

The Use of the Linguistic Landscape of a University Campus for English Language Teaching and Learning Purposes

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ABSTRACT

This study will give account on the possible use of the linguistic landscape of a university campus for pedagogical purposes. The study was conducted at the Department of Foreign Language Education (FLE), in the Eastern Mediterranean University (EMU), the only state university of the Turkish Republic of Northern Cyprus.

Qualitative research has been used for the purpose of receiving direct reactions on the multilingual campus from prospective teachers of English language. 13 MA students from the department of FLE participated in the interview which revealed data on their reflections on signs used in the campus of EMU and their perceptions on the idea of including linguistic landscape into the language learning process.

The findings of the study show that prospective teachers of English have positive perceptions about the use of linguistic landscape as a tool for pedagogical purposes, believe in its power and benefits, and are generally willing to include it into their own teaching. Furthermore, the results provide data on how signs are used in the campus of the university and how the participants interpret them. Signs have been categorized and analyzed with a focus on language use and language policy of the university. Moreover, several ways of integrating the linguistic landscape into language education have been summarized and presented in line with previous studies.

The findings should make an important contribution to the field of sociolinguistics by demonstrating the usefulness of our surroundings and its benefit in language education and furthermore raise awareness of prospective language teachers.

Keywords: Linguistic Landscape, EMU Campus, English Language Teaching, Language Learning, Signs

ÖZ

Bu çalışma bir üniversite kampüsünün dilbilimsel çevresinin pedagojik amaçlar için olası kullanımını açıklayacaktır. Bu çalışma, Kuzey Kıbrıs Türk Cumhuriyetinin tek devlet üniversitesi olan Doğu Akdeniz Üniversitesi'nin (DAÜ), Yabancı Diller Eğitimi Bölümünde yürütülmüştür.

Bu çok dilli kampüs üzerine doğrudan öğretmen adaylarının tepkilere ulaşmak amaçlı kalitatif bir araştırma uygulanmıştır. Yabancı Diller Eğitimi Bölümünden 13 yüksek lisans öğrencisi öğrencinin katılığı bu röportaj, DAÜ kampüsünde kullanılan İşaretler üzerine fikirleri ve tepkileri hakkında veriler ortaya çıkarmıştır. Buna ek olarak, katılımcıların çevresel dilbilimini dil öğrenme sürecine dahil etme fikri hakkındaki algıları öğrenilmiştir.

Bu araştırmanın bulgularına göre, aday öğretmenleri dilbilimsel çevrenin İngilizce öğreniminde kullanılmasına karşı olumlu yaklaşmaktalar, gücüne ve faydalarına inanmaktalar ve genel olarak kendi öğretimleri için kullanmaya karşı istekliler. Buna ek olarak, sonuçlar, işaretlerin kampüs içerisinde nasıl kullandıklarına ve katılımcıların onları nasıl yorumladıklarına dair bilgi vermekte. Dil kullanımı ve üniversitenin dil politikasına odaklanarak işaretler kategorize ve analiz edilmiştir. Ayrıca, dilbilimsel çevreyi dil öğretimine entegre etmenin birçok yolu önceki çalışmalar doğrultusunda özetlenmiş ve sunulmuştur.

Bu araştırma çevremizin kullanılabilirliğinin, dil eğitimine faydasını kanıtlayarak sosyolinguistik alanına önemli bir katkıda bulunmalı ve ayrıca öğretmen adaylarını bilinçlendirmeli.

Anahtar Kelimeler: Dilbilimsel Çevre, DAÜ Kampüsü, İngilizce Öğretmenliği, Dil Öğrenimi, İşaretler

To my beloved husband and my wonderful family.

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TABLE OF CONTENTS

ABSTRACT.....	iii
ÖZ.....	v
DEDICATION.....	vii
ACKNOWLEDGEMENT.....	viii
LIST OF TABLES.....	xii
LIST OF FIGURES.....	xiii
LIST OF ABBREVIATIONS.....	xiv
1 INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 Purpose of the Study.....	3
1.3 Research Questions.....	3
1.4 Significance of the Study.....	4
1.5 Definition of Terms.....	4
2 LITERATURE REVIEW.....	5
2.1 Theoretical Framework.....	5
2.2 Practical Framework.....	7
2.2.1 Different Contexts.....	8
2.2.2 LL and Second Language Acquisition.....	11
2.2.2.1 Input.....	11
2.2.2.2 Pragmatic Competence.....	12
2.2.2.3 Literacy Skills.....	12
2.2.2.4 Multicompetence.....	13
2.2.2.5 Affective and Symbolic Factors.....	13

2.2.3 LL and Multilingualism.....	14
2.2.4 LL in Campus	19
2.2.5 Pedagogical Perspective	21
2.3 Background Information on North Cyprus and EMU.....	26
2.3.1 English in North Cyprus	27
3 METHODOLOGY	29
3.1 Research Design.....	30
3.2 Context	31
3.3 Research Questions	32
3.4 Participants	32
3.5 Data Collection Instruments.....	33
3.5.1 Collection & Categorization of Signs.....	33
3.5.2 Interviews	35
3.6 Data Collection Procedures	36
3.7 Data Analysis	36
3.8 Summary	37
4 RESULTS	38
4.1 Signs	38
4.2 Interview Results.....	39
4.2.1 Part 1.....	40
4.2.2 Part 2.....	45
4.3 Summary	47
5 DISCUSSION OF RESULTS AND CONCLUSION	49
5.1 Discussion of the Results	49

5.1.1 Research Question 1: How is English Used on Signs in the EMU Campus?.....	49
5.1.2 Research Question 2: How Can the Linguistic Landscape of the EMU Campus be Used for Teaching Purposes?	51
5.1.3 Research Question 3: What are the Perceptions of Prospective Teachers on Linguistic Landscape as a Possible Language Learning Material?	52
5.2 Conclusion	53
5.3 Implications of the Study	54
5.4 Limitations of the Study.....	54
5.5 Suggestions for Further Research	54
REFERENCES	56
APENDICES.....	65
Appendix A: Consent Form	66
Appendix B: Interview Questions.....	67
Appendix C: Signs of EMU	71

LIST OF TABLES

Table 4.1: Overview of the Categories of LL	39
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LIST OF FIGURES

Figure 2.1: Map of Cyprus	26
Figure 3.1: Map of EMU Campus	32
Figure 4.1: Sign 1	40
Figure 4.2: Sign 2.....	41
Figure 4.3: Sign 3.....	41
Figure 4.4: Sign 4.....	43
Figure 4.5: Sign 5.....	44
Figure 4.6: Sign 6.....	44

LIST OF ABBREVIATIONS

ELT	English Language Teaching
EMU	Eastern Mediterranean University
FLE	Foreign Language Education
L1	First language / Native Language
L2	Second Language
LL	Linguistic Landscape
MA	Master of Arts

Chapter 1

INTRODUCTION

1.1 Background of the Study

Researches so far have shown that English is the language being used most effectively worldwide through its power and historical background in globalization. The popularization of English has increased over the years and became the main language for trade, advertisements, commercial undertake, business and many other areas. The environment, when taking a closer look, is comprised of a diversity of written language and appears with monolingual, bilingual, multilingual elements. A monolingual landscape is a slight possibility since English became the global language and the existence of minority or second languages increase in almost every part of the world. The increase of the access to various languages in the same environment and its visibility in the public spaces provide evidence on the emerging importance of this field of study.

There are a number of definitions regarding Linguistic landscape. The most frequent definition on Linguistic Landscape was stated by Landry and Bourhis in 1997 as:

The language of public road signs, advertising billboards, street names, place names, commercial shop signs, and public signs on government buildings combines to form the linguistic landscape of a given territory, region, or urban agglomeration.(p.25)

Gorter (2006), who presented linguistic landscape as a new approach to multilingualism states that “Linguistic landscape is concerned with languages being

used on signs (hence, languages in written form) in public space” (p.2). Simply saying, it constitutes a research area which is concerned with the visual language and perception of all written language in the public space. Linguistic landscape include (Billboard) advertisements, posters, office and shop signs, traffic signs, and also graffiti, brochures, posters and leaflets.

Besides being a great research area on its own, linguistic landscape has also been widely used in relationship with interdisciplinary areas of research such as multilingualism, language policy or minority languages. One of the applications of the LL theory is the possible use of public signs for pedagogical purposes. Many research studies have paid attention on Linguistic landscape, but little in relation to language learning or teaching purposes. The most outstanding ones are Sayer (2009), Rowland (2012), Hewitt-Bradshaw (2014), Önal (2014), and Philibane (2014).

In universities with English as the medium of instruction, the environment may play an important role as a tool for teaching and learning the language. The more international the university or city is the more variety is present in the linguistic landscape, especially on the campus of a university. Eastern Mediterranean University has probably one of the biggest campuses, along with a huge number of students from 106 and teachers from 35 different countries. An important goal of EMU is to prepare students for an “International Career” which makes the campus of the university a suitable place for doing such a research (“Eastern Mediterranean University”, n.d.)

This study claims that especially ELT students, prospective teachers of English, need to bring more creativity into their language classrooms. Making them aware of the

given linguistic source that surrounds them is the first step of bringing variety into EFL and/or ESL classrooms. Learning a language inside the walls is a traditional way students are used to, but the linguistic landscape offers them opportunities to acquire the target language outside the classroom which is the biggest motivation of examining the campus. Moreover, according to Cope and Kalantzis (2000) pedagogical Linguistic Landscape projects are thought to develop students' literacy skills in a multiliteracies sense. Most importantly, it may develop students' critical literacy skills and improve their pragmatic competence.

1.2 Purpose of the Study

The main purpose of this study is to find out how the linguistic landscape of a campus of an international university such as Eastern Mediterranean University can be effective for English language teaching and learning purposes. The campus will be examined and analyzed in line with the investigation into perceptions of prospective teachers of the department of EFL at EMU. Furthermore, it aims to raise students' and teachers' awareness of the given linguistic landscape as a possible language teaching and learning tool and motivate them to make use of the visual language. Additionally, it aims to raise their awareness regarding the relationship between Linguistic Landscape and Second Language Acquisition in terms of five different perspectives, namely Input; Pragmatic competence; Literacy skills; Multicompetence; Affective and symbolic factors; (Cenoz & Gorter, 2008).

1.3 Research Questions

In order to achieve the above mentioned aims, the study attempts to answer the following three research questions;

- 1- How is English used on signs on the EMU campus?

- 2- How can the linguistic landscape of the EMU campus be used for teaching purposes?
- 3- What are the perceptions of prospective English teachers on linguistic landscape as a possible language learning material?

