

TEACHERS' SELF-REFLECTION UPON THE USE OF ADVERTISEMENTS TO TEACH ADJECTIVES TO PRIMARY SCHOOLERS

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Abstract

English teachers' and pre-service teachers' self-reflection has played a crucial role in their professional development. The goal of this small study is to investigate the use of public signs, specifically advertisements in linguistic landscape to teach English vocabulary, particularly adjectives to English primary students. The study focused on two master student-tutors' self-reflection of their teaching practices in a community service project to grade 5 students in one non-profit learning center in Jakarta. The community service was part of a course taught at one master's program in one private university in Jakarta. The self-reflection adopted Gibb's Reflective Cycle and used a reflective journal as an instrument and centered on one question, i.e., What are the lessons learned from the use of the advertisements available in linguistic landscape to teach vocabulary to primary school students? The study found the importance of adjusting teaching materials to the students' background knowledge, maximizing the multimodal sources, and integrating actual teaching experience with the English language teaching and learning theories. The self-reflection has given opportunities to the student-tutors to go through the complex process of amalgamating the theories learned in the course into the teaching preparation and practices as well as the reflection. Reflection was seen as an inseparable and essential part of a teacher's personal and professional improvement. The study recommends a more rigorous reflection in a longer period of time.

Keywords: advertisement; English vocabulary; self-reflection; primary students; linguistic landscape

Abstrak

Studi tentang refleksi diri sendiri yang dilakukan oleh guru dan calon guru Bahasa Inggris telah berperan penting dalam pengembangan profesi mereka. Tujuan dari penelitian kecil ini ialah menginvestigasi penggunaan marka publik, khususnya iklan di lanskap linguistik untuk mengajarkan kosakata Bahasa Inggris khususnya kata sifat kepada siswa sekolah dasar. Penelitian ini berfokus pada refleksi diri dari dua tutor sekaligus mahasiswa mengenai praktek mengajar mereka untuk siswa kelas 5 SD di sebuah bimbingan belajar komunitas di Jakarta. Praktek mengajar ini merupakan sebuah program pengabdian kepada masyarakat dari sebuah program studi magister di sebuah universitas swasta di Jakarta. Refleksi diri mengadopsi Siklus Refleksi Gibb, dan menggunakan jurnal sebagai instrumen. Studi ini menjawab satu pertanyaan reflektif: Hal apa yang telah dipelajari dari penggunaan iklan di lanskap linguistik untuk mengajarkan kosakata kepada siswa sekolah dasar? Penelitian kecil ini menemukan pentingnya penyesuaian materi pengajaran dengan pengetahuan siswa, penggunaan materi multimodal, dan pepaduan teori dengan praktek pengajaran. Selain itu, hasil refleksi menunjukkan dinamika yang kompleks dalam hal pepaduan teori, praktek dan refleksi yang dilalui oleh kedua tutor mahasiswa dalam proses pembelajaran mereka. Dalam hal ini refleksi dipandang sebagai bagian yang esensial dan tak terpisahkan dari pengembangan diri mereka secara personal dan profesional. Penelitian ini merekomendasikan dilakukannya refleksi yang lebih mendalam dalam periode waktu yang lebih panjang.

Kata Kunci: iklan; kosakata Bahasa Inggris; refleksi; siswa sekolah dasar; lanskap linguistik

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INTRODUCTION

English learning sources are available both inside and outside the classrooms for both intentional and incidental learning, for instance, public signs in linguistic landscape (Malinowski, Maxim, & Dubreil, 2021). In general, linguistic landscape can be referred to as the display of languages on signs in public places, and signs range from public signs that people can see on main streets and roads, such as store names, billboard advertisements, names of streets, to menus, posters and stickers inside public places, and even to food packages, and ads on the magazines in private homes (Sayer, 2010). In that regard, Gorter and Cenoz (2023) point out that linguistic landscape is a space for learning (in addition to the formal learning at school), including learning languages, in addition to the formal learning at school. That's because linguistic landscape can bridge the gap between the prescriptive rules of English language in the classroom with the descriptive use of English by non-English speakers. In a similar vein, Shang and Xie (2019) argued that even inaccurate English forms that are overtly present in the linguistic landscape can be useful English pedagogical sources. Linguistic landscape, unlike the traditional English textbooks, is a display of real-world examples of language use or authentic input for language learning (Gorter & Cenoz, 2023), which can create an engaging English learning experience (Barrs, 2020).

