language when they come to the target language country to study. Learning the target language can bring different benefits to life, study, work, and other aspects. And in the use of the target language, they will actively choose the Chinese code. These data show us that learners tend to agree with Chinese (learning) in language attitude and emotional evaluation.

3.4 Operational Definitions

When determining the sample of the linguistic landscape, Backhaus's standard is adopted, and each linguistic landscape with an obvious border is regarded as a unit of measurement. Follow the following standards:

First, if there are two or more repetitions of the same language and characters in the linguistic landscape, only one other repetition is recorded and is not included in the study sample.

Second, if the words in the linguistic landscape are not clear or there is no text content, only other special symbols or numbers are not included in the sample.

Third, this study only collects fixed linguistic landscapes, and other mobile linguistic landscapes appearing on vehicles and commodities are not included in the sample.

Linguistic landscape research usually distinguishes two types of signs: 1) official signs, that is, signs with official nature established by the government, such as street signs, street names, building names, etc., which are often called top-down signs in the literature. Since the establishers of such signs are generally institutions that implement local or central policies, the sign language represents the position and behavior of the government. 2) Private signs, i.e., signs set up by private individuals or enterprises for business or information introduction, such as shop names, billboards, posters, etc., are also called bottom-up signs or unofficial signs in the literature. It can be subdivided according to its function.

Table 2: Classification of Linguistic Landscape According to its Function

Number	Classification	Examples
1	Directional signs	Direction signs, guide map, entrances, and exits, etc.
2	Description/Introduction signs	Scenic spot introduction board, plant introduction signs, etc.
3	Warning / prohibition / prompt signs	No swimming, no smoking, etc.
4	Service facility signs	Ticket office, medical center, toilet, sightseeing station, etc.
5	Cultural publicity signs	Socialists value promotion signs, environmental protection signs, etc.
6	Business signs	Catering, shopping signs, commercial advertisements, etc.

As shown in the table, according to the function of the linguistic landscape, there is a total of six types. Firstly, directional signs refer to the linguistic landscape that guides the direction, like a guide map and entrance. Secondly, description/ introduction signs refer to the linguistic landscape that explains something or someone, like plant introduction signs. Thirdly, warning/prohibition/prompt signs plant introduction signs refer to the linguistic landscape that alerts some attention like smoking free. Fourthly, service facility signs refer to the linguistic landscape that guides some services like ticket offices and toilets. Fifthly, cultural publicity signs refer to the linguistic landscape that promotes some ideas like environmental protection signs. Lastly, business signs refer to the linguistic landscape that indicates some consumption occasions like shopping signs and commercial advertisements.







4. RESULTS AND DISCUSSION

This chapter presents the finding of field investigation on the linguistic landscape in Lanzhou subway station and the result of the questionnaires. Firstly, the general features of the linguistic landscape in Lanzhou subway station are reported and discussed. Besides, a report on the understanding of foreign students of the linguistic landscape is also provided. Finally, further investigations of the role of the linguistic landscape in teaching Chinese as a foreign language are then conducted.

4.1 Features of the Linguistic Landscape in Lanzhou Subway Station

In the field investigation and study of linguistic landscape, the present study selected the linguistic landscape of Lanzhou subway and subway station as the research object. The language and the quantity of all linguistic landscapes are specifically counted. Subsequently, according to the specific purpose of language signs and the operation basis specified above, the collected corpus was further divided into various categories of different subjects, and a total of 127 effective samples were collected. The specific data are as follows.

Table 3: Classification of Linguistic Landscape

Type	Quantity	Proportion	Example
Directional signs	57	44.89%	
Description/Introduction signs	3	2.36%	
Security signs (warning / prohibition / prompt signs)	42	33.07%	
Service facility signs	5	3.94%	
Cultural publicity signs	4	3.14%	
Business signs	16	12.60%	
Total	127	100.00%	

As shown in Table 3, first of all, directional signs and security signs are the linguistic landscapes with the largest number of categories in Lanzhou subway and subway stations. The sum of these two is close to 80% of all linguistic landscapes. It can be seen that in the subway station, the linguistic landscape setting attaches great importance to the direction indication and safety issues. In directional signs, in addition to the traditional directions and maps, there are also some very human settings. For example, next to the exit map, there are also signs such as buses that can be taken nearby. There are also some new changes in security signs. For example, there are signs for epidemic prevention and control in the station and in the carriage, reminding passengers to wear masks and scan safety codes.