1.4 Significance of the Study

International contexts require research on languages and their presence within the public space considering its visibility and use. The environment of the EMU campus in North Cyprus provides opportunities to gain insight into the actual use and presentation of languages. The use of an international campus as a field of study gives the researcher the idea of making use of the LL in learning, acquiring or improving language skills. This study values prospective teachers' interest and awareness on the potential of LL in English language teaching. Additionally, this research context of the EMU campus may enable a sampling in the compilation of studies related to the use of LL for educational purposes.

1.5 Definition of Terms

1. *Linguistic landscape* - Language in the environment, words and images displayed and exposed in public spaces, that is the center of attention in this rapidly growing area referred to as Linguistic Landscape (LL) (Shohamy and Gorter, 2008).
2. *Top-down signs* – Top-down signs include official (i.e., institutional or governmental) data (Ben-Rafael, et al., 2006).
3. *Bottom-up signs* – Bottom-up signs are mostly private and may contain commercial or informative information (Cenoz & Gorter, 2006).

Chapter 2

LITERATURE REVIEW

This chapter aims to present a detailed overview on both theoretical and practical framework on linguistic landscape. First, some characteristics of theoretical framework are presented. Furthermore, an overview of the practical framework is presented including studies from different contexts. The focus is also directed on linguistic landscape in relationship with Second Language Acquisition and Multilingualism. Moreover, some literature about ways of using linguistic landscape in language teaching is presented, which reflects the most influential part for my study.

2.1 Theoretical Framework

Every researcher may have its own focal points within the same research area, but still all outcomes of each research influence each other and contribute different perspectives to the field of linguistic landscape. This explains why some researchers started to critique the frequently used interpretation by Landry and Bourhis and added certain linguistic features such as icons, images, and logos (Itagi & Singh, 2002; Backhaus, 2007). A sign is “any piece of written text within a spatially definable frame [...] including anything from the small handwritten sticker attached to a lamp-post to huge commercial billboards outside a department store” (Backhaus, 2007, p.66). The focus of many researchers was based on various theoretical frameworks, which may include elements of history, ethnography, geography, geopolitics, semiotics or sociolinguistics. Some scholars claim that the awareness of

public signage is possible by first understanding its position in the public space (geopolitical location) (Scollon & Scollon 2003, Backhaus 2005, Colins & Slembrouck 2007, Bloomeart 2013). LL has the potential to serve as a crucial component of multi- or interdisciplinary studies. Particularly, the social action theory plays a crucial role in the analysis of the theoretical approaches in the research of LL.

Social action theory is based on the examination of smaller groups within the society and investigates how and why particular individuals or groups are defined as “different” in public (“Social Action Theory”, n.d.). In this field of research, theorists usually see society as a product of human activity and focus on the actions that are intended and not occurring accidentally (“Social Action Theory”, n.d.). There is the combination of linguistic landscape with three aspects on theoretical evidence; (1) interpretation of LL actors’ interest vis-à-vis, (2) different codes in public space, (3) the present-of-self as identity marker, and (Shibliyev, 2014).

(1) The good-reasons perspective by Boudon (1990) suggests that the mental analysis of the so called “actors” gives us hints on the decisions in achievable intentions, which refers to elements of the LL and their connection to “clients”, the awaited appealing and effect of public signs on possible clients. It should be possible to make sense of the structure of LL and its features based on the interests of LL actors vis-à-vis the public itself. (2) Power-relation perspective by Bourdieu (1983) is related to the thought that the unequal power dynamics between different classes or types of participants should be able to explain different codes in the environment. “Top-down” and “bottom-up” are basically terms referring to the display of power relations in the LL. Regarding the social power of languages, Lanza and Woldermariam (2009) took a closer look into use of Tigrinya, Amharic, and English;

and Fekede and Gemechu (2015) investigated the languages Amharic, English and Oromo in Oromia towns in Ethiopia.

(3) Focusing on the symbolic functions of signs, rather than the informational function, the theory of social action has been highlighted by Shibliyev (2014) which was actually suggested by Goffman (1963, 1981) focusing on the **presentation of the self**. This approach refers to the situation of different ethnic societies to assert themselves in public with their different remarkable identities, which highlights terms such as “inclusion” or “exclusion” (Gorter, 2006). Especially in a context like Eastern Mediterranean University with more than 60 different nationalities, students or teachers from each nationality may feel the pressure or desire to demonstrate their identity in public. The role of visual language may appear as an effective tool for such a purpose. The frequency of the visual language in public and its degree of power may play a crucial role in the analysis of such a theory. The LL of Cambodia Town in Massachusetts performs this approach and reflects the attempts of the community to represent the cultural identity in LL with a growth in multilingualism of Khmer and English signs along with other minority languages (Chan 2018).

As Landry and Bourhis (1997, p. 23) demonstrate, “the linguistic landscape may serve important informational and symbolic functions as a marker of relative power and status of the linguistic communities inhabiting the territory”.

2.2 Practical Framework

This part of the literature review aims to present previous studies from different contexts and discuss the linguistic landscape from various perspectives in line with practical investigations.

2.2.1 Different Contexts

Different contexts with bilingual and multilingual landscapes have also been the focus of many researchers from past to present. In 2007, Nijmegen (Dutch Town) and Kleve (German town) were examined and compared regarding English signs in streets of shopping areas (Van Hoof & Michiels, 2007). Manitoba Town was investigated by Phillips (2011) in terms of the informational and symbolic messages expressed through the LL in which the power of English is again visible within the community. This place seems to reflect the true individualities of the community, not trying to model other international countries and not using English language in LL in order to fit in the World of English fashion. Globalization is a crucial factor in the so-called “linguistic fashion” and provides the use of English in countless areas, but especially for commercial purposes. The issue of “brand names” was the field of interest for Al-Naimat (2013) in the context of Agaba, Jordan (The 5th LL conference, 2013). In Jordan, the brand names add up to about 33% of all signs. Not solely in the LL, but also in the socio-cultural lives of Jordanians, English became an essential part and is present in the majority of the LL rather than Arabic (Alomoush, 2018).

Language loss in a country is a factor which affects the native community emotionally and may even cause a “cultural trauma” through factors such as immigration or colonization. Language is a major aspect of both individual and group identity (McIvor, 2005). There could be many ways of handling this situation but Townsend (2014) agreed on the idea that this can be solved with the recovery of the Hawaiian language and its popularization through BLL (bilingual landscape). According to the outcomes, the inhabitants of that state, who find the idea of BLL

quite favorable, may need their self-esteem and cultural identity boosted, which is a good reason for leaning towards the Hawaiian language.

The importance of the identity was also highlighted in a more recent research in which the attention was given to the ethnic categorization. Identity is primarily identified as a social concept (Gumperz, 1982). Through direct observations of the communities one can realize a person's category by taking some linguistic, cultural or situational elements into consideration (Maynard & Zimmerman, 1984; Eglin, 2002). The terms *gypsy* and *Romany* were observed and examined as ethnic categories from the point of linguistics (Săftoiu, 2017). Categories are classifications or social types that the speakers use to identify and describe persons (Schegloff, 2007). It was realized that that *Romany*, whose roots lie in India, currently resembles an ethnic group, that the category *gypsy* "cannot overcome their social condition" due to bad stereotypes (Săftoiu, 2017) and that categories may go through some progress in the course of time.

There are also places which reflected many changes over time due to historical or political events, such as Hungary which borders Slovakia, Ukraine, Austria, Romania, Serbia, Croatia and Slovenia. In the 21st century this place becomes a middle power being a member of the EU. Borberly (2013) took a close look into the social, cultural and linguistic landscape in certain parts of Hungary. Yan (2016) discussed Macao's situation, which is still under the influence of the fact that the Portuguese Empire was its former colony and therefore feels the presence of the Portuguese language along with China. Religious facts may also provide variety in elements of LL, such as in the LL of the Grand Mosque in Mecca, which has become an interesting research area due to the growing number of worldwide participation

and being caught between moral purposes and touristic purposes (Alsaif & Starks, 2018). Here, the preference of language as a medium depends on its current domain. Being the language of Islam, Arabic language is visible all around the place reflecting more permanent messages. Temporary messages are given through signs via English language, which is also mostly displayed in political events, such as social protests within a community which may highlight the symbolic functions of signs or written texts used for the protest movements. Besides signs, billboards, road names, commercial signs or public signs, LL can also refer to moving signs, which may be everything written in the environment of interest, such as banners, stickers or texts on cars or busses and printed t-shirts (texts in fashion). Seloni and Sarfati (2017) attempted to analyze the Gezi Park protests in Turkey in 2013, which presents a defining and sustained historic event. Regarded as strong symbolic indicators, graffiti and written protest texts aim at both, international and local media, involving a mixed structure of language depending on the message.

In recent years, Coluzzi (2016) analyzed the Malay language along with the presence of other languages in the LL of two different places, Brunei and its only neighbor Malaysia. Being the official language of Brunei, Malay is being accompanied by the strong influence and the more frequent use of English and less use of Chinese. English is being referred to as a language representing “glamour and economic success” and is therefore widely accepted in this context. Kuala Lumpur in Malaysia seems to offer various perspectives in LL research, which gives hints on the presence of westernisation or modernisation with the use of English and ethnolinguistic identities or group solidarities with the use of minority languages (Mandarin, Tamil) (Manan et al. 2015). This place furthermore presents us its bound to Italian language, which seemed to be more visible than English language in the LL (Coluzzi, 2017).

The effects of globalization are visible very clear in some parts of this place, which has been put forward along with descriptions of different ethnic groups sharing the same living area with its differences from past to present.

2.2.2 LL and Second Language Acquisition

There is the belief on LL as an important source of input for the development of L2 literacy skills. Cenoz and Gorter (2008) investigated the function of linguistic landscape in the acquisition of the second language in their article. Taking this as a sample, an explorative project was done from the EFL Department of Eastern Mediterranean University with a project including 4th year ELT students (Shibliyev & Erozan, 2017). The aim of the project was to raise students' awareness regarding the relationship between LL and L2 acquisition and the use of English for different functions on LL signs at the EMU campus. According to Cenoz & Gorter (2008), the relationship between the linguistic landscape and L2 acquisition can be explored from five different perspectives: *Input; Pragmatic competence; literacy skills; multicompetence; Affective and symbolic factors;*

2.2.2.1 Input

Written texts in the LL are seen as a possible source of input in SLA which can provide incidental learning outdoors which has been explored by Hulstijn (2003). Here the learner walks around with no intention to pay attention to the written language and learn from it.