In this small study, linguistic landscape has been selected to be the vocabulary teaching medium for a group of primary students learning English. Unlike the previous studies that required the primary students to carry out a simplified linguistic landscape project, this small study merely focused on the signs prepared by the teachers. This decision had to be made considering the circumstance of the locus of this self-reflective study. Thus, the goal of this research is to reflect upon teacher's usage of linguistic landscape to teach English vocabulary (particularly adjectives) in a community service project (henceforth, CSP). The participants of the CSP were Grade 5 students attending one non-commercial tutorial center called Bimbel Mita (or Mita Tutorial Center henceforth, MTC) in East Jakarta. These students studied at state and private schools in close proximity to MTC. The CSP was parallel with another English tutorial program at the same place but to different target learners, i.e., Grade 4 students (da Silva, Diantama, Li, Sule, & Widarti, 2025).

LITERATURE REVIEW

This section is divided into three. The first discusses the importance of teaching vocabulary for young English learners in EFL or ESL context. The next part presents the importance of learning English through the descriptive use of language in real world, and the use such as the public signs in linguistic landscape. The final part consists of a brief review of the necessity of doing a self-reflection in an English classroom.

Teaching English vocabulary to young learners

To ensure that young learners possess a large vocabulary knowledge suitable for their ages is crucial in the English pedagogy (Hestetræet, 2018). English has been the world's lingua franca in almost all fields of life. Therefore, proficiency and competence in English is essential for the young learners' future. To be proficient English users, teachers should make teaching vocabulary as a priority because it is "the core component of all the language skills" and "... one of the major predictors of school performance ... (Long & Richards, 2007 as cited in Hestetræet, 2018, p. 222). What is needed in the learning is to take advantage of the enormous presence of English in mass and social media (because not all schools make English as a mandatory subject, as in the context of Indonesian primary schools), as well as inside and outside school environments, and to determine which vocabulary that these young learners should be exposed to. Nation (2013 as cited in Hestetræet,

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2018) emphasized that young learners need to learn as many as 3,000 high frequency words in English, and those words should be appropriate to their age and context.

English vocabulary teaching entails introducing the spelling, pronunciation, and use (e.g., the words collocations). Because it takes a long time for young English learners to understand the relationship between how the words are said and written, and their multiple meanings, Schmitt (2008 as cited in Hestetræet, 2018) recommended an explicit teaching at the beginning, and implicit one at a later stage. However, Nation (2013 as cited in Hestetræet, 2018) suggested a balance between the implicit and explicit teaching of vocabulary. The former is exemplified in the use of flash cards or pictorial dictionaries as some of available teaching aids, and the latter pictorial books, dialogic interactive reading, and oral storytelling in which task-based teaching is recommended.

Linguistic landscape as English learning and teaching sources

Linguistic landscape offers a lot of possibilities for English learners to learn how people have used English in its real senses outside the classroom. Sayer (2010) pointed out that the use of English is connected to the meanings that the sign creators tended to deliver and the messages that are expected to be received by the audience. Therefore, the display of English in linguistic landscape has been attached to the connotational meanings, which can also be sources of learning deeper about the use of English to demonstrate communication purposes and creativity. Moreover, Shang and Xie (2019) highlighted that linguistic landscape shows how “English in the city environment is more real than the English drills in textbooks, and can be used to enhance vocabulary learning” (p. 8). For example, the inaccurate usage of English can be used as learning and correcting the grammatical, lexical, and spelling errors (Ariffin, De Mello, Husin, Anuarudin, & Omar, 2020).