Besides, there are some business signs set according to some business activity. In addition to subway ticket sales, commercial signs such as convenience stores and automatic water vending machines often appear in subway stations.

It can be seen that in terms of convenient travel and safe life, the linguistic landscape setting in the subway pays great attention to international treatment. The transmission of basic information such as directions and safety warnings is also relatively friendly to foreigners.

The internationalization of cultural output and business signs needs to be strengthened. Although most of the target groups of such signs are Chinese, convenience is still the greatest demand for public facilities such as the subway which are frequently used in daily life. And the humanistic care shown in the details can also well reflect the inclusiveness of big countries. Lastly, the proportion of service signs, introduction signs, and cultural publicity marks is relatively small. The reason is understandable. After all, in urban transport public facilities, the main function is to provide convenient travel, so guidance and safety are more important. However, it can be seen that in the linguistic landscape of the subway station, all kinds of linguistic landscapes are involved. It can be said that: "Although a sparrow is small, it has all five organs." Therefore, due to the high utilization rate and frequent occurrence of the subway in life, the linguistic landscape in the subway station can be taken as an example to help the life examples needed in teaching Chinese as a foreign language.


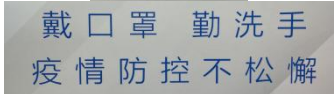
From the perspective of the language used in the linguistic landscape, the investigation found that there are two forms of linguistic landscape in the subway station, monolingual and bilingual. The language setting in Lanzhou subway station is mostly bilingual, and the bilingual languages are mainly English and Chinese. Bilingual language signs are mainly directional signs and security signs. In addition, nearly 30% of the language signs are pure Chinese signs, most of which are commercial signs based on advertisements.

Table 4: Language of Linguistic Landscape

Language	Quantity	Proportion	Example
Bilingual	92	72.44%	
Pure Chinese	35	27.56%	

The language setting in Lanzhou subway station is mostly bilingual (more than 70%), and the bilingual languages are all English and Chinese. Bilingual language signs are mainly directional signs and security signs. In addition, nearly 30% of the language signs are pure Chinese signs, most of which are commercial signs based on advertisements.

Table 5: Form of Linguistic Landscape

Form	Quantity	Proportion	Example
Multimodal	117	92.13%	
Text-only	10	7.87%	

In addition, from the perspective of content composition, most language landscapes are multimodal. Nearly 90% of the language landscape is composed of pictures and words at the same time. This kind of language landscape is friendly to children, foreigners, and the elderly who do not know the exact words. At the same time, through the display of pictures, learners can also understand the meaning of the text.

4.2 Understanding of Foreign Students to the Linguistic Landscape

Based on the data from the questionnaires, the current part analyzes foreign students' understanding of the linguistic landscape.

First of all, more than 95% of the students (48/50) think that when they come to China (Lanzhou) to study and live, they will see a lot of "linguistic landscapes" for the first time, and they feel very pressured in the face of linguistic landscapes they do not know. More than 50% (26/50) thought that the pressure would not be so obvious if they saw the linguistic landscapes and had an understanding of other language translations. 90% (45/50) of the people said that they would take the initiative to pay attention to the Chinese "linguistic landscapes" around them, and 34% (17/50) of them agreed very much, which means that almost everyone is aware of the existence of the Chinese "linguistic landscapes." In the environment of daily life and work, the importance of linguistic landscapes is also reflected from the side. Therefore, the language environment composed of linguistic landscapes landscape provides many resources for learners.

