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**Linguistic Landscaping: A Pedagogical Resource for Foreign Students**

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**Abstract**

*This study aimed to find out the effectiveness of the instructional module on Linguistic Landscaping of Cebu City public signages to foreign students and identified the existing public signages that they have difficulty in understanding. It employs the use of both qualitative and quantitative design. A group of Taiwanese foreign students in English as a Second Language (ESL) School were the respondents of the study who participated in a field trip in a particular mall in Cebu City and took pictures of the existing public signages which they perceived confusing or difficult to understand. Questionnaire and interview guide were used to determine their profile and identified their perceptions on the difficulty in comprehending the public signages. The findings showed that the difficult English words and the long phrases or sentences used in the public signages were the main reasons of their difficulty in reading it. Unfamiliarity of the terms, confusion of the implied meaning, and absence of symbols or pictures, presence of too many words and the lexical ambiguity of public signages were also the factors that hindered their complete understanding of its meaning. Their performance in terms of degree of comprehension and vocabulary retention on public signages was assessed before and after exposure of the module in the class. The results revealed that overall there were significant improvement among their performances in terms of degree of comprehension and the vocabulary retention from their pre to post test scores. The effect of the instructional module made a positive impact to the performances of the students.*

**Keywords:** Linguistic Landscaping, Public signage's, language Learners, instructional module