Public written language is seen as authentic and contextualized input which is also a part of the social context. This can also be considered as a successful direct contact with the foreign language itself while it also brings certain complications along its usefulness. The amount of input may be uncontrollable and disorganized in terms of amount and time constraints. Some learners may still believe that classroom learning

or deliberate learning in general is more effective than incidental learning outside the classroom from written texts as revealed by Gorter and Cenoz (2014) while researching for the perceptions of second language learners on linguistic landscape. The written language itself may also bring some limitations in syntax and pronunciation, but with time and the growth of the use of technology in public this may change.

2.2.2.2 Pragmatic Competence

The effect of LL on pragmatic competence is powerful and essential in acquiring the second language and is a part of gaining communicative competence in the target language (Bachman, 1990, Celce-Murcia, Dörnyei & Thurrell 1995). “In linguistics, pragmatic competence is the ability to use language effectively in a contextually appropriate fashion” (“Pragmatic Competence”, n.d.).

Texts written in the public space are likely to involve different *speech acts* and often use *indirect language* and *metaphors*. The LL can increase the input which is suitable for the acquisition of *pragmatic competence*. While containing many texts with various *functions*, the LL also raises the awareness of learners about different *speech acts*.

2.2.2.3 Literacy Skills

LL also serves as an important source of input for the acquisition and development of L2 literacy skills. Although it seems irrelevant with LL at first sight, LL has a connection to the development of second language literacy skills as it combines both text and image. According to Kress (2010) modes serve as semiotic resources used for making meaning.

Multimodal literacy considers the whole picture of the text, which means that it pays attention to *the text as a physical object*, the characteristics of the material from which it is *made*, the images it has *next* to it, the *space* it occupies, and the *font(s)* used. For example, Hewitt-Bradshaw (2014) put emphasis on investigating the situation of the linguistic landscape in an English-speaking Creole Caribbean setting. The researcher focused on the development of communicative competence of learners in particular through multimodal texts outside the classroom and its use as a teaching tool inside a literacy classroom.

2.2.2.4 Multicompetence

Languages are actually not compartmentalized in the linguistic landscape. Here the fact that different languages do not necessarily provide the same information needs to be considered.

English especially is that kind of language used for commercial purposes within a mixture of other languages which support the learner by presenting tools such as hybrid texts for the possible development or improvement of multilingual competence and multimodal literacy skills. “Language mixing in the linguistic landscape blurs the lines that separate languages and can provide the right type of input for multilingual speakers who can use different languages as a resource” (Cenoz & Gorter, 2008).

2.2.2.5 Affective and Symbolic Factors

According to Javier (2007, p. 57) individuals have different affective relationships with different languages. Languages are also tied to national and ethnic identities and can become symbolically linked to specific ethnolinguistic groups. Such language signs may have informative and the symbolic functions (Laundry & Bourhis, 1997). Especially minority ethnic groups may put emphasis on the *symbolic* power (e.g.

modernity, internationalism) of the signs in public space as language is a real marker of ethnic identities. Another function of signs is *affective* which makes sure that the language signs reach the learner closer. The use of a language in the linguistic landscape can affect the value and status that speakers have of different languages. Especially billboards are regarded as being a possible resource of LL in second language acquisition (Cenoz & Gorter, 2008).

2.2.3 LL and Multilingualism

When we speak of multilingualism, Africa is most probably the best example of this research area and definitely provides richness in exploring fields of a multilingual linguistic landscape. To set an example, the official languages of South Africa are Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Sesotho, Sesotho sa Leboa, Setswana, siSwati, Tshivenda and Xitsonga (“Languages of South Africa”, n.d.). Some among multiple languages in the same environment may be preferred due to various reasons such as history, prestige, globalization, internalization, tourism and many more. Reh (2004) proposes a model for describing and analyzing multilingual texts. She arranges multilingual information into four types: 1) complementary, 2) duplicating, 3) fragmentary and 4) overlapping. The Lira Town in Uganda has about 40 indigenous languages which coexist with English as the country’s only official language (Backhaus, 2006). Clear was that governmental or non-governmental organizations preferred monolingual English signs. The language Lwo is favored more in agricultural sector, drug stores, kiosks, shops and warning notices (Backhaus, 2006). The four strategies by Reh (2004) have also been a focus of Al-Athwary (2017) with the purpose of examining the multilingual texts including English and Arabic language in Yemen. In this context having a monolingual speech community in Arabic, the researcher found out that top-down signs didn’t present

any overlapping and complementary multilingual texts, bottom-up signs reflected much more duplicating and fragmentary multilingual signs.

Philibane (2014) focused on three Western Cape Universities which are multilingual with Xhosa, English and Afrikaans. Although the target of two universities is to keep the English language as the predominant language, one of them still persists on using the Afrikaans as the main language. All of them showed differences in signage in the LL. A very recent study in Soshanguve, South Africa draws our attention to the multilingual LL of a market relating to presentation of signs for advertisement and traders' names, in which English again runs the majority of the show along with the analysis of Sepitori (mixed language) in linguistics and semiotics (Álvarez-Mosquera & Coetzee, 2018).

Moving to a different context such as a multilingual community in a Brooklyn area of NYC, Litvinskaya (2010) in her study focused on English is a powerful language on business fronts exposing some code-switching between the two languages, while Russian serves more the Russian community for service, material and sentimental objectives. She suggests further research in this area as there is a lack of studies in Russian-speaking immigrant neighborhood, which were continued by Marten, Lazdina, Poseiko, and Murinska (2012) in some cities in the Baltic States. In contrary, a very recent study reveals that the country itself has different attitudes towards multilingualism and sets rules and regulations accordingly. This is reflected in the LL of St. Petersburg which suggests an ignoring attitude towards other languages with preference of protecting a monolingual approach (Baranova & Fedorova 2018).

Maldonado (2015) completed a case study in Puerto Rico, in which the actual use of English and Spanish was quite similar in the use within the LL which reflects the growing importance and interest in English. But still, a difference between the languages is visible in top-down and bottom-up signs, in which English is more preferred for commercial and marketing purposes.

Aiestaran et al. (2010) took a closer look on how the community perceives the public written texts around them and what they would prefer in line with the possibility of being liable for costs with commercial purposes in LL of Donostia-San Sebastian. Top-down signs are presented in both official languages of this place, Basque and Spanish and the community is quite positive towards the presence of a multilingual cityscape, which would surely support their multilingual competence. The analysis of thirty neighborhoods in an American Southwest border town has shown that people living in wealthier and monolingual neighborhoods are encircled by Spanish language street signage with a more positive attitude towards bilingual education programs, whereas people in poorer or Mexican-American districts are surrounded by more patriotic, English street signs (Przymus & Kohler, 2018). Similar nativization is obvious in the commercial signs in the LL of Oman in which localized linguistic novelty is being promoted but may face the reality of the modern globalized world and a consequently linguistic change in the LL (Buckingham, 2015).

With the publishing of the monograph on LL by Backhaus (2006) we approach the review of various researches in this area along with a case study on multilingualism in Tokyo which is a valuable city in this research area and has a diverse linguistic area. The analysis of languages in a specific context also represents the various

languages and their respective power. In South-eastern Estonia, Brown (2012) for example analyzed Estonian, English, Finnish, German, Russian, and Võro with a focus on teachers and administrators in particular.

Considerable is that such multilingual places provide equality in the distribution and promotion of official languages in the linguistic landscape. But what the majority of multilingual countries have in common is that the importance and use of English is unquestionable. Especially in areas of trade, economics, politics or education English stirs up the necessity of adapting oneself to these conditions. The power and prestige of English is also reflected in European cities, being mostly included in the curriculum at schools and serving as the “bridge” language for purposes of the media. (Extra & Yagmur, 2009). In such multilingual places, the language spoken at home and at school often differs and is often displayed in the LL with diversity in language preference.

Switzerland, famous for its quadrilingual situation (German, Romansh, French and Italian), proves us that the handling of multiple languages in the same country doesn't have to be challenging and that every language actually deserves equal attention and value. Even though the usage of each four languages is not distributed equally, the importance and value given to each of it can be seen as equal. All four languages must be used in any place or context along with their translations (Morrison, 2013).

In this case, languages do not really get lost in phonetics and meaning, and additionally they do not influence each other in a considerable way as in countries such as Belgium and Canada which are also multilingual but not as successful as

Switzerland in dealing with the multiple language system. We know that England is famous for its tendency towards courtesy, Italy for fashion and Switzerland for being multilingual. Despite its political, cultural and lingual borders, this country is known for being able to maintain and protect a successful system of having multiple languages (Morrison, 2013).

For tourists or immigrants this outstanding system first may be surprising but its invisible border in languages is clearer in cultures. From the past on, this rich country can be seen as a “junction point” of different but very important European countries. Immigrants there have built their own “little country” and represent their own culture and do not necessarily “connect” with the other “little countries” in Switzerland (“Switzerland”, n.d.) In cases of experiencing issues regarding the borders between languages, the use of English is increasing here likewise other countries.

The investigation of Yavari (2012) of a University in the Switzerland in comparison with another university in the Sweden reflects such knowledge very well. Likewise Shohamy and Ghazaleh-Mahajneh (2012), her purpose on this research is based on the thought that investigating the campus is crucial in virtue of the impact of universities on society. Basically seen is Sweden a monolingual country with Swedish as the main language with a high number of English speaking communities. Apart from the study of LL, the paper also takes a closer look into the top-down and bottom-up forces and reveals the fact that language policies are much more visible in top-down signs than bottom-up signs.

Such studies and projects can be regarded as very influential and contributing to the management of multiple languages in the same environment and the acquisition of these languages through LL.

2.2.4 LL in Campus

Students, which took part in the project of LL at Eastern Mediterranean University, were generally aware of the relationship between the linguistic landscape of the EMU campus and L2 acquisition in terms of five different perspectives specified (Shibliyev & Erozan, 2017). But there have been more detailed and broad researches on linguistic landscape in a campus of one or more universities. The context that we are in is a crucial factor in how language is reflected, as Bloommaert & Huang (2009) suggested that people adjust their behavior they believe are expected in a place. Expectations and preferences regarding the language use are easily noticeable from the LL of that specific context.

Some thesis focused on more than one university and conducted a comparative study on the LL of universities. The universities were mostly placed in the same country or from the same nationality, such as the study of Philibane (2014) who made an investigation on three different Western Cape Universities on the development of the language isiXhosa which is one of the official languages of South Africa. This development happens with multilingualism and linguistic landscaping and correct translation but differs in quantity and quality in the three universities.