Besides, this study uses specific linguistic landscape cases to investigate foreign students' understanding, and uses data to show the learners' current understanding of the Chinese language landscape (individual cases) and their sense of identity. The questionnaire questions investigate the foreign students' understanding of the linguistic landscape from the perspectives of Pinyin, Chinese characters, and meaning.

Firstly, in terms of Pinyin, foreign students said that 48% (24/50) of them agreed very much that they could fully understand the Pinyin of the linguistic landscape in the questionnaire, and 38% (19/50) of them could understand the Pinyin. About 14% (7/50) of them did not know or did not know the uncertain attitude. As to whether pinyin is helpful for reading the linguistic landscape, 94% (47/50) of the people think it is helpful or even very helpful. No one thinks that learning pinyin is not helpful for reading. Hence, it is found that when learners learn Chinese and have a certain foundation, the Chinese knowledge involved in the language landscape can mobilize the Chinese knowledge they have already learned.

Secondly, when recognizing the Chinese characters in the linguistic landscape, the feedback of the learners is that more than 90% (46/50) of the students can recognize 70%-80% of the Chinese characters, but there are still 20%-30% of the Chinese characters they do not recognize. The Chinese characters selected in the questionnaire are all at the primary stage, so the Chinese characters they recognize are not too complex. Examining the learners' recognition of the linguistic landscape of Pinyin and simple vocabulary, it is actually testing the learners' mastery of Chinese, which can be used as a reference for teachers of Chinese as a foreign language and lay a foundation for future teaching.

Thirdly, it is to investigate the understanding of the meaning of the language landscape. Nearly 80% (38/50) of the people can understand the meaning of the linguistic landscape. From these data, it can be concluded that the linguistic landscape itself contains Chinese knowledge and will affect learners' cognition of Chinese. Through the feedback of reading results, teachers can also make curriculum adjustments according to learners' cognitive order.

In addition, through the field survey, we found that in the linguistic landscape survey taking the subway station as an example, the common linguistic landscape includes some special symbols and pictures in addition to words, and the linguistic landscape presents multi-modal characteristics. In the face of the multi-modal language landscape with pictures and texts, 90% (45/50) of the respondents saw the pictures first, and none of them did not see the pictures at all. If they encountered an unknown linguistic landscape, all the respondents would guess its meaning. That is to say, other external factors may affect foreign students' understanding of the linguistic landscape through Chinese knowledge ontology. The linguistic landscape with pictures and texts

helps develop foreign students' multi-modal learning. Especially in some special contexts, the multi-modal linguistic landscape helps to cultivate the contextual ability of foreign students from various senses.

From the questionnaire, it can find that learners will be happy if they see translations in other languages on the linguistic landscape because they can understand the meaning of the language landscape through other languages. 96% (48/50) of the people who met the language landscape they knew said they would be happy, while 4% (2/50) held a neutral attitude. Moreover, 92% (41/50) of the people expressed that if they knew something about the linguistic landscape, they would associate it with the Chinese knowledge they had learned. This is a good test method for Chinese learning review. This is also related to the linguistic landscape that stimulates learning interest.

In the aspect of behavior choice, it mainly analyzes two aspects. First, will learners actively collect and pay attention to the "linguistic landscapes" in their daily life? The results show that more than 78% (39/50) of the people will actively pay attention to or collect the linguistic landscape, which increases the possibility that the linguistic landscape will become a learning resource in teaching Chinese as a foreign language. In the aspect of active knowledge seeking, 88% (44/50) of foreign students hope to understand the linguistic landscape through various channels. From the behavior of foreign students trying to understand the meaning of the linguistic landscape, one can see the importance of the linguistic landscape in the process of foreign students learning Chinese and its subtle impact on their life and learning.

It can be reflected from the data that 96 (48/50) foreign students agree with the behavior choice of the linguistic landscape. The choice of the linguistic landscape is partly due to subjective reasons, and the other is due to objective reasons. The linguistic landscape exists objectively and does not depend on people's will. It provides a relatively good language environment. Although learners cannot clearly find this hidden language environment, most people will be imperceptibly affected by this language environment, thus indirectly affecting their Chinese learning.