Linguistic landscape has been widely employed to teach English to young learners. Gorter, Cenoz, and van der Worp (2021) created a translanguaging project on the basis of pedagogical translanguaging (Cenoz & Gorter 2008 as cited in Gorter, Cenoz, & van der Worp, 2021) in 3 classes, namely the Basque, Spanish, and English language arts classes of 5th and 6th grade students in one public primary school. The researchers found that students were able to establish language awareness through the translanguaging project. They pointed out that linguistic landscape could provide ample opportunities for language learning and awareness.

Similarly, Tjandra (2019) focused on 5 young English language learners’ (Grades 5 and 6) perspectives and their interpretations on signs in the linguistic landscape of Toronto, Canada during their language learning process. The young participants were children refugees residing in Toronto. She also investigated the learners’ awareness towards the English language that they were learning. She designed a linguistic landscape project that involved the young learners as her co-researchers. She found that her research participants were particularly interested not in words on the public signs per se, but their combination with pictures. They also paid attention to the quality of pictures and the language that appeared on the signs, specifically their first languages, which aroused the feeling of pride to their origin. She also pointed out that linguistic landscape has provided ample opportunities for the participants to learn English and other languages incidentally.

In a different context, Roos and Nicholas (2019) investigated the advantages that linguistic landscape could offer to 200 German learners (grades 3 to 5) of English in their early stage of learning. The researchers found that the photos that the children collected and presented to the class were mostly related to signs on or in shops and advertisements, followed by posters, post cards and decorative objects, and those around toys and hobbies. The students collected most of the signs at home or schools, and reasoned that those signs were favored and easy to find, or close to their daily activities. In addition, the students also shared their opinion about the reasons behind the use of English, namely that the language is the universe’s lingua franca, the fact that almost everyone they knew speak the language, and also the tendency of one establishment, such as fashion industry to use the language.

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(English) teachers' reflection in their classes

The fact that teachers have developed their content and pedagogical knowledge and skills from their daily teaching practices necessitates their self-reflection (Lund, 2016). It is through a self-reflection have they played their roles as both teachers and adult learners. Thus, the classrooms are learning sites for both students and teachers. Doing reflection has proved to help teachers think and re-think about their pedagogical decisions in their day-to-day teaching practices as part of their professional development. In her exploration of ten teachers' reflections in specific circumstances, Lund (2016, p. 30) suggested that "teachers learned from experience and often engaged in trial-and-error approaches to their practice." Hence, having relevant and deep pedagogical knowledge would help teachers make sound and reliable based on pedagogical theory, and not their own subjective feelings. She also emphasized the importance of teachers' "... reflective dialogue about their actions and beliefs in relation to their teaching goals" (ibid).

In a similar vein, Hashim and Yusoff (2021) found that through a reflection process, particularly the reflective practice, English primary school teachers in Malaysia would be able to examine and improve their own teaching practices in relation to their students and classroom unique context. Those teachers became more aware that a successful teaching method is mirrored in students' learning process and achievement. In their reflection, the teachers realized the importance of adapting their own beliefs about learning to the students' current context and their schemata. Furthermore, the teachers could also view that their pedagogical practices need to embrace humanity values. Hence, the plan resulted from the reflection was some alterations in relation to their and their students' learning performance and motivation. They also felt the need to make some changes in terms of class and time management.

In a more specific context, i.e., the non-native English-speaking pre-service teachers teaching English vocabulary, Dubiner (2018, p. 2) points out that those pre-service teachers "are constantly in the process of learning the language that they been trained to teach. In addition, despite the trainings about teaching vocabulary they have received in their education, probably not all of the pre-service teachers are aware of the importance of their own vocabulary learning strategies and that they should introduce those strategies to their students. Therefore, a reflection of their teaching practices is needed. As a matter of fact, doing reflection and learning from the reflection is one of the basic skills a teacher should have. Hence, Dubiner (2018, p. 14) found that doing reflection has helped the above participants to increase their metacognitive skills and realize the benefits of being non-native English-speaking teachers, which included "shared experience between teacher and student regarding second language learning." As learners themselves (similar to their students), they need to give good example of learning vocabulary.