Another comparative study was conducted by Yavari (2012) of Linköping University and ETH Zürich in two different countries (Sweden and Switzerland) which may have similarities along with differences in language use in public space especially in terms of language policy. In terms of bilingualism, Israel is another interesting

context which includes major languages of Israel-Hebrew, Arabic and English. Rafael et al. (2006) encountered issues regarding differences in public and private signage which reveal the fact that the personal preferences regarding speech patterns are not resembled in the linguistic landscape. Additionally, two University campus in Ume El Pahem City were investigated in terms of similarities and differences in the LL (Shohamy & Ghazaleh-Mahajneh, 2012). The Arab language, being regarded as a minority language in this context, although it is an essential language used for educational purposes or elsewhere in Israel, reflects the changing situation in line with the politics and ideologies.

Kelleher (2014) also conducted a study in two different universities in two different but neighborhood cities, Marseille in France and Pretoria in South Africa. The focus of this longitudinal research here was the formal and informal LL, and observing the habitus and discourse of people living there. This research put forward the idea that the street can be realized as a politics of space, especially when looking into countries or cities with interrelated political backgrounds.

Wielfaert (2009) made a research on LL in the University of Western Cape campus examining the signs in terms of multilingualism including Afrikaans, isiXhosa and English in this case. Older signage is appeared to be more bilingual and new signage is often trilingual with English as the preference.

In 2015, a research on Linguistic Landscape was conducted in Stockholm by Legge by taking a closer look into the top-down and bottom-up signs, language use and language policy. In bottom-up signs mixed and English elements are preferred much more. Swedish seems to be the more power-related language in this campus.

In the article of Wang (2015) students' perceptions towards a multilingual campus was investigated at Kyushu University in Japan. Such a multilingual campus was regarded to be quite valued for students' academic progress. The fashion of English language along with the internationalization is clear with the findings of the presence of a great number of bilingual Japanese-English signs. This context was analyzed from three different aspects: a physical dimension, a political dimension and an experiential dimension; which upgrade our perception on multilingual communities. An unusual research area was put forward by Hanauer (2009) who analyzed the LL of an individualized context in a microbiology laboratory at the University of Pittsburgh. The observations indicates that the laboratory identity and scientific ability can be identified through personal adding to the wall spaces, the sense of community and the own sense of belonging (Hanauer, 2009).

2.2.5 Pedagogical Perspective

This part aims at examining LL in terms of its potential use for pedagogical purposes in language learning and teaching. With the increasing importance of public signs and the internationalization with English language, the interest in the relationship between LL and language teaching has increased among researchers and teachers of language. Along with the integration of technology into learning in English classrooms, new and creative language learning and teaching tools have gained more attention throughout the years. McKay & Bokhorst-Heng (2008, p. 181) suggested an approach of a "socially sensitive" education for English language teaching: "what is needed is a productive theory of bilingual teaching and learning that recognizes the various ways in which English is used within multilingual communities and the specific purposes learners may have for using the language". Building connection with the classroom and the public space requires some innovative activities such as

the most preferred student projects outside the classroom or English literacy walks which especially was suggested by Chern and Dooley (2014) with the idea of “Learning English by walking down the street.” Using this kind of complicated and rich context of education could be "a powerful resource for connecting language education and the public sphere" (Shohamy & Waksman, 2009, p. 328).

The discussion on the utilization of LL for teaching purposes started with Cenoz and Gorter (2008) and continued with Sayer (2010) Rowland (2012), Thornbury (2012) and Chesnut (2013). Sayer (2010) considers such activities as a supporting tool for their perception of own sociolinguistic surroundings. “We know that exposure and practice are two essential elements for L2 acquisition; however, in most EFL settings throughout the world, students’ opportunities for exposure and practice beyond the classroom walls are limited” (Sayer, 2010, p.143). In his study he presented helpful ways and suggestions for the implementation of such projects which especially Rowland (2012) took as a guidance for his research project on Japanese university students by questioning the students on how and why English was used on signs in Japan.

It can be pointed out that after Rowland (2012), Chesnut (2013) has taken a step forward in this research area to fill the gap in the practice of using LL for pedagogical purposes. With narrative analyses he involved stories from students and instructor as data which are valid in terms of authenticity and put emphasis on their accurate interpretation. This project in Korea actually confirms Rowland’s conclusion that there is the possibility of the establishment of improvement of symbolic and figurative perception of language by investigating the present LL surrounding. As Sayer (2010) expressed the idea of referring to students as language

detectives of the language surrounding them in public giving them the chance to exploit their own environment and discuss the forms of language usage.

Liu (2011) focused on Taiwanese students and drawing their attention towards learning English from the Linguistic Landscape. This study serves as a theoretical guide for instructors and aims at inspiring them to use it effectively in their language teaching. Thornbury (2012) even believed that linguistic landscape seemed possible and promising for being successful when included in English language teaching curriculums. Hewitt-Bradshaw (2014) presented a situation in which the use of LL as a tool in language classrooms played a crucial role in the realization of different languages or dialects in the same environment. As people living in creole-speaking contexts need to acquire competence in multilingual and multi-dialectal ways additional visuals in language simply by walking down the streets seems to be much more essential than thought for an additional realization of language differences and similarities especially in code-switching and code-mixing or even phonology.

Multilingual and multimodal written texts gained popularity in the research are of linguistic landscape throughout the years and became also a focus of Chern and Dooley (2014). Basically, their research in Taipei intended to pass on instructive concepts and perceptions to other instructors in that field. They propose the use of pedagogic tasks or activities such as “the English literacy walk” with the usage of the four resources model of literate practices. The model, which facilitates the ‘map’ reading of practices, consists of code-breaking (alphabetic code), text participation (meaning making), and text use (social activities) and text analysis (critical analysis). The idea of literacy walks in the field of LL is motivated by various former practices such as the ‘walking field trips’ (Hudelson, 1984), ‘language detectives projects’

(Sayer 2010) and ‘environmental print walks’ (Vukelich, Christie, & Enz, 2012). The advantage of such practices is that learners get the opportunity to directly react verbally on written texts autonomously even before figuring out the meaning.

Young learners have also become an object of interest in this field as the attitudes of children may differ from adult learners in terms of how they would perceive public written texts and understand why they are engaged with the LL surrounding them. In one longitudinal case study of Montreal and Vancouver, elementary school students have become the spotlight for the analysis of their connection to the diverse languages in their environment (Dagenais et al., 2005-2008). This action research project contributes to this research area in many ways, but particularly in the deep investigation on the tools and actions for educational purposes and in what way they should be applied to young learners in line with increasing their appreciation on multiple languages. An educational arts-based learning project has further attempts on young learners in supporting young learners in their progress in critical thinking and analytical abilities by means of the LL of Leeds, educational workshops and learner activities (Bradley, Moore, Simpson, & Atkinson 2017). This “LangScape Curators (LS-C) project has additional contributions in the field of ethnographic research. Conducting a research in the same country of this study’s’ interest of place, Önal (2014) likewise was keen on finding out the pedagogical advantages of making use of the LL for preparatory school students and TEFL freshmen students in North Cyprus, not focusing on a specific area but exploring the environment as a whole. By means of photographs taken by herself and the students, data was collected particularly in the landscape of Güzelyurt and Girne also with the purpose of motivating students to recognize various functions of the English surrounding them about which they reflect positive attitudes. A governmental university in the

Philippines was found to use English as the dominant language in the LL, in which creative and descriptive bulletin boards in particular served as an additional tool in language teaching (Magno, 2017). Even picturebooks are seen as a LL source of learning, as given in the study of Daly (2017) which put forward its benefits for bilingual (English-Spanish) young learners in discovering the LL within the content of such books and realize the messages on the languages used (Dali, 2017; Landry & Bourhis, 1997).

Having a major influence in the research of LL for educational purposes, Gorter (2017) has organized a revision on earlier studies based on attempts and projects within the classroom or outdoors. Such projects generally give students and their instructors the opportunity to act as “linguistic landscape researchers” while also involving them in related critical discussions with purposes of preparing student teachers for the real world at multilingual schools (Lazdina & Marten, 2009; Hancock, 2012; Malinowski, 2016).

Throughout my study, the project and the approach by Prof. Dr. Javanshir Shibliyev and Assist. Prof. Dr. Fatos Erozan have set light to my research in this field of educational purposes and have served as an efficacious sample and direct resource to my work ((Shibliyev & Erozan, 2017). These studies and projects I discussed so far can be regarded as very influential and contributing to the management of multiple languages in the same environment and the acquisition of these languages through LL. It is furthermore visible that the sympathy and interest towards the LL and its functions rises throughout the years enabling the widening of the extent of the LL research field.

2.3 Background Information on North Cyprus and EMU

With its complex historical background, the island of Cyprus is well-known for its border between North Cyprus and the South. Having two official languages as Greek and Turkish, this island presents a context using English as the mutual language which is visible in the LL of the island in general, but particularly in the borders of Nicosia, the capital city. Borders have been generally defined as areas marked by multilingualism and some linguistic connection, in which cultural, social, ideological are generally brought to light (Carvalho, 2014; Watt and Llamas, 2014). This mutual place represents the reality of multilingualism reflecting various ideologies and voices (Themistocleous, 2018).

Eastern Mediterranean University (EMU) is placed in Famagusta (Mağusa), which is an important city with its history and tourism. Also known as “the old walled city” the city was quite important for having a natural harbor and the huge walls for safety purposes. This place consists primarily of Turkish Cypriots, Turkish immigrants but is now quite multicultural through the immigration of foreign students from all around the world to study at the Eastern Mediterranean University.



Figure 2.1: Map of Cyprus

2.3.1 English in North Cyprus

Primarily, Turkish language serves as the national and official language of North Cyprus but the use of the Turkish language by the community is noticeably different from the standard Turkish. Differences in the Cypriot dialect may occur mostly in pronunciation, words, and expressions. Very interesting is the fact that this Turkish dialect has its own sources of influences as the situation of this unrecognized country has undergone many changes. As this country became a target place for tourism along with the British takeover, English became a language necessary and dominant for the society (“Northern Cyprus”, n.d.). This country is also known for its casinos which also attracts tourists (“Northern Cyprus”, n.d.) and requires a mutual language for which English serves for. Yan (2018) also found out the preference of English for the gaming tourism in Macao (China) which marks the significance of adopting the country to the new global world for commercial and profit-making goals. Tourism is a strong indicator for an orientation towards globalization and transnationalism.