The last part of the questionnaire links the linguistic landscape and teaching Chinese as a foreign language. It mainly examines whether the linguistic landscape can play a role in teaching Chinese as a foreign language from the perspective of learners and the possible ways to play a role. Through the specific analysis of learners' recognition of the linguistic landscape, their needs for the linguistic landscape learning, and the impact of linguistic landscape on their Chinese learning in other aspects.

Table 6: Learners' Recognition of the Linguistic Landscape

	Very agree	Agree	Uncertain	Disagree	Very disagree
Chinese sign will be helpful to Chinese learning	46%	42%	10%	2%	0%
Learning Chinese sign helps to improve Chinese learning ability	36%	44%	14%	2%	0%
Learning language landscape can help stimulate interest in Chinese learning	38%	50%	10%	2%	0%
Chinese sign learning is an important part of Chinese learning	30%	50%	14%	6%	0%

It can be seen from the above table that the learners have a high degree of recognition of the linguistic landscape, and most of the foreign students hold a positive attitude in the view of recognition. Language identity mainly refers to the emotional identity and value identity of users or scholars to a certain language, and the interest orientation of learning the language generated by these two identities. About 88% of the people think that the linguistic landscape is helpful to Chinese learning, which is their emotional recognition of the language landscape. 90% of the people think that learning the linguistic landscape e related to Chinese can help improve their Chinese learning ability. According to the previous data, most of the learners' language skills need to be further improved, and their language proficiency is also at the primary stage. They are aware of the role of the linguistic landscape in Chinese learning, which is conducive to their Chinese learning. At the same time, the most direct questionnaire is also used to explore whether the language landscape can play a role in teaching Chinese as a foreign language. The result is affirmative. In the orientation of interest in the language landscape, 88% of the learners think that learning the linguistic landscape can help stimulate their interest in Chinese learning. Among the surveyed people, nearly one-third of them learn Chinese because they are interested in Chinese. Therefore, this shows that the linguistic landscape can also be used as a driving force to stimulate the learners to learn Chinese. In teaching Chinese as a foreign language, the linguistic landscape can be reasonably used to develop the learners' interest in learning.

In addition, most people think that the linguistic landscape is also an important part of Chinese learning. Although the linguistic landscape is not a common linguistic landscape resource in class, the linguistic landscape can provide rich extra-curricular language learning resources, increase the comprehensible input of learners, and become a part of Chinese teaching. The data intuitively reflect the real attitude of foreign students towards the language landscape. They are aware of the importance of the language landscape in Chinese learning, which also brings some new enlightenment to the research of teaching Chinese as a foreign language.

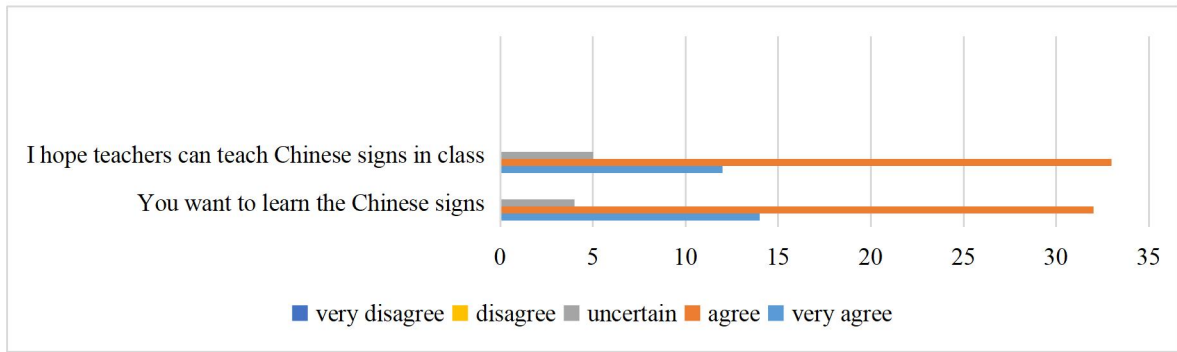


Figure 1: Learners' Learning Needs for the Linguistic Landscape

Through the chart, it can be seen intuitively that learners have a high demand for the linguistic landscape. Whether it is autonomous learning or teachers are expected to teach in the classroom, learners' learning needs can be used as a teaching reference for teachers of Chinese as a foreign language to a large extent, and the linguistic landscape is also a good teaching resource.