None of the above studies, however, integrated teachers' self-reflection on adapting linguistic landscape to teach English vocabulary to primary school pupils in a community service program. This small study intends to fill in the gap by integrating a self-reflective study and the community service by seeking an answer to this reflective question: What are the lessons learned from the use of advertisements as part of the linguistic landscape to teach vocabulary to primary school students?

RESEARCH METHODOLOGY

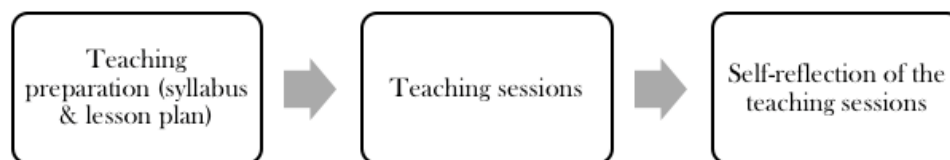
This section consists of four subsections, namely research design, participants, instruments, and data analysis. The first subsection describes the approach adopted and research setting. The second subsection presents an explanation of the research participants. The third section elucidates the data collection instruments used for the study. The final section explains how data sources were processed and analyzed.

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Research Design

This study adopted a qualitative approach for teachers (McDonough & McDonough, 2014) to enable an elaborated self-reflection upon the use of public signs in linguistic landscape to teach English vocabulary (adjectives). Reflection in general is an intentional decision with the purpose to improve one's action and therefore "... involving aspects of evaluation, criticality, and problem solving, and leading to insight, increased awareness, and/or new understanding" (Dewey, 1933 as cited in Anderson, 2020). The self-reflection study that was done throughout the CSP was conducted in MTC and was the continuation of previous CSPs that had been carried out by the first author and her team in the previous years (da Silva, Pradipta, Yuliana, Maria & Paradita, 2021; da Silva, Junita, Pasaribu, Tavian & Manurung, 2024). After learning the topics in the classroom for half semester, the student-tutors did the CSP. The present CSP consisted of three phases: (1) teaching preparation, (2) teaching session, and (3) self-reflection (see Figure 1). The first phase included doing a small survey of the target students' English background, designing a syllabus that adapted the linguistic landscape project to teach English to young learners, and making relevant lesson plans. The second stage was conducting two teaching sessions. The third step covered a self-reflection of the student tutors towards the teaching sessions. To reduce bias, the study relied on the reflective journal as the main data sources, which were supported by the written feedback given for the student-tutors syllabus design and lesson plan and journal.

Figure 1. Flow of the CSP



Participants

The participants of this study were the 2 student-tutors and their roles were to carry out the teaching sessions, do the self-reflections and report them in term paper. The first student-tutor is a creative project manager in startup company, while the second student-tutor is an English teacher for KG and primary level students. Both had an English education background, but the second author had limited experience in English language teaching. The CSP was part of a course called Approaches to English Language Learning (henceforth, AELL) that was taught by the first author and took place on 3 and 10 November 2024 in MTC (see the introduction), located in one residence in East Jakarta. The first author guided the student-tutors (who are the second and third authors of this study) in preparing the syllabus and lesson plan, and observed them during their teaching practices. During the AELL course, several themes were introduced, including Teaching English Vocabulary to Young Learners, Authenticity in English Language Learning, and Linguistic Landscape as English Pedagogical Sources for Young Learners (see Figure 1). The CSP should focus on teaching English vocabulary to young learners through public signs in the linguistic landscape based on several relevant previous studies (e.g., Gorter, Cenoz, & van der Worp, 2021; Roos & Nicholas, 2019; Sayer, 2010). The student tutors chose to teach Grade 5 students of MTC. There were 10 Grade 5 students and they studied at state schools around MTC.