Considering the Turkish-English bilingual notifications on governmental signs that are exhibited to serve expatriates, English might even be regarded as the co-official language at first glance, though literally not stated (Önal, 2014). Reflecting the values and realities of this island, the term “glocalization” describes the process of globalization while at the same time, protecting the locality, a so called “cultural globalization (Bolton, 2012). Syed Abdul Manan et al. described this similar situation of Pakistan with findings showing the existence of Englishized Urdu and Urduized English in the LL.

In addition to the Turkish press, there is a bi-weekly English newspaper, Cyprus Today, and a weekly trilingual (Turkish, Greek, English) one, Cyprus Dialogue,

founded by the journalist Akar in 2004 after the opening of the borders (Tsiplakou, 2011).

Chapter 3

METHODOLOGY

In this chapter of the study some necessary information and a comprehensive overview of the methodological part are presented. The research design is qualitative and is comprised of an interview conducted with MA students of the English Language Teaching department. Data was collected from the campus of Eastern Mediterranean University in North Cyprus. All public and private signs or written texts containing any language in this campus were used. All kinds of signs and written texts including pictures and posters were shot with a digital camera all around the campus and afterwards analyzed on a computer by putting them into categories. The total number of those photos was about 230.

EMU is inhabited broadly by international students, in which they almost spend the majority of their free time with opportunities for market shopping, health center, cafeterias, fitness centers, and indoor sport facilities along with a range of student clubs, festivals and international organizations.

We are already familiar with the symbolic functions of the signs in public including students with different language and culture backgrounds. As this context involves various ethnic groups among students and even teachers, some may wish to establish an outstanding profile and thus reflect it in public written signs (Goffman, 1963, 1981). The usefulness of these signs in language education was demonstrated by

Rowland (2012) and Chestnut (2013) in theory and practice, and attempted to fill the gap in this research area, which influenced further research. Especially in university settings, the power of language in education can be suggested as "a powerful resource for connecting language education and the public sphere" (Shohamy and Waksman, 2009, 328). This multilingual context provides an environment of richness in language diversity. Although the national language of Cypriot people is the standard Turkish, some variety in the used Turkish language may reflect differences in the use of vocabulary or grammar in linguistic landscape, particularly in bottom-up signs. The variety of international students has increased my curiosity towards the reactions and responses of the MA students on certain pictures and following questions.

3.1 Research Design

Qualitative research design was used in this study with a document analysis and an interview. The document analysis was based on examining the linguistic landscape by collecting and analyzing signs on the campus of EMU. The interview was used in order to examine the perceptions and attitudes of MA students from the FLE Department at EMU towards the use of the linguistic landscape as a pedagogical tool in language education.

Document analysis is based on the analyzing the written or print data which support the questions that have been asked during the interview. Qualitative research may give a deeper insight into the ideas of the participants with open-ended questions which provide additional explanations and expressions on each question.

3.2 Context

The study was conducted with graduate students in the Department of Foreign Language Education at the Eastern Mediterranean University (EMU) in Famagusta in North Cyprus, in the Fall Semester of 2017-2018 Academic Years.

Being the only state University in Northern Cyprus, this University was founded in 1979 and is a full member of the International Association of Universities, the European University Association, Community of Mediterranean Universities and the Federation of the Universities of the Islamic World. It has 141 programs (11 Faculties, 5 Schools and an English Preparatory School) offering undergraduate and postgraduate degrees. The distinctive feature of this university is that it has about 20000 students from 106 and 1100 academics from 35 different countries, which makes the place and the city rich in different cultures and languages.

The campus which is almost a city itself with approximately 920 square meters is worth seeing. Along with the linguistic richness, especially remarkable in the streets of the EMU campus are the names of the streets themselves which have been addressed to the most famous people important to humanity such as Albert Einstein, Vincent van Gogh and Pablo Picasso. The street at the Health Sciences Faculty has received the name Ibn Sina and the Architecture Faculty has Mimar Sinan for its street. This noticeable and meaningful idea was brought by the EMU faculty of Communication Dean Assoc. Prof. Dr. Agah Gümüş with the new Street Name Project in the Academic Year 2017-2018 with the purpose of honoring these important people and providing a convenient environment for both new and existing students.

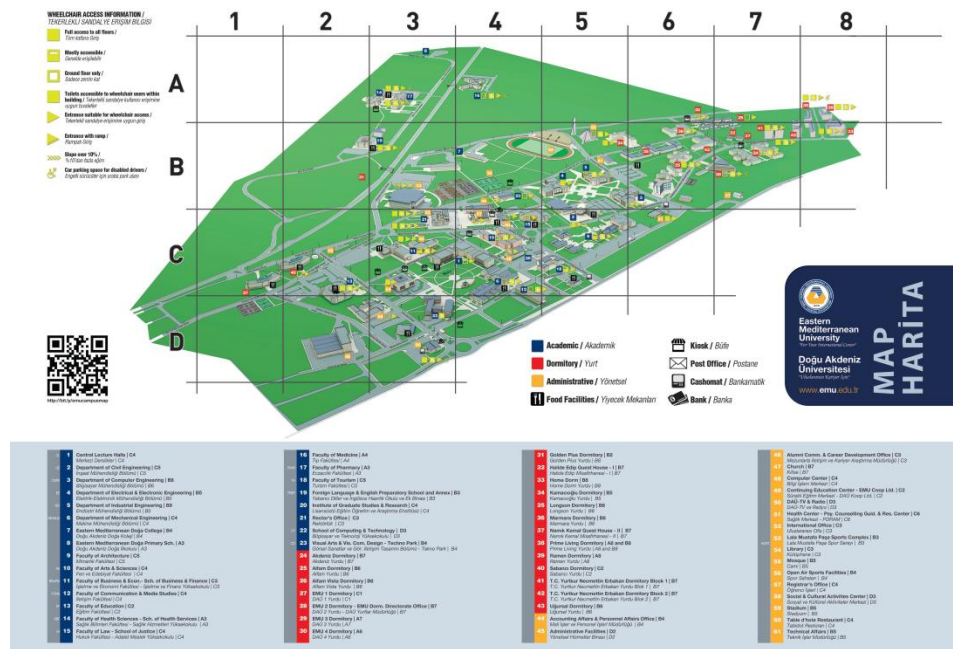


Figure 3.1: Map of EMU Campus

3.3 Research Questions

Realizing the perceptions of prospective teachers of English about the use of ‘linguistic landscape’ in language education is a determining step for its promotion. Therefore, the study attempts to investigate the available linguistic landscape of EMU and receive the reactions of prospective teachers on the signs used. For this purpose, the study aims to answer the following questions:

- 1- How is English used on signs on the EMU campus?
- 2- How can the linguistic landscape of the EMU campus be used for teaching purposes?
- 3- What are the perceptions of prospective English teachers on linguistic landscape as a possible language learning material?

3.4 Participants

The participants of this study included 13 MA students of the EFL Department of the EMU University. The reason for including only graduate students is because of the

fact that usually MA students already have teaching experience and thus can relate to their own teaching experiences. The participants give the necessary data for drawing conclusions in line with the purpose of the study and its objects of curiosity on the LL of the EMU campus. As the primary focus of my research is based on the use of the LL for educational purposes and subsequently how prospective teachers perceive as the LL as a potential language learning or teaching tool, the interviews with the MA students who are involved in this campus, provide the basis for my point of interest. In my study 4 males and 9 females were involved.

What I find noteworthy is the fact that the group of the participants who took part in my study consisted of MA students from different countries and cultures, which actually reflects the diversity in language of the LL in this campus provides a more persuasive picture of the multilingual and multicultural realities of North Cyprus itself. The MA students were generally from Turkey, Cyprus, Iran, Iraq, Syria, Nigeria, state of Palestine and Jordan.

3.5 Data Collection Instruments

In this study, data was collected by means of qualitative data. Document analysis was used for the examination of signs of the EMU campus, which also supported questions of the interview for this study.

3.5.1 Collection & Categorization of Signs

Data was collected from the campus of Eastern Mediterranean University in North Cyprus. All public and private signs or written texts containing any language in this campus were used. All kinds of signs and written texts including pictures and posters were shot with a digital camera all around the campus and afterwards analyzed on a computer by putting them into categories. The total number of those photos was

about 230. It was important to focus on a specific number of signs on the campus, which would enable the researcher to give an overall image of the language use on the campus of EMU. Therefore, first the campus was observed and notes were taken down along with a further step on photograph taking of signs which would reflect the actual situation of the linguistic landscape of the campus (Appendix C).

Legge (2015) conducted a survey at the Stockholm University, in which he examined the LL at two different times, especially focusing on the connection between top-down and bottom-up signage and the use of English and mixed languages. Categorization was used here as an instrument with the purpose of setting explicit borders between all signs collected which enabled a finer analysis of my data as well.

For the first part of my categorizations, I separated all signs according to the languages they contained. The categories include: (1) Monolingual signs written in *Turkish*; (2) Monolingual signs written in *English*; (3) Bilingual signs written in *English* along with *Turkish* or *Arabic*. Secondly, I made a categorization on “top-down” and “bottom-up” signs. This approach is crucial for understanding decisions and rules set by the government or administration of the university on the use of language inside the campus, which explains how we see top-down signs.

According to Ben-Rafael et al. (2006) these are in relation with national and public authority, public institutions, signs on public sites, public announcement and street names. At the same time, the analysis of bottom-up signs enables the comprehension of the language use of the inhabitant students or personnel of the campus. In other words, bottom-up or private terms are generally “issued by individual social actors, shop owners and companies like names of shops, signs on businesses and personal

announcements” (Ben-Rafael et al. 2006). Huebner (2009) distinguished top-down and bottom-up signs as he believed that governmental and multinational signs proof noticeable dissimilarities.

Some contexts show some imbalance in the use of languages in top-down and bottom-up signs, such as in the example of Ibadan in Nigeria, in which top-down signs include about 6 languages whereas bottom-up signs use only 3 languages (Adentunji, 2013). Such a discrepancy in language use proves that language policies do not necessarily reflect reality. Language policies basically are more visible in top-down signs than in bottom-up signs. Fact is that many things are reflected in the LL through signs or written texts and require a deeper investigation.

3.5.2 Interviews

For my data collection through interviews, the survey of Ben Said (2010) was the primary influence for planning and preparing the format of my interview. It served as an inspiration on the idea of including pictures into the format of my interview and gave me a notion on directing my questions.