4.3 Applicability of Linguistic Landscape in Teaching Chinese as a Foreign Language

Through the field investigation of the linguistic landscape of Lanzhou metro station, we have learned the language features included in the linguistic landscape. As for the research on foreign students' attitudes toward the linguistic landscape, we also understand the learners' understanding and learning needs of the linguistic landscape. Therefore, this part will discuss the applicability and practical value of the linguistic landscape in teaching Chinese as a foreign language in combination with the previous research.

By classifying the language landscapes collected in Lanzhou subway station according to their functions, different kinds of linguistic landscapes provide different contexts. Learners believe that they will be surrounded by the linguistic landscape when they come to China. They are concerned that the language landscape appears in all aspects of life, and these language landscapes also reflect all aspects of language knowledge. The linguistic landscape may provide some help for language learning.

Function 1: guiding the direction



Figure 2: Example of Function 1

In addition to studying and living in school, foreign students also go back to many other places in their daily lives. For foreign students, it is common to find no direction when going out. However, if they can correctly understand the language landscape as shown in the above figure and know the meaning of these signs, it will bring great convenience to their daily travel.

Function 2: living in safe



Figure 3: Example of Function 2

The rules of public life vary from region to region. If foreign students can accurately understand the meaning of the linguistic landscape like the above figure, they can better abide by the local rules and also help them travel safely.

Function 3: convenient travel



Figure 4: Example of Function 3

Mastering the linguistic landscape of price and location is an important part of convenient life for international students. At the same time, understanding this kind of landscape can also help foreign students understand the local customs.

Function 4: Chinese culture “goes out”

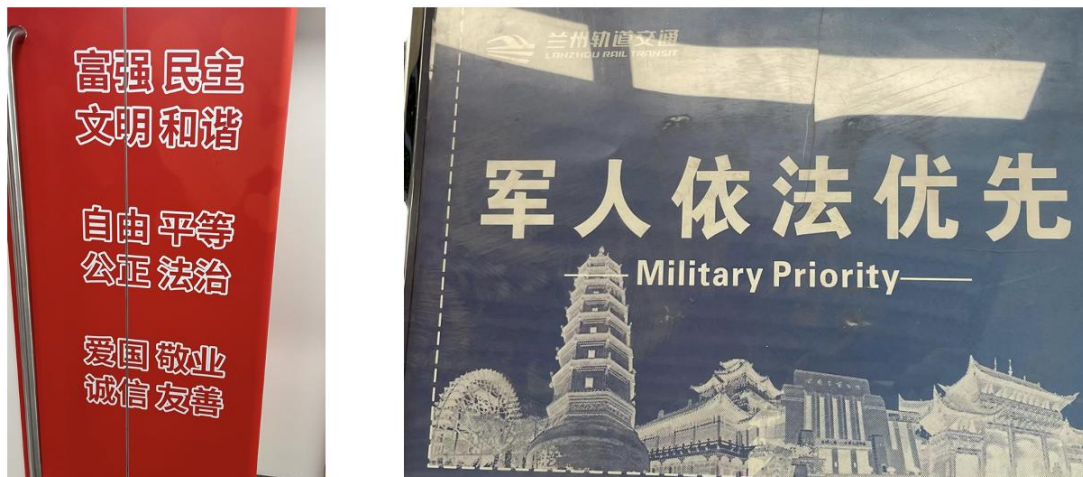


Figure 5: Example of Function 3

Linguistic landscapes with Chinese characteristics such as civilized slogans can promote Chinese culture and enable overseas students to better integrate into Chinese life.