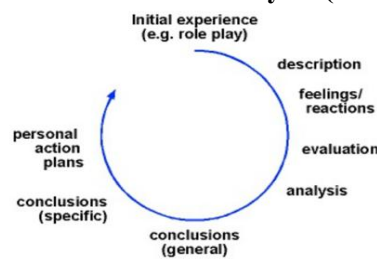
Instruments

The instrument for the self-reflective study was a reflective journal, the content of which was written by the second and third authors, and given written feedback by the first author. The unit of analysis was words and phrases that were connected to the teaching sessions, such as the teaching

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materials, techniques, and challenges. The reflection centered upon the teaching sessions conducted in MTC. The authors adopted Gibbs' (1988) reflective cycle (see Figure 2) as it was considered to offer a systematic framework to reflect upon the teaching and learning experiences, in particular the lessons learned from the present CSP. Several previous studies on linguistic landscape in language classrooms (see for example, Roos & Nicholas, 2019; Shang & Xie, 2020; Tjandra, 2019) also relied on reflection to investigate how linguistic landscape could be useful pedagogical sources.

Figure 2. Gibb's reflective cycle (1988, p. 50)

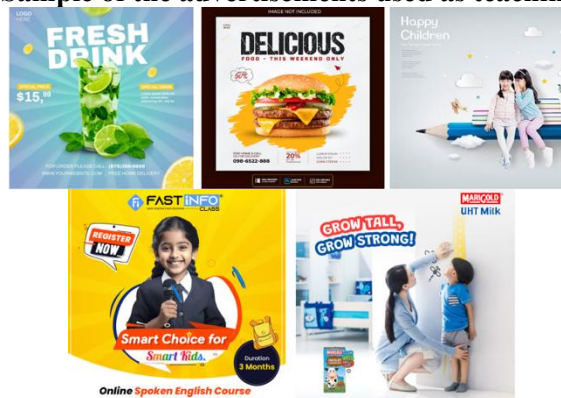


Data collection and analysis

The reflection was carried out by the student-tutors after each of the teaching session in MTC and uploaded into the AELL course's Teams so that it would be commented by the first author. Thus, the teaching sessions preceded the self-reflection, which then functioned as a research tool for this study (Bashan & Holsblat, 2017). The former included the design of the syllabus, lesson plans, and teaching practices. The focus of the teaching practices was several English adjectives, such as fresh, delicious, happy, smart, tall, and strong (see Figure 3) and their antonyms. The public signs chosen for this project was advertisements because they contain not only words but also images and colors, and are considered suitable for 5th graders, e.g., food ads (Gorter, Cenoz, & van der Worp, 2021; Roos & Nicholas, 2019). However, the advertisements were re-made for this project because most of the original advertisements collected by the authors contained vocabulary that was too complex for the students in MTC.

The data was a collaborative reflection between the two student-tutors, which was guided and mentored by the first author. Such a collaborative reflection was hoped to enable the student-tutors learned through teaching practices to young learners (Bashan & Holsblat, 2017). The reflective journal was coded qualitatively (Saldana, 2016) in line with the research question and the reflective cycle chosen. Hence, the themes occurring from the reflection were the issues of authentic materials for teaching, multimodal resources, and interplay between theories and practices of teaching English to young learners.

Figure 3. Sample of the advertisements used as teaching materials



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FINDINGS AND DISCUSSION

Findings

Using Gibbs' (1988, pp. 49-50) reflective cycle, the student tutors found that not all authentic materials can be readily used for young learners. They learned the importance of re-creating or adjusting teaching materials in line with the vocabulary level of the students in order to achieve the learning goals that they have set. Overall, the reflective cycle consists of 6 stages, namely (1) giving description of the experience, (2) identifying the feelings towards the experience, (3) doing evaluation of the experience, (4) making analysis or sense of the experience, (5) making conclusion or deduction from the experience and analysis, and (6) planning personal actions based on the lessons learned through the previous steps. Thus, in the first stage, the student tutors described the stages of the teaching sessions from the beginning until the end. For example, they checked students' knowledge on commonly used adjectives, and checked students' understanding of the meanings. Then, they introduced the simplified concept of advertisements, and the adjectives used on those advertisements (see Reflective Journal Fragment #1). They also checked students' understanding through worksheets and games during the sessions.