The interview consists of two main parts (Appendix B). The interview itself is based on 14 questions in total and was conducted online via SurveyMonkey, which were sent to students via the social media platform, Facebook. The first part of my student interview consists of 8 questions which relate to six examples of signs. These six signs were chosen according to the questions that have been prepared previously for the first part of the interview. The aim here was to choose those signs which would reflect each question best with the purpose of being as clear as possible to the participants.

MA students were required to answer the questions while analyzing the signs. The six pictures are comprised of monolingual signs (English, Turkish, or Arabic) and bilingual signs (English and Turkish; English and Arabic). The questions include 4 closed-ended questions with “Yes” or “No” options, in which the direct reactions are aimed at. The other remaining open-ended questions require more detailed information from the interviewees. Basically, this part seeks to uncover the reactions and opinions on each sign, either direct or compared. The second part of my interview is based on 6 questions related to the use of the LL in general for pedagogical purposes. In addition, the questions are aimed at finding out the experiences with a LL project, thoughts, attitudes towards and willingness to use the LL as a tool for their own teaching purposes.

3.6 Data Collection Procedures

The data for this study was collected during the Academic year 2017-2018 on the campus of the Eastern Mediterranean University. Several steps were taken for the data collection. Firstly, permission from the Department of Foreign Language Education at EMU was received (Appendix A). Secondly, students were sent consent forms in line with the interview questions online via Messenger, Facebook.

3.7 Data Analysis

The study contained qualitative data which were collected through document analysis and student interviews, which included both closed-ended and open-ended questions. In the first section of the interview six different pictures of signs of the EMU campus were used.

Signs have been categorized in line with their use in languages, monolingual use of Turkish only and English only; and bilingual or multilingual signs with English and

Turkish; and English with other languages. Furthermore, each category has been categorized once again in terms of top-down and bottom-up use of the signs.

Within one week, the interview questions were received and analyzed within the online survey software 'Survey Monkey', which automatically put all responses under each questions and gave data trends via charts. This variety in the presentation of the data received was quite helpful for the data analysis of the received answers.

3.8 Summary

In this chapter, the methodology of the study was presented and explained. The first two sections consist of the research design and the setting. After that, the chapter presents the research questions, followed by information on participants. Furthermore, this chapter explains the data collection instruments with information on data collection procedures. Lastly, data analysis procedures were explained in this chapter.

Chapter 4

RESULTS

The study aimed to investigate MA students' experiences, perceptions and attitudes towards LL of the EMU campus and their ideas and willingness to use it for educational purposes.

4.1 Signs

The first step of investigating the signs or written texts in the campus of the Eastern Mediterranean University was based on examining the approximate amount of signs used. For the purpose of comparing them in terms of language, administrative policy and content, the idea of categorization, which was demonstrated by Legge (2015), was applied in this study. Among all 230 signs that have been photographed, bilingual signs with English and Turkish were the majority with 125 signs, followed by 72 monolingual English signs. The bilingual signs presented a minor difference in the amount with having the higher number in top-down signs (83 signs) which enables some apprehension on the preferences and decisions of the EMU administration. Top-down signage does not include other languages than English and Turkish, such as Arabic or Persian, which only exist with a small number of bottom-up signs in the campus of EMU (6 signs). Among the total number of signs collected, the monolingual use of Turkish language was also low with 19 signs. Bottom-up signs overweigh in both Turkish language (12 signs) and English language (40 signs) separately.

Table 4.1: Overview of the Categories of LL

LL of the EMU Campus			
Language (s)	Top-down signs	Bottom-up signs	All signs
Turkish only	5,3%	12%	8,19%
English only	31,82%	40%	35,34%
English & Turkish	62,88%	42%	53,88%
English & Arabic	-	6%	2,59%

4.2 Interview Results

The interview was divided into two parts. The first part formed the analysis of students' reactions on signs along with the second part involving the questions related to the use of LL for language teaching.

Interviews provide a much more explicit and direct insight of students' personal ideas. What especially differs interviews from other data collection tools is the fact that the researcher gets the chance to observe the students and directly gain some direct awareness on their feelings and reactions. As Kvale (1996) pointed out, a qualitative research interview seeks to cover both a factual and a meaning level, though it is usually more difficult to interview on a meaning level. Especially open-ended questions speed up the process of the interview and add much more detailed data for a better analysis of the answers.

There are two sections in this chapter. The primary one describes the findings of the first part of the interview in line with six photos of the LL of the EMU campus. Further results were expressed in the second section of this chapter with an interest in pedagogical relations.

4.2.1 Part 1



Figure 4.1: Sign1

The questions related to the very first picture (Sign 1) reveal data on the language backgrounds of the participants. At the very beginning I asked them if they were able to read all languages on this sign (Qu. 1), to which only 3 of my participants responded positively having recognized all languages. The remaining 10 participants responded negatively on understanding all languages. They further clarified their responses with statements of their first languages (Qu. 2). It was not surprising that the majority did not comprehend this sign completely, although many natives may have the interest in learning words or phrases of other languages in such a multicultural environment. But one of the participants declared her native language as Arabic and that she did not comprehend Persian. This actually surprised me as I thought that Arabic speakers might understand at least some vocabulary in Persian

language which was the basis of this sign. The content of this picture is related to commercial purposes of a travel agency.



Figure 4.2: Sign 2



Figure 4.3: Sign 3

The second picture (Sign2) contains both, visual and written content and takes the participants to the questioning of which one catches their eyes primarily and why (Qu. 3). 7 MA students declared that the visual content was more eye-catching by reasons such as the vibrant colors and its placement in the middle of the advertisement. Another reason was stated as the possibility of a logo signifying its content before reading the writings. 4 participants stated that the written text drew their attention first, describing the texts as being more obvious. Two of them informed me that they first looked at the written text on purpose in order to see if they are familiar with the language or not. The fact that a grammatical structure with a full sentence was used here explains why some of the students first look at the visual content of the sign, either on purpose or not.

My next question to the participants was in connection with sign 1, 2 and 3, in which I was keen on finding out if the use of non-Turkish languages on signs is aimed at locals or foreigners (Qu. 4). About the half of the participants agreed on the idea that these non-Turkish signs and written texts are designed for serving the foreigners in the first place. Some of them expressed their opinion that both, foreigners and locals may be the target of having English as the dominant language for the signs. According to some participants, the reason behind this act might be the motivation of developing or improving English language competence. Sign 3 includes some stairs with a series of vocabulary which aim to attract students' attention for its café.



Figure 4.4: Sign 4

The next sign includes both languages, Turkish and English. This one serves as a sample for another question that I included in my interview. Participants were asked to discuss their ideas on the use of both languages in official signs inside the campus (Qu. 5). All participants, except for one, reacted positively towards the use of both languages in warnings. Accordingly, students were asked about their thoughts on the importance of Turkish in sign 4 (Qu. 6). The general idea on this point was the necessity of Turkish for the local people, as Turkish is the official language of North Cyprus. Not everyone is able to speak and understand English, and they should exactly comprehend the signified message, especially with important warning signs. Some students stated that such signs should indicate the official language as a symbol and cultural respect, and Turkish is the language which should receive priority.



Figure 4.5: Sign 5



Figure 4.6: Sign 6

Sign 5 and 6 were the focus of the last two questions in this chapter (Qu. 7; Qu.8). The two signs were put for informative purposes although with different backgrounds. Both include the situation of bilingual use of English and Turkish and are referred to the question of what these languages symbolize or imply. According to the participants, the English language serves for international customers, mostly students, as it is an international context. Turkish language was seen as a symbol for the location, the country itself, by the MA students.

Sign 5 shows us the equal power of the languages directed to students of the university only, but the content of sign 6, which informs about the menu, gives the preference to the Turkish language in capital letters with a more remarkable size of the content. The English translation is included only in brackets. Important to mention is that translation of written texts are decisive in language input. Especially restaurant names or menu translations are the most eye-catching elements of public spaces and decisive in their attractiveness, which have been highlighted by Yilin Zeng (2009) in investigating the attitudes of people from other countries towards incorrect translations.

4.2.2 Part 2

The first question aimed at finding out if the MA students find the use of LL in teaching English beneficial or not with additional comments (Qu. 1). All of them agreed on the idea that the application of LL as a tool for language education would be beneficial with various reasons. One of the reasons was stated as the opportunity to directly notice and examine the different language functions in other languages. According to one participant, especially bilingual or multilingual signs enable the reader to directly recognize a word that you might already know. She further explained that after realizing that it is equivalent to the word in your memory, you additionally look at its translation and thus get the chance to learn new vocabulary which we unconsciously memorize and internalize. Another remarkable thought was that the LL helps the student to learn in a real context without stress, which is related to the effort we make while learning a language, mostly in indoor settings. But as one participant stated, with the use of LL, one can be aware of surroundings while at the same time acquire any language available in the LL, especially English language. However one participant claimed that there are some limitations and it would not be

possible for him to consider Linguistic Landscape as the main teaching or learning tool. Furthermore I asked them if they have had any experience in using the LL for teaching purposes, as nine of them already have experience in English language teaching as profession (Qu. 2). Only two participants reported their experience while the others had such an experience in this field. In parallel with this question, I posed another on their involvement in any language learning activity or project as students of language education (Qu. 3). All participants stated their involvement in a learning activity or project except for one person.

I was also interested in discovering if these MA students would like to be a part of a Linguistic Landscape Project as a learner of English language (Qu. 4). As the participants were mostly professional teachers and students at the same time, this question seemed suitable in order to receive additional data from the students' perspective. The participants were all certain and positive towards being included in a LL project with a few statements on how fresh and fantastic this technique is and that this research field should add more practical studies. The beliefs of LL being a fun, enjoyable, easy and effective way to learn and teach a language in a real life situation were expressed as reasons. One of the MA students particularly mentioned that LL is an "eye-opener" and it would make her aware of new and different linguistic landscapes along with keeping her update with all recent trends and issues in the field of linguistics.

As coming to the fifth question of the second part, participants were asked to tell if they would use the LL as a project for their own students or not (Qu. 5). Having already experienced LL in language learning and seen its benefits, one MA student was completely sure that it would be efficient in the field of language teaching. There

was also the declaration that such an act would give students a clear background of different linguistic landscapes that they may come across in their daily lives. Accordingly, one MA student shared the idea that his students would get the chance of “feeling” and living the context of the language in their own environment which could enable them the acquaintance on the target language. Basically they shared the thought that such projects would give the students the chance to observe actual language usage, whereby one participant added that he would make it voluntary for students.