In teaching Chinese as a foreign language, the content contained in each context will not be taught to the learners. The context compensation mechanism can timely supplement some missing contexts so that the learners can communicate more reasonably in the context. The linguistics landscape in the example has a clear code orientation, a single language use, and includes teaching resources such as vocabulary, grammar, and culture. It provides a rich context for teaching Chinese as a foreign language, provides a language environment for the use of Chinese words, and can promote the teaching of language use.

5. CONCLUSION

The previous chapter has discussed the role of the linguistic landscape in teaching Chinese as a foreign language. In this chapter, a summary of the major findings of the present study is presented. Furthermore, implications are illustrated, as well as limitations of the study and suggestions for future research.

5.1 Findings of the Study

From the field investigation, the present research finds that the linguistic landscape of the Lanzhou subway has the following features: first, it is rich in content and covers a wide range. The linguistic landscape in the Lanzhou subway station includes all kinds of linguistic landscapes. Secondly, its code orientation is clear and its language use is single. The monolingual language landscape is dominated by Chinese, and the bilingual language landscape is dominated by the

combination of English and Chinese. Thirdly, its contents are multi-modal and its functions are diversified. The language landscape has both text and content. Its functions include direction indication, safety warning, and cultural communication.

From the questionnaire, the present study analyzes that foreign students are surrounded by Chinese (linguistic landscape), and their daily life is immersed in the Chinese environment, which makes their Chinese learning imperceptibly affected. Foreign students have a positive attitude towards the study of linguistic landscape and believe that linguistic landscape can promote their Chinese learning. Linguistic landscapes constitute different contexts. Learners can indirectly test the learning effect in these language environments, consolidate the knowledge they have learned, and imperceptibly cultivate their contextual ability. Linguistic landscape not only provides language learning resources and a language environment for learners but also reshapes learners' language awareness in a certain way. Language awareness can change the attitude towards language and guide language behavior choices.

The linguistic landscape is not a simple language phenomenon. Reasonable development and application can play a more important role in teaching Chinese as a foreign language. The linguistic landscape contains a variety of contexts and can play various roles in daily life: direction guidance, convenient travel, safe life, and helping Chinese culture to go global. Whether foreign students live smoothly in this environment will directly affect their Chinese learning. The linguistic landscape provides Chinese learners with a good language environment and learning resources. It is the context compensation in teaching Chinese as a foreign language and can help learners live and learn better in China.

5.2 Implication of the Study

The present study is an empirical study of the role of the linguistic landscape in teaching Chinese as a foreign language. It is discussed and analyzed through field surveys and questionnaires. To sum up, on the one hand, this study can guide the linguistic landscape makers to better understand the linguistic landscape and formulate a more reasonable and standardized linguistic landscape. On the other hand, this study can also attract the attention of both teachers and learners to the linguistic landscape. This study can guide foreign students to pay more attention to the daily linguistic landscape and stimulate fragmented learning from the side. At the same time, it can also help teachers to use the practical scenes that can be seen everywhere in daily life more reasonably and efficiently, and improve their teaching efficiency. In general, the linguistic landscape is reasonable compensation for the context of teaching Chinese as a foreign language. In addition, the linguistic landscape provides real language input resources. Finally, the linguistic landscape can also help cross-cultural communication and help Chinese learners to solve cultural conflicts in multicultural situations.

5.3 Limitations and Suggestions of the Study

There are still many things to study and explore in the ubiquitous linguistic landscape. This study is limited to time and energy, and only makes an empirical study of the linguistic landscape of Lanzhou subway station. In the future, the research scope can be expanded to better analyze and summarize the role of the linguistic landscape in teaching Chinese as a foreign language. Thirdly, the analysis of the characteristics of the language landscape only stays on its surface composition and functions. The rapidly changing linguistic landscape tends to be multi-modal, and there are many contents worth analyzing. For example, the causes can be analyzed from the perspective of its designers. In addition, the number of international students receiving this study is 50, and the sample size is relatively small. External can expand the sample to improve the accuracy of understanding each problem.

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