Reflective Journal Fragment #1

Since advertisements are commonplace in daily life and offer real-world examples of language use, this method is in line with the idea of authentic language acquisition. Our goal was to make studying more engaging and pertinent by utilizing the familiarity and aesthetic appeal of commercials.

In the second stage, the student-tutors recalled their feelings in the classroom. Feelings such as hesitancy and doubt appeared during the making of the lesson plan because of two points. The first point was selecting which public signs in linguistic landscape that was appropriate for the classroom context, and they decided to choose advertisements for children. The second point was that original English advertisements commonly used sophisticated and complex words that would not be easy to understand by EFL learners. In the third stage, the student-tutors evaluated their lesson plans and their teaching sessions. They consulted the first author for input and suggestions. In the fourth stage, the student-tutors realized that they needed to have a proper and deeper understanding about the authentic materials (advertisements) to meet the MTC students' level and focusing more on explicit teaching rather than implicit teaching of the adjectives. In the fifth stage, the student tutors made decisions to keep using advertisements (as part of public signs available in linguistic landscape), but they re-made them (simplify them to reduce the difficulty level) to reinforce the learning of adjectives based on the input received from the first author) (see Reflective Journal Fragment #2).

Reflective Journal Fragment #2

The purpose of the second meeting was to help students better comprehend several adjectives and how to use them ... students recognizing adjectives from the first meeting ... students did exercises in which they had to describe pictures in the advertisements we gave them ...

Consequently, they looked for advertisements with more common adjectives or re-created the advertisements suitable for the students (see Reflective Journal Fragment #3). Advertisements display visual elements that can attract students' attention to the adjectives taught, which in turn might be useful for the retention of the vocabulary (Gorter, Cenoz, & van der Worp, 2021; Shin & Crandall, 2018). In the last cycle, the student-tutors made adjustments to the advertisements they had collected and created several new advertisements that were more relevant to easier to understand.

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Reflective Journal Fragment #3

In reality, it was not that easy to find ads that used few words and common adjectives that our students would easily understand. We don't think that it was wise to prioritize using fully authentic materials, in this case the original ads for children in English, if they consist of adjectives are beyond their understanding ... those adjectives are not simple, they will make students have to make a connection between pictures and words, and it won't be easy for them. Will they enjoy it? So, we think we are left with only one option, and that is to rewrite the words of some ads that we think would be 'close' to the students and interesting to them. Ads of snacks, milk, candies, may be proper to them. We will add more ads.

Discussion

Throughout the reflection, the student-tutors realized some important points in using public signs of the linguistic landscape. They did not ask the students to collect the signs in a particular area, but made some adjustments to the linguistic landscape project by providing students with the signs (advertisements) as suggested by Sayer (2010). However, in the process of collecting the ads, mainly from the internet, they found that many of the ads displayed of real use of English words that was beyond the MTC students' knowledge, and therefore, they decided to re-do or re-write the advertisements. The re-making of the advertisements was in line with the previous linguistic projects for children in which the public signs used could be adjusted to the level of the students (see for example, Sayer, 2010; Roos & Nicholas, 2019; Gorter, Cenoz, & van der Worp, 2021).

Another worthy note is the decision to have MTC students worked in group throughout the teaching sessions in order to learn and retain the vocabulary (Arnold, Bradshaw, & Gregson, 2018). That is because assigning students to work in groups to complete advertisements would encourage them to think of and use the adjectives they have learned through interaction with their group members. The tasks given required students to complete an advertisement using the learned adjectives, and explain the advertisement in front of the class. That way, it was expected that the MTC students could 'forget' their reluctance, low interest, or little anxiety because they had partners who would do the task given.