The concluding question of this section and the interview questions if learners of English may benefit from the linguistic landscape of EMU campus (Qu. 6). The participants of my interview here had the chance to transfer their own experience on the campus. Mentioning that EMU is multinational campus and a host for international students, some insisted that EMU is full of signs, logos, billboards and written texts which give students the chance to observe and explore various aspects of language. One participant especially mentioned that students would be able to constitute a bridge between two languages by checking the smooth shift among meanings. Furthermore, another participant declared that subconsciously or not, students may be able to learn successfully from signs and symbols in the EMU campus.

4.3 Summary

The results of attitudes of MA students of the EFL Department towards the linguistic landscape as a pedagogical tool for language teaching purposes in the campus and in general have been presented in this chapter. Moreover, their notions on certain multilingual, bilingual and monolingual signs and written texts of the EMU campus

have been analyzed and interpreted. When asked to react on the signs the participants were generally of the same mind although they differed in their ethnic and cultural backgrounds. Their experiences and knowledge in this research area have been questioned which proofed that some prospective teachers or professionals are already familiar with the concept of LL and its possible application in the field of language education.

The next chapter will present an evaluation of the results obtained from the interview in accordance with each research question and the conclusions of this study as well as implications for further LL studies.

Chapter 5

DISCUSSION OF RESULTS AND CONCLUSION

The following pages of this chapter present the discussion of the results in relation to the research questions. The conclusion of the study is given as a next step followed by implications of the study and suggestions for further research.

5.1 Discussion of the Results

In this section, main findings of the study are discussed in line with relevant literature and the research questions of the study.

5.1.1 Research Question 1: How is English Used on Signs in the EMU Campus?

The method of categorization (Legge, 2015) gives the reader a straightforward and clear picture of the current situation of the EMU context. The 230 signs that have been collected showed that the majority of the signs were in English and Turkish with 53,88 %. English monolingual signs were about 35,34 % and Turkish monolingual signs were 8,19 % among all signs that have been collected.

English in some signs (2,59 %) were used along with Persian or Arabic predominantly which were all bottom-up signs. Bilingual signs in English and Turkish showed a high percentage of 62,88% among the top-down list, which highlights the importance and necessity of translations for reaching both groups of students, national and international. This is the reason why it is not surprising that the university does not favour the use of monolingual signs, especially with Turkish

languages as this would not be suitable for international students. Particularly, translations are of great necessity for warning signs.

Bottom-up signs, which overweigh in both Turkish language (12%) and English language (40%) separately, may be regarded as an attempt to enable a sense of authenticity and give messages directly to insiders of the country (Ferguson & Sidorova, 2018).

The next step was to conduct an interview with MA students from the FLE Department of EMU. Starting with the question of how English language is being applied on written texts and signs in the EMU campus, the participants examined six photos in general and commented on each of them in line with their initial and immediate responses.

English was being highlighted as the dominant language along with Turkish, which is considerably apparent in the campus of EMU. The impact of visual content along with elements such as fonts, colours, size and symbols seemed to be high on the majority of participants. By looking at one sample sign, some participants found written texts more appealing while a few stated their deliberate glance at the written texts in order to check their familiarity with the existing language. The students claimed that the use of English in signs within the campus intended to attract both, native and foreign students, while on the contrary, some others expressed the thought that decisions on signs took aim at foreigners only. However, the importance of both languages has been highlighted on warning signs. Turkish language should be put forward as the native language of the country and demonstrated visually in the LL.

5.1.2 Research Question 2:How can the Linguistic Landscape of the EMU Campus be Used for Teaching Purposes?

This research question actually had the intention to review all activities and projects which have been done so far for the purpose of teaching a language on the basis of the linguistic landscape of the setting. An important highlight of this part is that the EMU campus has already been used as a project for English teaching purposes with twelve 4th year undergraduate students from the FLE Department. Giving an insight of the basis, motivation and aspect of this explorative project “Look-n-learn”, the research takes its inspiration from this ELT activity along with other projects endeavored by other researchers or scholars (Shibliyev & Erozan, 2017). The five perspectives set by Cenoz & Gorter (2008) for the acquisition of L2 through LL were listed as follows: *Input; Pragmatic competence; literacy skills; multicompetence; affective and symbolic factors*; This project intended to raise students’ awareness on the connection between LL and L2 acquisition and get a deeper understanding of their perceptions on the use of LL of a university campus for teaching purposes. The students were distributed into four groups and were required to follow steps such as taking photographs, analyzing them in line with the given criteria and the five perspectives, writing a report on their experiences and reflections, and finally presenting their reports.

The focal points of the analysis were the types of the signs, its locations, agents, functions, languages and fonts used, and the target audience. In addition, students’ interpretations & reflections on their investigations were requested. The obtained data revealed that students were generally aware of the connection between LL and the EMU campus in language acquisition and learning.

5.1.3 Research Question 3: What are the Perceptions of Prospective Teachers on Linguistic Landscape as a Possible Language Learning Material?

The second part of my interviews offered some valuable insights into the mind-set of prospective teachers on the possibility of including the LL into the philosophy of teaching. The findings here show the willingness of the students to combine language teaching with LL in general. Participants expressed their motivation on combining LL with language teaching with reasons for essentiality of new and creative tools in the field of language education. They further explained that LL provides new, enjoyable and stress-free settings especially for international students in a language learning process. The positive responses of the participants show the achievability of success through the use of LL for both, teachers and students. The direct contact with the language in a real-life context enables learners to activate their memorization and record unknown or familiar language features into their memories.

With only one unsure attitude to the use of LL for teaching languages, it was suggested not to consider LL as the merely tool for foreign language teaching and learning and if preferred, students should be given the option to choose and become a part of such projects on a volunteer basis. All MA students were involved in certain language learning projects at various times, but practising or participation in activities related to LL projects was very few. Learners of the language have the chance to discover and embrace the authenticity in the public spheres of their campus. In consideration with the results, deliberately or not, they will make use of the LL of this multilingual campus in terms of acquiring or learning new language functions, vocabulary and pragmatics.

5.2 Conclusion

The scope of the study is based on raising awareness of students and teachers on the existing linguistic landscape in their surroundings and inspiring them on using the written texts and signs for language education purposes. Moreover, this paper presents the situation of the campus of Eastern Mediterranean University in North Cyprus, based on signs and written texts used according to the languages used, language policies and contents.

The results of the study show that the signs used on the campus are formed by decisions made upon the growing number of international students and the need for lingua franca and hence the increase of the use of English, both visual and verbal. Also, it indicated that prospective teachers in the Department of Foreign Language Education at EMU are generally aware of the linguistic landscape and have positive attitudes towards its utilization in language teaching. Because of differences in their backgrounds, the participants reacted differently on the content of the signs and their conspicuousness. The possibility of the success and the willingness of prospective teachers on using the LL for pedagogical reasons were also highlighted with the results.

Basically, the results defend the view that language classrooms need creativeness and productivity in approaches, tools and materials used. Linguistic landscape has various research areas in itself, which need to be updated according to the growth of technology, language developments, changing politics, immigration and even fashion. Language is simply everywhere and gives the person the opportunity to directly see and observe different language functions. Especially in international

settings, the campus itself provides this area of interest and directly reflects the language use in that context.

5.3 Implications of the Study

An important implication is that the linguistic landscape of the EMU gives evidence on the power of English and its preference from both sides, top-down and bottom-up. This study shows how inhabitants of the campus shape the distribution of languages all around the campus and that the amount of international students influences the language policy of the university and the number of each language preferred by students to demonstrate their identity which are visible in the bottom-up signs. Also students should be given the opportunity of experiencing LL projects language education. In addition, LL should be promoted in language teaching by including its theories in courses in teacher education programs.

5.4 Limitations of the Study

One limitation of the study is that the number of signs collected on the campus of EMU could have been more in number. Moreover, the number of participants is not sufficient, as the only resource of data is through qualitative method. Also, an additional use of quantitative method for data collection could have been used in order to receive sufficient data for a broader discussion.

5.5 Suggestions for Further Research

For further studies, I would suggest developing longitudinal studies on practical projects with the students which would enable the researcher to directly observe the language learning or acquisition process and their improvements in language use as many scholars and researches presented valuable ideas and approaches so far, but with less effort to experiment them in practice. It would be also beneficial to consider innovative ideas and applications such as the SIGNS project by Przymus & Kohler

(2017) which would influence the practical framework of studies. In countries or cities which underwent changes in their communities and experienced legal or illegal immigrations, such research area will be suitable, impressive and compelling in line with present conditions and events.

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APPENDICES

Appendix A: Consent Form

Student Interview

Dear Students,

I am a master's student and I am conducting my thesis on the topic of *The Use of The Linguistic Landscape of a university campus for English Language Teaching and Learning Purposes*. This interview has been designed to identify your perceptions on the linguistic landscape of the EMU campus and its possible use in English language classrooms in order to raise awareness on linguistic landscape in relation with language teaching. In this interview you will be asked to answer the questions based on pictures with different signs from the campus of EMU. It is important that you express your views freely because the data to be collected through your responses will add a great value to the research.

Also, the interview will be audio-recorded and please be informed that if you do not want to continue, you can withdraw from the study at any time. Further information can be obtained directly from me or my thesis supervisor.

I thank you in advance for your participation and cooperation.

Merve Koc

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✉ -----

Consent form

Having read and understood the purpose of this study and how my responses to the interview questions will be used, I agree to participate in this interview and give permission for the recording of my responses.