The next issue is the advantage of using multimodal teaching aids, such as advertisements, which displays words, images, and colors. Gorter, Cenoz, and van der Worp (2021, p. 164) argued that signages in the linguistic landscape "... can be useful for acquiring or promoting ... multimodal literacy skills ...". Multimodal literacy refers to the "meaning-making that occurs through the reading, viewing, understanding, responding to and producing and interacting with multimedia and digital texts" (Walsh, 2010). Furthermore, in their systematic review, Lim, Toh, and Nguyen (2022) found that there has been reliance on multimodal teaching and learning in a lot of classrooms, including English classrooms for children. The classroom activities also involved an artwork integrated into the learning of adjectives, for example, when students had to make advertisements. Instilling art in an English class may help increase students' attention and curiosity in their learning process, which supported Tjandra's (2019) findings that children paid more attention not only to the words learned, but also to how they could understand meanings of words because of the relationship between them and the images that co-occurred. Incorporating words and pictures such as those of advertisements to learn meanings may generate motivation to retain and learn more vocabulary as children were interested to know more about advertisements and their meanings, as claimed by Roos and Nicholas (2019) in the linguistic landscape project with young learners of English.

Finally, the reflection process has helped the student-tutors learn not only from the studies and theories they have obtained in the first author's classroom, but also from the real teaching practices as highlighted by Hasim and Yusoff (2021). The two researchers found that the reflection that was conducted by their research participants (the Malaysian English primary school teachers) have helped them identify and examine the connection between how they teach English and how their students responded to their teaching. Similarly, the real context of the 5th graders of MTC has

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motivated and ‘forced’ the student-tutors to do adjustments or changes to the lesson plans that they had prepared. For example, instead of balancing implicit and explicit vocabulary teaching, they followed Schmitt’s (2008 as cited in Hestetræet, 2018) suggestion to prioritize explicit teaching of the vocabulary.

Learning from the real teaching experiences has enabled them to rearrange their priority, namely, from teaching the authentic English adjectives on advertisements to simplifying the advertisements for the purpose of learning. In other words, they re-created the advertisements that they have collected to suit the MTC students’ background knowledge. Through the reflection, they have also learned to justify the pedagogical decisions they made from the theories of English language teaching and learning they have obtained from the course (Lund, 2016). In addition, they were also aware that the reflection was indeed a cycle of learning from the experiences to develop themselves as student-tutors or teachers. Reflection is indeed part of the teacher’s professional development that needs to be carried out simultaneously and consistently in teacher’s day-to-day teaching, as recommended by Lund (2016). Reflective teachers realized both their potentials, strengths, and weaknesses, but can manage them to develop themselves into professional and dedicated teachers.

One idea that occurs for the future lessons using advertisements as teaching media is to have students translate the adjectives (or other parts of speech taught) from English to Indonesian, and vice versa as well as providing written instruction in Indonesian and English (in addition to the oral instruction), thus enabling translanguaging to take place in the classroom, which supported Gorter, Cenoz, and van der Worp ‘s (2021) argument about how (the adapted) linguistic landscape (project) could give students more opportunities to learn English through their home language. As a matter of fact, the student-tutors have used both Indonesian and English in the classroom to enable students understand their instruction and explanation.

CONCLUSION AND SUGGESTIONS

Conclusion

To sum up, the study has presented that a self-reflection as an actual and integrated part of English teaching practices, especially to teachers having limited experience with English young learners (or another classroom context). When planned carefully, a reflection can be a determinant factor in the success of a teaching process because it requires an examination and evaluation of a teachers’ real actions and feelings towards their pedagogical practices and beliefs. The study has shown that a reflection about the use of public signs in linguistic landscape, in particular advertisements, has enabled the student-tutors to make important decision for their teaching process. Through their self-reflection, they realize that what is suggested in the ELT or ELL theories does not always hold true in the classroom. As teachers, they need to make relevant adjustments to their plan on using authentic materials. On the other hand, they have proved that multimodal sources could help them teach the targeted vocabulary and create an enjoyment in the classroom.

Suggestions

The present study, however, was restricted to a group of students in one learning center who received two sessions of English lessons only. Therefore, future reflective studies should be conducted in a longer span of time with more parts of speech taught through other public signs that can be easily accessed by the students. In addition, other reflective instruments, such as peer’s observation notes, peer discussion, and photo voice can be used to triangulate the reflective journals. All may help teachers do a thorough reflection to construct new knowledge of teaching and learning.

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