Name - Surname: _____

Signature: _____

Date: _____

Appendix B Interview Questions

Please examine the following pictures carefully, and then answer the following questions

Sign #1



Sign #2



Sign #3



Sign #4



Sign #5



Sign #6



Appendix C Categories of Signs

1. Turkish signs

a) Top-down signs



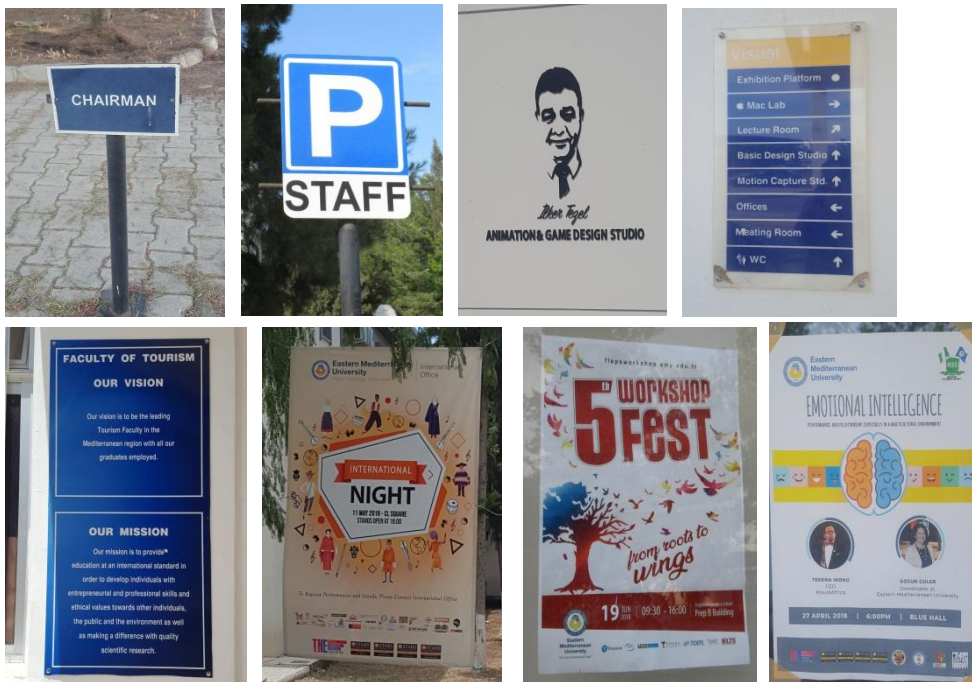
b) Bottom-up signs

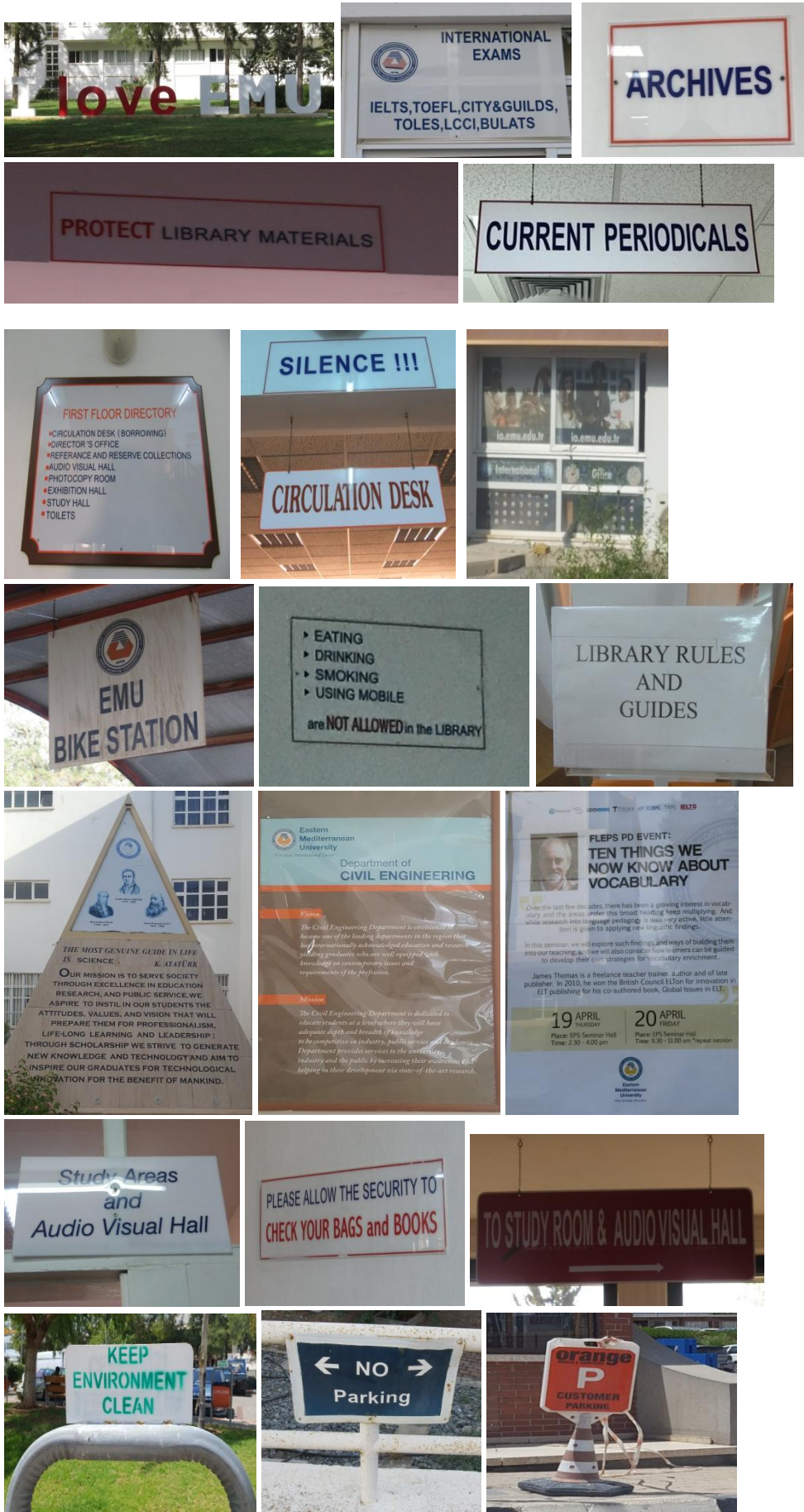


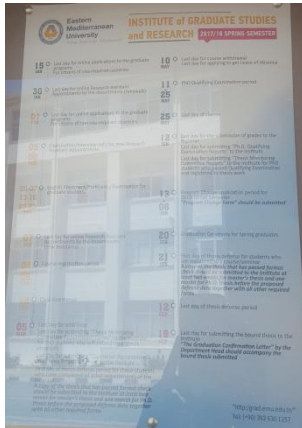
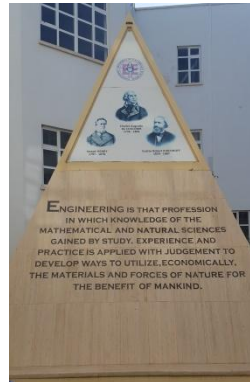
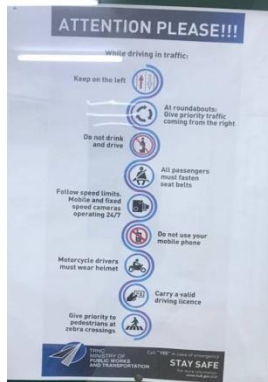


2. English signs

a) Top-down signs

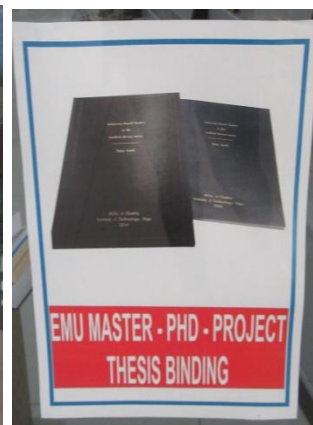
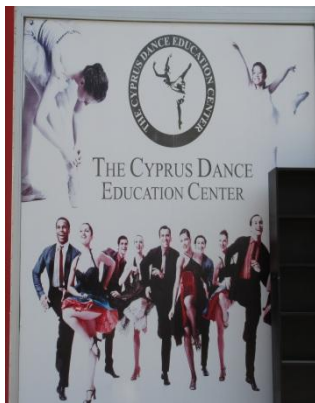






a) Bottom-up







3. English and Turkish signs

a) Top-down signs

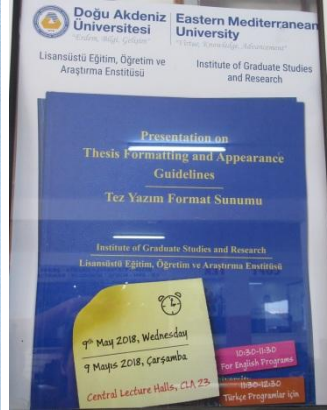


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STUDENTS WHO WANT TO PAY THEIR EMU TUITION FEES WITH CREDIT CARD THEY CAN USE THE LINK BELOW
HTTPS://EPAY.EMU.EDU.TR/GS/

LIBRARY SPACES SERVE FOR THE PURPOSE OF READING, STUDYING, AND RESEARCH, AND ARE NOT USED FOR PRAYING PURPOSES.

KÜTÜPHANE MEKANLARI KİTAP OKUMA, DERS ÇALIŞMA, ARAŞTIRMA YAPMA GİBİ FAALİYETLER İÇİN HİZMETTE OLUP, İBADET İÇİN KULLANILMAMAKTADIR.

WI-FI

EMÜ ÖĞRENCİLERİ	EMÜ ÖĞRENCİLERİ
EMÜ ÖĞRENCİLERİ	EMÜ ÖĞRENCİLERİ
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EMÜ ÖĞRENCİLERİ	EMÜ ÖĞRENCİLERİ

EMU LIBRARY STUDY SPACE POLICY

Study spaces may not be reserved for leaving books or personal items on chairs, end tables, overhead bins, desks and any other equipment left unattended for more than 20 minutes in library or study areas. Items may be removed and placed on the Information Desk by library staff.

Reservations and equipment should only be made through the library website.

The library accepts no responsibility for personal belongings left unattended. The Library Library is not responsible for any lost, damaged, or stolen personal items.

Library Situations

DAÜ KÜTÜPHANE HÜDÜRLÜĞÜ ÇALIŞMA ALANLARI KULLANIM KURALLARI

- Çalışma alanlarında, "seri" veya "yavaş" seslerdir. Çalışma alanlarında, 30 dakikalık süre içinde kullanılmayan kitaplar, diğer kitapları bırakarak kaldırılmalıdır.
- Kütüphane Hüdürlüğüne ait kitaplar, diğer kitaplarla birlikte bırakılmamalıdır. Kütüphane Hüdürlüğüne ait kitaplar, diğer kitaplarla birlikte bırakılmamalıdır.

Doğu Akdeniz Üniversitesi Eastern Mediterranean University

FACULTY OF ARTS AND SCIENCES DEPARTMENT OF TURKISH LANGUAGE AND LITERATURE

NGAR HANIM'DAN GÜNÜMÜZE TÜRK EDEBİYATINDA SAHİR KADINLAR (TELEFONUNUN SİYEMİZİMİZ)

İNSANLARA HAYAT VEREN KADINLARIN TÜRK EDEBİYATINDA YERİ

FROM NGAR HANIM TO THE PRESENT

26 Nisan 2024
Süre: 09:30 - 12:00

Tüm öğrencilerimiz şahsi eşyalarından sorumludur.
Çok dikkatli olunuz.

All of our students are responsible for their personal belongings.
Be very careful

b) Bottom-up signs







4. English and other languages

a) Bottom-up signs

